



Recommended evidence-based instructional strategies to accompany Articulation Door Hangers.

Articulation/Phonology	
Mass Practice	Skleton, S.L. (2004). Concurrent task sequencing in single-phoneme phonologic treatment and generalization. <i>Journal of Communication Disorders</i> , 37, 131-155.
Minimal Pairs	Weiner, F. (1981) Treatment of phonological disability using the method of meaningful minimal contrast. <i>Journal of Speech and Hearing Disorders</i> , 46, 97-10.
Complexity Approach	Gierut, J.A. (2001). Complexity in phonological treatment. <i>Language, Speech, and Hearing Services in the Schools</i> , 32, 229-241.
Traditional Articulation Therapy	Van Riper, C. (1978). Speech correction: Principles and methods. New Jersey: Prentice Hall Inc.
Cycles Approach	Hodson, B.W., & Paden, E.P (1991) Targeting intelligible speech. Austin, TX: Pro-Ed.
	Vocabulary
Explicit Instruction	National Reading Panel. (2000). National Reading Panel report. Reading Research Quarterly, 36(3), 326-335.
Retrieval Strategy	McGregor, K. & Leonard, L. (1989). Facilitating Word-Finding Skills of Language Impaired Children. <i>Journal of Speech and Hearing Disorders</i> , May 1989, Vol. 54, 141-147.

Door Hanger Articulation Directions

Included: Initial, Medial, and Final No-Prep Door Hangers for the following speech sounds: F, S, Z, L, K, G, TH, SH, CH

Single cards for the following sounds: R, AR, AIR, ER, OR, IRE, EAR

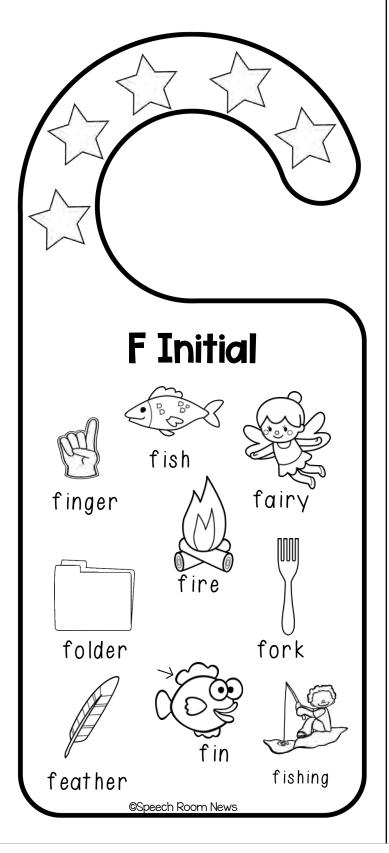
Two cards for the following: R Blends, L Blends, S Blends

- I. Color each articulation word included.
- 2. Cut out the door hanger.
- 3. For every 20 trials you complete, color one star. When you color every star, you have completed 100 practice words!
- 4. Take the door hanger home for practice.

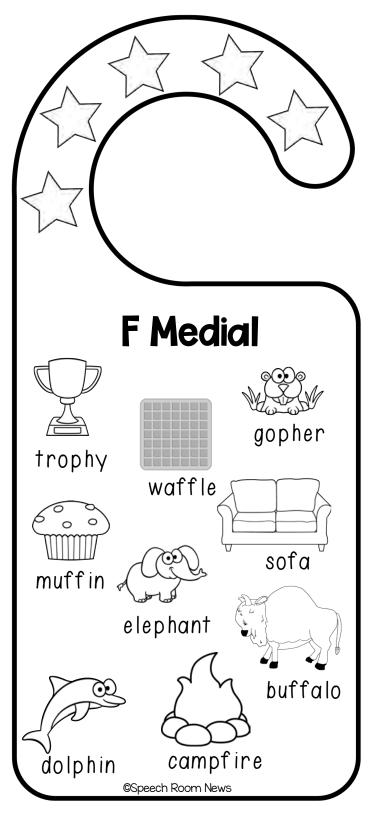
Jenna Rayburn Kirk, M.A. CCC-SLP



Directions: Color the door hanger and then take it home for practice!

