

ARTICULATION INTERVENTION IN THE CLASSROOM FOR "TH"

THIS PACKET INCLUDES THE FOLLOWING:

1. LETTER OF EXPLANATION FOR CLASSROOM TEACHERS
2. PLACEMENT OF ARTICULATORS HANDOUT
3. VISUAL REMINDERS HANDOUT
4. CLASSROOM ACTIVITIES SHEET
5. PROGRESS MONITORING FORM
6. LARGE STICKERS FOR THE STUDENT *
7. SMALL STICKERS FOR THE TEACHER *
8. BOOKMARKS FOR STUDENT AND/OR TEACHER *

**The large stickers, small stickers and bookmarks are saved as separate documents in this folder due to formatting differences. The large stickers were created using Avery Labels Template 5163. You will want to print these using Avery Labels 48363. The small stickers were created using Avery Labels Template 5195. You will want to print these using Avery Labels 42895. The bookmarks were formatted as a Word document with a table containing 3 columns and 1 row. These can be printed on any cardstock of your choice.*

Caution: If you use the PDF format for bookmarks and stickers, you will want to print on sticker paper, not labels. The re-formatting from Word into PDF changes the set-up of these documents.

TO: _____, CLASSROOM TEACHER

DATE: _____

RE: _____ (STUDENT'S NAME)

THIS INTERVENTION PACKET WAS DESIGNED TO HELP THE ABOVE NAMED STUDENT CORRECT HIS/HER PRODUCTION OF THE "TH" SOUND. I HAVE INCLUDED A SHEET EXPLAINING WHERE THE LIPS, TONGUE AND TEETH NEED TO BE PLACED TO PRODUCE THIS SOUND CORRECTLY (**PLACEMENT OF ARTICULATORS HANDOUT**), AS WELL AS, A SHEET DESCRIBING THE VISUAL CUES USED TO HELP STUDENTS SAY THIS SOUND CORRECTLY (**VISUAL REMINDERS HANDOUT**). I WILL BE TEACHING YOUR STUDENT WHERE HIS/HER TONGUE, LIPS, AND TEETH NEED TO BE AND THE VISUAL CUE FOR THIS SOUND. THE STUDENT ALSO NEEDS TO COMPLETE SOME PRACTICE IN THE CLASSROOM AND AT HOME. THE IDEA IS THAT THESE TEAM BASED INTERVENTIONS MAY PREVENT HIM/HER FROM BEING IDENTIFIED AS A CHILD WITH A SPEECH/LANGUAGE DISABILITY.

IN YOUR PACKET, YOU WILL FIND SOME **BOOKMARKS AND STICKERS**. THESE CAN BE USED BY YOU AND THE STUDENT AS REMINDERS THROUGHOUT THE SCHOOL DAY. PLEASE ENCOURAGE THIS STUDENT TO USE HIS/HER BOOKMARKS AND STICKERS. HAVE HIM/HER PLACE THE BOOKMARKS INSIDE THOSE BOOKS THAT YOU OFTEN READ FROM ORALLY AS A REMINDER OF THE SOUND HE/SHE NEEDS TO CORRECT WHEN SPEAKING. ALSO, PLEASE HAVE HIM/HER PLACE THE STICKERS ON FOLDERS THAT HE/SHE USES THROUGHOUT THE SCHOOL DAY. YOU CAN USE THE SMALLER STICKERS ON YOUR LESSON PLANS TO REMIND YOU TOO!

NEXT, LET ME EXPLAIN THE **CLASSROOM ACTIVITIES SHEET** THAT IS INCLUDED IN THIS PACKET. THIS SHEET PROVIDES YOU WITH A LIST OF ACTIVITIES THAT ARE OFTEN USEFUL IN THE CLASSROOM SETTING FOR HELPING CHILDREN LEARN NEW WAYS TO PRONOUNCE SOUNDS. PLEASE USE THIS SHEET AS A PLAN FOR THIS STUDENT'S ARTICULATION PRACTICE IN THE CLASSROOM. IT IS VERY IMPORTANT THAT HE/SHE COMPLETE THE DESIGNATED ACTIVITIES ON A DAILY BASIS IN ORDER TO MAKE THE INTERVENTIONS SUCCESSFUL.

LAST, AND CERTAINLY NOT THE FAVORITE FORM INCLUDED IN THIS PACKET IS THE **PROGRESS MONITORING SHEET**. PLEASE TAKE JUST A FEW MOMENTS TO COMPLETE THIS EVERY _____ SO THAT OUR TEAM CAN MONITOR THIS STUDENT'S PROGRESS IN THE INTERVENTION PROCESS.

THANK YOU FOR YOUR HELP IN THE INTERVENTION PROCESS FOR THIS STUDENT☺

PLACEMENT OF THE TONGUE, LIPS AND TEETH FOR "TH"

To say "TH," we have to place our tongue between our front teeth. The tongue needs to stick out just a little to make the correct sound. We blow air quietly out for the soft "th" like in "thank you." We turn our voice boxes "on" and make a noisier sound for the hard "th" like in "this."

