

[s]

Phonological Intervention:
It's About Time

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This is a work in progress. Any suggestions, comments, and recommendations are welcome. My email address is ken.bleile@uni.edu. Thank you!

Consonant

[s] is made in either of two ways. Some people produce [s] and with the tongue tip up behind the upper front teeth, others say them with the tongue tip down behind the lower front teeth. Neither one is the "right way." Follow the student's lead in deciding which way to teach [s]. If the student appears to find it easier to say [s] with the tongue tip up, teach the sounds that way; if the student appears to find it easier to say [s] with the tongue tip down, teach the sound that way. For both varieties of [s], the air stream is continuous and the vocal folds are apart. The technical definition of [s] is voiceless alveolar fricative.

Acquisition

50% of children acquire [s] by 3;6 and 75% of children acquire [s] by 6;0.

Errors

A common error affecting [s] is Lipping—that is, [s] is pronounced with the tongue tip between the teeth as for [θ]. Another common error affecting [s] is use of the tongue blade instead of the tongue tip. A third common error is Lateralizing, in which the air flows over the sides of the tongue as for an [l].

Possible Metaphors

Select metaphors based on the aspect of speech that is the focus of therapy.

Tongue placement: Tongue tip sound, bump sound (tongue tip up), little hill sound (tongue tip up), lower teeth sound (tongue tip down)

Fricative: Snake sound, long sound, or hissing sound

Voicing: Motor off sound, voice box off, voice off sound, or not a buzzing sound

Word position: Starting sound (beginning of word), end sound (end of word), or sound friends (consonant cluster)

Touch Cue

Finger on the corner of the mouth (finger up for tongue tip raised sound or finger down for tongue tip down sound).

Instruction

Place the student's finger in the corner of the lips, and remind the student to keep upper and lower teeth close together.

Stimulability Tests for [s]

Imitation

1. sun _____
2. bus _____

Best Bet Environments

1. End of a syllable or word, as in *bit*
 1. kiss _____
 2. [s] _____
2. Before a high front vowel, as in *bee*
 1. see _____
 2. seat _____
3. After [t] and before [i], as in [*tsi*].
 1. [tsi] _____
4. After a [t] occurring in the same syllable.
 1. beats _____
 2. [its] _____

Favorite Words

Names of family members: _____

Favorite people, heroes, and activities: _____

Phonetic Placement

1. Place a tongue depressor just behind the child's upper or lower front teeth, depending on which variety of [s] is being taught, and ask him or her to use the tongue tip to hold it there.
2. Next, ask the child to keep the tongue tip still while you carefully remove the tongue depressor.
3. Ask the student to breathe out, resulting in [s].

Shaping [s] from [θ]

1. Ask the child to place the tongue tip between the front teeth and then gently close the teeth together.
2. Ask the child to draw back the tongue tip behind the teeth. If needed, gently push the tongue tip inward with a tongue depressor.
3. Ask the child to either raise or lower the tongue tip slightly, depending on which type of [s] is being taught, and to blow air out through the mouth, resulting in [s].

Demonstrations, Phonetic Placement Exercises, and Shaping Exercises

Demonstrations for [s]

PLACE (Alveolar)

These two methods demonstrate place of production (alveolar).

First Method

Object: None

Instructions:

1. Instruct the student, "Please stick out your tongue."
2. Once the tongue is out, for [s] with the tongue tip raised ask the student to pull the tongue back to feel bump on the roof of the mouth behind the two front teeth.
3. For [s] with the tongue tip down, ask the student to pull the tongue back to feel the little bump behind the two lower teeth.

Second Method

Objects: Q-tip, peanut butter or other favored food.

Instructions:

1. Instruct the student, "Please open your mouth."
2. Once the mouth is open, with Q-tip dab a little peanut butter or other favorite food on alveolar ridge (for tongue tip raised [s]) or behind lower front teeth (for tongue tip lowered [s]).
3. Ask the student to touch the food with the tongue tip.