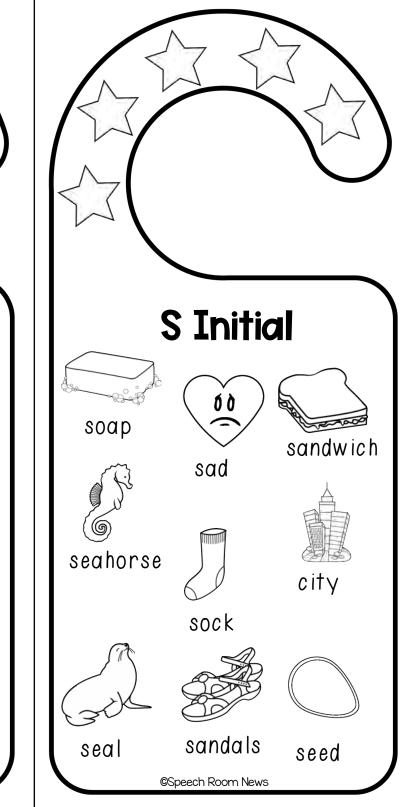


Articulation: Door Hanger



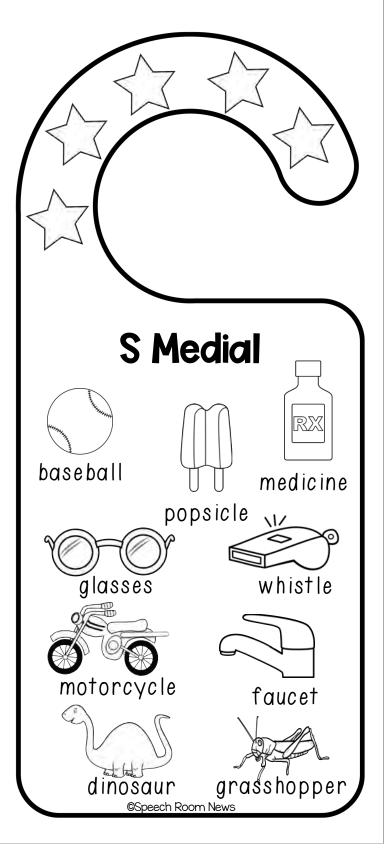
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Articulation: Door Hanger

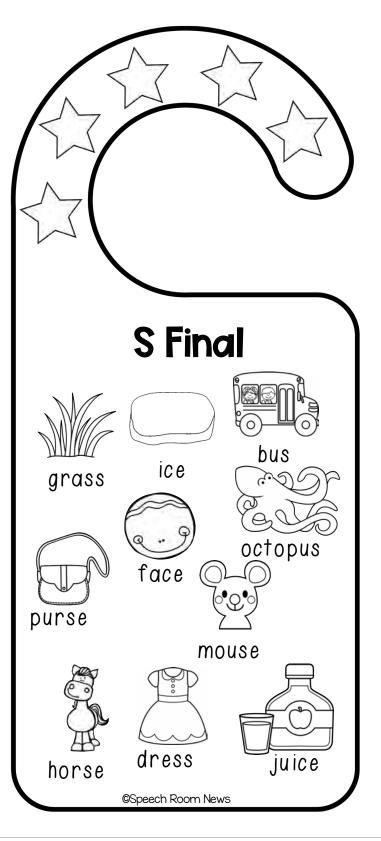




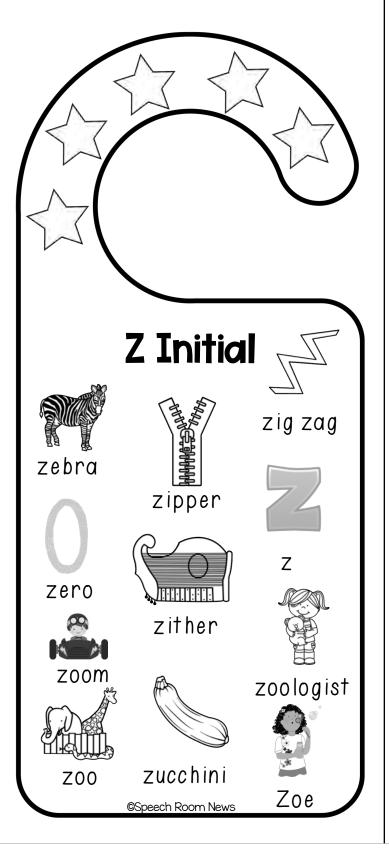
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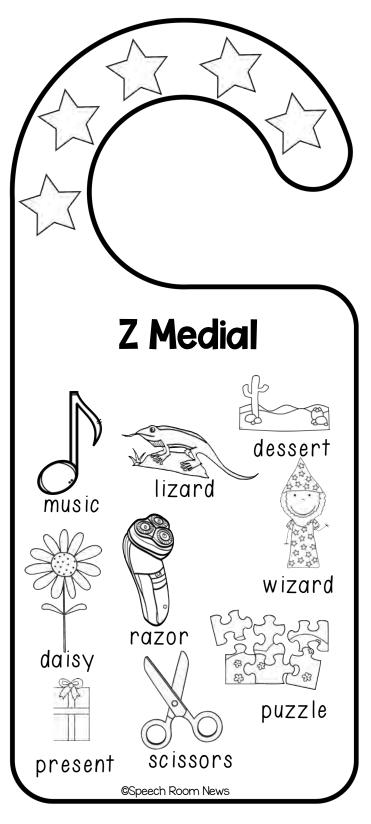
Articulation: Door Hanger



