

Goal 3: The child will combine consonants and vowels to form syllables.

The primary emphasis in this goal is sound sequencing in progressively more complex tasks. These tasks will prepare the child for production of closed syllables, multisyllabic words, and multiword productions. They also will give the child who is nonverbal or has limited verbal skills an immediate way to communicate. The child should master several consonants before beginning syllable work. For the child who doesn't have severe motor involvement, he should achieve 90% accuracy over two sessions. For the child with severe motor involvement, refer to the criteria information in the Important Strategies on page 9.

In this goal, syllables are taught in the following order:

- forming single syllables using CV and VC combinations
- sequencing the same CV combinations into strings of syllables
- sequencing syllables where the consonant remains constant, but the vowel changes
- sequencing syllables where both the consonant and the vowel vary from syllable to syllable
- using functional two- and three-word phrases with CV syllables and syllable sequences

Use the same consonants targeted in Goal 2 for the activities in Goal 3. You may choose to target more than one consonant at the syllable level during each session. The target consonant sounds should follow each step of syllable practice as the program progressively builds the skills necessary for intelligible connected speech. Take the child through all levels of sound and syllable sequencing, even if they are relatively easy for him.

For children who find the task easy, move rapidly and use fewer activities. Some children may have difficulty with the more complex syllable tasks. If so, adapt the program to their individual needs. As you target syllables, update the *Parent Progress Sheet* to keep parents informed of present sounds and objectives targeted.

As you go through the activities in this goal, remember to emphasize prosody skills. By teaching prosody techniques at the syllable level, you'll help the child be more intelligible as he learns to produce words, phrases, and sentences. Prepare the child for more complex tasks by beginning each session with vowel practice. You may use any of the vowel activity sheets from Goal 2 or the stuffed turtle. Review isolated consonants using the *Sound Picture Cards* in the back of the child's Turtle Book. Remember to use multisensory cues, particularly the hand signals, when reviewing the consonants. For a review of the multisensory cues, see page 10.

Begin to build more drill time into the sessions. The child will need frequent drill and repetition to lock in motor sequencing and to develop functional, intelligible speech skills.

The primary goal with children who are nonverbal or who have limited verbal skills is to give them a way to communicate as soon as possible. One way to do this is to use concrete examples to provide meaning to the target syllables. Use the syllables in real or play situations to help the child generalize their use. CVC Word Pictures that may be used to represent syllables are found in Appendix E. Multisyllabic Word Pictures are found in Appendix G. Nonsense syllables can also be used, as long as a meaning is assigned to them. This technique will immediately increase the child's verbal communication and reduce his communicative frustration. For example, when targeting the syllable "mo," assign the meaning "more." Give the child opportunities to use "mo" to signal a desire for more snacks, turns at games, toys, etc.

When providing meaning to syllables, target all communicative functions including greetings, comments, requests, negation, etc. Begin with words that are highly functional for the child in a variety of communicative situations. Target vocabulary that is appropriate for the child's developmental level. Examples of early vocabulary would be favorite foods, drinks, family, toys, and actions.

Initially, some young children may need to use sign language or communication pictures to increase communication. These should be paired with verbalization as soon as possible and should be seen as a bridge to oral communication, not a system to replace it.

Use the same routine for each session for all objectives to provide predictability for the child and increase his success. The routine is as follows:

- 1. vowel warm-up**
- 2. review previously targeted consonants using the Sound Picture Cards**
- 3. review previous activity sheets as appropriate**
- 4. Sound Group activity sheets—use as an introductory activity, as a review of the target sounds in syllables, or to probe new target sounds in syllables. Each page contains pictures of meaningful words that are grouped by phonemes. The CVC words may be reduced to CV or VC syllables.**

For the child who has limited verbal skills, this practice provides meaningful words that he immediately may use to communicate. The vocabulary may then be targeted using real objects in activities of your own creation. Suggested target words for some activity sheets can be found in Appendix I.