MANNER: (Fricative)

These three methods demonstrate manner of production (fricative).

First Method

Objects: Strip of paper or a feather

Instructions:

1. Place a strip of paper, a feather, or the student's hand held in front of your mouth while you produce several long voiceless fricatives.
2. Draw attention to the "hissing" quality and continuous nature of the sounds.

Second Method

Objects: A small paper flower on end of a pencil

Instructions:

Tape a small paper flower on the end of a pencil and encourage the student to move the flower in the wind.

Third Method

Object: None

Instructions:

Run your finger or the student's finger down the student's arm while making several long voiceless fricatives to demonstrate the "hissing" quality and length of fricatives.

Phonetic Placement Exercises for [s]

The following techniques facilitate [s]. To facilitate [z], follow the same steps but also instruct the student to turn on the voice box.

The key to making [s] is correct tongue tip placement. To make [s] the tongue tip is behind either the upper or lower front teeth, the upper and lower teeth are relatively close, and a narrow stream of air hisses between the tongue tip and the teeth. Once this is achieved, the hiss of air is achieved simply by breathing out, and getting the jaw relatively closed so the upper and lower teeth nearly touch is usually achieved with a few simple instructions. All the following phonetic placement techniques focus on placing the tongue tip for [s]. The first two methods are used either for [s] with the tongue tip raised or lowered, the third and fourth are for [s] with the tongue tip raised, and the fifth is for [s] with the tongue tip lowered.

First Method (tongue tip up or down):

This method and the following method work whether the tongue tip is up or down.

Objects: None

Instructions:

1. Instruct the student to place the tip of his or her tongue behind either the upper or lower front teeth and then ask the student to pull the tongue away a little bit.
2. Close the student's teeth so the teeth are barely touching.
3. Place a finger in front of the center of the student's mouth, saying "Blow air slowly over your tongue toward my finger." The sound produced by the student when he or she blows out approximates [s].

Second Method (tongue tip up or down):

Objects: Tongue depressor or Q-tip

Instructions:

1. Place a tongue depressor just behind the student's upper or lower front teeth and ask the student to use the tongue tip to hold it there.
2. Next, ask the student to keep his or her tongue still while the clinician carefully removes the tongue depressor.
3. Ask the student to breathe out, resulting in [s].

Third Method (tongue tip up):

This method is a little more involved than the previous two. It is useful for a student who really doesn't seem to "get" the idea that the tongue tip must be raised.

Object: Tongue depressor

Instructions:

1. Make a shelf by placing a tongue depressor against the lower edges of the student's upper teeth.
2. Next, ask the student to place his or her tongue on the shelf. If needed, place a tongue depressor under the student's tongue tip to bring the "elevator up" so that the tongue depressor touches the lower front teeth.
3. Ask the student to breathe out through his or her mouth. The resulting sound approximates [s].

Fourth Method (tongue tip up):

This somewhat involved method is for a student whose difficulty is raising the tongue and may also experience difficulty grooving the tongue. Differing from previous methods, this one utilizes the fact that the sides of the tongue touch the inside of the teeth when making an [s]. Some children find "anchoring" the tongue sides to the teeth a helpful strategy when attempting to raise the tongue tip for [s].

Object: Straw

Instructions:

1. Instruct the student to raise his or her tongue so that the sides are firmly in contact with the inner surface of the upper back teeth. An alternate method is to instruct the student to stick out his or her tongue slightly, lower the upper teeth to come into contact with the sides of the tongue, and then pull the tongue inside his or her mouth.
2. Ask the student to groove the tongue slightly along the midline. If needed, ask the student to protrude the tongue and place a clean object such as a drinking straw along the midline of the tongue. Then ask the student to raise the sides of the tongue slightly around the straw.
3. Carefully withdraw the straw.
4. Ask the student to place the tip of his or her tongue about a quarter of an inch behind the upper teeth and then ask the student to bring the teeth together.
5. Instruct the student to blow air along the groove of the tongue toward the lower teeth. If the student has difficulty directing the air along the tongue groove, insert a drinking straw into the student's mouth and instruct the student to blow through the straw, which often results in [s].

