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ABSTRACT

*Intended for clinicians working individually with children (in grades k-3) who have mild to moderate articulatory disorders, the guide provides information on an articulation based program to establish the target phoneme in structured speech in the therapy room. Material is divided into three sections according to the phoneme being focused on. Each section includes an outline of program procedures; program definitions; the listing of 30 items of a sound production task; a table on the steps in the articulation base program; prevocalic, intervocalic, and postvocalic pictures and key sentences; stories with key words; and a sample program recording sheet and speech response chart. It is noted that clinicians using the program should have knowledge of behavior modification principles, including the appropriate use of reinforcement schedules and the establishment of criterion levels. (SB)

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articulation base program

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'sh'

k g

f v

by

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Preface

This program was written for student clinicians in the Department of Communication Disorders at Northern Illinois University. It is designed as a guide for clinicians working with children in individual therapy (kindergarten-third grade) who have mild to moderate articulatory disorders. The terminal objective of the program is to establish the target phoneme in structured speech in the therapy room. A transfer program to establish the target phonemes in conversational speech in the school and home environment should be initiated upon completion of this program.

Clinicians who use this program should be familiar with behavior modification principles, including the appropriate use of reinforcement schedules and the establishment of criterion levels, effective in learning. In order to fully understand the program, it would be helpful for the clinician to be familiar with the Behavior Modification Articulation Program developed by the Joint-County School System, Decorah, Iowa and Evaluating Speech Therapy Through Precision Recording by Donald E. Mowrer, JSHD, 34, 239-244 (1969). Portions of this program are adapted from both of these references.

Acknowledgements

Special thanks are given to the following graduate students for their participation in developing this program:

Elaine Alzoa

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Michelle Hirt

Martha Velett

Danna Loeh

ARTICULATION BASE PROGRAM // /

- I. Determine the base rate information and record it at the bottom of the Speech Response Chart under Testing Information.
 - A. Sample - results of conversational speech sample (see Program Definitions)
 - B. Items - results of Sound Production Task (page 5)
 1. Therapy is indicated when the conversational speech sample shows less than 80% correct production of the target phoneme and correct production of the Sound Production Task is less than 24.
- II. Shape sound in isolation (series A - Step 1) and proceed through Series and Steps as outlined in the program.
- III. When beginning the new sound, it may be necessary to review several steps before proceeding with new steps. However, this is left up to the discretion of the clinician.
- IV. Criterion for Branching
If at any time the child's performance falls below an 80% correct response rate the clinician should branch.
- V. Recording Responses and Graphing
 - A. Record correct and incorrect responses on the Recording Sheet. Convert the scores into rates/minutes and plot the Total Response Rate and Error Response Rate on the Speech Response Chart.

1. Total Response Rate - $\frac{\text{number of responses}}{\text{number of minutes in class}}$
2. Error Response Rate - $\frac{\text{number of incorrect responses}}{\text{number of minutes in class}}$

An 80% or better correct response rate is indicated if the distance between the total response rate and the error response rate is two inches or more apart on the logarithmic graph (Speech Response Chart).

- VI. The program is terminated when series F is completed. Key words in stories are elicited through questions by the clinicians and the story is retold by the child at a level of 80% or better correct response rate.
- VII. Final Criterion Test - administer the Sound Production Task. Criterion for passing is 24 out of 30 correct repetitions or reading of items. Engage the child in three minutes of conversational speech relevant to the stories in series F. Criterion for passing is 80% or better correct production of target phonemes.
 - A. Record scores at the bottom of the Speech Response Chart under Testing Information - Post Test.
 1. Sample - results of conversational speech sample.
 2. Items - results of Sound Production Task.

Program Definitions

1. Criterion - Suggested number of consecutive correct responses required to allow progression to the next step or series. Criterion levels may be adjusted by the clinician.

2. Branching - Repeating an earlier step or series or the use of appropriate supplementary work.
3. Conversational Speech Sample - Counting of correct and incorrect target phonemes during a three minute period of the child's conversation. Clinician's remarks during this time should be restricted to the asking of leading questions.
4. Sound Production Task - A series of isolated sounds, syllables, words, phrases, and sentences which include the target phoneme.
5. CRF • Continuous Reinforcement
6. VR - Variable (ratio or interval) Reinforcement schedule as determined by the clinician.

ARTICULATION BASE PROGRAM

30 Item Sound Production Task

1. /f/
2. she
3. /fe/
4. /if/
5. /uf/
6. pushtoy
7. fishnet
8. dishrag
9. mustache
10. freshly
11. washcloth
12. dishes
13. pushcart
14. battles
15. ocean
16. vacation
17. We saw a good show.
18. I will shake your hand.
19. I guess she did it.
20. I am sure I can go.
21. He has one black shoe.
22. The roof shook in the storm.
23. There is a deep ocean.
24. splash
25. brushing
26. station
27. shirt
28. shower
29. keep sharp
30. He has big shoulder.

ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
A	1	Shape sound in isolation.	CRF	
	2	Say / / *	CRF	15
	3	Say it by yourself.	CRF	15
B	1	Say /-e/	CRF	3
		Say it by yourself.	CRF	5
	2	Say /e-/	CRF	3
		Say it by yourself.	CRF	5
	3	Say /-e- /	CRF	3
		Say it by yourself.	CRF	5
	4	This exercise can be done with other vowels per need of client.		
C	1	Use the 10 / / pictures in <u>prevocalic</u> position in <u>words</u> . Say: _____	CRF	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: The _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
D	1	Use the 10 / / pictures in the <u>intervocalic</u> position in <u>words</u> . Say: _____	VR	10

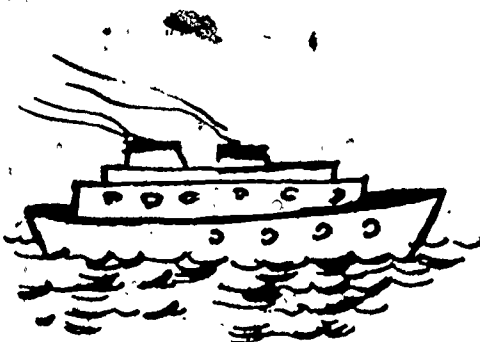
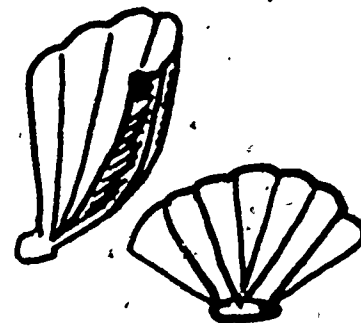
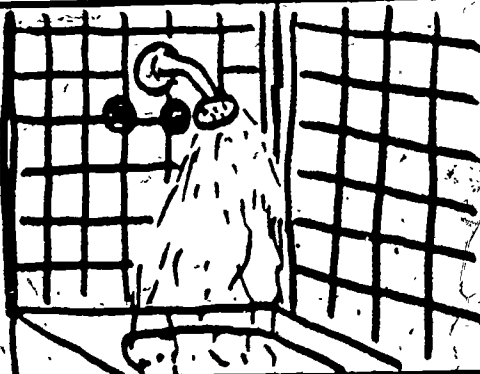
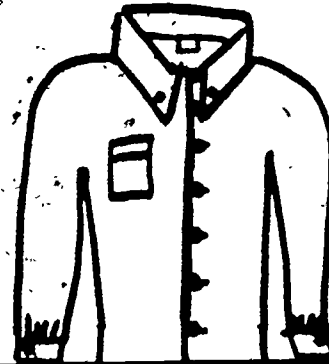
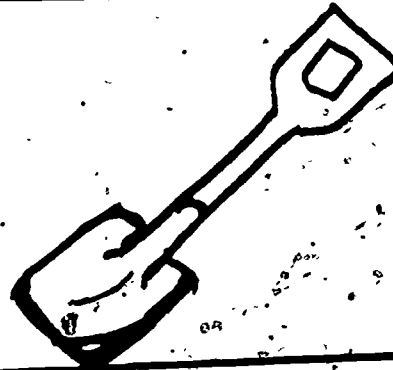
* / / = target phoneme

