

Using the CD

The install program will start automatically after you insert the CD into the drive. If it does not run automatically, follow these steps if you are working on a PC:

1. Double-click **My Computer**.
2. Double-click the **CD ROM** icon.
3. Double-click **setup.exe**.

If you are working on a Mac, double-click **Click and Create Articulation**.



Getting Started

Select **create new game** from the opening screen. (Note: See **Working with Existing Games** for details regarding the **load existing game** option, which allows you to print and edit a game you've saved or that was included with the program.)



On the **Create a New Game** screen, select the number of game spaces you'd like to appear on your game board.

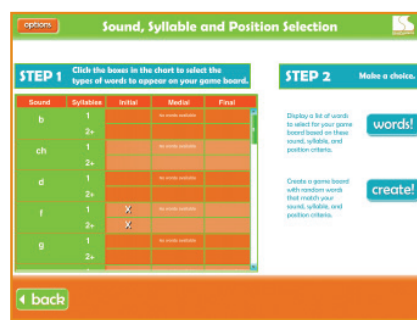
On the bottom half of the screen, select the type of items you'd like to have appear on your game board.



Selecting Words

Click inside the boxes that match the criteria of the stimulus items you'd like to have on your game board. (You can choose multiple criteria.) In the example on the right, the user has selected 1- and 2+-syllable words that contain the initial **f** sound.

If you'd like to select specific words from the program's master list, choose the **words!** selection on the right-hand side of the screen. If you would like the program to randomly select words for you that match your criteria, choose the **create!** option, and you will move to the **Game Board Selection** screen. (See **Selecting and Printing a Game Board**.)



If you chose the **words!** option, you'll see the screen on the right. Click the box beside each word to select it for your game board. The orange counter in the upper-right-hand corner of the word box keeps track of how many words you have selected. When you've selected the maximum number of words for your game board, click **next**. You may also enter your own words to include in the master list and on your game board. See **Adding Words to the Master List** for details.



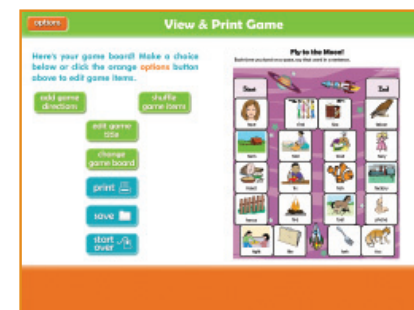
Selecting and Printing a Game Board

Click on a game board to select it. Next, type a title for your game board in the Title space above the game boards. (Note: If you don't type a title for your game board, you will not be able to advance to the next screen.) Finally, click the **next** button.



The **View & Print Game** screen provides several options:

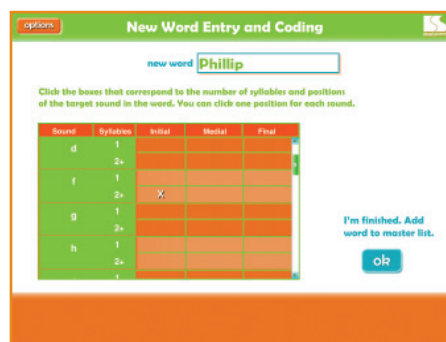
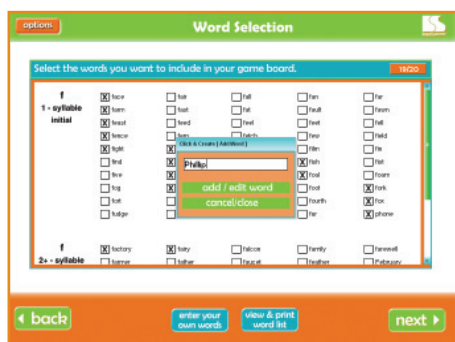
- **add game directions:** A pop-up window appears to let you add pre-written directions to your game board or write your own.
- **shuffle game items:** The game items are randomly redistributed (helpful if you are using a previously created game board).
- **edit game title:** A pop-up box allows you to edit the game title.
- **change game board:** This feature returns you to the **Game Board Selection** screen to select a different game board. When you return to the **View & Print Game** screen, your original items will appear on the new game board.
- **print:** Clicking on this button displays print options.
- **save:** This feature allows you to save this game board, along with a description of its content for future retrieval.
- **start over:** Choosing this option returns you to the opening screen. Make sure you've saved your game board first.