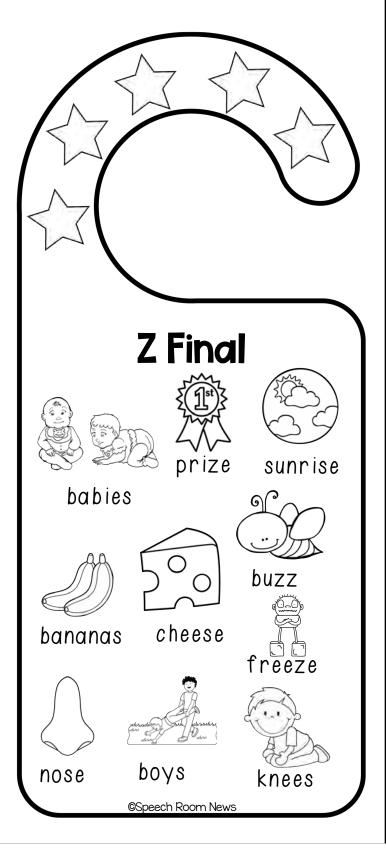
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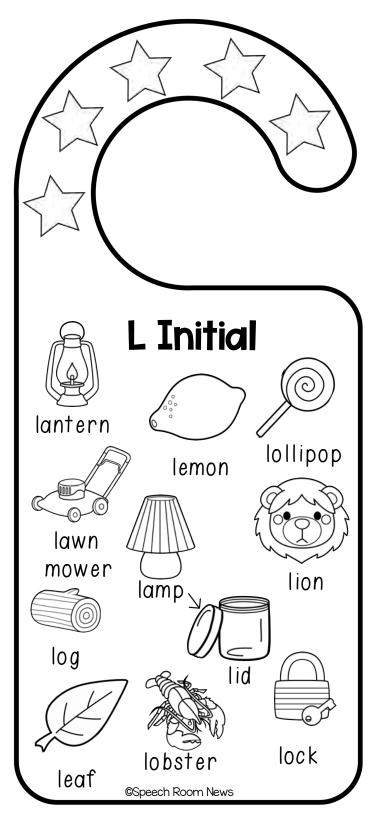
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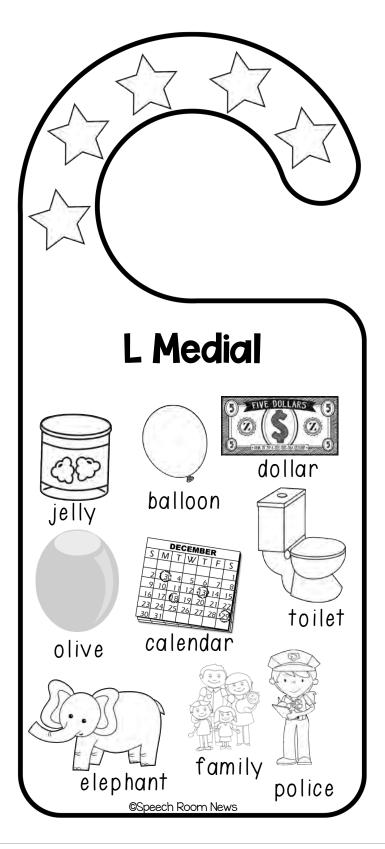
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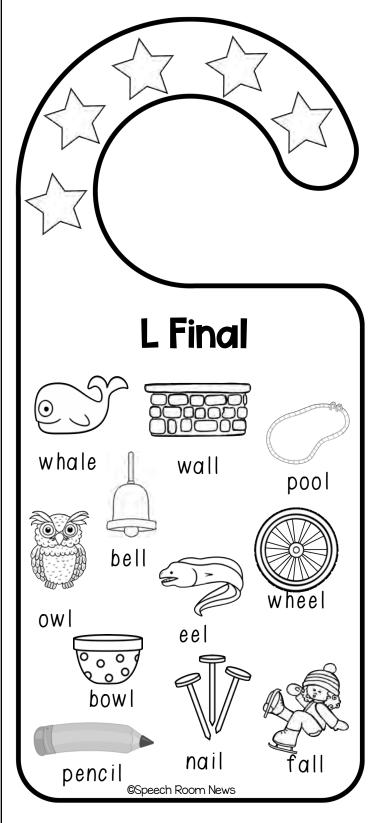
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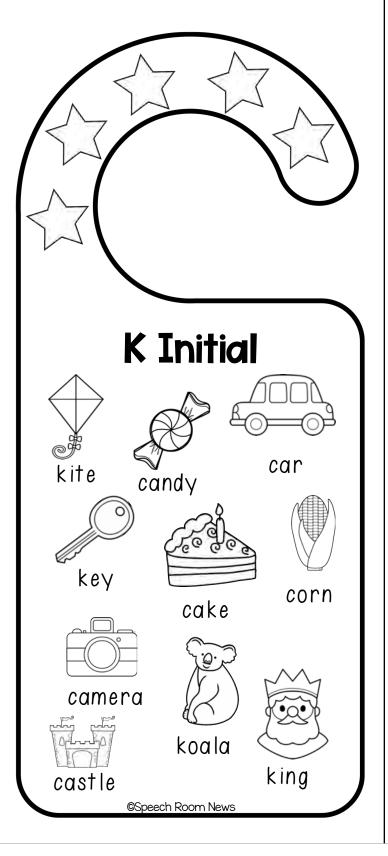
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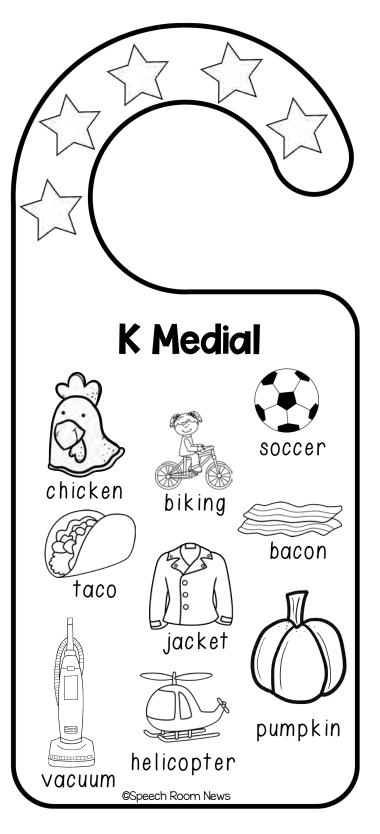
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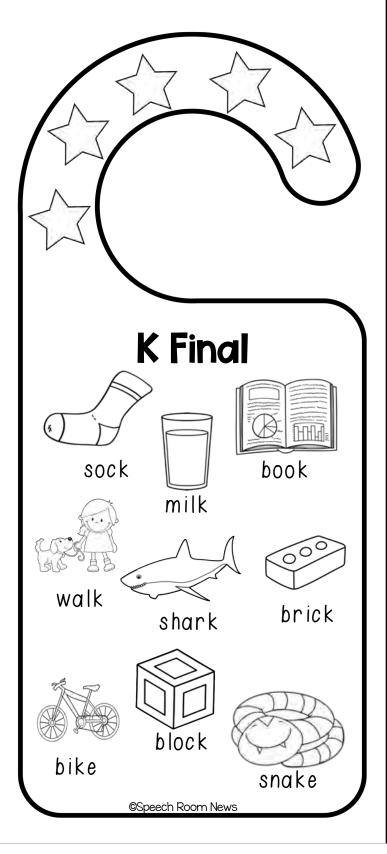