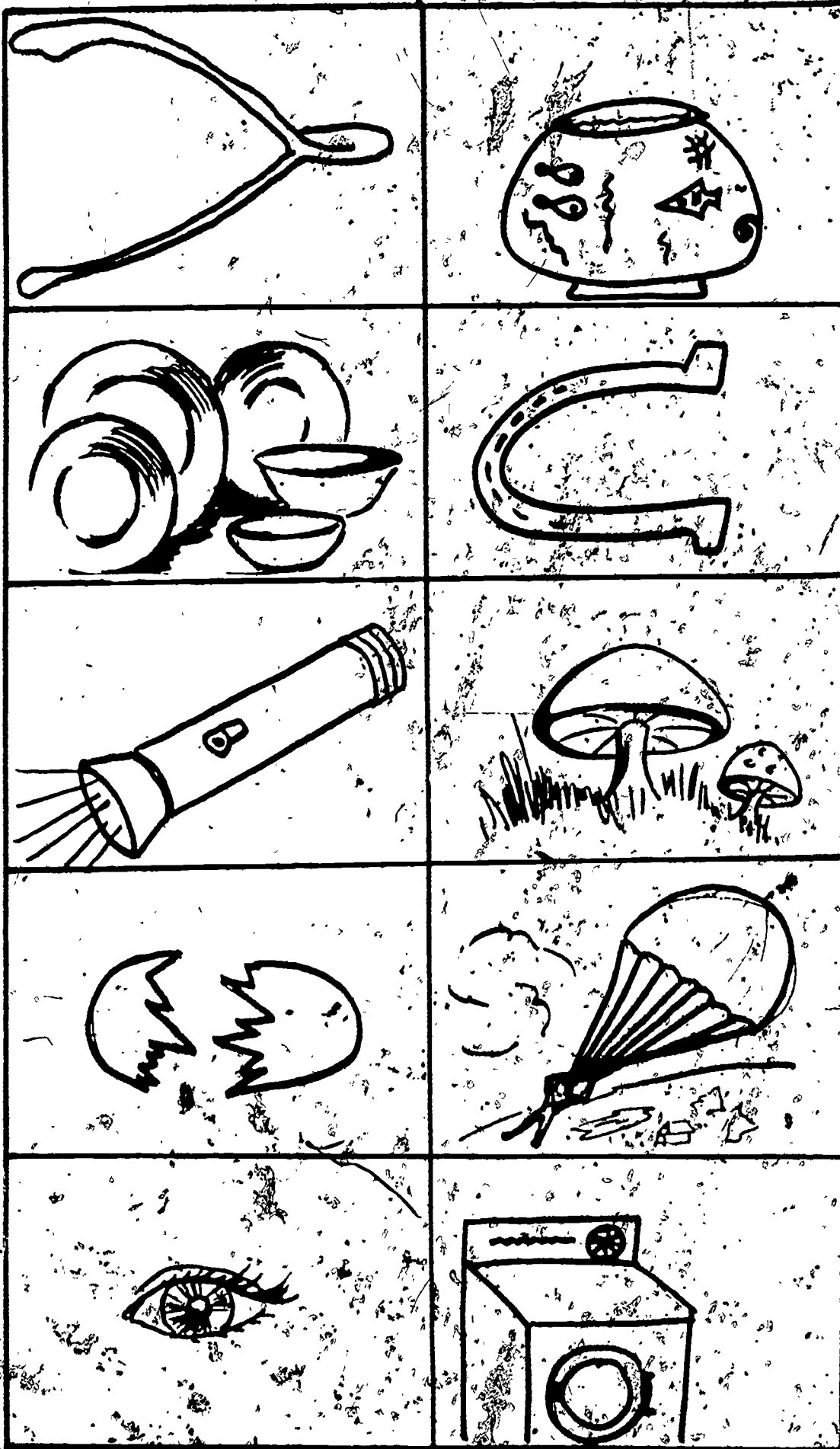
/-e/ = target phoneme combined with vowel such as /ke/

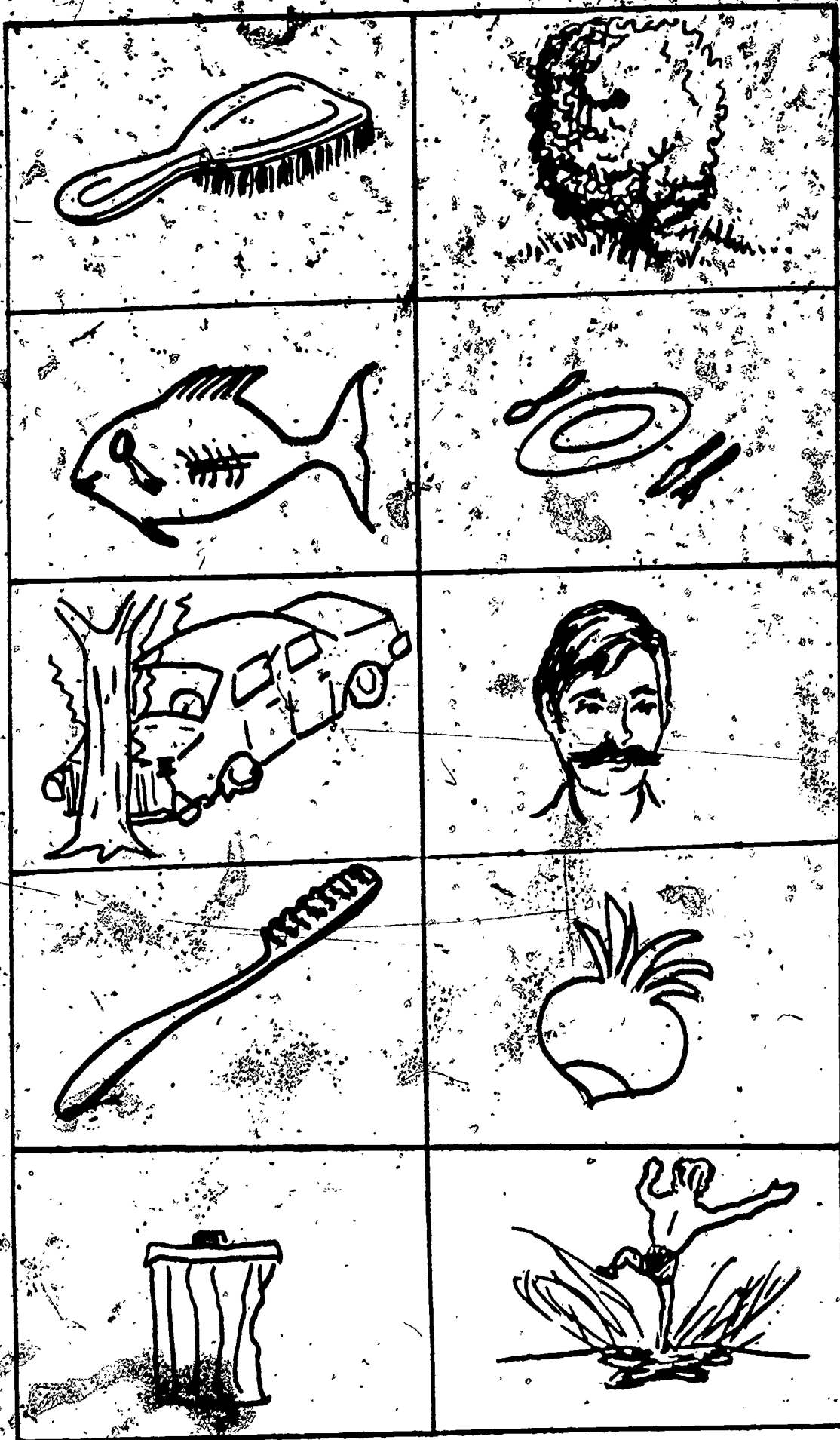
ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
E	1	Use the 10 / / pictures in the postvocalic position in words. Say: _____	VR	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
F		2 stories with key words. / / in all positions.	VR	80% (correct production)

