

ARTICULATION INTERVENTION AT HOME FOR "TH"

THIS PACKET INCLUDES THE FOLLOWING:

1. LETTER OF EXPLANATION FOR PARENTS
2. PLACEMENT OF ARTICULATORS HANDOUT
3. VISUAL REMINDERS HANDOUT
4. HOME PRACTICE ACTIVITIES SHEET
5. PROGRESS MONITORING FORM

TO: _____, PARENT/GUARDIAN

FROM: _____, SPEECH AND LANGUAGE PATHOLOGIST

DATE: _____

RE: _____ (STUDENT'S NAME)

THIS INTERVENTION PACKET WAS DESIGNED TO HELP YOUR CHILD 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 YOUR CHILD SAY THIS SOUND CORRECTLY (**VISUAL REMINDERS HANDOUT**). I WILL BE TEACHING YOUR CHILD WHERE HIS/HER TONGUE, LIPS, AND TEETH NEED TO BE AND THE VISUAL CUE FOR THIS SOUND. HE/SHE ALSO NEEDS TO CONSISTENTLY COMPLETE SPEECH PRACTICE IN THE CLASSROOM AND AT HOME. THE IDEA IS THAT THESE TEAM BASED INTERVENTIONS MAY PREVENT YOUR CHILD FROM BEING IDENTIFIED AS A CHILD WITH A SPEECH AND LANGUAGE DISABILITY.

NEXT, LET ME EXPLAIN THE **HOME PRACTICE ACTIVITIES SHEET** THAT IS INCLUDED IN THIS PACKET. THIS SHEET PROVIDES YOU WITH A LIST OF ACTIVITIES THAT ARE OFTEN USEFUL FOR PRACTICING THIS SPEECH SOUND AT HOME. PLEASE USE THIS SHEET AS A DAILY PLAN FOR SPEECH PRACTICE. IT IS VERY IMPORTANT THAT YOUR CHILD 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 YOUR CHILD'S PROGRESS IN THE INTERVENTION PROCESS.

THANK YOU FOR YOUR HELP AT HOME 😊

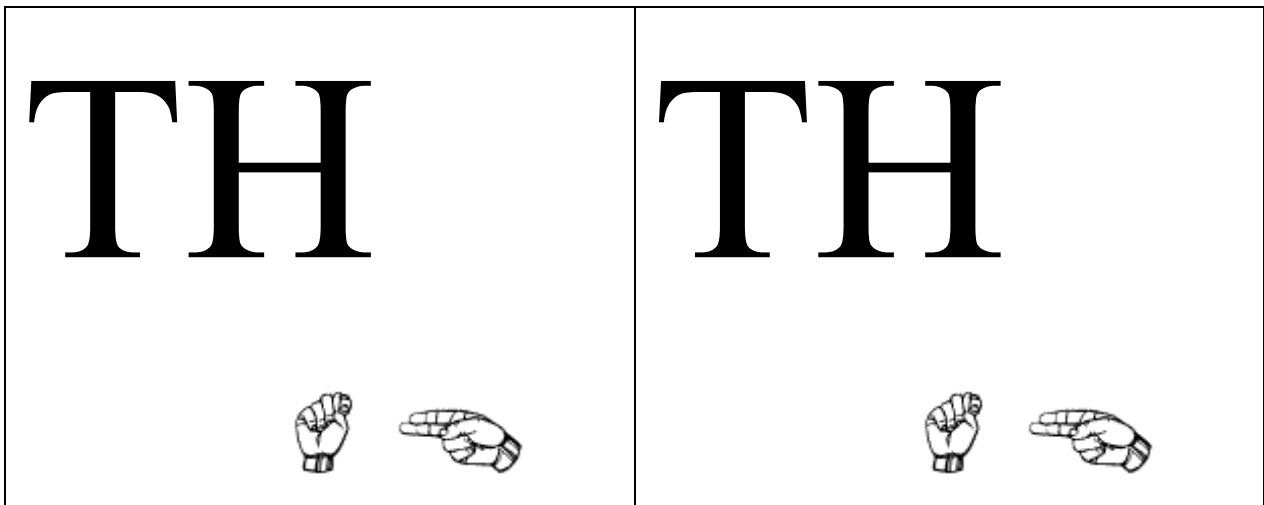
PLACEMENT OF THE TONGUE, LIPS AND TEETH FOR "TH"

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."

