



The Hierarchy of Articulation Therapy



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Articulation therapy begins a stimulation assessment to assess your child's ability to produce the errored sound in isolation, syllables, words, phrases, sentences and in conversation.



From there, we begin therapy at the level at or right below where your child is having trouble. For example, if your child has difficulty with S sound, but can produce the sound in isolation and in syllables, we would begin therapy at the word level. If your child had difficulty imitating the sound in isolation, we would begin there until ~90% accuracy.

Here is an example of therapy for a child working on the /s/ sound and is having difficulty producing sound in imitation:

SOUND LEVEL Teach correct placement of articulators (lips, teeth, tongue) to correctly produce the sound, once child produces the sound with ~90% accuracy, move on to the next step.

SYLLABLE LEVEL Begin with initial position CV (consonant-vowel) combination as in "so", followed by final position VC (vowel-consonant combination) as in "us" and then medial position (vowel consonant vowel) as in "oso."

WORD LEVEL Begin with words in imitation (often I do not use pictures at this stage) because I want the child focused on the way I produce the word (not how they think the word is produced). Again, begin with initial position as in "sun", followed by final position as in "bus," and lastly in the medial position as in "messy."

PHRASES Begin with phrases with target sound in word first as in "sit down," followed by "I see." This phase requires mastery of the sound in different positions of the word AND the word in different positions of the phrase.

SENTENCES/READING Begin with the child imitating simple sentences, as in "I see the sun." The next step is to have the child generate a sentence independently describing a picture scene. If your child is reading, this is the stage where they can read sentences with their sounds.



CONVERSATION This is the final stage of therapy. Your child will practice correctly producing their target sound in all different activities across all settings (during therapy, in the classroom, at recess and lunch and at home).

PRACTICE It is important to practice with your child at the specific level where we have been practicing in therapy. Make sure to praise and provide reinforcement when the sound is produced correctly at any point. It is equally important to not correct at a level where the child is not yet able to produce the correctly (for example, if a child is working on S in words, please do not correct them when they produce the sound in error in conversation). A great tip is to repeat what the child said emphasizing the correct production of the sound, for example, "yes we can SSSwing."

Please let us know if you have questions regarding this information! We would be more than happy to explain anything above in detail!

Thanks so much!

Sarah Beth Holland, MS CCC-SLP

All for the Kids Therapy Services

Inspiring your kids to continue to learn and grow!