G Administer Final Criterion Test:
(refer to instructions)







ARTICULATION BASE PROGRAM /s/

PICTURES

Prevocalic

sheep
shoe
shaver
ship
shovel
shirt
shadow
shell
shield
shopping cart

Intervocalic

parachute
wishbone
horseshoe
flashlight
dishes
washing machine
eyelashes
fishbowl
eggshells
mushroom

Postvocalic

bush
brush
fish
dish
crash
toothbrush
trash
mustache
radish
splash

KEY SENTENCES

Prevocalic

You can pet the sheep.
Tie your shoe.
Daddy uses a shaver.
The ship sank.
A shovel is used for digging.
Jim got a new shirt.
The boy saw his shadow.
Mary found a shell.
The knight held a shield.
The shopping cart was filled with food.

Intervocalic

The parachute opened quickly.
Did you get the wishbone?
A horseshoe is lucky.
The flashlight was broken.
Do the dishes, please.
The washing machine was full.
Mary had long eyelashes.
Who broke the fishbowl?
Mother threw the eggshells away.
John picked the mushroom.

Postvocalic

The bush was green.
Where is the brush?
He caught a fish.
Hand me the dish.
Did you see the car crash?
Put toothpaste on your toothbrush.
Take out the trash, please.
Dad has a mustache.
There was a radish in the salad.

ARTICULATION BASE PROGRAM //

Stories

Key words: shiny, crayfish, wish, should, finish, splash, catfish, shut.

Five shiny crayfish swimming up the river,

The first one said, "I wish I were bigger."

The second one said, "We should beware of a net."

The third one said, "They won't finish me yet!"

The fourth one said, "Let's splash away fast!"

The fifth one said, "I don't wish to be last."

Then SNAP went a catfish

And his jaws shut tight.

He ate the five shiny crayfish

In one big bite.

Key words: Chicago, vacation, Shirley, fish, fishpole, she.

One day, a little girl from Chicago went on a vacation with her family.

Shirley and her father had tried to catch fish all week, but they just wouldn't bite. On the last day, they were sitting in the boat when Shirley saw her fishpole bend way down to the water. She was so excited when she pulled a big fish into the boat. When Shirley returned to Chicago from her vacation, she bragged that she caught the biggest fish on her very own fishpole.

CLIENT: _____ PROGRAM _____

CLINICIAN: _____ X = CORRECT RESPONSE

SUPERVISOR: _____ Cn = INCORRECT RESPONSE:

[illegible]

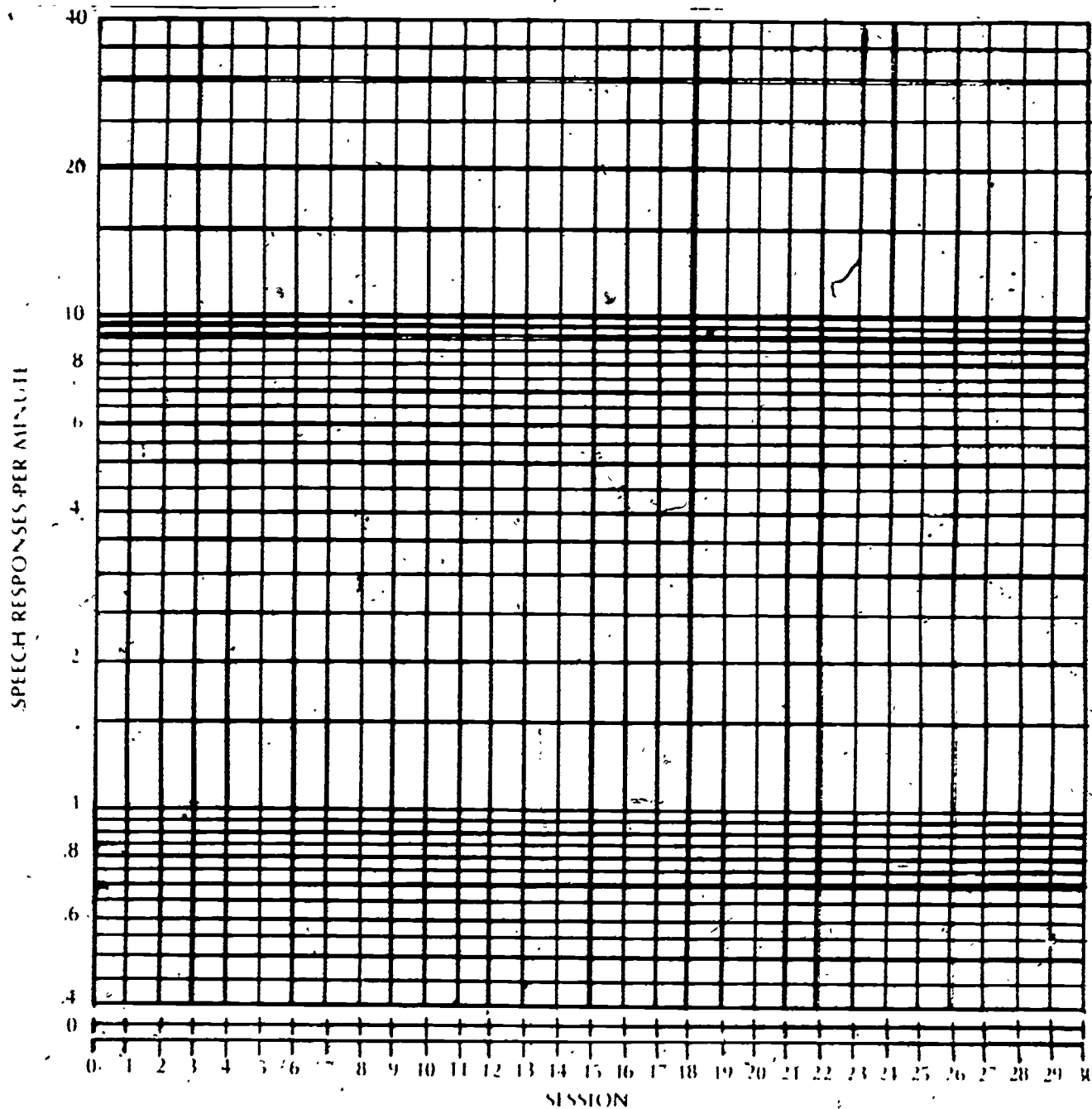
SPEECH RESPONSE CHART

CLIENT _____

SUPERVISOR _____

CLINICIAN _____

PROGRAM _____



TESTING INFORMATION

Date _____

Total Response
RateCorrect Response
RateError Response
Rate

Base Rate

(1) Sample

(2) Items

Post-Test

(1) Sample

(2) Items

ARTICULATION BASE PROGRAM /k/ and /g/

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 - A. Record scores at the bottom of the Speech Response Chart under Testing Information - Post Test.
 1. Sample - results of conversational speech sample.
 2. Items - results of Sound Production Task.

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5. CRE - Continuous Reinforcement
6. VR - Variable (ratio or interval) Reinforcement schedule as determined by the clinician.

