



CYCLES APPROACH CASES

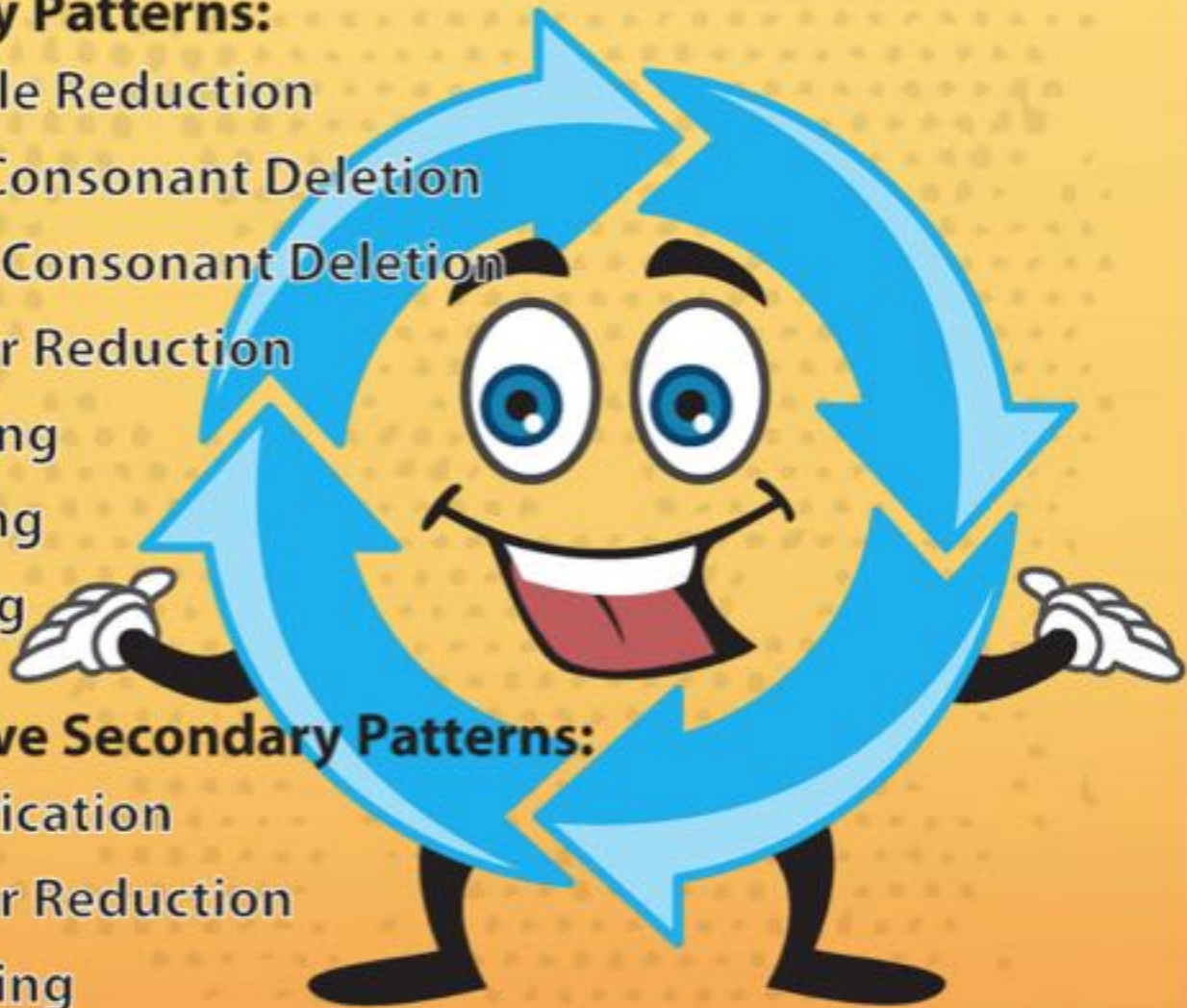
Instruction Manual

Primary Patterns:

- Syllable Reduction
- Final Consonant Deletion
- Initial Consonant Deletion
- Cluster Reduction
- Fronting
- Backing
- Gliding

Selective Secondary Patterns:

- Deaffrication
- Cluster Reduction
- Stopping



Introduction

Speech Corner—Cycles Approach Cases was developed by a certified speech-language pathologist with twenty years of experience in early childhood, Head Start, and elementary school-based settings with students of varying ability levels and language needs. Having used Dr. Barbara Hodson and colleagues' well-known and researched *Cycles Phonological Remediation Approach*, but needing an efficient and comprehensive way to implement it, was the inspiration in creating this organized, hands-on, multi-sensory set of cases and tiles to be used in providing therapy effectively. These engaging tiles and activities target a variety of goals, span a wide age range of clients, and are accessible at a moment's notice for the speech-language pathologist working with children in early intervention settings, students in traditional schools, or clients in private practices.

Speech Corner—Cycles Approach Cases was designed to improve the development of intelligible speech patterns in children with severe-to-profound expressive phonological impairments. Using the tile cases, auditory bombardment cards, and motivating items, speech-language pathologists have the opportunity to have everything needed for their students to cycle through the major primary patterns and a few selective secondary patterns with the goal of becoming intelligible. The miniature tiles are composed of selectively chosen target words to provide students the best opportunities for successful speech sound practice.

