

Cycles Guidelines & Organizational Chart

Cycles created by Barbara Hodson

Chart created by Dawn Moore ~ © Copyright 2017 Expressions Speech & Language Center

PATTERN: Syllables

QUESTION: Does the child maintain syllables? **YES:** Move to next pattern.

NO: Target 2 or 3 syllables ~ Pick 5 words for each syllable level and work on them for 60 minutes.

Targets: Can be CV syllable at beginning (baybay, deedee, hihi mowmow, newnew or whatever initial sounds they can produce with max cues.)

Example Words: Football, pancake, beanbag, doghouse, dump truck OR use 2-part reduplicated syllables and increase complexity as soon as possible.

2 syllables

Selected words:

3 syllables

Example Words: Tic tac toe, popcorn ball, ice cream cone, cowboy hat, baseball bat, OR use 3-part reduplicated syllables and increase complexity as soon as possible.

Selected words:

PATTERN: Final Consonants

QUESTION: Does the child produce ending sounds on words? **YES:** Move to next pattern.

NO: Target ~ /p, m, t, n/ (These are the only final sounds targeted; do **not target** voiced final sounds)

If the child is a backer, use a softened starburst molded to the alveolar ridge try to elicit final /t/ in ate, eat, ite, oat, oot.

Two sounds targeted together; 3 target words for each sound for 60 minutes. It's okay to separate them IF the child is only stimulable for one of the sounds in the pair. Final sound /k/ and /f/ will be targeted later.

Final /p, m/

Example CVC Words: nap, top, map, ham, Tim, gum. You can use VC words to start if CVC is too difficult. Move to CVC as soon as possible.

Selected words:

Final /t, n/

Example CVC Words: hat, pot, mitt, pan, bun, ten. You can use VC words to start if CVC is too difficult. Move to CVC as soon as possible.

Selected words:

Final ____

Only use if you must separate the sounds above.

Final ____

Only use if you must separate the sounds above.

PATTERN: Initial Consonants

QUESTION: Does the child mark all initial sounds? **YES:** Move to next pattern.

NO: Scan the transcript for initial sounds deleted and be sure to check for alveolars and /h/.

TARGET: Initial /b, d, h, m, n, p, t/. (Not /v, z, s, sh, ch, dz/ and skip velars, /f/, and liquids for now).

Try initial /t/ and /d/ using tay, tea, tie, toe, too and day, dee, die, doe, do. If, after max cues and trying at the beginning of 2 sessions, skip them for now, but stimulate them **every session, even when you are not working on these sounds.**

Initial /b/

Only target if needed. Pick 5 target CVC words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

Initial /d/

Only target if needed. Pick 5 target words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

Initial /h/

Only target if needed. Pick 5 target words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

Initial /m/

Only target if needed. Pick 5 target words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

Initial /n/

Only target if needed. Pick 5 target words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

Initial /p/

Only target if needed. Pick 5 target words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

Initial /t/

Only target if needed. Pick 5 target words if targeted individually or 6 words if you combine this with another sound. Can use CV if needed.

PATTERN: Glides

QUESTION: Does the child produce /w/ and /j/ in words? **YES:** Move to next pattern.

NO: Target /w, j/ **ONLY** if the child is 60% or more deficient on the HAPP-3 Summary.

Initial /w/

Example CVC Words: weight, way, win, weed, wipe (if too hard try CV: way, wee, why, whoa, woo)

Selected Words:

Initial /j/

Example CVC Words: yarn, yum, you, yawn, yip (if too hard, try CV: yay, yee, yigh, yo, you)

Selected Words:

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PATTERN: Singleton Strident /f/

QUESTION: Does the child produce /f/ in the initial and final positions? **YES:** Move to next pattern.

NO: Target Final /f/ and Initial /f/ ~ It's optional to work on this sound (Hodson does not). It will only correct /f/, but I have found it to give the child some early success and it can normalize errors.

Final /f/

Example CVC Words: beef, half, whiff, poof, knife. You can use VC words to start if CVC is too difficult. Move to CVC as soon as possible.