Adding Words to the Master List

If you want to add your own words to the master list, you can code them by sound, syllable number, and position so they can be recalled when those criteria are entered in the future.

Begin by clicking **enter your own words** on the **Word Selection** screen. Enter the word you wish to add in the pop-up box. Click **add/edit word** and you will move to the **New Word Entry and Coding** screen. Click the boxes that correspond to the sound/syllable/position criteria you would like to assign to the word and click **ok** to return to the **Word Selection** screen. If you would like to delete or edit the added word from the master list, make sure it is selected in the word list and click **view and print word list**. Select your word in the word list and select an option. All words added to the program will appear in the word list in green, and there will be no illustrations associated with them.



Working with Existing Games

Over 200 ready-to-use game boards are included with the program. Simply click **load existing game** from the opening screen, and your game board will appear on the **View & Print Game** screen. You can then print out the game board as is or edit it and print it, and then save it under a different name for future use.

General Tips

- Use the orange **options** button (located in the upper-left-hand corner of most screens) to navigate to previous steps of game board set-up or to quit the program.
- List game board stimulus criteria for game boards in the description line when you save game boards (*Initial l, 1-syllable*, for example) for easier recall.
- Personalize a game board by including the student's name in the title (*Colin's ch Practice Game*) and in the game directions, especially if you are sending a game board home for practice (*Have Colin use each word in the game board in a good sentence . . .*).

Tips for Using Game Boards

You will need a die and game tokens to play the games you create. Determine who goes first. The first player rolls the die and moves his token that number of spaces. He looks at the stimulus and either names the picture, says the word, or uses the word in a phrase or sentence, depending on his abilities.

If the student says the target word correctly, his turn is over. If he says the target word incorrectly, he moves back to the space he occupied prior to his turn. Game play ends when a player reaches the **End** space.

Game Variations

- If a player lands on a space occupied by another player, he sends that player back to **Start**.
- Have the player practice the word on each space as he moves his token the number of spaces shown on the die.
- Have the player make up a silly sentence using the target word he lands on.
- Let the player choose any word from the game board to practice. After rolling the die, have him say the word the number of times shown on the die or use the word in one phrase or sentence for each number shown on the die.
- Have the player move ahead for even numbers rolled and back for odd numbers rolled. The player practices each word he passes while moving forward or backward.
- To make the game longer and to provide more practice, instead of using a die, have each player flip a coin on his turn. He moves one space for heads and two spaces for tails.
- Allow the use of more than one game board at a time to work on a variety of sounds to suit individual student needs. For example, create an **s** game board for one student and an **sh** game board for another student. Each student plays on his own game board.
- If a player misarticulates a word, have him say the word again. If he says the word correctly, he moves the same as he would have on the first attempt.
- If a player misarticulates a word, have him roll the die again and say the misarticulated word the number of times shown on the die.

Evidence-Based Practice

- Acquiring effective spoken language involves the development of a range of processing skills, which utilizes multisensory information and the development of phonology and articulation (RCSLT, 2005).
- Speech sound intervention should facilitate correct productions across word positions and linguistic units (Bernthal & Bankson, 2004).
- Speech sound intervention should include general facilitation of newly-acquired articulation and/or phonological abilities to a variety of speaking, listening, and literacy-learning contexts (ASHA, 2004).
- *Click and Create Articulation Board Games* incorporates these principles and is also based on expert professional practice.

References

American Speech-Language-Hearing Association (ASHA). (2004). *Preferred practice patterns for the profession of speech-language pathology*. Retrieved September 28, 2009, from www.asha.org/policy

Bernthal, J.E., & Bankson, N.W. (2004). *Articulation and phonological disorders*. Boston: Allyn and Bacon.

Royal College of Speech & Language Therapists (RCSLT). (2005). *Clinical guidelines for speech and language therapists*. Retrieved September 28, 2009, from www.rcslt.org/resources/clinicalguidelines

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