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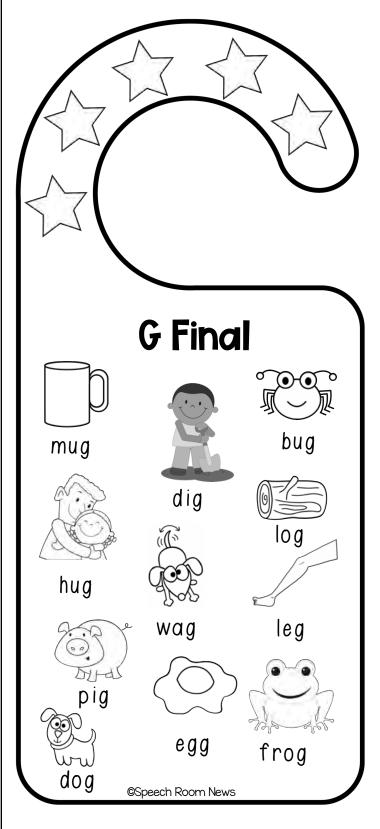
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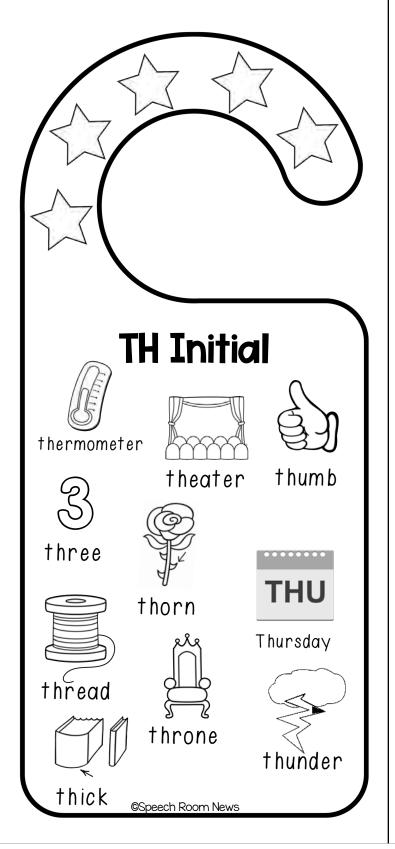
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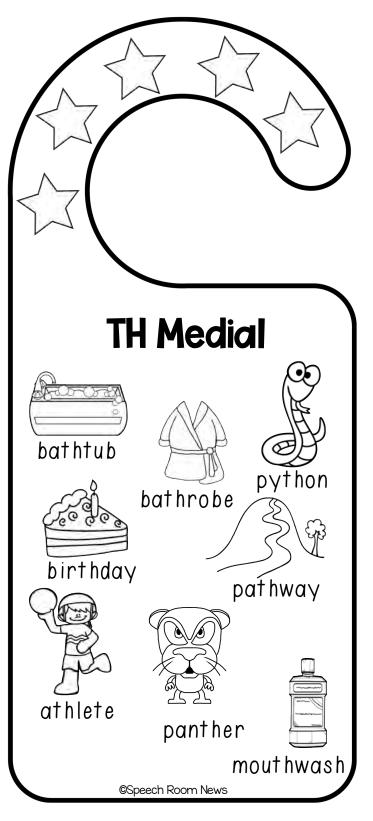
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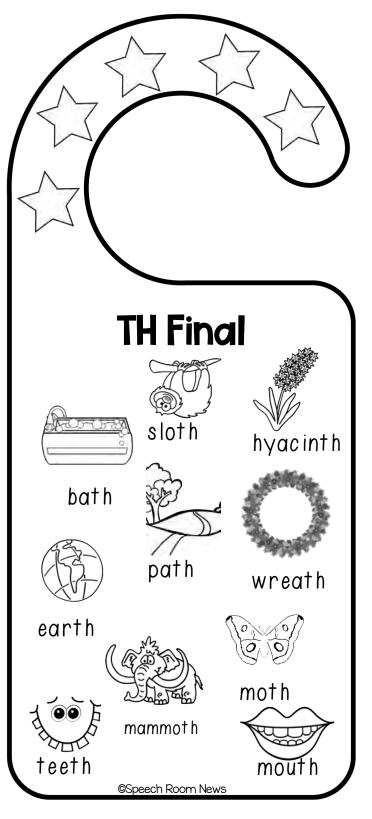
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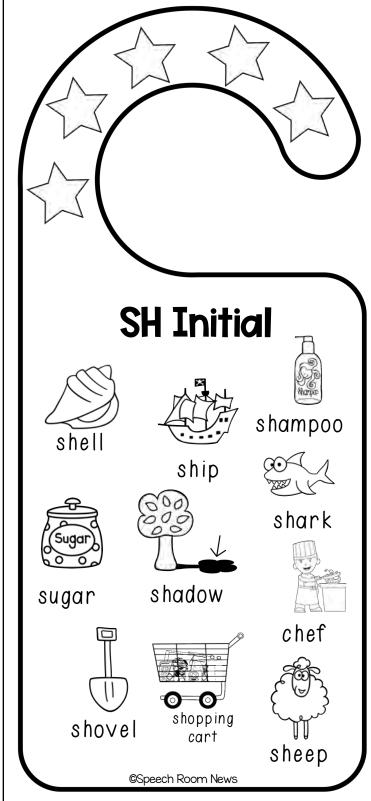
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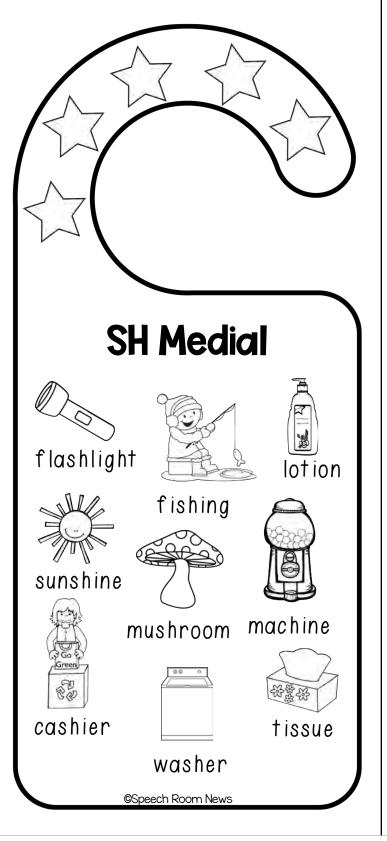