ARTICULATION BASE PROGRAM /k/ and /g/

30. Item Sound Production Task

- | | |
|----------------------------|-------------------------------|
| 1. take off | 21. donkey |
| 2. blue collar | 22. The police catch robbers. |
| 3. Don't tell Ken. | 23. come |
| 4. boy's camp | 24. silver canoe |
| 5. /k/ | 25. Tom came home. |
| 6. Mike | 26. rocket |
| 7. I will keep my promise. | 27. Do you have a pet canary? |
| 8. good king | 28. Have Peg call you. |
| 9. /ek/ | 29. candy |
| 10. /ik/ | 30. blanket |
| 11. /ku/ | |
| 12. Who has a comb? | |
| 13. waken | |
| 14. He has an open collar. | |
| 15. /ko/ | |
| 16. baking | |
| 17. When can you go? | |
| 18. He flies a kite. | |
| 19. I will serve Coke. | |
| 20. chicken | |

ARTICULATION BASE PROGRAM

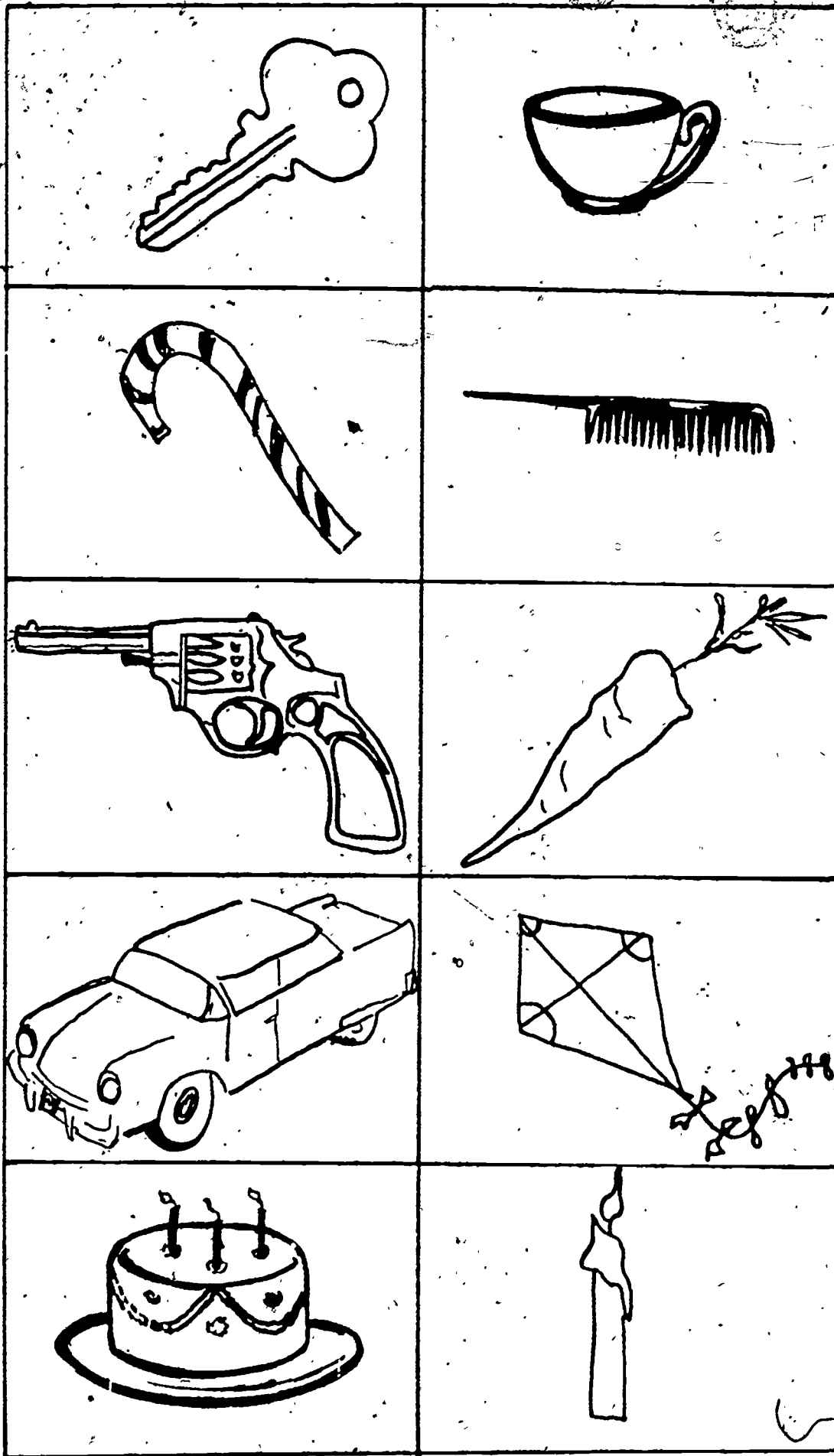
Session	Step	Stimulus	Schedule	Criterion
A	1	Shape sound in isolation	CRF	
	2	Say / /	CRF	15
	3	Say it by yourself	CRF	15
	4	Say /e/	CRF	3
	5	Say it by yourself	CRF	5
	6	Say /e- /	CRF	3
B	1	Say it by yourself	CRF	5
	2	Say /e- /	CRF	3
	3	Say it by yourself	CRF	5
	4	Say /e- /	CRF	3
	5	Say it by yourself	CRF	5
	6	This exercise can be done with other vowels per need of client.		
C	1	Use the 10 / / pictures in <u>pre-vocalic</u> position in words. Say: _____	CRF	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: The _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
D	1	Use the 10 / / pictures in the <u>intervocalic</u> position in words. Say: _____	VR	10

