

Classroom and Home Speech Practice~

Approaches to teaching & practicing speech sounds

- **Auditory discrimination**: Have the child listen to you say words with the “tricky sound” both correctly and incorrectly (“I want a piece of take/cake, I need a cup/tup...ting/king...” Have the child be the “teacher/judge” (giving a thumbs-up/thumbs-down) to indicate whether or not you said the word correctly. Children need to hear and recognize the difference in order to correct their own speech *independently*.
- **Placement and Visual cues**: Two great strategies to use until the child is producing sounds independently. *Placement*: Talk with the child about where he should be placing his tongue/teeth/lips, etc in order to produce the sound correctly (see below). *Visual*: Have the child watch your face and look in a **MIRROR** as he makes the sound you are talking about.

Questions? Contact Deanne Kopp, 227-7770
Speech-Language Pathologist with Prickly Pear Cooperative

K/G

To produce “K” or “G,” you need to temporarily block the air in the back of your throat, using the BACK of your tongue. You can have a child use his *clean* finger or tongue depressor to hold down the TIP of his tongue when trying to make the “K/G” sound. Mirror: have the child keep his mouth open and watch his tongue “jump” up & down at the back of his mouth.

S & S-Blends (*and correcting lisps*)

To practice words that begin with an S-blend, it is helpful to break the word into two parts (“Sssss” & “nake,” “Sssss” & “pot,” etc) and use hand motions to accompany mouth/speech motions:

1. First, have the child use his pointer finger to tap the table as he says just the first sound in the second part of the word (“**N**ake,” “**P**ot”).
2. Next, have the child hold his pointer finger over the table—as he lowers his finger tip toward the table, make the “ssssss” sound (*Like a balloon deflating and letting out air as it falls*). *Tongue behind closed teeth for “s/z”*
3. Finally, practice the two parts together: Start with the finger tip going down while saying “Sssssss,” then when the finger tip hits the table, say the sound that starts the second part of the word.

L & L-blends

A mirror is very helpful when practicing the letter “L.” To produce “L,” the tongue tip must be UP behind the front two teeth, and mouth is open like a smile or when saying the sound “Eeee.” Often children will try to make the “W” sound instead of “L” (and they will round & purse their lips together)—this is when a mirror comes in handy, so they can see what they *are* doing and what they *should* be doing. It is also helpful to practice words that have “L” followed by the “Eee” sound, so that they can keep their lips spread open for the “Eee” sound (“leaf, lee, leap, lean, leak,” etc). When practicing L-blends (“blue, play, clap,” etc.), practice the words slowly and remind kids to move their tongue tip up.

****Tongue tip up and smile!****

TH- Put tip of tongue between your front teeth when you make the sound.

SH- Practice with the quiet sound, “shhhh,” lips stick out (different from the “s” sound).

CH- This sound is a quick combination of “t” and “sh.” Think of quickly hitting tongue tip behind front teeth before a “sh” sound.

F/V

A mirror is helpful in learning how to produce “F/V.” To make the sound correctly, your top teeth are lightly biting down on your bottom lip (you should see your top teeth in the mirror). Let air come slowly out around your teeth. It is easiest to start practicing with words that start with the “F/V” sound, and stress letting the air slide out on the beginning sound (Ex: “fffffffffff-ish”). It may help to have the child draw a line with their finger (on the table, floor, etc.) as he/she prolongs the “ffffff” sound. Hand actions help reinforce mouth actions. (Making the “F/V” sound long, “ffffff,” helps prevent kids from producing a “T” or “P” sound by mistake.)

R & R-blends

To produce “R,” the lips are spread more in a smile—*not* rounded and stuck out like the “w” sound. (Once a person knows how to produce “R,” the lips can be rounded or spread). It often helps to practice “grrr” because the “g” sound is made with the tongue back and up just like the “r” sound. Use a mirror and watch the difference between “white” (lips round) and “right” (lips spread/pulled back a little on each side).