

Placement Strategies for Later-Developing Sounds

Compiled from brainstorming on September 23, 2004 at Senior Study Group in SDUSD, brainstorming on October 19, 2004 with Cajon Valley and Santee staff (CV/S) and other resources, brainstorming on April 13, 2008 at the CSHA Convention and brainstorming on April 18, 2008 in Modesto, California

1. Strategies for /r/ and /ɚ/

Place: Palatal
Voice: Voiced
Manner: Liquid

Shaping techniques:

- Shape from /l/ to /r/ (from one liquid to another)
- Shape from /i/ to /ɚ/
- Stimulate with productions of /gr/ and /kr/ first – then breakdown into /g/ and /r/ and /k/ and /r/ and phase out /g/ and /k/
- Shape with /i/, /g/ (to move tongue back into /ɚ/)
- Shape from /n/ to /r/ - slide tongue back without letting it lower (train track metaphor)

Metaphors/Phonetic Placement:

- Have the child smile to inhibit lip rounding from /w/
- Have the child bite on tongue to feel the sides of the tongue on upper molars and lift tip and slide tongue back like train track
- Racing car sound (ruh) (Bleile book)
- Mad dog sound (grrr), growling tiger sound (grrr) or the arm wrestling sound (errr) (Bleile book)
- Tongue is a muscle, make tongue stronger, liken it to the gym (bicep curls like at the gym, tongue curls) (CV/S)
- Teach that the sound starts in the back of the throat, not the lips (CV/S)

Moto-kinesthetic approaches:

- Lift tongue back with tongue depressor
- Lie backwards on large exercise ball with feet flat on the floor; say “eeeyer” over and over again; then move to “eeyerabbit” or “eeyeradio”, etc. (Katie Reily, SLP, Delta County Schools, CO)
- Stick tongue out, pretend that your tongue itches and pull back
- Keep mouth open so tongue does all of the work and kinesthetic awareness is increased
- Have the child cup his/her hand to show that tongue tip is raised and slightly curled back (Bleile book)
- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the alveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Use hand to imitate lifting tongue (CV/S)
- Bite down on straw (or licorice strings) – do not let your tongue cross over the straw (CV/S)

- Use hand motion as a cobra to show the hard /r/ (CV/S)
- Put hands over the ears and close eyes to self-monitor and focus the child's feedback loop on only the target sound (CV/S)

2. Strategies for /l/

Place: Alveolar

Voice: Voiced

Manner: Liquid

Shaping techniques:

- Shape from tongue clicking sound to /l/

Metaphors/Phonetic Placement:

- Lift tongue up to alveolar ridge
- Start with tongue between teeth and move back to alveolar ridge
- Make tongue big and let it go
- The singing sound (la-la-la) (Bleile book)
- Tongue tip should be touching where the gums and front teeth meet (CV/S)
- Be a ventriloquist (don't move lips)

Moto-kinesthetic approaches:

- Orthodontic rubber band on tongue tip and lift
- Touch alveolar ridge with finger, toothette, etc.
- Wipe peanut butter or marshmallow off of alveolar ridge
- Put sprinkle on the tip of tongue and hold up tongue
- Hold up life saver onto alveolar ridge
- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the alveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Put hands over the ears and close eyes to self-monitor and focus the child's feedback loop on only the target sound (CV/S)
- Lift arms while lifting tongue up as a model (CSHA)

3. Strategies for /ʃ/

Place: Palato-alveolar

Voice: Voiceless

Manner: Fricative

Shaping techniques:

- Shape from /tʃ/ to /ʃ/ - extend the latter portion of /tʃ/
- Shape from /s/ to /ʃ/ (can also use tongue depressor)
- Shape from /u/ to /ʃ/

Metaphors/Phonetic Placement:

- The “quiet” sound
- “Back-of-the-hill” sound/long sound (Bleile book)
- Lips out like a fish (CV/S)
- Sides of tongue touch inside top back teeth (CV/S)
- Teeth open a little bit (CV/S)
- “Fat air” sound (CV/S)
- Tongue tip doesn’t touch anywhere (CV/S)
- “Pucker like you’re going to kiss your mom.” (CV/S)
- Place tongue on curved bump (of alveolar ridge) and use “fish lips”
- 1. Bite down of sides of the tongue behind the back teeth; 2. Let tongue tip float up and touch the bumps behind front teeth; 3. Make the air come over the top of tongue – only out the front (Modesto)
- Hushing sound
- Taco sound to get sides up (CSHA)