Fifth Method (tongue tip down):

This method works surprisingly well with some students. It can be tried for [s] with the tongue tip raised, though my clinical experience is that it is usually more effective for the tongue tip lowered variety of [s].

Objects: None

Instructions:

1. Instruct the student to brush his or her lower gums with the tongue while attempting to say [s].
2. Ask the student to stop moving his or her tongue and to bring the upper and lower teeth close together, but not touching.
3. Instruct the student to breathe out through the mouth, resulting in [s].

Shaping Exercises for [s]

[s] from [z]

If a student can make a [z], he or she can usually be taught to make a [s] fairly easily.

Objects: None

Instructions:

Instruct the student to say [z] and then to turn off the voice box. For some students, this is sufficient instruction to result in [s]. (Note: To facilitate [z], instruct the student to turn on the voice while saying [s].)

[s] from [θ]

This method works well either for a student who lisps or one who otherwise has a well-established interdental consonant.

Objects: tongue depressor

Instructions:

1. Instruct the student to protrude his or her tongue between the teeth and to say [θ].
2. As student says [θ], instruct him or her to bring the tongue back into the mouth and behind the upper or lower front teeth, depending on which variety of [s] is being facilitated. An alternate method is to ask the student to scrape his or her tongue tip back along the back of the front teeth. (If needed, the tip of the student's tongue can be pushed inward with a tongue depressor.)
3. Next, ask the student to either raise or lower the tongue tip slightly, depending on which type of [s] is being taught.
4. Ask the student to blow air through the mouth, which typically results in [s]. (Note: To facilitate [z], develop from [ð].)

[s] from [ls]

These two methods help a student to convert a lateral [s] into [s].

First Method

Objects: drinking straw

Instructions:

1. Demonstrate air flowing through a straw protruding from the side of the mouth when a lateral [s] is made and air flowing through a straw placed in the front of the mouth when a correct [s] is made.
2. Encourage the student to close his or her teeth and to direct the airflow through a straw placed in front of the mouth. This typically results in [s]. (Note: To facilitate [z], develop from lateral [z].)

Second Method

Objects: Q-tip, picture of a small circle on a piece of paper

Instructions:

1. Instruct the student to produce a lateral [s] ([ls]).
2. Draw imaginary circles with a Q-tip where the groove should occur in the center of the tongue to indicate to the student where the air should flow during [s].
3. Next, draw a small circle on a piece of paper and hold it in front of the student's mouth at the point where air should be emitted if the air flows over the top of the tongue.
4. Instruct the student to direct the air through the circle while saying [s]. An alternate method is to instruct the student to use his or her fingers instead of paper. If the student's fingers are used, the sensation of air is felt more keenly if the student's fingers are wet. (Note: To facilitate [z], develop from lateral [z].)

[s] from [t]

This method relies on the fact that [t] and [s] are made in the same place of production. It is extremely helpful for the many students who have a well-established [t]. A limitation on its utility is that it requires the student to follow a number of steps, which some students find challenging.

First Method

Objects: None

Instructions:

1. Instruct the student to say [t] in “tea” with strong aspiration. If said quickly and forcefully, [tsi] should result. As an alternative to this procedure, ask the student to say [tsi] instead of “tea.”
2. Instruct the student to say [tsi] without the vowel, resulting in [ts].
3. Ask the student to prolong the [s] portion of [ts], resulting in tsss.
4. Ask the student to make [t] silent, resulting in [s].

Second Method

Objects: None

Instructions:

1. Ask the student to open his or her mouth and to put the tongue in position for [t].
2. Instruct the student to drop his or her tongue slightly and to send the air over the tongue. Place the student’s finger in front of the mouth to feel the emission of air. The resulting sound is [s].

