

ARTICULATION WORK FOR THE CHILD WITH BEHAVIOR/ATTENDING DIFFICULTIES

Children with behavioral and or attending difficulties often present a challenge in terms of working toward articulation/phonology goals. Articulation/phonology work often relies heavily on attending to /watching production of various phonemes. For children that are highly active or have difficulty attending this is often quite difficult and may lead to slower progress. Children with articulation difficulties may also be quite frustrated due to difficulty in communicating effectively. The following are some strategies that I have found effective when working with such children:

1. Use something to grab the child's attention. Some examples may be putting stickers near the face/mouth or using bright lipstick to help the child watch production.
2. Devise activities where the child is active vs. having to sit still at a table (see figure 1 p.9) An example of this would be as follows: Let's say that you have a child working on /k/ in words. Traditionally you may have this child sitting at a table and reciting /k/ words in specific activities. For a child who is highly active this may be difficult. I think back to various instances

LANGUAGE FOR THE MINIMALLY VERBAL OR VERBAL CHILD

The following are some strategies that can be implemented to facilitate language skills in the child with at least some language:

1. Expand, expand, expand- always try to add a word or two to what the child says. So for example if the child says "ball" you can add "yes blue ball", etc. Encourage parents to expand as well but remember not to add too much above the child's level.
2. Repeat, repeat, repeat- simply stated- repeat words and sounds over and over again for children.
3. Use books or sing songs with repetitive lines for the child to fill in a word or verse.
4. Expand language and mean length of utterance by using carrier phrases such as "I want _____", "I see a _____", etc.
5. Read books and encourage parents to read with their children and have their child identify and say the names of various pictures. Teach parents how to simplify language according to their child's level. An example of this would be when reading a story rather than saying "look the boy is going outside for a walk today" say "look".