



Supporting Speech Sound Production in the Classroom Setting

Students who have difficulties producing the sounds of speech correctly are said to have *articulation* and/or *phonological* delays or disorders. Some strategies to encourage correct speech sound production in the classroom setting include:

- Use Models – Model correct sound production often as you teach. Use peer role models when possible to encourage sound production in a social setting.
- Provide Visual Placement Cues – children with speech sound difficulties benefit from reminders about where to place their lips, teeth, or tongue to produce certain sounds (e.g., point to lips for bilabial sounds (p, b, m); to teeth for alveolar sounds (t, d, n); to tongue for interdental sounds (th); to throat for velar sounds (k, g)).
- Give verbal place cues – remind students of correct placement with a verbal description (e.g., “teeth on lip” for f, v sounds).
- Provide kinesthetic cues – especially useful for children who have difficulty sequencing sounds and syllables (use a foot stomp or tap on desk to provide a pacing cue that will assist with motor planning for speech).
- Ask for contextual clues if needed – when a student is difficult to understand, cut down on frustration by asking them to point to what they are talking about or show you what they mean. Sometimes, a simple “I’m sorry, I’m just not getting it” is required. Try to minimize the “fault” of the student.
- Reinforce and expand – reinforce articulation attempts with the correct production, then take it a step further to provide an additional model (e.g., if a child produces the word “doe” for “go,” then you could provide the models, “Go, that’s right, Go! It’s almost time to go.”)