

## Cycles Guidelines

### 1) Does the child use Syllables?

Yes: Skip

**No:** 2 Syllables: 60 minutes (two sessions) on 5 target words  
3 Syllables: 60 minutes on 5 target words

### 2) Does the child exhibit Final Consonant Deletion?

No: Skip

**Yes:** Scan the transcript for final sounds deleted. **Possible targets include /f, n, m, p, k, t/**. Do not use final /k/ if not stimulable for velars. You can combine a sound or two here (maybe /m, n/) or possibly (/p, t/). However you group them, do each grouping or sound for 60 minutes using 5 targets. You can target in CVC words or VC words. Try CVC first and back up to VC if it's too hard. **I typically do not work on sounds in isolation and I think it makes a difference. To check for stimulability, I use the sound + a long vowel: tay, tee, tie, toe, too or ate, eat, ight, oat, oot**

### 3) Does the child exhibit Initial Consonant Deletion or are Initial Alveolars (/t, d/ etc.) absent from inventory?

No: Skip

**Yes:** Scan the transcript for initial sounds deleted and check for alveolars. Possible early targets include initial /b, d, f, g, h, l, m, n, p, t/. Don't worry about initial /s/ or other stridents (i.e., /f, v, z, s, sh, ch, dz/) as they will be corrected by targeting blends. Skip velars here for now. If the child is a backer, try to elicit /t/ and /d/. If, after one session, it is not possible, skip them for now, but stimulate them **every** session, **even when you are not working on these sounds**. If other initial sounds are absent, you can see if the child is stimulable for them. If so, do them.

**Each Sound:** 60 minutes using 5 target words

**NOTE:** If the child is profound or not very stimulable for the sounds below, you may need to continue with the sounds you have been working on, just in a different format. You can try Same Pre/Postvocalic Singleton (i.e., dad, pop, tot, toot etc.). If after you do that pattern and you still cannot move onto another pattern, go back to the beginning and start over. That would be Cycle 2. Some children will have very few sounds in their first cycle, especially when they are high severe or profound.

### 4) Does the child have a Glides (/w, j/) score of 70% or greater on testing?

No: Skip

**Yes:** /j/ (as in "you") 60 minutes using 5 target words--target only if absent

/w/ 60 minutes using 5 target words--target only if absent

These might be hard at first. Really need to try to get some productions here. **Do not** do isolation...only with long vowels: yay, yee, yai, yo, you or way, wee, why, woe, woo

### 5) Does the child have singleton /f/ initially and finally in words?

Yes: Skip

**No:** 60 minutes final /f/ using 5 target words (if needed and child is stimulable)

60 minutes initial /f/ using 5 target words (if needed and child is stimulable)

Targeting this sound helps tremendously with stridency and will let the child correct atypical errors they may have (i.e., spoon = /mun/, but when /f/ is corrected spoon = /fun/--more normal)

### 6) Does the child have Velars?

Yes: Skip

**No:** Targets: Initial /k/ and Initial /g/ together--60 minutes in 5 target words

Final /k/--60 minutes in 5 target words

These are sometimes the hardest sounds to elicit in phonologically delayed children. If they are not stimulable (final /k/ with long vowel “aack”—usually easiest to elicit), move on to next pattern. Stimulate this at the end of **every session** using the word “aack”. **You will stimulate this even when you are not targeting this sound.** Do **not** target final /g/.

### 7) Does the child need s-blends?

**YES!** Most children with phonological delays will need to work on s-blends. You will spend A LOT of time here and that’s okay.

Targets: -ts, -ps, -ks, sp, sn, st, sm, sk, sl (there are others you might do later)

Only do six of the above blends. **Do not** exceed six hours in this section...it’s not necessary. **Do not** target /sk/ or /ks/ if /k/ is not present in conversation. Same with /sl/. **Use maximum cues here.** Slide your finger from ear to lips for ‘snake’ sound and then pop the finger on the lips for /p/ and /m/ and then tap the lip for /t/ and /n/. You can also write the s----m on a piece of paper and have them slide their finger across. There are many ways to get them to do /s/ and a consonant together. Use your imagination as one way doesn’t work with every child.

**Note:** If a child is not stimulable for one blend, try another. You should find some sounds to work on here. Do what they can do. If it’s only one or two, it’s okay. Try more when

you finish that second sound or try them again at the end of the cycle. You will be amazed at how easy it will be to add in the sounds they couldn't do a week ago!

### 8) Does the child have /l/?

Yes: Skip

**No:** Target initial /l/ for 60 minutes in 5 target words. Have them produce /l/ with their tongue between their teeth at first with the tip touching the top teeth. Move the tongue back in as they get better. You need to get this production going in Cycle 1. It might be hard at first, but it will get easier and it carries over very quickly. You can add an l-blend in its place in the cycle once you hear it in conversation. Do not target final /l/.

### 9) Does the child have /r/?

Yes: Skip

**No:** Target initial /r/ for 60 minutes in 5 target words. Most children will not have /r/. If they have vocalic, this will be much easier and some of my most profound children actually had /r/ in one position.

**If they have initial /r/**, you can use co-articulation to help with final /r/. Use the word 'red' after final /r/ word (you will have 5 initial /r/ target words). Your productions the child will imitate will sound like this: bearr - errred, tearr - errred etc. You will hold out the /er/ on each word as a model. **Do not use /ar/ or /or/ words at first as they are harder.** You will not get a perfect final /r/ at first. It will take a lot of feedback with a mirror and flashlight aimed into their mouth so they see if their tongue is falling down. You have to tell them not to let their tongue fall. I use the example of them being in between two walls and their feet off the ground. If they keep their arms tight, their feet will stay off the ground. If they bend their arms, they will fall. It's the same with the tongue.

You can also do this in reverse. **If they have final /r/**, but not initial and are struggling with initial /r/ productions, use a final /r/ word like "air" in front of every initial /r/ word (aierrr-errred, aierrr-errray, aierrr-errrain etc.).

At this point, you will want to try to add more sounds...maybe another s-blend they couldn't previously do or maybe velars or /f/. You will be surprised at how many sounds some kids can now produce when they couldn't produce them just a few weeks ago. Anything you add will be 60 minutes in 5 target words.

After you get done with the above and you have finished any additional sounds the child can do, you will start all over again. This will be Cycle 2. However, if you have a child that was high severe or profound, you might start hearing syllables and/or final consonants emerge in their conversational speech. If you do, you will not do them again as they will be removed from the

cycles. Sometimes it helps to give the HAPP-3 (or APP-R) again to see if they have corrected anything at the word level. **However, just because it is correct at the word level doesn't mean you remove it from the cycle.** You need to hear it in conversation as well. Also, you can take a session and just talk to or play with the child so you can listen for specific patterns in their speech. It is important to do this every so often. You will be surprised by what you hear them produce!

About your third Cycle or whenever the child can do it, you will want to add the carrier phrase "It's a \_\_\_\_\_" so they get used to producing two blends in a sentence. This usually helps with carryover to conversation.

Remember to use the main outline for more detailed information on auditory bombardment and materials you can use. There are also a lot of therapy examples in the outline as well.