Moto-kinesthetic approaches:

- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the postalveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Put hands over the ears and close eyes to self-monitor and focus the child’s feedback loop on only the target sound (CV/S)

Touch cues:

- Finger to “shush” (CSHA)

4. Strategies for /tʃ/

Place: Palato-alveolar

Voice: Voiceless

Manner: Affricate

Shaping techniques:

- Pair words ending in /t/ with words beginning in /j/, e.g. “got you”
- Spanish /tʃ/ words – some bilingual kids produce it correctly in Spanish, but ʃ/tʃ in English
- Shape from /t/ to /tʃ/

Metaphors/Phonetic Placement:

- Train sound – [tʃ], [tʃ], [tʃ]
- “Sneeze” sound – “ah-choo”
- “Fat-pushed” sound per Lindamood
- Put tongue up for /t/, block the air behind the tongue, then let it out quickly – “explode it”
- Lips – tense, slightly pursed (CV/S)
- Feel puffs of air pushed out (CV/S)
- Slide tongue forward & down – push air out (CV/S)

- Sides of tongue touch inside top next to teeth (CV/S)
- Click tongue up, hold for 5 seconds and pop out as /tʃ/

Moto-kinesthetic approaches:

- Hand signals – skinny for /s/ (one finger), fat for /tʃ/ (four fingers)
- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the postalveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Have the child hold his/her hands together tightly and then separate them quickly to indicate the stop onset and fricative release of affricates (Bleile book)
- Put hands over the ears and close eyes to self-monitor and focus the child’s feedback loop on only the target sound (CV/S)

5. Strategies for /dʒ/

Place: Palato-alveolar

Voice: Voiceless

Manner: Affricate

Shaping techniques:

- /d/ to /dʒ/ (CV/S)
- /d/ to /l/ to /ʒ/(CV/S)
- Use opposing words d → r & d → ʒ (i.e. “drive” vs. “jive”) (CV/S)

Metaphors/Phonetic Placement:

- Train sound – [tʃ], [tʃ], [tʃ] chugging along, comes to a hill – child has to really turn the “motor” on to get up the hill
- Anchoring – placement of rest of tongue sides touching bottom of upper side teeth
- Speech coach – student manager, in charge of practice – like training for a marathon (CV/S)
- Squeeze cheeks in and tap the roof of the mouth (Modesto)

Moto-kinesthetic approaches:

- Put thumb under tongue – lift up and say /dʒ/
- Touch throat to feel vibration (“noisy brother” of /tʃ/)
- “Tickle behind the teeth”
- Push against the “spot”
- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the postalveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Have the child hold his/her hands together tightly and then separate them quickly to indicate the stop onset and fricative release of affricates (Bleile book)
- Put hands over the ears and close eyes to self-monitor and focus the child’s feedback loop on only the target sound (CV/S)
- Push tongue on roof of mouth and pull down

- Lift hands up while pushing air through the mouth (CSHA)

6. Strategies for /s/

Place: Alveolar
Voice: Voiceless
Manner: Fricative

Shaping techniques:

- /t/ to /s/ shaping (not for kids who front target /s/)
- /tə/ → /də/ → /nə/ → /sə/ (gradually move through alveolar sounds)

Metaphors/Phonetic Placement:

- Sammy the Snake
- The Snake Sound
- Lateral butterfly image – keeping sides of tongue up by teeth
- Flat tire sound
- Keep the monkey in the cage
- Keep the snake behind the gate

Moto-kinesthetic approaches:

- Use straw to create airflow
- Smile in the mirror to get proper lip placement
- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the alveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Put hands over the ears and close eyes to self-monitor and focus the child's feedback loop on only the target sound (CV/S)

Touch cues:

- Run finger down arm to indicate fricative sound (opposite of /z/ - running finger up arm)

7. Strategies for /z/

Place: Alveolar
Voice: Voiced
Manner: Fricative

Shaping techniques:

- /t/ to /s/ to /z/
- /tə/ → /də/ → /nə/ → /sə/ → /zə/ (gradually move through alveolar sounds)

Metaphors/Phonetic Placement:

- Put tongue tip behind teeth, slightly touching bottom teeth while blade bunches a little and comes close to alveolar ridge. Then turn sound "on" and have air push through a narrow path down tongue.

