

The Cycles Approach High-Intensity Repetitions

Speech Corner Photo Cards for The Cycles Approach—High-Intensity Repetitions was designed to give speech-language pathologists an effective resource for providing focused speech therapy repetitions to students with multiple phonological process errors. Barbara Hodson and colleagues developed the cycles approach (originally termed *Cycles Phonological Remediation Approach*) for children who use several different phonological processes, or error patterns, and were considered to have severe-to-profound expressive phonological impairments. Each phonological process is targeted for a limited amount of time, and therapy cycles through the other processes regardless of the level of mastery achieved. When all the processes have been targeted in therapy, the cycles repeat until each process is eliminated from the child's speech.

This collection of 50 double-sided cards presents three photographs with four repetitions on each side prompting 24 repetitions per card. If a student completes one card four times during a therapy session, he/she will have approximately 100 trials for that session. The phonological processes targeting the primary patterns in the cycles approach present target words chosen for simplicity of both syllable shape and phoneme placement. A selected number of phonological processes targeting secondary processes are also included for subsequent cycles. Additional quick reference cards give the therapist a brief overview of the cycles approach and a detailed list of the phonological processes, their typical ages of elimination, and whether the process is a primary or secondary pattern. The index card lists the order of the phonological processes throughout the deck and their specific card numbers for easy retrieval and organization.

Hodson, B. W., & Paden, E. P. (1991). *Targeting intelligible speech: A phonological approach to remediation*. 2nd Ed. Austin, TX: Pro-Ed.

Prezas, R. F., Magnus, L. C., & Hodson, B. W. (2021). The cycles approach. In: A. L. Williams, S. McLeod S, McCauley, & R. J. McCauley (Eds). *Interventions for speech sound disorders in children*. 2nd Ed. (pp 251-278). Baltimore, MD: Paul H. Brookes Publishing Company

The Cycles Approach
High-Intensity Repetitions

Brief Overview of Implementation for a Therapy Session

Steps in the Cycles Approach	Treatment Activity	Approximate Time
Review	Review the words covered in the previous therapy session.	1-2 minutes
Auditory Bombardment	Read aloud a list of target words containing the pattern for the current session with slight amplification.	1-2 minutes
New Words Introduced	Introduce the 3-6 words being used during the current session. Say the words and have the student repeat them correctly. (These cards have 3 words on each side, so you can use one or both sides.)	1-2 minutes
Production-Practice	While engaging in play or games, the student practices the new target words multiple times. The student should achieve 100% accuracy during production, so correct models and multi-sensory cues may be necessary. It is important to get as many correct repetitions as possible to ensure generalization. (These cards allow 24 repetitions per card.)	20 minutes for a 30 min session 45 minutes for a 60 min session
Metaphonological Task	Incorporate activities such as rhyming, segmentation, and blending into each session.	2-3 minutes
Stimulability Probe	In deciding the target sounds for the next session, probe to determine optimal targets (use any card from this deck). Choose a stimuable pattern and target words. The therapist should also try to stimulate nonstimulable sounds for future sessions.	2-3 minutes
Auditory Bombardment	Repeat the auditory bombardment activity with slight amplification.	1-2 minutes
Homework	Each day the student listens as a caregiver in the home (or a paraprofessional at school) says a list of target words. The student also names pictures of that week's production-practice words.	2-5 minutes per day

The Cycles Approach
High-Intensity Repetitions

Patterns and Processes Targeted in this Card Set

Primary Patterns/Processes	Definition and Example	Age of Elimination
Syllableness/Syllable Reduction (Monosyllabic Speech-Not Weak Syllable Deletion)	Only monosyllabic words are being spoken for multisyllabic words, even in equally stressed words (i.e., <i>cow</i> for <i>cowboy boots</i>).	Not a typical process
Final Consonant Deletion	The final consonant of a word is deleted or left off (i.e., <i>row</i> for <i>road</i>).	3 years
Initial Consonant Deletion	The initial consonant in a word is deleted or missing (i.e., <i>uppy</i> for <i>puppy</i>).	Not a typical process
Cluster Reduction	A consonant cluster is reduced to a single consonant (i.e., <i>top</i> for <i>stop</i>).	4 years without /s/ 5 years with /s/
Fronting	A velar or palatal sound is substituted with an alveolar sound (i.e., <i>tar</i> for <i>car</i>).	3.5 years
Backing	An alveolar sound is substituted with a velar sound (i.e., <i>key</i> for <i>tea</i>).	Not a typical process
Gliding	A liquid, such as /r/, becomes a /w/ or an /l/ becomes a /j/ {"y" sound} (i.e., <i>wabbit</i> for <i>rabbit</i> or <i>yam</i> for <i>lamb</i>).	6 years

Selective Secondary Patterns	Definition and Example	Age of Elimination
Deaffrication	An affricate such as /tʃ/ or /dʒ/ is replaced with a fricative /ʃ/ or stop /d/ (i.e., <i>ships</i> for <i>chips</i>).	4 years
Cluster Reduction (All other clusters, not in primary pattern)	A consonant cluster is reduced to a single consonant (i.e., <i>lash</i> for <i>splash</i>)	4 years without /s/ 5 years with /s/
Stopping	A fricative, such as /s/ or /f/, is substituted with a stop consonant like /b/ or /d/ (i.e., <i>Dave</i> for <i>save</i>).	/s/ and /z/ by 3 years /v/ by 3.5 years /ʃ/ by 4.5 years

*More *Secondary Patterns* exist, but these are the ones addressed in this card set.