- 5. action activity—use the target syllables with an action or movement or art activity. For children who are younger or more disordered, you may want to use real objects in the activities.**

6. **activity sheets**—provides more drill on target syllables. These may be used more than once with new syllables and can be used with syllables to form real words or nonsense syllables. Use the activity sheet to follow up the action activity and send it home in the child's Turtle Book for additional practice.
7. **Go Together activities**—provides more drill on target syllables. These may be used more than once with syllables to form real words or nonsense syllables. These activities encourage sound awareness and knowledge of beginning and ending sounds or syllable segments.

Each objective has a different vocabulary unit so the child can build a functional, intelligible expressive vocabulary as he builds his speech skills. For the child with limited verbal skills or a language delay, talk about the objects in the activities, giving labels, actions, descriptive features, spatial concepts, concepts, and parts of wholes.

The vocabulary units follow:

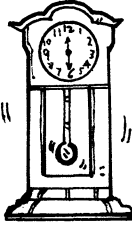

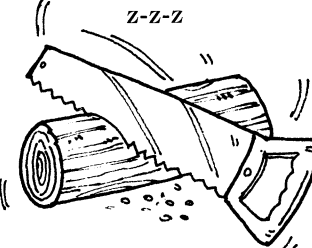
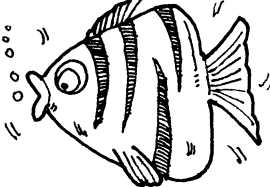
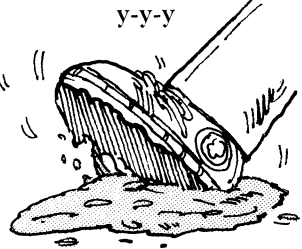
- Objective 1: things that go
- Objective 2: the farm and farm animals
- Objective 3: people and actions
- Objective 4: outside
- Objective 5: things I can say and do

Tips

- Drill is of paramount importance. The action activities and activity sheets are provided to drill on target syllables in a context. Have the child say each target syllable several times, each time in imitation.
- Incorporate melodic intonation as you rhythmically or lyrically present syllables. This sound play helps the child organize for speech and may make speech production easier. For example, sing “toe-toe-toe” while pointing to the child's toe.
- Use the Sound Picture Cards and the *Turtle Vowel Warm-Up* activity sheets to review each target consonant and vowel with the child. If the child can't sequence sounds into syllables, put the target Sound Picture Card next to a turtle vowel on one of the activity sheets to form a syllable. Touch each picture as you produce each sound. Say the syllable and have the child repeat. Then, use all of the cues as you say the syllable and have the child imitate.

Sound Picture Cards

Use these cards to teach consonant sounds. Descriptions of the hand signals are in Appendix B.

<p>p-p-p</p>  <p>The Popcorn Sound</p>	<p>b-b-b</p>  <p>The Bunny Sound</p>	<p>m-m-m</p>  <p>The Blender Sound</p>	<p>t-t-t</p>  <p>The Ticking Sound</p>
<p>d-d-d</p>  <p>The Raindrop Sound</p>	<p>n-n-n</p>  <p>The Engine Sound</p>	<p>k-k-k</p>  <p>The Stomping Dinosaur Sound</p>	<p>g-g-g</p>  <p>The Frog Sound</p>
<p>h-h-h</p>  <p>The Panting Sound</p>	<p>f-f-f</p>  <p>The Hose Sound</p>	<p>v-v-v</p>  <p>The Vacuum Sound</p>	<p>s-s-s</p>  <p>The Hissing Snake Sound</p>
<p>z-z-z</p>  <p>The Sawing Sound</p>	<p>sh-sh-sh</p>  <p>The Running Water Sound</p>	<p>ch-ch-ch</p>  <p>The Piggy Bank Sound</p>	<p>j-j-j</p>  <p>The Giant Steps Sound</p>
<p>l-l-l</p>  <p>The Lightning Bug Sound</p>	<p>r-r-r</p>  <p>The Growling Sound</p>	<p>w-w-w</p>  <p>The Fish Sound</p>	<p>y-y-y</p>  <p>The Yucky Sound</p>

Hop On The Bus

Name _____

Dear Helper,

Today we practiced vowel sounds in syllables. To help me practice, say the syllables and have me repeat them.

