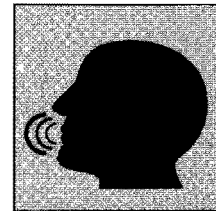


# Articulatory and Phonologic Target Behaviors



## Chapter 1

### Target Sounds

- Stops /d/, /t/, /g/, /k/
- Fricatives /v/, /f/, /z/, /s/, /ð/ (th voiced), /θ/ (th unvoiced), /ʃ/ (sh)
- Affricates /dʒ/, /tʃ/ (ch)
- Glide /j/ (y)
- Liquids /r/, /l/

## Articulatory and Phonologic Disorders

### General Training Strategy

The main treatment techniques are instruction, demonstration of target sound production, modeling, shaping, phonetic placement, visual feedback with the help of a mirror, manual guidance, prompting, and immediate positive reinforcement. Treatment progresses from simpler to more complex response complexity. Treatment may begin at the syllable, word, or phrase level depending on the initial level at which the client can imitate sounds. Treatment always is terminated at the conversational speech level.

Initially, pictures, objects, and demonstrated actions serve as stimuli. No concrete stimuli are used at the conversational speech level.

### Initial sound shaping

The clinician demonstrates the position of the articulators, gives visual feedback, provides manual guidance if feasible, and thus shapes an approximation of the target sound; he or she skips this step if the client can imitate the sound in words. Typically, only a few sounds are targeted at any one time.

In some phonological process-based treatment approaches, there may be little or no emphasis on individual sound shaping. Also, several phonemes may be simul-

taneously targeted for treatment. Some approaches may include intensive auditory stimulation.

### Varied evocation of phrases and sentences

The basic training strategy described on the subsequent pages for each target phoneme includes modeling and evocation techniques. However, phrases (especially sentences that contain the target phoneme) require varied evocation. The clinician should set the stage right to evoke phrases and sentences that contain words with the target phoneme. Depending on the sentence exemplar, the clinician may find one or more of the following useful:

- “What is this?” (The client replies, “This is a fish.”)
- “What do you see?” (The client replies, “I see two cats fighting.”)
- “What is happening in this picture?” (The client replies, “The man is eating.”)
- “Do you like . . .?” (The client replies, “I like . . .”)
- “What does (he) (she) (they) do?” (The client replies “He [paints] [eats]”; “She [walks] [runs]”; “They [jog] [work]”).
- “Are (they) (plural nouns) good for you?” (The client replies, “[They] [plural nouns] are good for me.”)
- “This is a . . . (noun); What is this?” (The client replies, “This is a . . . [noun]”)

► *Note that the clinician can use different phrases and sentences than the ones provided, which are only examples. Wording and the length of sentences should be changed to suit the client’s age, sophistication, and cultural background.*