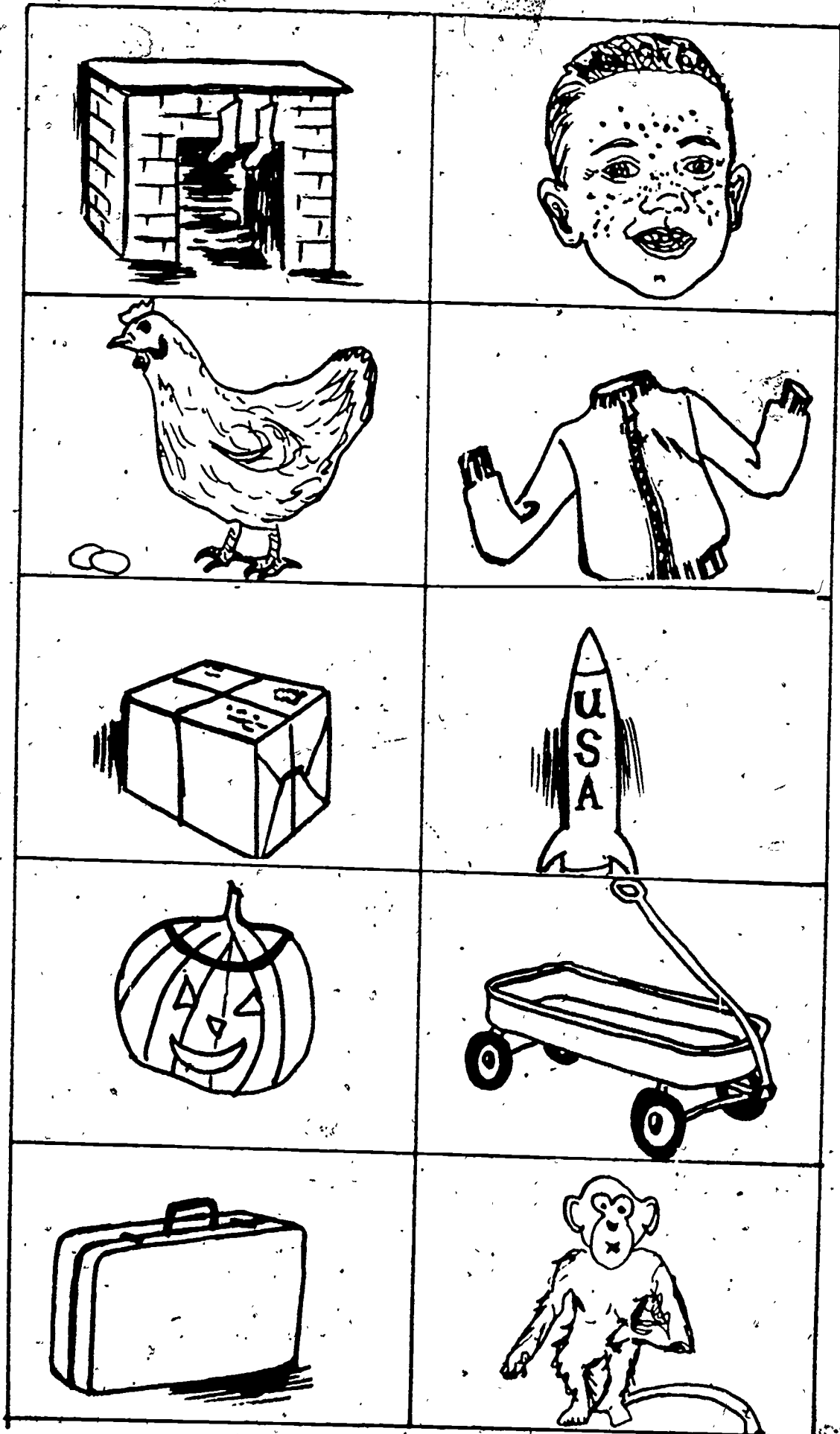
* / / = target phoneme

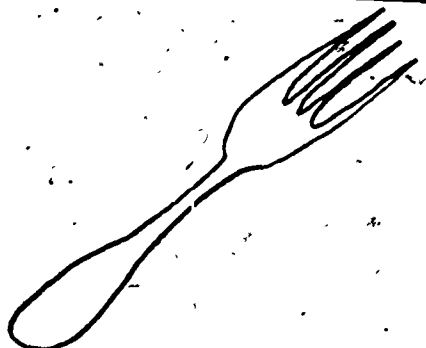
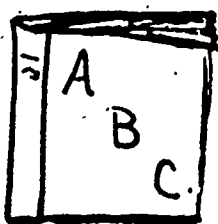
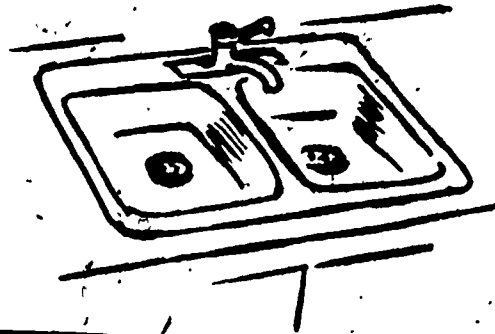
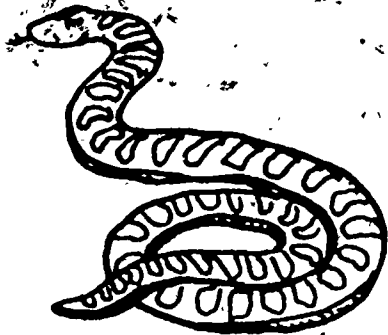
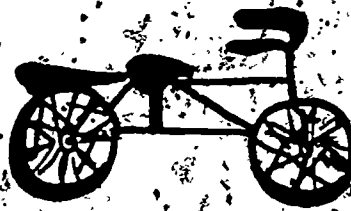
/-e/ = target phoneme combined with vowel such as /ke/

ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
E	1	Use the 10 / / pictures in the <u>postvocalic position in words.</u> Say: _____	VR	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
F		2 stories with key words. / / in all positions.	VR	80% (correct production)
G		Administer Final Criterion Test: (refer to instructions)		







ARTICULATION BASE PROGRAM /k/ and /g/

PICTURES

Prevocalic

key
candy cane
gun
car
cake
cup
comb
carrot
kite
candle

Intervocalic

stocking
chicken
package
pumpkin
suitcases
freckles
jacket
rocket
wagon
monkey

Postvocalic

clock
snake
truck
rake
book
bike
milk
sink
dog
fork

KEY SENTENCES

PREVOCALIC

The key doesn't fit.
I dropped the candy cane.
The policeman has a gun.
His car is pretty.
He ate a piece of cake.
I'll have a cup of soup.
Did you comb your hair?
She ate two carrots.
My kite is in a tree.
The candle is still burning.

INTERVOCALIC

There is a hole in your stocking.
The chicken laid an egg.
You forgot your package.
I like pumpkin pie.
Pack your suitcase, please.
He has a lot of freckles.
Is your jacket too warm?
The rocket went to the moon.
John pulled Mary in the wagon.
The monkey is funny.

POSTVOCALIC

I can't see the clock.
I found a garden snake.
The truck has a flat tire.
Rake the leaves.
That book is funny.
Have you seen my bike?
I haven't finished my milk.
Put the dishes in the sink.
Did you see the big dog?
Eat with a knife and fork.

ARTICULATION BASE PROGRAM /r/ and /g/

Stories

Key Words: Peggy, circus, gave, cream, cone, monkey, took, careful

One day Peggy went to the circus. Her mother gave her some money so she bought an ice cream cone and went to see the animals perform. She saw a monkey riding on a horse and started to laugh at such a strange sight. All of a sudden the monkey jumped off of the horse and took Peggy's ice cream cone. Peggy will be more careful the next time, I'm sure!

Key Words: Gary, crow, corn, gun, going, again, big.

Gary was a crow who lived in a big tree. Early each morning, he would fly as fast as an arrow to a field and return with some corn. Farmer Brown didn't want to lose his corn to a crow. One morning he waited for Gary with his gun. The crow was going to land when Farmer Brown fired one shoot. Gary left the field even faster than an arrow. He returned to his tree, and didn't bother that field again.