The Cycles Approach
High-Intensity Repetitions

Primary Patterns

Syllable Reduction	1-8
<i>(For Monosyllabic Speech/Targets Equal Stressed words)</i>	
2-syllables	1-4
3-syllables	5-8
Final Consonant Deletion	9-16
/p/	9-10
/m/	11-12
/t/	13-14
/n/	15-16
Initial Consonant Deletion	17-30
/b/	17-18
/p/	19-20
/w/	21-22
/m/	23-24
/n/	25-26
/t/	27-28
/d/	29-30
Cluster Reduction	31-50
<i>Final /s/-Clusters</i>	
/ps/	31-32
/ts/	33-34
/ks/	35-36
<i>Initial /s/-Clusters</i>	
/sp/	37-38
/st/	39-40
/sn/	41-42
/sm/	43-44
/sw/	45-46
/sk/	47-48
/sl/	49-50

Fronting	51-56
<i>(Targeting final /k/ first often gives better results)</i>	
/k/	51-54
/g/	55-56
Backing	57-62
/t/	57-60
/d/	61-62
Gliding	63-70
//	63-66
/r/	67-70

Selective Secondary Patterns

*More *Secondary Patterns* exist, but these are addressed in this card set.

Deaffrication	71-76
/tʃ/	71-74
/dʒ/	75-76
Cluster Reduction	77-84
<i>Triple Initial /s/-Clusters</i>	
/str/	77-78
/spr/	79-80
/skr/	81-82
/spl/	83-84
Stopping	85-100
<i>(Targeting final stridents first may give better results)</i>	
/f/	85-88
/v/	89-90
/s/	91-94
/z/	95-96
/ʃ/	97-100

Name the item in each photo. Touch or mark a circle each time you say it correctly.



