

Articulation Tips for Classroom Teachers

Recast words and sounds

Student: I see the tat.
Teacher: Oh look at that cat. I see the cat too.

Give preferential seating

Seat the student next to a good articulation model for continual exposure to his/her speech sounds

Don't call attention to errors

Calling extra attention to the student's errors in front of classmates could cause anxiety for the student

Consult with the SLP regarding error correction

Depending on where the student is at with his/her learning, asking him/her to correct errors might be a help or a hindrance

Provide specific positive reinforcement

Student: I see the cat.
Teacher: Wow! You used the /k/ sound on the word "cat". That's awesome!

Exaggerate pronunciation of target sounds

When working one-on-one with the student, prolong or point out words that contain target sounds