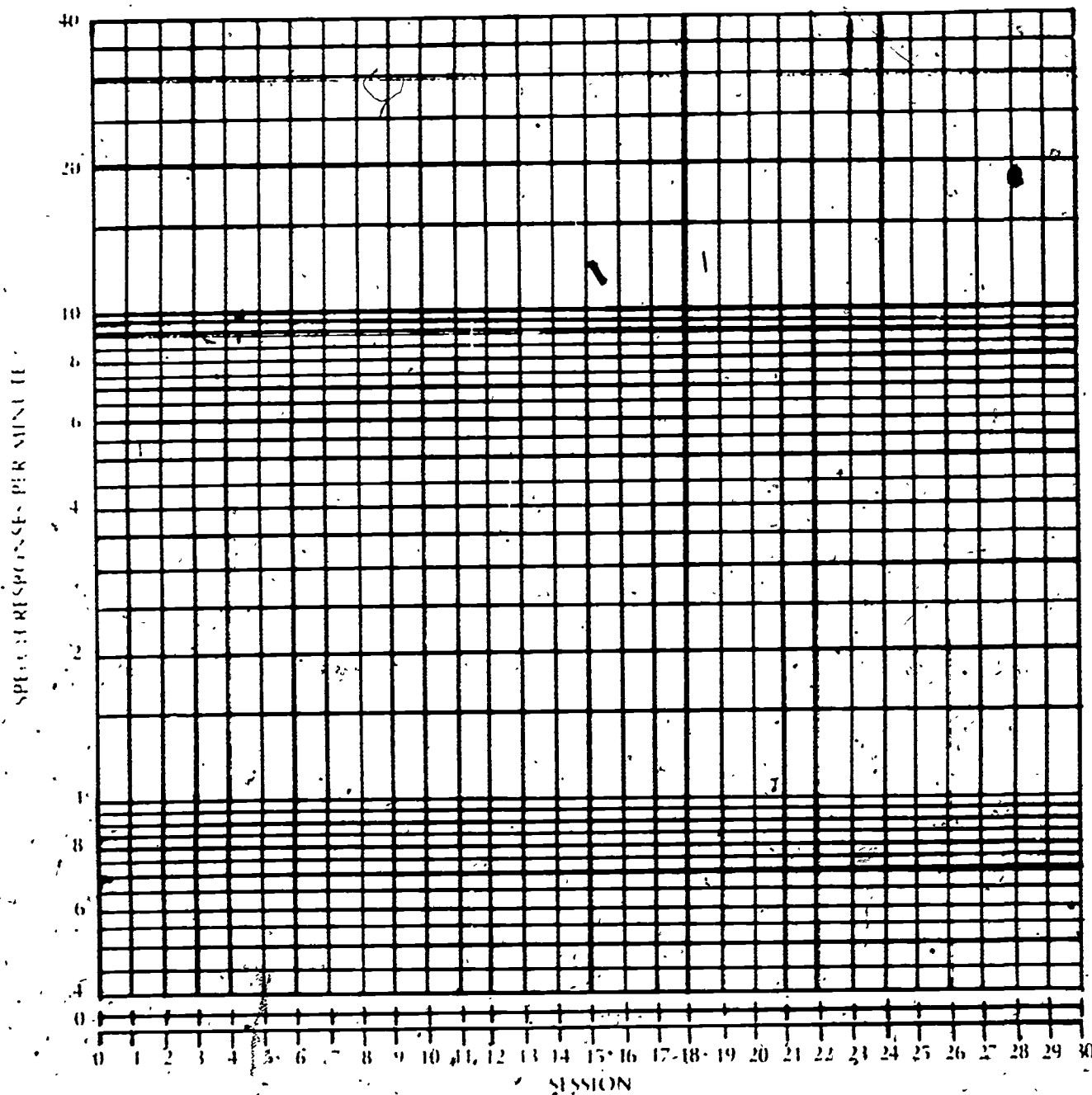
SPEECH RESPONSE CHART

CLIENT _____

SUPERVISOR _____

CLINICIAN _____

PROGRAM _____



TESTING INFORMATION

Date _____

Total Response
Rate

Correct Response
Rate

Error Response
Rate

Base Rate

(1) Sample _____
(2) Items _____

Post-Test

(1) Sample _____

ARTICULATION BASE PROGRAM /f/ and /v/

I. Determine the base rate information and record it at the bottom of the Speech Response Chart under Testing Information.

A. Sample - results of conversational speech sample (see Program Definitions)

B. Items - results of Sound Production Task (page 5)

1. Therapy is indicated when the conversational speech sample shows less than 80% correct production of the target phoneme and correct production of the Sound Production Task is less than 24.

II. Shape sound in isolation (series A - Step 1) and proceed through Series and Steps as outlined in the program.

III. When beginning the new sound, it may be necessary to review several steps before proceeding with new steps. However, this is left up to the discretion of the clinician.

IV. Criterion for Branching

If at any time the child's performance falls below an 80% correct response rate the clinician should branch.

V. Recording Responses and Graphing

A. Record correct and incorrect responses on the Recording Sheet. Convert the scores into rates/minutes and plot the Total Response Rate and Error Response Rate on the Speech Response Chart.

1. Total Response Rate - $\frac{\text{number of responses}}{\text{number of minutes in class}}$
2. Error Response Rate - $\frac{\text{number of incorrect responses}}{\text{number of minutes in class}}$

An 80% or better correct response rate is indicated if the distance between the total response rate and the error response rate is two inches or more apart on the logarithmic graph (Speech Response Chart).

- VI. The program is terminated when series F is completed. Key words in stories are elicited through questions by the clinicians and the story is retold by the child at a level of 80% or better correct response rate.
- VII. Final Criterion Test - administer the Sound Production Task. Criterion for passing is 24 out of 30 correct repetitions or reading of items. Engage the child in three minutes of conversational speech relevant to the stories in series F. Criterion for passing is 80% or better correct production of target phonemes.
 - A. Record scores at the bottom of the Speech Response Chart under Testing Information - Post Test.
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6. VR - Variable (ratio or interval) Reinforcement schedule as determined by the clinician.

ARTICULATION BASE PROGRAM /f/ and /v/

30 Item Sound Production Task

- | | |
|-----------------------------|----------------------------|
| 1. Take forty marbles. | 21. gopher |
| 2. never | 22. I saw a fireman. |
| 3. Pete fed a cat. | 23. big field |
| 4. Who took his valentine? | 24. He has a fever. |
| 5. Peter fell down. | 25. fat |
| 6. /af/ | 26. Did you buy cat food? |
| 7. pretty vase | 27. safer |
| 8. It's a wet forest. | 28. blue envelope |
| 9. coffee | 29. The man found a penny. |
| 10. I had soup for lunch. | 30. /fe/ |
| 11. /va/ | |
| 12. I am four minutes late. | |
| 13. /f/ | |
| 14. He is seven. | |
| 15. billfold | |
| 16. perfect | |
| 17. grandfather | |
| 18. /of/ | |
| 19. thick fog | |
| 20. stove | |

ARTICULATION BASE PROGRAM

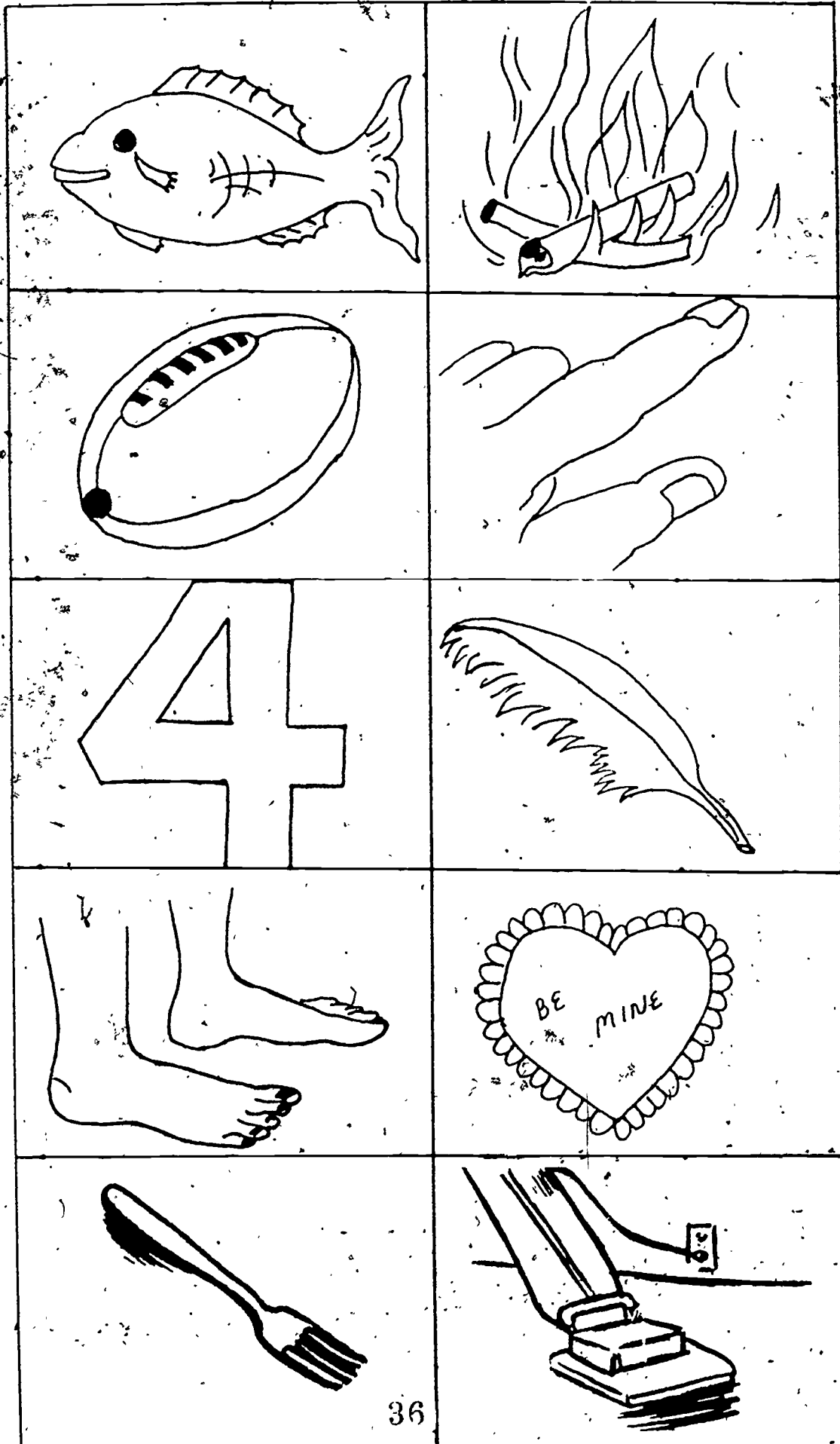
Series	Step	Stimulus	Schedule	Criterion
A	1	Shape sound in isolation.	CRF	
	2	Say / /*	CRF	15
	3	Say it by yourself.	CRF	15
B	1	Say /-e/ Say it by yourself.	CRF CRF	3 5
	2	Say /e-/ Say it by yourself.	CRF CRF	3 5
	3	Say / -e- / Say it by yourself.	CRF CRF	3 5
	4	This exercise can be done with other vowels per need of client.		
C	1	Use the 10 / / pictures in <u>prevocalic</u> position in <u>words</u> . Say: _____	CRF	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: The _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
D	1	Use the 10 / / pictures in the <u>intervocalic</u> position in <u>words</u> . Say: _____	VR	10



