



Sphecho

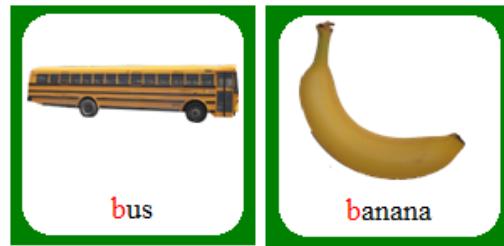
REVERBERATING YOUR NEEDS THROUGH DETERMINATION

LOPO

LOVE OUR PRECIOUS ONES



/b/ and /p/ Articulation Cards



Assembly Instructions:

Materials:

- Sturdy paper to print this file
- Lamination if desired
- Scissors

Printing Instructions:

1. Print out the following pages on the front and back sides of the paper. If you print them in order, the back of each card will label whether the word is a /p/ or /b/ word as well as where in the word the target sound is located (beginning/initial, middle/medial, end/final).
2. Laminate each page if desired for additional protection. (Note: you can also do this after you cut the cards out if your lamination needs to be sealed around the edges)
3. Cut out each card along the green lines.
4. Sort cards by type (/b/ or /p/) as needed and follow the directions for the speech activities on the next page.



Speech Activities:

How are the words organized?

The cards in this deck are organized by sound. This file contains /b/ words and /p/ words. Within each deck, there are words with the target sound at the beginning of the word, the middle of the word, and the end of the word.

Who would benefit from using these cards?

Children who have difficulty saying “p” and “b” in single words would benefit from this deck. These are also great first sounds to start with because the sounds are very visual and are easy for a child to see as your lips make them. These are good sounds to start with when a child is just starting to learn how to imitate sounds and words.

How do I choose which cards to start with?

1. Choose one sound to start with. If your child needs to work on both sounds, I would recommend that parents start with the sound that the child is most successful with. For example, if your child can say “buh” when you ask him to but can’t say “puh”, start with “buh”. Speech therapists may want to start with the harder sound as they have more techniques and tricks to help the child start producing the harder sound.
2. Choose which context to start with. Each deck has words with the target sound at the beginning, middle, or end of the word. Try a few of each position with your child and find out which one is easiest for him to imitate (you say it first and he says it back). Parents, start with the easiest position and as soon as your child can imitate that consistently, start having him imitate the sound in another position. Speech Therapists, you may want to start with a more difficult position if the child is already starting to get it in one position, but have the parents practice the easier position at home to reinforce it.

How do we practice the cards we chose to start with?

1. First, have your child imitate the word after you. Say the word for your child and have him repeat it back. Practice it a few times until it sounds pretty good and then move on to the next word. You can do this while taking turns in a game or while playing with a favorite toy (for example, you could make him say a few words before he gets another piece of the train track).
2. Once your child can imitate the target sound in that position of words (beginning, middle, or end) most of the time, move on to the target sound in another position of the word. For example, if your child can say the target sound at the end of the word, try words that start with the target sound or that have it in the middle. Keep doing this until your child can imitate the target sound in all positions of single words.



Speech Activities Continued:

3. Once your child can imitate the words back to you most of the time with the correct target sound in all positions, then you will want to move to having your child say the words on his own. Hold up one of the pictures and say "what's this?". Have him attempt to say the word on its own. If he can say the word, praise him and move to the next one. If he cannot say the word, go back to imitation for that one and have him repeat it back after you. Then, move on to the next word.
4. Once your child can say these words on his own most of the time, you will want to move on to having him say them in two-word phrases. If your child is not yet combining two words together, you can try this step but don't push it if he's not able to do it. Try having your child say a word in front of the target word, such as saying "my ball, my bat" or "want shoe, want cow". You may have to model this for him several times before he's able to do this on his own.
5. Once your child is able to do this, you have a few options. If your child is speaking in sentences already, you can try having your child create sentences with the target word. For example, he could say "I see a cow" or "the cow is brown". If your child isn't speaking in full sentences, you can skip this and move on to learning a new sound.

How can I make this fun so my child wants to do it?