- “Keep the gate closed”
- Bee sound
- Zipper sound

Moto-kinesthetic approaches:

- Tongue depressor between alveolar ridge and teeth with tongue tip down (keep that space)
- Use straw up against teeth, listen for whistling in straw
- Use mirror to monitor tongue placement
- Place a little peanut butter or another sticky food on a Q-tip, touch the Q-tip to the alveolar ridge and ask client to remove the food with tongue tip (Bleile book)
- Put hands over the ears and close eyes to self-monitor and focus the child’s feedback loop on only the target sound (CV/S)
- Use tissue in front of mouth to see it move from the breath (CSHA)

Touch cues:

- Run finger up arm to indicate fricative sound (opposite of /s/ - running finger down arm)

8. Strategies for /θ/

Place: Interdental
Voice: Voiceless
Manner: Fricative

Shaping techniques:

- /s/ to /θ/

Metaphors/Phonetic Placement:

- Tongue cooler (Lindamood Bell)

Moto-kinesthetic approaches:

- Index and thumb on top and bottom teeth and putting tongue between

9. Strategies for /ð/

Place: Interdental
Voice: Voiced
Manner: Fricatives

Shaping techniques:

- /z/ to /ð/
- /θ/ to /ð/

Metaphors/Phonetic Placement:

- Noisy tongue cooler (Lindamood Bell)
- “Start your motor” for voiced sound

- Put your tongue between your teeth and gently blow

Moto-kinesthetic approaches:

- Index and thumb on top and bottom teeth and putting tongue between

Additional recommendations for all sounds:

1. Rubber mouth puppet
2. Grape-flavored tongue depressors for stimulating sounds
3. Fun dip candy sticks for use as tongue depressors

10. Strategies for /k/

Place: Velar

Voice: Voiceless

Manner: Stop

Shaping techniques:

- /g/ to /k/

Metaphors/Phonetic Placement:

- Karate sound - /kija/ (CSHA)
- Coughing sound
- Practice gargling to get /g/, then shape to /k/ (CSHA)
- Tell child that teeth are hot lava – tongue cannot touch teeth (or it will dissolve) – (Shirley Sigmund, SLP, Templeton, CA)

Moto-kinesthetic approaches:

- Lying on the floor to bring tongue back to produce /k/
- Tongue depressor to keep tongue from fronting to /t/

Touch cues:

- Touch throat to indicate that it is a back sound

11. Strategies for /g/

Place: Velar

Voice: Voiced

Manner: Stop

Shaping techniques:

- /k/ to /g/
- /ŋ/ to /g/ (Bauman-Waengler) – say /ŋ/ and then plug nose

Metaphors/Phonetic Placement:

- Coughing like a cat with a hair ball (Modesto)

Moto-kinesthetic approaches:

- Lying on the floor to bring tongue back to produce /g/
- Tongue depressor to keep tongue from fronting to /d/
- Rub tongue on roof of mouth front to back to differentiate between /d/ and /g/ placement (CSHA)
- Making frog jump (back of tongue is a frog) (Modesto)

Touch cues:

- Touch throat to indicate that it is a back sound

Placement Techniques Resources:

Bauman-Waengler, J. (2000). *Articulatory and phonological impairments: A clinical focus*. Needham Heights, MA: Allyn & Bacon.

Bleile, K. (1995). *Manual of Articulation and Phonological Disorders*. San Diego, CA: Singular Publishing Group.

Bowen, C. (2004). The butterfly procedure for lateral and palatal /s/ and/z/. Retrieved from <http://www.speech-language-therapy.com/fsd-butterfly-position.htm> on August 13, 2009.

Jones, P.H. (2004). *Finding the Elusive Vocalic R Sounds*, Advance Magazine.

Ristuccia, C. & Ristuccia, J. (2006). *The Entire World of R Book of Elicitation Techniques*. Tybee Island, GA: Say It Right.

Secord, W. (2007). *Eliciting Sounds*. Florence, KY: Thomson Delmar Learning.

Weiss, I.F. (2002). *New Technique Helps Remediate /r/*. Advance Magazine. <http://www.mnsu.edu/comdis/kuster2/therapy/rtherapy.html>