McDonald's sensori-motor approach

I. To heighten child's responsiveness to patterns of auditory, proprioceptive and tactile sensations associated with the overlapping ballistic movements of articulation.
   - auditory stimuli for imitation and description
   - lip-tongue-jaw exercises
   - ear training
   - arranged from simple to complex, vary stress
   - learn to listen, feel and describe

II. Reinforce the child's correct articulation of his error sound
   - A. Select a sound for reinforcement
     1. Let child choose one he wants
     2. Deep test-one that is correct in at least one phonetic context
     3. Clinically proven
     4. If correct in many contexts, leave until last.
     5. Consider sensori-motor spread, i.e., will it help other similar sounds?

McDonald

- A. Practice with bisyllables
  1. Use a sound that child can articulate correctly (CV + CV). Child must describe what he hears, what he feels, what's moving and in what direction, etc.
  2. Alter stress and child imitates
  3. Vary vowels then consonants then both

- B. Practice with trisyllables
  1. Large shifts to small shifts (goo-doo-poo; then dah-nah-lah)
  2. Vary stress and ask for descriptions
  3. Introduce error sound

McDonald

B. Use a context in which the error sound is correctly articulated to reinforce the correct sensori-motor pattern.
   1. Slow motion speech, e.g., watchsssssssssun
   2. Alter stress, e.g., watchsun; watchsun
   3. Practice prolongations, e.g., w a b v s u n
   4. Practice in short sentences and vary stress, e.g., Watch! Sun will burn you, Turn on the TV and watch "Sunny Days."

III. To facilitate the correct articulation of sounds in systematically varied phonetic contexts
   - A. Modify movement patterns by changing vowel, e.g., watch sun, much sun, catch sun, etc.
   - B. Modify by changing consonant, e.g., from "fj + s" go to d3 + s; f + s; g + s; t + s; d + s
   - C. Practice in sentences, varying stress, getting feedback and gradually moving to conversation.