You can entice your child to want to work on speech sounds by making it fun! Try some of these ideas:

- Play a game while you work
- Trace something while you work
- Give them a piece to something after they do a little work (like a piece to marblworks)
- Hold yoga poses while doing work
- Perform actions while doing work (can you say your word while hopping on one foot?)
- Shoot hoops or toss a ball while doing work
- Plastic coins/treasure in a slot for each word
- Put the picture cards in mailbox after you say them
- Find computer or I-Pad games that will work on the skill (like Articulation Station!)
- Have your child be the teacher and show you how to do it (get it wrong so they can correct you)
- Hide their words around the house and have them find the words
- Video tape or audio record them doing their words so they can watch/listen to it later
- Take pictures of them doing their words and make a book they can show others
- Tape words to walls in the bathroom, turn off lights, use flashlight to find and say them
- Put words on wall and shoot them with a dart gun, then say the word you shot
- Praise them a lot!!
- End with something they are successful with
- If it's too hard, back down to something easier and then mix in the harder ones
- If you get frustrated, end the session early.
- Mark their progress and show it to them, like on a chart or graph

*If your child won't imitate any words yet, start by having him imitate actions and then work up to having him imitate sounds that you make with your mouth. If he won't imitate actions, help him do the action after you and then praise him or give him a reinforcement that he really likes, like a favorite toy or food.





ball



balloon



baby



bathtub



bed



bike



bird



book



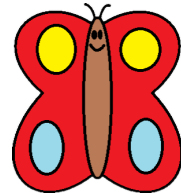
boot



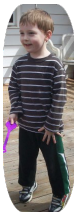
bowl



bus



butterfly



boy



banana



mailbox



marbles



baby



football



ladybug



rainbow



Speech and Language Kids Initial /b/	Speech and Language Kids Initial /b/	Speech and Language Kids Initial /b/	Speech and Language Kids Initial /b/
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rabbit



table



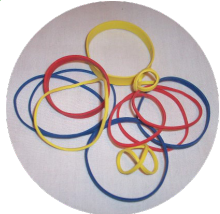
bubble



doorbell



elbow



rubber band



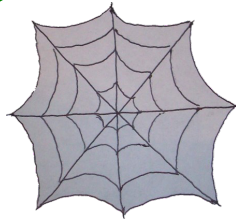
light bulb



bathtub



robe



web



light bulb



corn-on-the-cob



bib



golf club



crib



ice cube



crab



inner tube



globe



doorknob



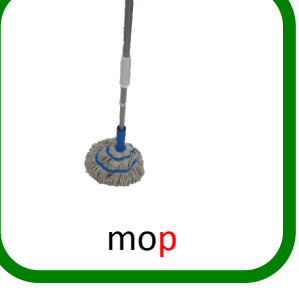
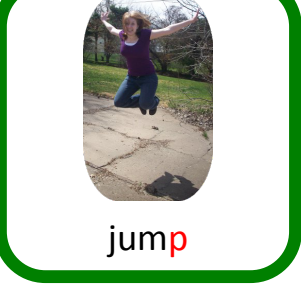
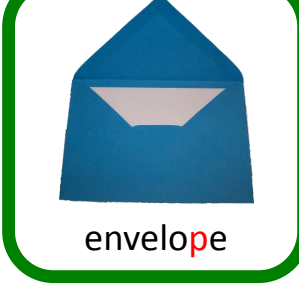
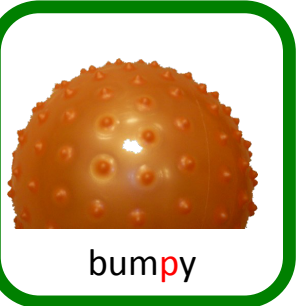
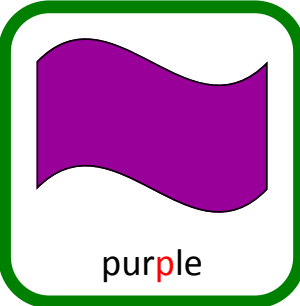
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Speech and Language Kids Initial /p/	Speech and Language Kids Initial /p/	Speech and Language Kids Initial /p/	Speech and Language Kids Initial /p/
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Thank You