cowboy



football

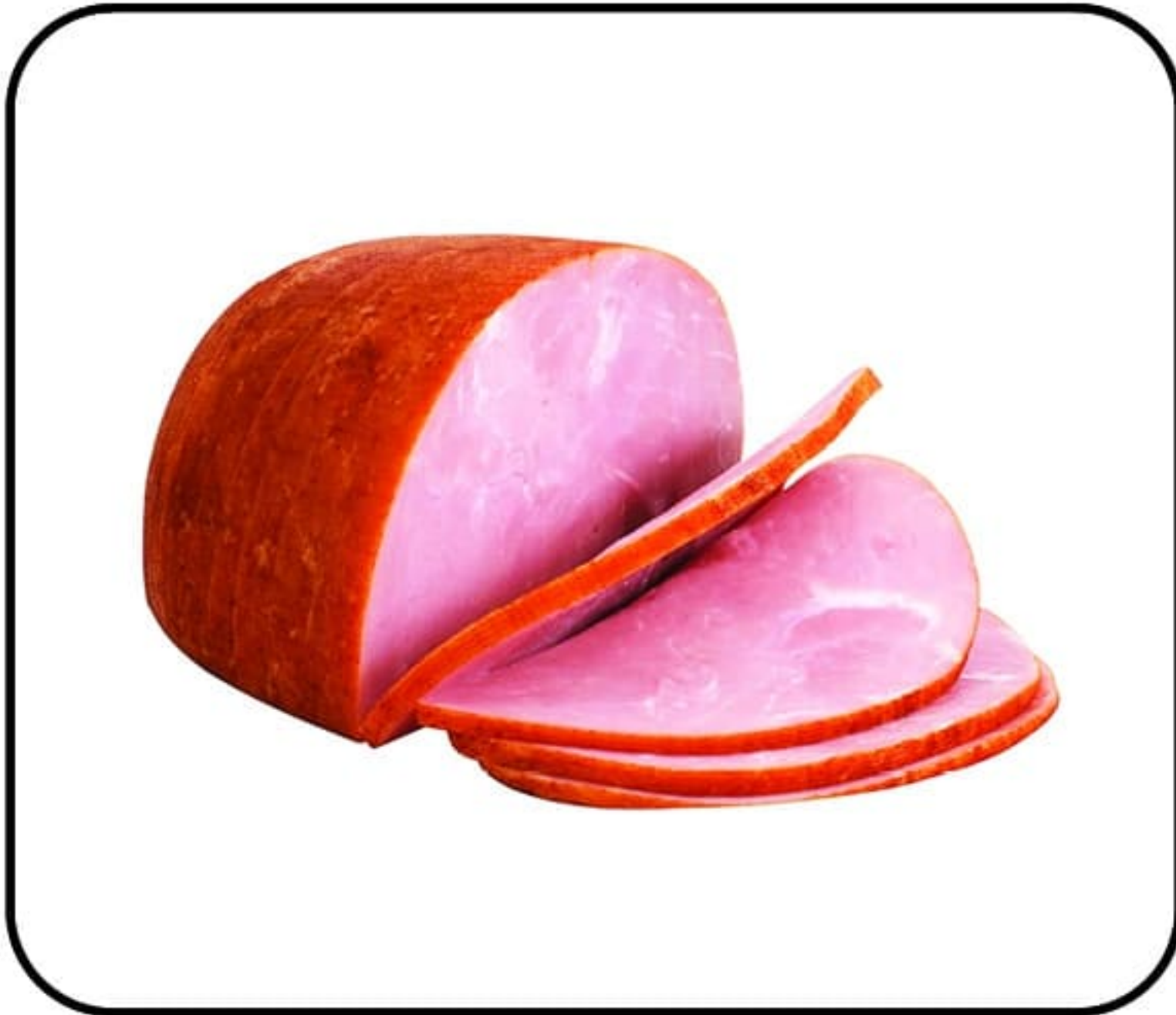


shoelace



Syllable Reduction

Name the item in each photo. Touch or mark a circle each time you say it correctly.



ham



mom



home

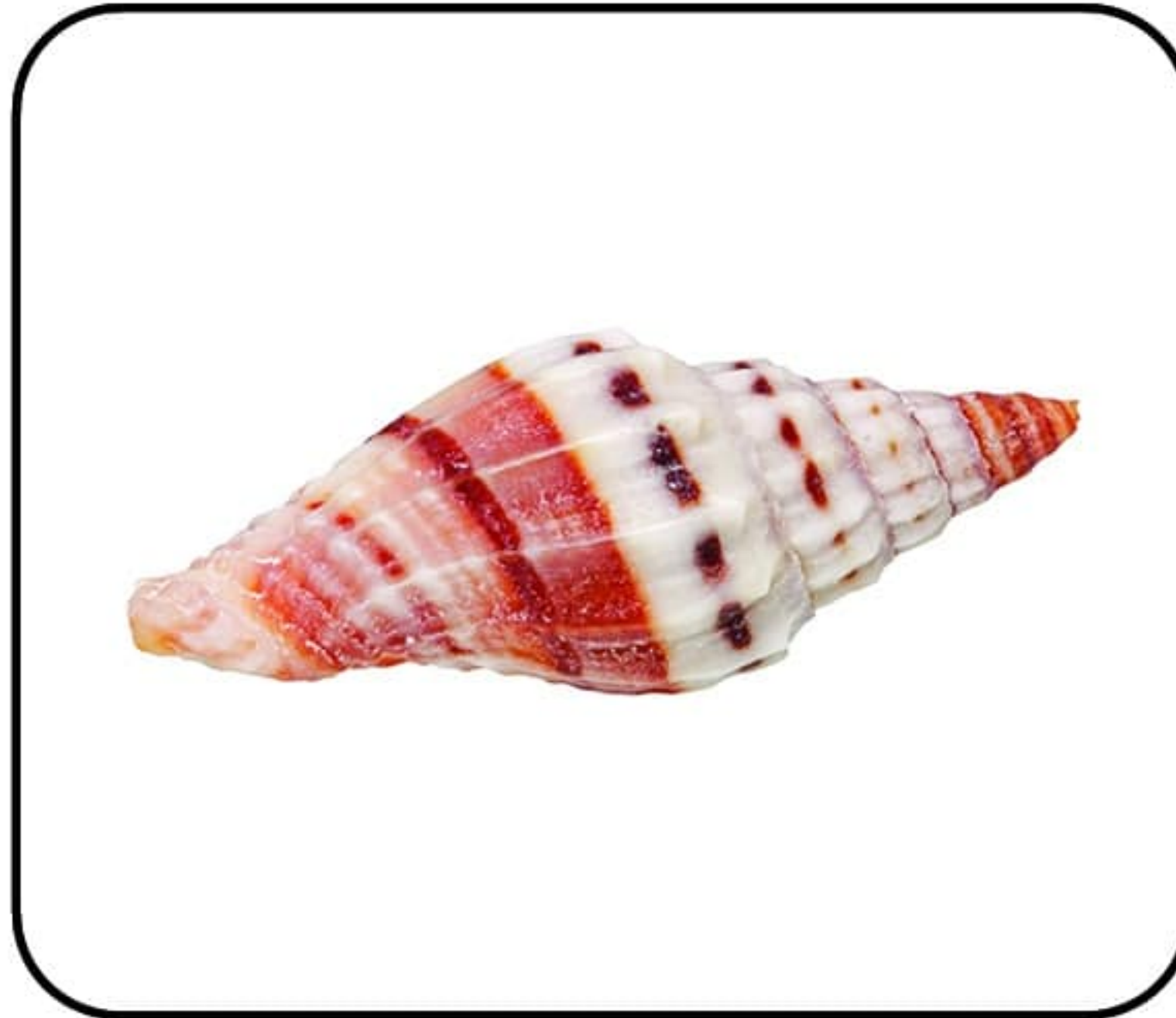


Final Consonant Deletion

Name the item in each photo. Touch or mark a circle each time you say it correctly.



shh



shell



shoe



Stopping