[s] from [j]

As this method attests, sometimes the only thing that is needed to succeed is a good smile. Retracting the lips to smile pulls the tongue forward into an [s].

Objects: None

Instructions:

1. Instruct the student to say [j].
2. Ask the student to retract his or her lips into a smile. Often, this results in the tongue moving forward slightly into the position for [s]. If needed, however, instruct the student to move the tongue slightly forward. The resulting sound is [s]. (Note: To facilitate [z], develop from [voiced j] or instruct the student to turn on his or her voice box.)

[s] from [f]

This method, like the one above, converts one fricative into another. The difference is that it approaches [s] from an anterior position rather than a posterior one. I have found it a little less successful than the previous method.

Objects: None

Instructions:

1. Instruct the student to lift his or her tongue tip slowly while making a prolonged [f].
2. Ask the student to bring the front teeth close together but not quite touching. If needed, gently pull out the student’s lower lip slightly.
3. Ask the student to smile while making the sound, resulting in [s]. (Note: To facilitate [z], develop from [v] or use [s] and instruct the student to turn on his or her voice box.)

[s] from [i]

Admittedly, this and the method that follows are a somewhat far stretch. This method relies on the similarity in the place of production of [i] and [s], and the following method relies on similarity in the frication created by [s] and [h]. Neither would be my first choice for a method to remediate [s], but each has a place in the clinical repertoire.

Objects: None

Instructions:

1. Instruct the student to say [i].
2. Ask the student to turn off his or her voice and gradually close the teeth until [s] results (Note: To facilitate [z], instruct the student to keep the voice box on.)

[s] from [h]

Objects: None

Instructions:

1. Instruct the student to gradually close the teeth while saying [h].
2. Ask the student to raise his or her tongue tip gradually while producing a prolonged [h] until the resulting sound is [s]. (Note: To facilitate [z], instruct the student to turn on the voice.)

Identification Exercises

Beginning of Syllables

This exercise provides practice in identifying words with our sound when all the words have the same number of syllables

Instructions:

Say to the student, "Listen closely. I am going to say some words. Some of the words begin with our sound; the other words begin with another sound. After you hear a word, raise your hand if it begins with our sound. Keep your hand down if it doesn't begin with our sound."

Example: "Raise your hand if the word begins with our sound. *Cat. Sun.* That's correct: *sun* begins with our sound."

Words

Sea ____

Dog

Jump

Sad ____

Peach

Sun ____

Sing ____

Hi

Sun ____

Big

Beginning of Syllables

This exercise provides practice distinguishing between words beginning with our sound and words beginning with other sounds.

Instructions:

Say to the student, "Listen closely. I am going to say some words. Some of the words begin with our sound, the other words begin with another sound. After you hear a word, raise your hand if it begins with our sound. Keep your hand down if it doesn't begin with our sound."

Example: "Raise your hand if the word begins with our sound. *Cat. Sun.* That's correct: *sun* begins with our sound."

Words

Soap ___
Kite
Whip
Socks ___
Seal ___
Toast
Suds ___
Knock
Door
Sunny ___

Beginning of Syllables

This exercise provides practice identifying words with our sound when two words rhyme.

Instructions:

Say to the student, "Listen closely. I am going to say two words. One of the words begins with our sound, and the other word begins with another sound. After you hear a word, raise your hand if it begins with our sound. Keep your hand down if it doesn't begin with our sound."

Example: "Raise your hand if the word begins with our sound. *Cat. Sun.* That's correct: *sun* begins with our sound."

Words	First	Second
Sat	Sat ___	Rat
Sail	Sail ___	Whale
Socks	Box	Socks ___
Soap	Soap ___	Rope
Sew	Toe	Sew ___
Sun	Fun	Sun ___
Sick	Sick ___	Tick
Sink	Wink	Sink ___
Sea	Sea ___	Knee
Sad	Dad	Sad ___

Beginning of Syllables

This exercise provides practice identifying words with our sound when two words rhyme.