VISUAL REMINDERS FOR “TH”

***PLEASE USE THE FOLLOWING VISUAL REMINDERS
TO HELP _____ WHEN YOU HEAR HIM/HER SAY
THE “TH” SOUND INCORRECTLY AT HOME***

- _____ Show your child 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 the cards below and place them in frequently visited places in your home (i.e. refrigerator door, bathroom mirror, etc.) This will provide your child with a visual reminder to use his/her good R sound.
- _____ Point to your tongue as you stick it out between your teeth (it will look like you are getting ready to say “th.”).



HOME PRACTICE INTERVENTIONS FOR "TH"

Student's Name: _____

Date: _____

Speech Language Pathologist: _____

Your child needs to practice using the "th" sound correctly when speaking. Please spend a few minutes each day listening to your child practice. Be sure to correct him/her if you hear the "th" sound used incorrectly. You and your child can choose from the following activities, but please try to complete at least one activity each day. It is fine to repeat the same activity for several days.

___ Practice using good "th" sounds in these common words throughout the day: "this," "these," "those," "that," "nothing," "anything," and "the."

___ Practice using good manners during dinner or any other time of the day. Have your child practice using a good "th" sound to say "thank you" or "no thank you."

___ If completing these interventions during November, talk about the Thanksgiving holiday. Make sure your child uses a good "th" sound in "Thanksgiving."

___ Have your child practice using a good "th" sound to wish others "Happy Birthday" if you have a birthday party at home or attend someone's birthday party.

___ When it is time for your child to brush his/her teeth, practice using good "th" sounds in these words: "toothbrush," "toothpaste," "teeth," "mouth," and "mouthwash."

___ When working on homework, have your child highlight the "TH" sounds in his/her spelling list or story and practice saying the words. You can put a piece of clear lamination paper or a clear sheet protector over the story so that you don't write inside a book. You can then use a dry erase marker to highlight and erase on the lamination or sheet protector.

___ Have your child find ___ words/pictures with the "TH" sound and draw or write the words on a dry erase board or piece of paper.

___ Allow your child to make a sensory picture of their sound using yarn, sticks, cotton, etc. to draw the letters which represent "TH."

- ___ When using the bathroom, have your child practice using a good "th" sound in bathroom.
- ___ When completing math homework with your child, practice using good "th" sounds when saying "three, thirteen, twenty three, thirty five" etc.
- ___ Spend ___ minutes completing the homework practice sheets for "th" provided by your school speech language pathologist
- ___ Other Ideas:

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

ARTICULATION INTERVENTION

FEEDBACK FROM HOME PROGRAM

DEAR PARENT/GUARDIAN:

THANK YOU FOR YOUR PARTICIPATION IN YOUR CHILD'S HOME PRACTICE SPEECH PROGRAM. PLEASE COMPLETE THE INFORMATION BELOW TO LET ME KNOW HOW HE/SHE IS DOING WITH THE "TH" SOUND AT HOME.

HOW OFTEN WOULD YOU SAY YOU HAVE BEEN ABLE TO PRACTICE SPEECH WITH YOUR CHILD (PLEASE CHECK ONE)?

- ONCE EVERY DAY
- FOUR-SIX TIMES WEEKLY
- ONE TO THREE TIMES WEEKLY
- RARELY OR NEVER

HOW WOULD YOU RATE YOUR CHILD'S PROGRESS WITH HIS/HER SPEECH (PLEASE CHECK ONE)?

- MAKING NO PROGRESS
- MAKING SOME PROGRESS
- MAKING A LOT OF PROGRESS

COMMENTS:

PARENT SIGNATURE

DATE

STUDENT'S NAME: _____

DATE: _____

THIS STUDENT HAS BEEN PARTICIPATING IN THE HOME PRACTICE PROGRAM FOR SPEECH FOR ____ WEEKS.