Selected Words:

Initial /f/

Example CVC Words: food, fun, fan phone, fight. You can use CV words to start if CVC is too difficult. Move to CVC as soon as possible.

Selected Words:

PATTERN: Velars

QUESTION: Does the child produce Initial /k, g/ and Final /k/ in words? **YES:** Move to next pattern.

NO: Target Final /k/ in 5 target words; Initial /k, g/ using 3 target words for each sound (6 total).

Can work on initial /k/ and not /g/ and vice versa. Try other sound later. Only target IF stimulable with max cues, otherwise SKIP this pattern.

Stimulate Final /k/ every session **every** session, **even when you are not working on this sound**.

Final /k/ is usually easier to elicit in ack, eek, ike, oak, ook. Do **not** target final /g/.

Final /k/

Example CVC Words: peek, book neck, walk, bike. You can use VC words to start if CVC is too difficult. Move to CVC as soon as possible.

Selected Words:

Initial /k/ and /g/

Example CVC Words: can, car, cow, game, gate, goat. You can use CV words to start if CVC is too difficult. Move to CVC as soon as possible.

Selected Words:

PATTERN: Strident Clusters (S-blends)

QUESTION: Does the child produce s-blends in words? **YES:** Move to next pattern.

NO: Target Final -ts, -ps, Initial sp, st, sn, sm. Pick 5 words for each sound and target for 60 minutes each. Only target six s-blends. If the child is not stimulable for an s-blend, try another and come back. Alternative targets: /sl, sk, ks/ (/k/ for backers). Do not target if /l/ or /k/ is not present in inventory. In later Cycles, you can combine more than one s-blend in a session if the child is able. In Cycle 3, try to add the carrier phrase "It's a _____", where the blank is a target s-blend, to facilitate generalization to conversation.

Final -ts

Example CVCC Words: pots, hats, boats, pets, bats. You can use VCC here if necessary. Try to get to CVCC as soon as possible.

Selected Words:

Final -ps

Example CCVC Words: hops, maps, tops, naps, tapes. You can use VCC here if necessary. Try to get to CVCC as soon as possible.

Selected Words:

Initial /sp/

Example CCVC Words: spot, spin, spine, spoon, speed. You can use CCV here if necessary. Try to get to CCVC as soon as possible.

Selected Words:

Initial /st/

Example CCVC Words: stain, step, stone, stem, stop. You can use CCV here if necessary. Try to get to CCVC as soon as possible.

Selected Words:

Initial /sn/

Example CCVC Words: snap, snip, snow, snail, snout. You can use CCV here if necessary. Try to get to CCVC as soon as possible.

Selected Words:

Initial /sm/

Example CCVC Words: smoke, small, smile, smell, smooth. You can use CCV here if necessary. Try to get to CCVC as soon as possible.

Selected Words:

PATTERN: Liquids (Initial /l/ and /r/) ~ Do NOT Skip!

QUESTION: Does the child produce Initial /l/ and Initial /r/ in words? **YES:** Move to next pattern.

NO: Target Initial /l/ and Initial /r/ in 5 target words for 60 minutes each. You are suppressing gliding and can use an interdental placement to establish Initial /l/. For Initial /r/, you need to suppress gliding by having the child SMILE.

If it is not a /w/, it's an approximation of /r/. Avoid rounded vowels.

Initial /l/

Example CVC Words: lid, light, lawn, lion, late. Use CV words, if CV are too hard ~ lay, lee, lie, low, too. Move to CVC as soon as possible.

Selected Words:

Initial /r/

Example CVC Words: red, read, write, rain, ray. Use CV words, if CVC are too hard ~ ray, ree, rye, row, roo. Move to CVC as soon as possible.

Selected Words:

S
I
X

M
A
X

T
A
R
G
E
T
S

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Congratulations! You have reached the end of Cycle 1

QUESTION: Were all of the allowed sounds, within each pattern above, able to be elicited?

YES: Move to **CYCLE 2!**

NO: Examine the patterns above and try to elicit any sounds that were difficult during the Cycle. Exposure to some sounds allows a child to become stimutable for others in the pattern (i.e., /st/ encourages /sp/).