CLASSROOM SPEECH PRACTICE

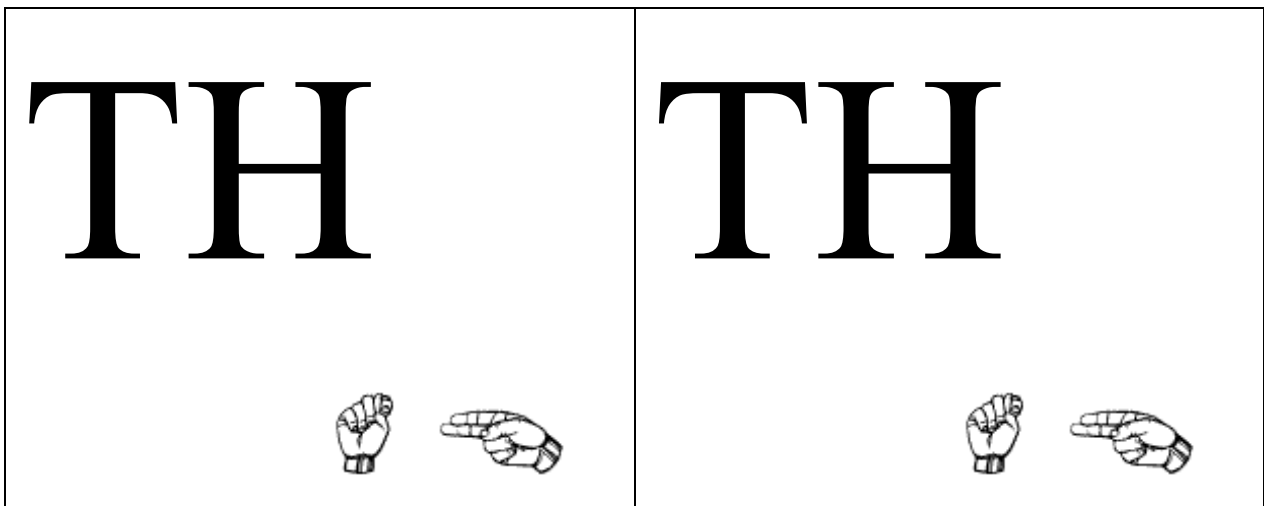
VISUAL REMINDERS FOR “TH”

***PLEASE USE THE FOLLOWING VISUAL REMINDERS

TO HELP _____ WHEN YOU HEAR HIM/HER SAY

THE “TH” SOUND INCORRECTLY DURING CLASSROOM TIME***

- _____ Show your student the sign for the above sound with your hands when you hear him/her make an error. (Use the pictures below to help you.)
- _____ Cut out one of the cards below and hold it up when you hear the target sound in error.
- _____ Place one of the cards below on your student’s desk with tape. Simply point to the card when you hear an error.
- _____ Point to your tongue as you stick it out between your teeth (it will look like you are getting ready to say “th.”).



CLASSROOM ACTIVITIES SHEET FOR PRACTICE WITH "TH"

STUDENT'S NAME: _____

DIRECTIONS: Please have this student complete the checked activities in the classroom for speech practice. The student should complete at least one activity each day. It is fine to repeat the same activity for several days.

- ___ Make an extra copy of the classroom word list or story for the day/week. Have this student highlight the "TH" sounds throughout the word list or story.
- ___ Have this student find ___ words/pictures with the "TH" sound and draw or write the words on a dry erase board or paper.
- ___ Allow this student to make a sensory picture of their sound using yarn, sticks, cotton, etc. to draw the letters which represent "TH."
- ___ Have this student independently complete the syllable drill practice sheet provided by your SLP
- ___ Have this student independently complete the word level drill practice sheet provided by your SLP
- ___ Ask the student to use the word level drill practice sheet provided the your SLP to make sentences
- ___ Allow this student to practice his/her "th" sounds using the practice cards provided by your SLP
- ___ When asking to use the bathroom, make sure he/she uses a good "TH" sound in bathroom!
- ___ Have he/she announce birthdays to the class. Make sure the student uses a good "TH" sound in birthday!
- ___ If age-appropriate, listen to this student's use of "TH" as your class counts aloud. Listen for good "TH" sounds as he/she says "three, thirteen, twenty three, thirty five" etc.
- ___ If working on math problems, you can have this student read numbers aloud. Make sure he/she uses the good "TH" sound in "three, thirteen, twenty three, thirty five," etc.

- ___ Have this student underline/highlight all the “TH” sounds found in his/her spelling list. When he/she says the words aloud, this should help him/her remember to use correct “TH” sounds!
- ___ Make sure the student uses correct “TH” sounds when saying “thank you” throughout the day at school!
- ___ Other Ideas:

Be sure to consult your intervention team when selecting appropriate activities for this student and re-consider other ideas if the student is not able to complete the activities successfully.

ARTICULATION INTERVENTION

PROGRESS MONITORING

STUDENT'S NAME: _____

DATE OF BIRTH: _____

THE ABOVE STUDENT HAS BEEN COMPLETING CLASSROOM INTERVENTIONS FOCUSED ON IMPROVING HIS/HER PRODUCTION OF THE "TH" SOUND FOR ____ WEEKS. HE/SHE HAS COMPLETED ____ ACTIVITIES EACH WEEK AS OUTLINED ON THE CLASSROOM ACTIVITIES SHEET. AT THIS TIME, IT IS FELT THAT HE/SHE IS:

____ MAKING NO PROGRESS AT CORRECTING HIS/HER ERRORS

____ MAKING SOME PROGRESS AT CORRECTING HIS/HER ERRORS

____ HAS CORRECTED HIS/HER PRODUCTION OF THIS SOUND

COMMENTS ABOUT PARTICIPATION AND PROGRESS IN THE SPEECH INTERVENTION PROGRAM:

TEACHER'S SIGNATURE: _____

DATE: _____