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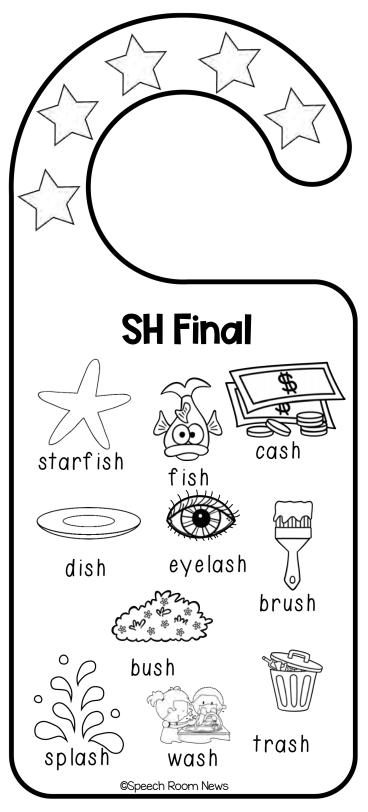
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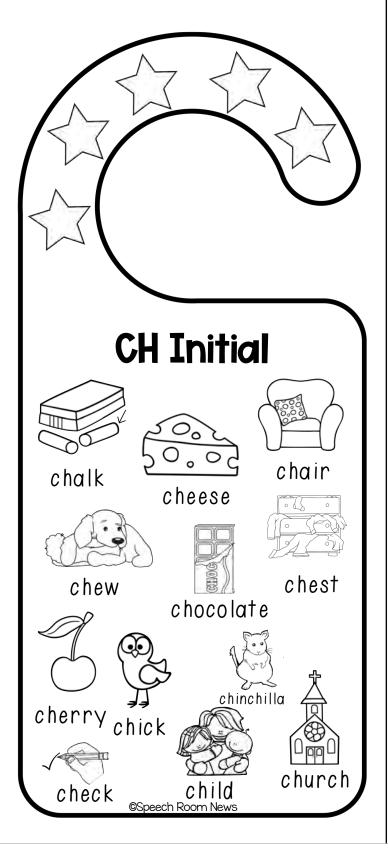
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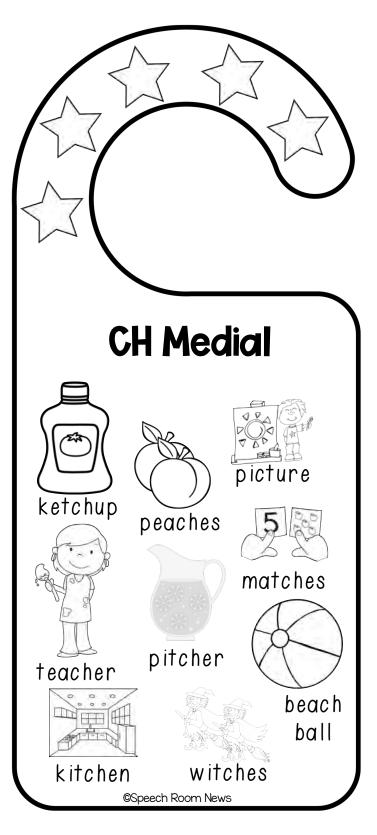
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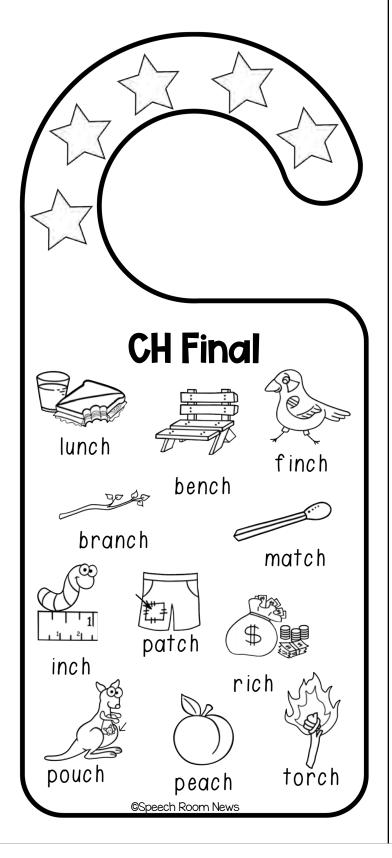
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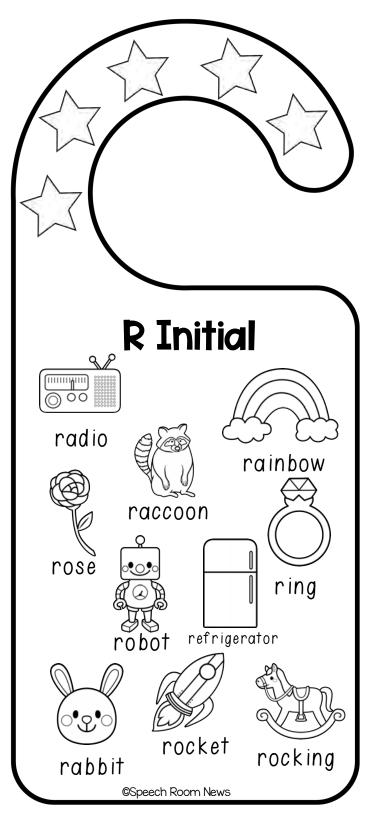
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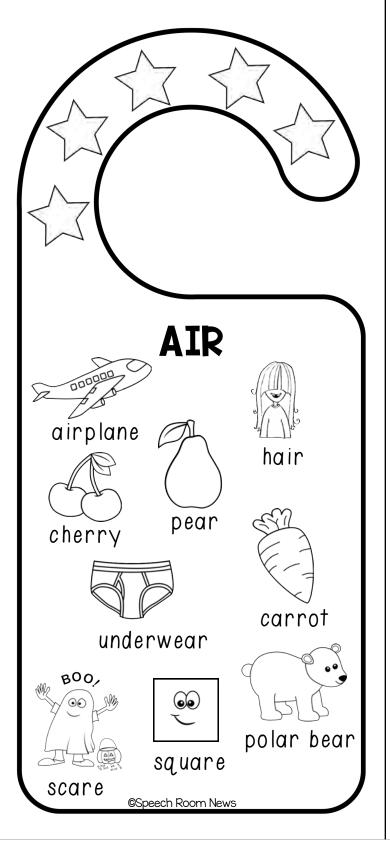
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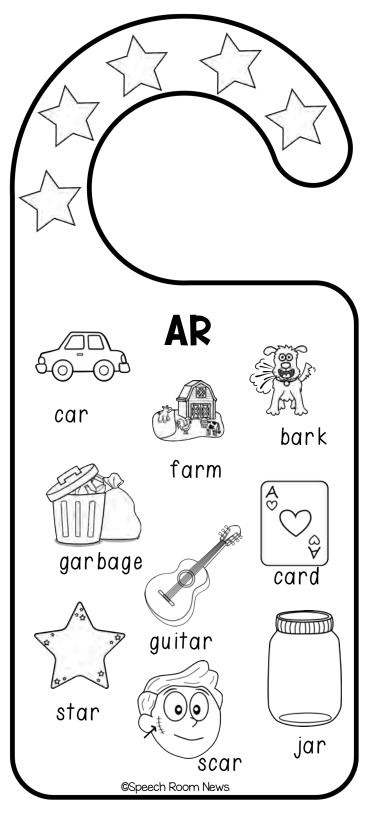
