



What is Articulation?

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- Articulation refers to the production of speech sounds. Letters represent sounds. This coincides with phonology, which is the system of sounds.
- Difficulties with articulation or phonology may fall under the umbrella term, *Speech Sound Disorder* (SSD).
- An articulation-based SSD refers to the difficulty pronouncing one or more sounds accurately or consistently
- Examples include:
 - Distortion of certain sounds. Common sounds include “r” and “s”
 - The child’s articulators (tongue, lips, teeth) need explicit teaching about appropriate placement to create the correct sound.
 - Commonly called “a lisp”
- A phonologically-based SSD refers to the pattern of inaccurate use of the sound system.
 - Examples include:
 - Substitutions of one sound for another.
 - Omission of a particular sound in a specific context of a word
 - Shortening of long words
- If your child has been referred to a speech-language therapist for SSD concerns, they may display the following:
 - Distortion of speech sound(s)
 - When they say, “red,” the “r” does not sound quite right.
 - Consistently replacing one sound with another
 - Every time they say words with “th,” they say “f” (e.g. teeth→teef)
 - Overall difficulty being understood clearly

The Role of the Speech-Language Therapist

- The speech-language therapist has a primary role in screening, evaluating, diagnosing, and treating a SSD.
- The speech-language therapist will gather information based on initial screenings and evaluations to make an appropriate diagnosis. Once the diagnosis and source of speech difficulties is determined, the speech-language therapist will create a child-centered intervention plan to target the individualized goals.

Koch, Carol. Clinical Management of Speech Sound Disorders: a case-based approach. Jones & Bartlett Learning. [2019]. p. 20.

American Speech-Language-Hearing Association. (n.d.). *Speech sound disorders: Articulation and phonology* [Practice portal]. <https://www.asha.org/practice-portal/clinical-topics/articulation-and-phonology/>

Intervention and Support in the Classroom

- Depending on the severity and type of articulation/phonologically-based SSD, the frequency of treatment and approach(es) used to target these goals will be determined by the speech-language therapist.
- Intervention will include child-specific goals.
- Collaboration with parents and teachers is vital in creating a functional treatment plan that carries across all settings the child is in.

If you're interested in Speech-Language services at AIM for your child, please contact supportservices@aimpa.org

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