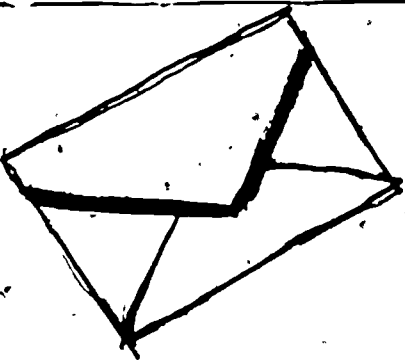
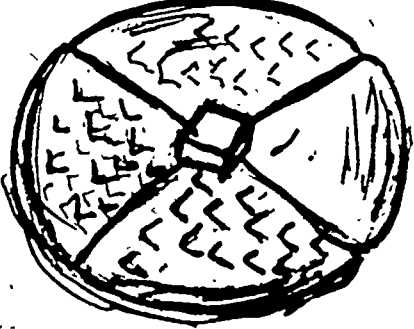



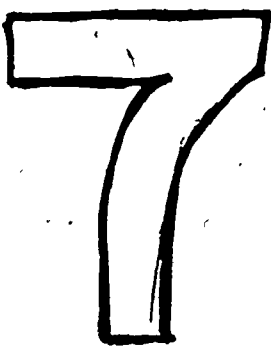

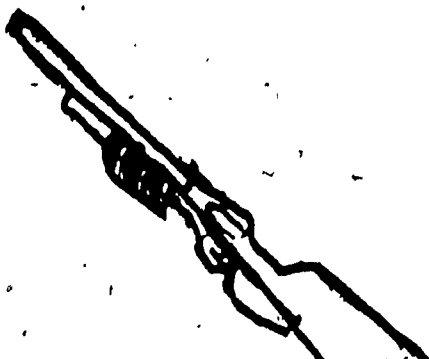
* / / = target phoneme

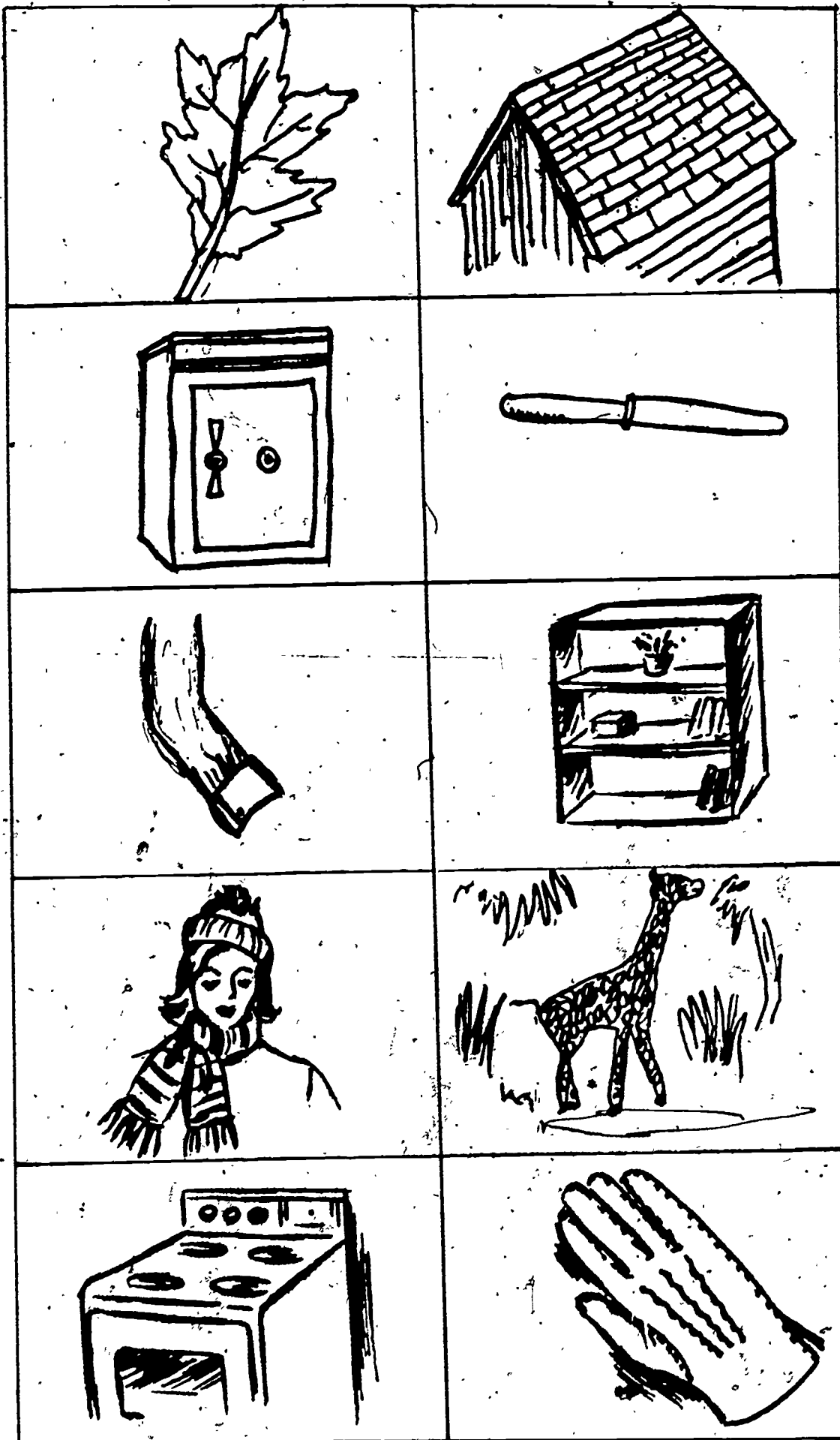
/-e/ = target phoneme combined with vowel such as /ke/