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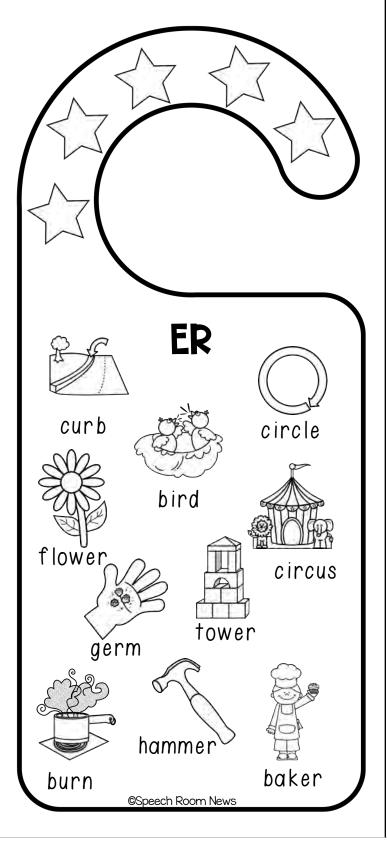
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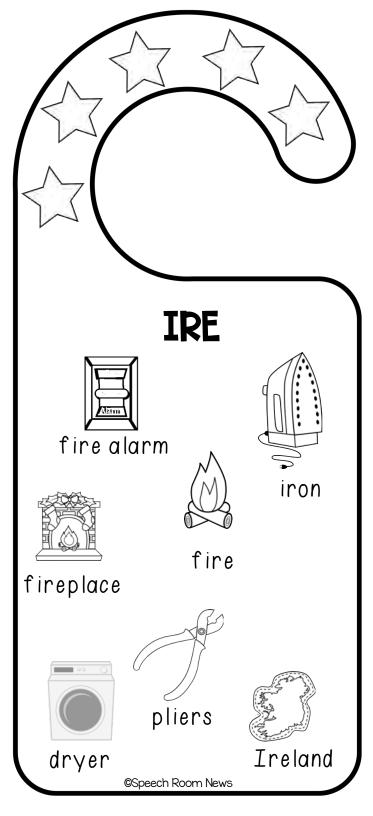
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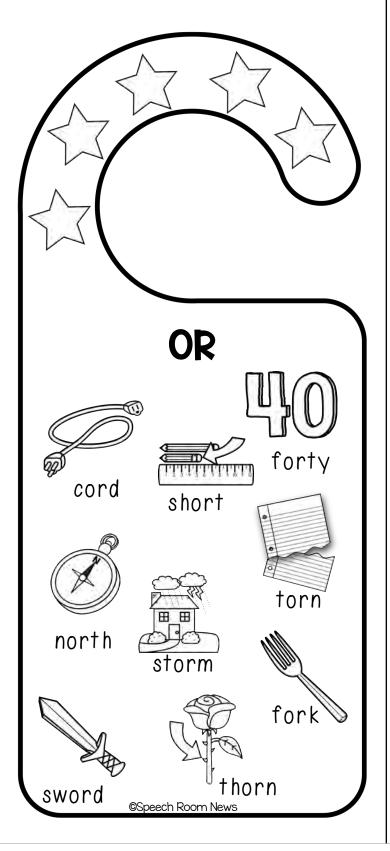
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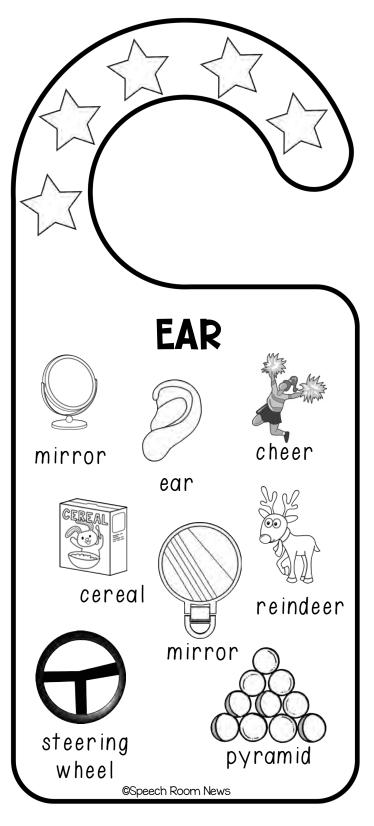
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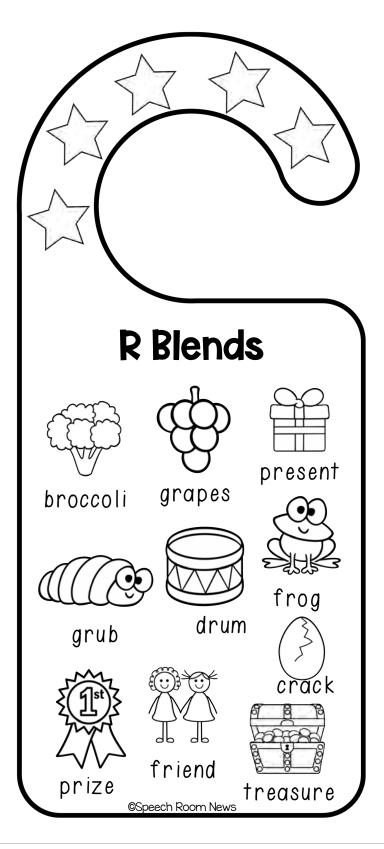
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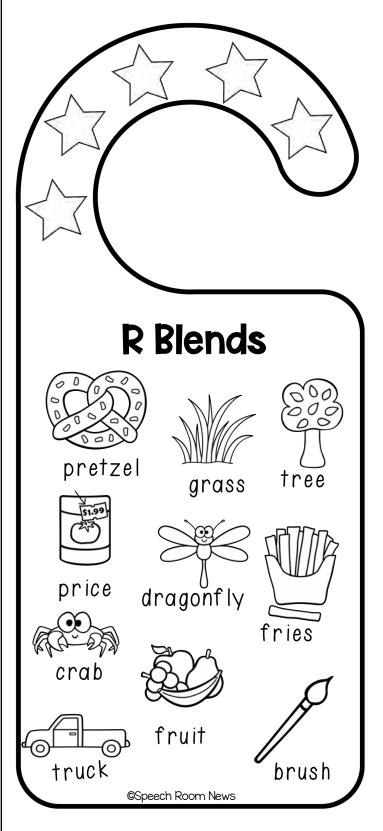
