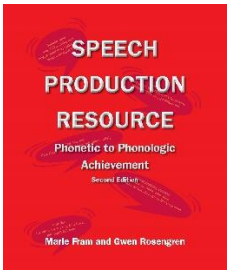

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Including: The work of Daniel Ling
Assessment and goal setting
Specific teaching
* auditory, visual and tactile strategies to teach speech sounds
* word and picture targets
* word, phrase and sentence lists
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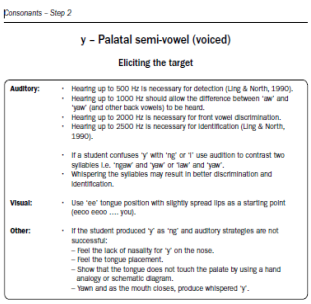
* minimal pairs for 1/2/3 feature differences to link speech perception and speech production

108 Single Word Articulation Test (Paatsch 1997) with new coloured pictures
Case studies as a model for how to use the assessment to determine goals
How to use Speech Production Resource to develop a program for achievement of goals


Consonants – Step 2

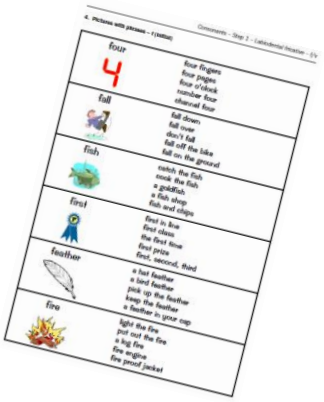
y – Palatal semi-vowel (voiced)

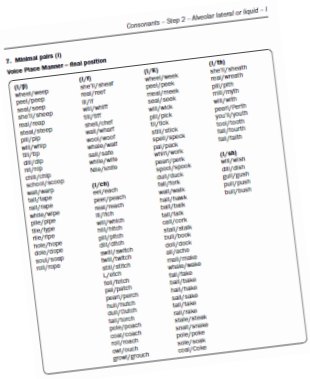
Eliciting the target

Auditory:
- Hearing up to 500 Hz is necessary for detection (Ling & North, 1990).
- Hearing up to 1000 Hz should allow the difference between 'aw' and 'yaw' (and other back vowels) to be heard.
- Hearing up to 2000 Hz is necessary for front vowel discrimination.
- Hearing up to 2500 Hz is necessary for identification (Ling & North, 1990).
- If a student confuses 'y' with 'ng' or 'l' use audition to contrast two syllables i.e. 'ngaw' and 'yaw' or 'taw' and 'yaw'.
- Whispering the syllables may result in better discrimination and identification.

Visual:
- Use 'ee' tongue position with slightly spread lips as a starting point (eeoo eeoo .... you).

Other:
- If the student produced 'y' as 'ng' and auditory strategies are not successful:
  – Feel the lack of nasality for 'y' on the nose.
  – Feel the tongue placement.
  – Show that the tongue does not touch the palate by using a hand analogy or schematic diagram.
  – Yawn and as the mouth closes, produce whispered 'y'.





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