Instructions:

Say to the student, "Listen closely. I am going to say two words. One of the words begins with our sound, the other word begins with another sound. After you hear a word, raise your hand if it begins with our sound. Keep your hand down if it doesn't begin with our sound."

Example: "Raise your hand if the word begins with our sound. *Cat. Sun.* That's correct: *sun* begins with our sound."

Words	First	Second
Six	Six ___	Mix
Seal	Wheel	Seal ___
Sunny	Sunny ___	Money
Sand	Sand ___	Hand
Sign	Vine	Sign ___
Sandal	Sandal ___	Candle
Song	Song ___	Long
Soak	Woke	Soak ___
Sing	King	Sing ___
Sip	Ship	Sip ___

Beginning of Syllables

This exercise provides more practice identifying words with our sound when all the words rhyme.

Instructions:

Say to the student, "Listen closely. I am going to say some words that all sound almost the same. Sometimes a word will begin with our sound, and other times a word will begin with another sound. Raise your hand when you hear a word that begins with our sound. Keep your hand down if it doesn't begin with our sound."

Example: "Raise your hand if the word begins with our sound. *Cat. Sun.* That's correct: *sun* begins with our sound."

Words

Sip ____

Ship

Sip ____

Lip

Whip

Sip ____

Sip ____

Rip

Sip ____

Dip

Beginning of Syllables

This exercise provides practice distinguishing between our sound in rhyming words.

Instructions:

Say to the student, "Listen closely. I am going to say some words that all sound almost the same. Sometimes a word will begin with our sound, and other times a word will begin with another sound. Raise your hand when you hear a word that begins with our sound. Keep your hand down if it doesn't begin with our sound."

Example: "Raise your hand if the word begins with our sound. *Cat. Sun.* That's correct: *sun* begins with our sound."

Words

Sew ____

No

Sew ____

Mow

Go

Toe

Sew ____

Bow

Sew ____

Sew ____

Speech Exercises

Beginning of Syllables

This exercise provides practice in imitation.

Instructions:

Say to the student, "I am going to say a word. Please say it after me."

Word	Teacher	Student
Sat	Sat	Sat ____
Sail	Sail	Sail ____
Socks	Socks	Socks ____
Soap	Soap	Soap ____
Sew	Sew	Sew ____
Sun	Sun	Sun ____
Sick	Sick	Sick ____
Sink	Sink	Sink ____
Sea	Sea	Sea ____
Sad	Sad	Sad ____

Beginning of Syllables

This exercise provides practice in imitation.

Instructions:

Say to the student, "I am going to say a word. Please say it after me."

Word	Teacher	Student
Six	Six	Six ____
Seal	Seal	Seal ____
Sunny	Sunny	Sunny ____
Sand	Sand	Sand ____
Sign	Sign	Sign ____
Sandal	Sandal	Sandal ____
Song	Song	Song ____
Soak	Soak	Soak ____
Sing	Sing	Sing ____
Sip	Sip	Sip ____

Beginning of Syllables

This exercise provides practice in self-correction.

Instructions:

Say to the student, "I am going to say a word. After I say it, you say each word three times, listening to how you say the sound we're working on. Concentrate and try hard to say the sound the way we have been practicing it."

Word	Student	Student	Student
Sat	Sat ____	Sat ____	Sat ____
Sail	Sail ____	Sail ____	Sail ____
Socks	Socks ____	Socks ____	Socks ____
Soap	Soap ____	Soap ____	Soap ____
Sew	Sew ____	Sew ____	Sew ____
Sun	Sun ____	Sun ____	Sun ____
Sick	Sick ____	Sick ____	Sick ____
Sink	Sink ____	Sink ____	Sink ____
Sea	Sea ____	Sea ____	Sea ____
Sad	Sad ____	Sad ____	Sad ____

Beginning of Syllables

This exercise provides practice in self-correction.