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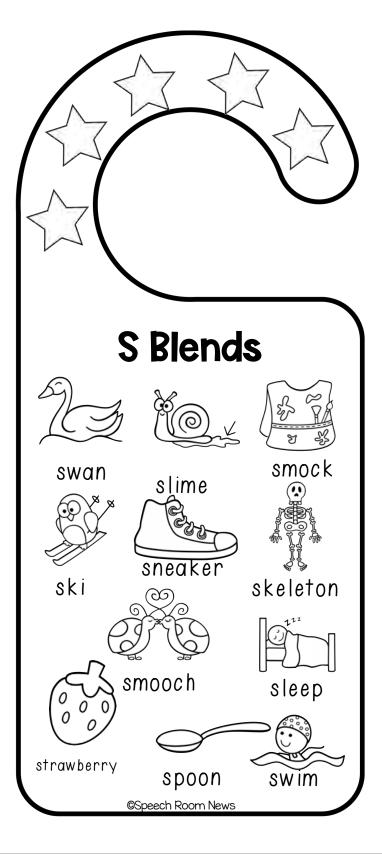
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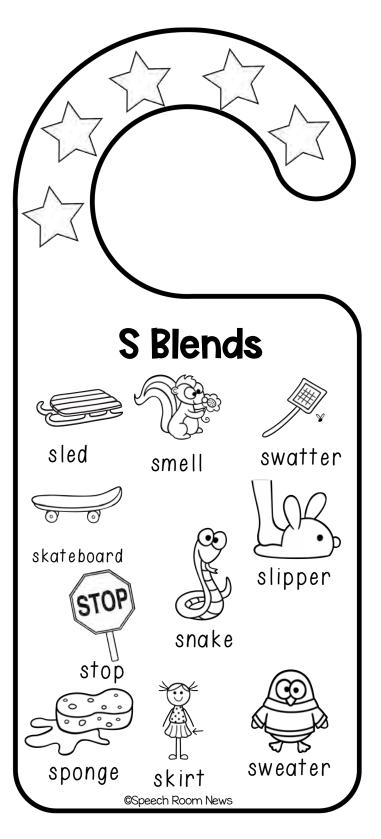
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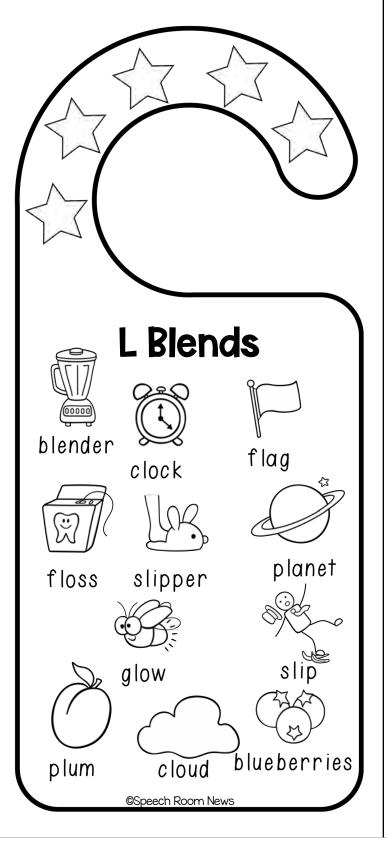
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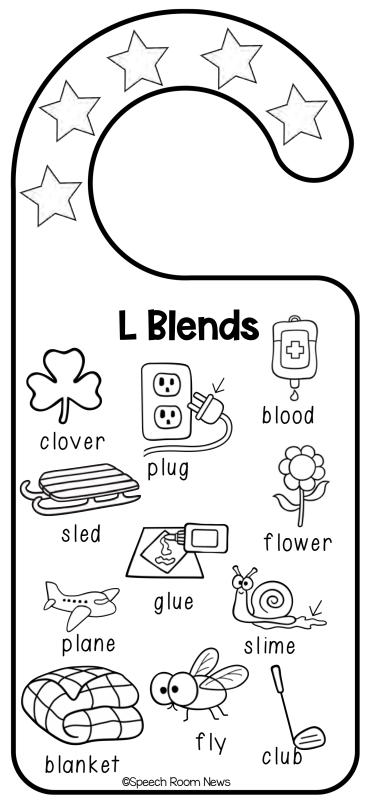
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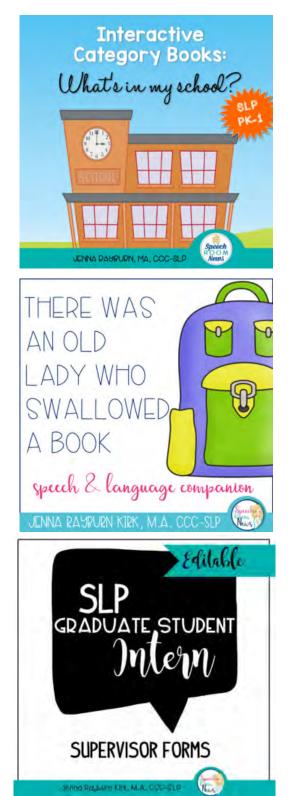
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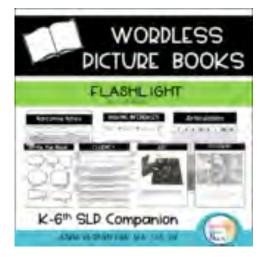


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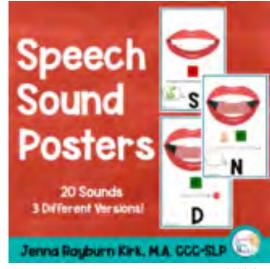


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About the Author:

Jenna Rayburn Kirk, MA, CCC-SLP is an ASHA certified Speech-Language Pathologist. She works full time as a school SLP in Ohio. Jenna was an invited speaker at the American Speech and Hearing Association Convention in 2016. She's presented at the national, state, and local level about a variety of topics related to school-based speech and language therapy. Jenna has created over 350 resources for her fellow SLPs and is the number one SLP seller on TpT.



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