

# PROGRESSION OF ARTICULATION THERAPY

Intervention for articulation delays and disorders is conducted in a bottom up hierarchy, working from the single sound produced in isolation, all the way to use of the sound in everyday conversation. Following this gradual process sets your child up for success, by facilitating their ability to use the sound in increasingly complex contexts. Following the stages in order, and allowing your child to master each before moving on is important for ensuring your child's success.

The stages of intervention for a given sound are as follows:

<b>1</b>	<b>Isolation</b>	In this stage we work on achieving a correctly produced target sound on its own e.g. "s"
<b>2</b>	<b>Syllables</b>	In this stage we work on producing the target sound in simple syllables e.g. 'soo', 'see', 'sah', etc.
<b>3</b>	<b>Words</b>	In this stage we work on producing the target sound in all positions of the word, including word initial, word medial and word final e.g. <u>s</u> un, li <u>s</u> ten, gra <u>s</u> s, etc.
<b>4</b>	<b>Sentences</b>	In this stage we work on producing the target sound within sentences. e.g. 'The <u>s</u> un went behind the clouds'
<b>5</b>	<b>Stories</b>	In this stage we work on producing the target sound in long stories, usually with multiple words containing the sound. e.g. 'one day the <u>s</u> un and moon were <u>li</u> stening to music while laying on the <u>g</u> ra <u>s</u> s. While they were laying there they <u>s</u> aw a <u>s</u> eal hiding behind a <u>h</u> ouse.'
<b>6</b>	<b>Conversation</b>	In this stage we begin to work on using the target sound correctly while conversing with others.
<b>7</b>	<b>Maintenance and Monitoring</b>	Once a child is demonstrating use of the new 's' spontaneously during their day-to-day communications, we begin to phase out therapy tasks.