Included in the *Speech Corner—Cycles Approach Cases* are:

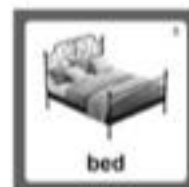
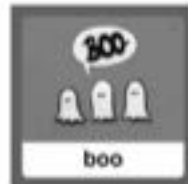
- 13 cases targeting primary and secondary patterns, each with 30 miniature photo tiles corresponding to a specific sound or group of sounds:
 - Syllable Reduction
 - Final Consonant Deletion
 - Initial Consonant Deletion
 - Cluster Reduction—Final /s/-Clusters
 - Cluster Reduction—Initial /s/-Clusters
 - Fronting
 - Backing
 - Gliding
 - Deaffrication
 - Cluster Reduction—Triple /s/-Clusters
 - Cluster Reduction—Liquid /l/ & /r/-Clusters
 - Stopping (Initial and Final Fricatives)
- 1 case holding 46 color-coordinated auditory bombardment cards for each of the specific target phonemes
- 1 case for creating your own tiles for specific targets or idiosyncratic deviations
- 1 case containing several different motivators/game pieces
- 1 instruction manual listing brief implementation instructions, activity ideas, and home practice sheets

Each tile case has the phonological process title (i.e., *Fronting*) and a list of the individual phonemes targeted (i.e., *Final /k/*, *Initial /k/*, and *Initial /g/*), and a list of the contents of its case (i.e., *Final /k/*: *walk, lick, mic, hawk, ick, sock, hook, bake, and bike*, etc.) on the outside of each box. Each case contains 30 tiles. The miniature photo tiles are color-coded for easy selection when the therapist desires to use them for drill, as part of an activity, or in exploratory play. All 16 cases and instruction manual fit neatly inside the plastic carrying tote. This organized, versatile, and easily transportable speech sound disorders therapy system makes it a valuable resource for the busy speech-language pathologist implementing the cycles intervention approach while working with children exhibiting speech sound errors.

Weekly Home Practice Initial Consonant Deletion—Initial /b/

Name _____ Date _____

It is important for me to practice each day. To help me with my speech homework, please say all the words to me 2 times. Then, after I patiently listen to you say the words, please have me say all the words that are circled. The circled words are the only ones I should say, and I should say them 5 times each. I should practice these daily.

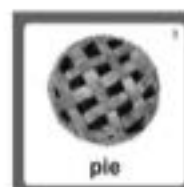
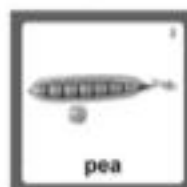


My homework helper this week was: _____

Weekly Home Practice Initial Consonant Deletion—Initial /p/

Name _____ Date _____

It is important for me to practice each day. To help me with my speech homework, please say all the words to me 2 times. Then, after I patiently listen to you say the words, please have me say all the words that are circled. The circled words are the only ones I should say, and I should say them 5 times each. I should practice these daily.



My homework helper this week was: _____



dips

CYCLES APPROACH

Cluster Reduction
Final /s/-Clusters

Final /ps/





Treatment Plan for Primary Patterns

Sample

Name Jason Jackson Date 5/12/25

Decide if the pattern is present in the child's spontaneous speech. Circle yes or no. If it is present, determine what phonemes/sounds you are including in this cycle (i.e., which are stimutable). Circle them. Using the photo tile cases, write in the target words you selected.

Target Pattern	Is it present?	Phoneme Targets	Photo tiles chosen for cycle # <u>1</u>
Syllable Reduction	Yes or <input checked="" type="radio"/> No	2-Syllables 3-Syllables	
Final Consonant Deletion	<input checked="" type="radio"/> Yes or No	<input checked="" type="radio"/> Final /p/ Final /m/ <input checked="" type="radio"/> Final /t/ Final /n/	Final /p/: up, hop, mop, nap, dip Final /t/: cat, bat, net, nut, out
Initial Consonant Deletion	Yes or <input checked="" type="radio"/> No	Initial /b/ Initial /p/ Initial /m/ Initial /n/ Initial /t/ Initial /d/	
Cluster Reduction	<input checked="" type="radio"/> Yes or No	Final /s/-Clusters <input checked="" type="radio"/> /ps/ <input checked="" type="radio"/> /ts/ /ks/ Initial /s/-Clusters <input checked="" type="radio"/> /sp/ <input checked="" type="radio"/> /st/ <input checked="" type="radio"/> /sn/ /sm/ /sw/ /sk/	Final /ps/: apes, maps, hoops, pops Final /ts/: cats, nuts, boots, bats Initial /sp/: spoon, spy, speed Initial /st/: stop, store, stain Initial /sn/: snow, snore, snail, snap
Fronting	<input checked="" type="radio"/> Yes or No	Final /k/ Initial /k/ Initial /g/	None—Not Stimulable (continue with elicitation techniques)
Backing	Yes or <input checked="" type="radio"/> No	Final /t/ Initial /t/ Initial /d/	
Gliding	<input checked="" type="radio"/> Yes or No	<input checked="" type="radio"/> Initial /l/ <input checked="" type="radio"/> Initial /r/	Initial /l/: land, lash, lamp, lamb Initial /r/: rat, ran, rash, rag