ARTICULATION BASE PROGRAM

Series	Step	Stimulus	Schedule	Criterion
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
E	1	Use the 10 / / pictures in the postvocalic position in words. Say: _____	VR	10
	2	(Same 10 pictures) Now you say them.	VR	10
	3	Now say them again faster.	VR	10
	4	Present the pictures. Say: the _____	VR	10
	5	Now you say them.	VR	10
	6	Present the pictures. Say: I see the _____	VR	10
	7	Now you say them.	VR	10
	8	Read or repeat key sentences.	VR	10
F		2 stories with key words. / / in all positions.	VR	80% (correct production)
G		Administer Final Criterion Test: (refer to instructions)		





ARTICULATION BASE PROGRAM /f/ and /v/

PICTURES

Prevocalic

fish
football
four
feet
fork
fire
finger
feather
valentine
vacuum cleaner

Intervocalic

waterfall
envelope
fifteen
shovel
elephant
telephone
waffle
coffee
seven
rifle

Postvocalic

leaf
safe
sleeve
scarf
stove
roof
knife
shelf
giraffe
glove

KEY SENTENCES:

Prevocalic

Fish swim in cold water.
I kicked the football.
We made four paper hats.
My feet got wet in the rain.
I eat with a fork.
Fire is hot.
I cut my finger.
Birds have feathers.
The valentine was red.
Mother uses a vacuum cleaner.

Intervocalic

We saw a pretty waterfall.
Put the letter in the envelope.
Bob has fifteen pennies.
Daddy uses a shovel.
An elephant has big ears.
May-I use your telephone.
John ate a waffle.
The coffee is too hot to drink.
My dog had seven puppies.
The cowboy has a rifle.

Postvocalic

A leaf fell off the tree.
The robbers broke into the safe.
Her sleeve was wrinkled at the elbow.
I wear a long blue scarf in the winter.
Mother cooks food in our stove.
The cat climbed up on the roof.
The knife is sharp.
Sally put her books on the shelf.
A giraffe has a long neck.
I lost my glove.

ARTICULATION BASE PROGRAM /f/ and /v/

Stories

Key Words: Jeff, forest, fort, elephant, Rover, every, ever

Jeff and his dog Rover walked out of the fort to go hunting in a big forest. He wanted to shoot a big elephant with his bow and arrow. He walked down the trail looking in every direction. Suddenly, Jeff saw the biggest elephant he had ever seen. He dropped his bow and arrow, and started to run back to the fort. As he ran, he yelled, "Come on Rover, let's get out of this forest."

Key Words: Stephen, father, football, after, very

One day Stephen and his father went to the park to play football. Stephen wore his blue mittens and his warmest pair of boots. His father wore a light jacket. Very soon, his father's hands were too cold to play football. They had to go home and warm up with a cup of hot chocolate. After they got home, Stephen remembered that his mittens were still at the park.

Key Words: Frank, farmer, five, never, fox, farm

Frank was a farmer. He never got up early like most farmers do. Instead of getting up at five o'clock, he would sleep until noon. Frank didn't keep any cows or pigs or chickens on his farm. He was a fox farmer. His five foxes had nice clean pens in back of the big red barn. He never caused him any trouble, so Frank was a happy farmer.

CLIENT: _____ PROGRAM _____

CLINICIAN: _____ X = CORRECT RESPONSE

SUPERVISOR: _____ 0 = INCORRECT RESPONSE

[illegible]

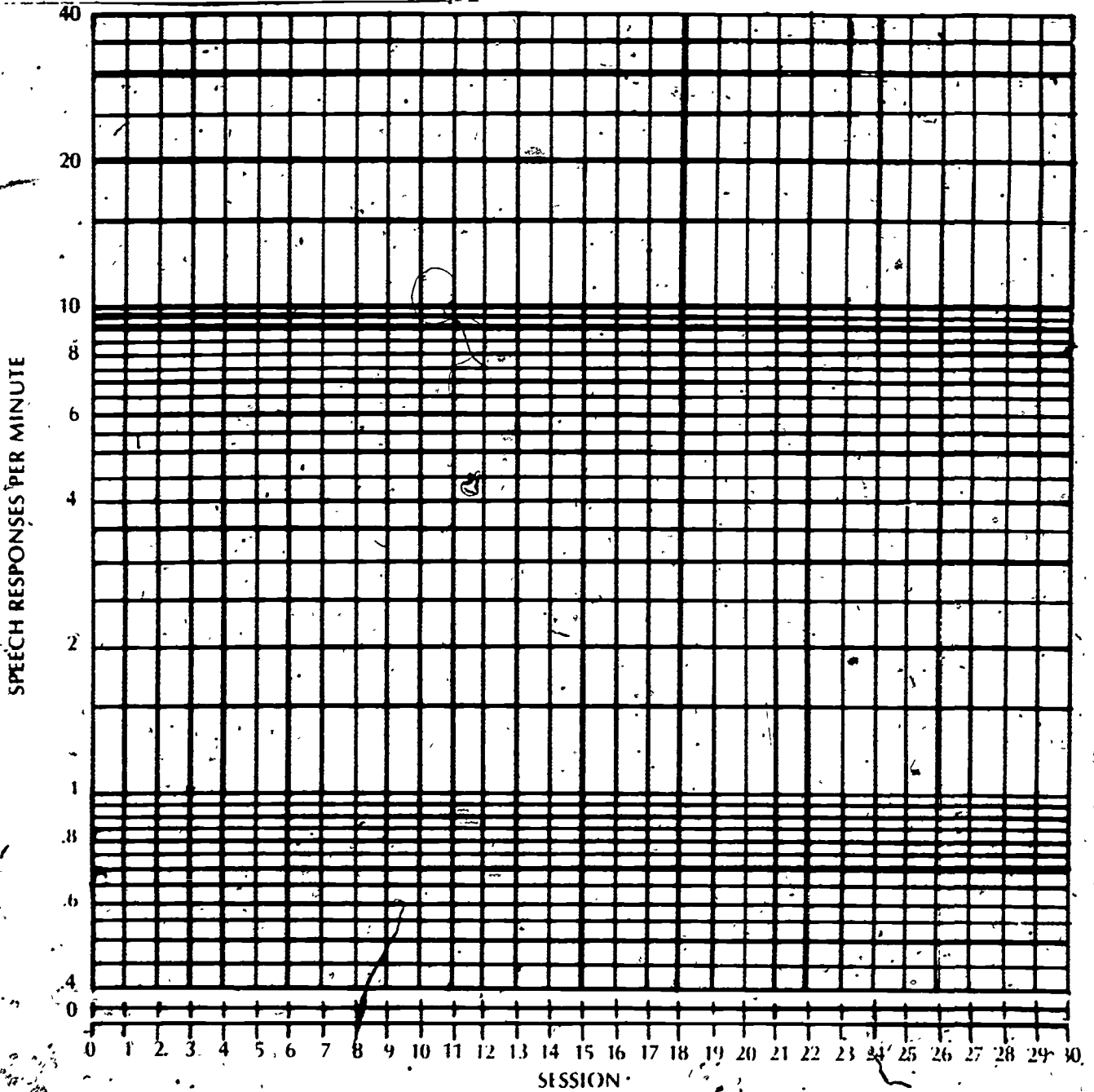
SPEECH RESPONSE CHART

CLIENT _____

SUPERVISOR _____

CLINICIAN _____

PROGRAM _____



TESTING INFORMATION

Date _____

Total Response
Rate

Correct Response
Rate

Error Response
Rate

Base Rate

(1) Sample _____

(2) Items _____

Post-Test

(1) Sample _____

(2) Items _____