Target those newly stimutable sounds here and then move them to their pattern place in the Cycle when you work on Cycle 2. For example, if the child is now able to produce final /f/, work on it here, but then move it into the Strident Pattern in Cycle 2. You can add as many sounds as you need to at this point. When you finish, move to Cycle 2.

CYCLE 2

This Cycle will be the same as Cycle 1.

You will repeat the same patterns and sounds. You can use the same words OR you can increase complexity. (i.e., Change from CV to CVC, use harder words, etc.)

What will be different about Cycle 2

- Cycle 2 should contain MORE sounds. Cycle 1 is a foundation and lays the groundwork for the child to become stimutable for more sounds that were previously difficult to produce.
 - You will need to add in any sounds the child was NOT stimutable for in Cycle 1. For example, if the child was unable to produce /st/, you can attempt to add it in during this Cycle. This is true of any sounds within the primary patterns.
 - You will take OUT any sounds you hear the child using in conversation. This does not typically happen after Cycle 1, but sometimes final sounds will start to emerge in conversational speech.
 - The production practice words will be a LOT easier this Cycle. You should find you need less cueing and the percentage correct will be higher.
 - At the end of the Cycle 2, re-administer the HAPP-3. Take out the patterns that have dropped to below 40%.
 - Move to **Cycle 3** and start over again.

Things to Remember

- Cycles is WORD level drill. The only time you use a carrier phrase is when you get to Cycle 3 or 4 and the child is ready to do this with s-blends. Do not use more than 5/6 words. Refer to the main outline for more information.
- Cycles limits what you are allowed to work on and the number of words you target within each pattern. Do not ignore these limitations as they are what make Cycles more efficient than traditional articulation drill. Do not target voiced final sounds.
- Play games while you work on the words; there are examples in the main outline. However, don't let the game distract from the overall goal of good productions.
- Be sure to have a "talking" day in speech every so often. You need to HEAR if the sounds are beginning to emerge in conversation.
 - Be sure to check for additional stimutable sounds at the END of every Cycle before moving to the next Cycle.
 - Some children may need 3, 4, 5 or more Cycles.
- You can add in singleton stridents ('ch', 'sh', etc. after the primary patterns are remediated). However, most of the time, you will not have to as they will correct on their own!
 - Keep track of ALL of your Cycles on the "Cycles Tracking Sheet"
- Don't forget about auditory bombardment. Use the recording app on your phone and headphones. Record the 10 words and sentences, substituting the child's name where you can, and keep track on the Cycles Worksheet. Now they will always be there for you to use at the beginning and end of each session and for future Cycles.

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More Things to Remember

- If a child is in the severe or profound range for phonology, consider a full special education evaluation for other services. Children with severe/profound delays in phonological skills may be learning disabled.
 - Check your state guidelines for qualification for others areas of disability for which the child is eligible.
- **Developmental Delay** requires significant impairment in **one** area and communication qualifies. This means the child may be able to get resource assistance for reading a lot earlier than usual and won't have to "wait to fail." We are typically the first professionals to identify kids with delays and should advocate for all the services they need.
- Remember phonological delays are RULE-based language delays. Language delays and learning disabilities may accompany phonological delays.
- Don't be afraid to try this program with children in the moderate range of delay. You will see more progress using it than traditional artic.
- You can adapt this program for lower functioning children, kids with autism, Down's, and other syndromes. Because you only work at the word level, it is perfect for them.
 - I've had success using this program for children with cleft palate and those I suspected apraxic.
- You can also implement a Cycles type approach for ESL kids or regular kids to work on pronouns and/or grammar structures. For example, work on I/you for two sessions, then pick another set of pronouns (he/she). You can also target verbs in the same manner.
 - Try to implement a home program, if you can. It can decrease therapy time by half or more!
- Work with teachers during assessments to ensure children are not being scored lower due to sound errors. For example: A child uses initial consonant deletion and when he tries to say /z/, he says "e". Show the teacher how to probe letter knowledge receptively instead of expressively.