Instructions:

Say to the student, "I am going to say a word. After I say it, you say each word three times, listening to how you say the sound we're working on. Concentrate and try hard to say the sound the way we have been practicing it."

Word	Student	Student	Student
Six	Six ____	Six ____	Six ____
Seal	Seal ____	Seal ____	Seal ____
Seal	Seal ____	Seal ____	Seal ____
Sand	Sand ____	Sand ____	Sand ____
Sign	Sign ____	Sign ____	Sign ____
Sandal	Sandal ____	Sandal ____	Sandal ____
Song	Song ____	Song ____	Song ____
Soak	Soak ____	Soak ____	Soak ____
Sing	Sing ____	Sing ____	Sing ____
Sip	Sip ____	Sip ____	Sip ____

Beginning of Syllables

This exercise provides practice inserting a deleted sound.

Instructions:

Say to the student, "I am going to say a word with the first sound missing. The sound is the one we have been working on. Please say the word after me twice, saying it first without the sound missing and then with the sound."

Example: "Like this: *ea*, *seal*."

Word	Teacher	Student
Sat	at	Sat ____
Sail	ail	Sail ____
Socks	ocks	Socks ____
Soap	oap	Soap ____
Sew	ew	Sew ____
Sun	un	Sun ____
Sick	ick	Sick ____
Sink	ink	Sink ____
Sea	ea	Sea ____
Sad	ad	Sad ____

Beginning of Syllables

This exercise provides practice inserting a deleted sound.

Instructions:

Say to the student, "I am going to say a word with the first sound missing. The sound is the one we have been working on. Please say the word after me twice, saying it first without the sound missing and then with the sound."

Example: "Like this: *ick, sick.*"

Word	Teacher	Student
Six	ix	Six ____
Seal	eal	Seal ____
Sunny	unny	Sunny ____
Sand	and	Sand ____
Sign	ign	Sign ____
Sandal	andal	Sandal ____
Song	ong	Song ____
Soak	oak	Soak ____
Sing	ing	Sing ____
Sip	ip	Sip ____

Beginning of Syllables

This exercise provides practice rhyming.

Instructions:

Say to the student, "I am going to say a word that rhymes with a word that starts with our sound. Please say the word after me, making it a word that starts with the sound we have been working on."

Example: "Like this: I say *wheel*, and then you say *seal*. *Seal* is a word that starts with the sound we have been working on."

Word	Teacher	Student
Sat	Cat	Sat ____
Sail	Whale	Sail ____
Socks	Rocks	Socks ____
Soap	Rope	Soap ____
Sew	Toe	Sew ____
Sun	Run	Sun ____
Sick	Pick	Sick ____
Sink	Wink	Sink ____
Sad	Dad	Sad ____

Beginning of Syllables

This exercise provides practice rhyming.

Instructions:

Say to the student, "I am going to say a word that rhymes with a word that starts with our sound. Please say the word after me, making it a word that starts with the sound we have been working on."

Example: "Like this: I say *run*, and then you say *sun*. *Sun* is a word that starts with the sound we have been working on."

Word	Teacher	Student
Six	Mix	Six ___
Seal	Wheel	Seal ___
Sunny	Honey	Sunny ___
Sand	Hand	Sand ___
Sign	Line	Sign ___
Sandal	Candle	Sandal ___
Song	Long	Song ___
Soak	Joke	Soak ___
Sing	King	Sing ___
Sip	Ship	Sip ___

Beginning of Syllables

This exercise provides practice contrasting old and new ways of saying a sound.

Instructions:

Say to the student, "I am going to say a word that starts with the sound we have been working on. I'd like you to say the word the sound the old way you used to say it, and then say the word with the sound the new way you say it."

Example: "Like this: For *sick*, first say it ___*ick*, and then say it with the new way you're saying the sound—*sick*."

Word	Old Way	New Way
Sat	Sat	Sat ___
Sail	Sail	Sail ___
Socks	Socks	Socks ___
Soap	Soap	Soap ___
Sew	Sew	Sew ___
Sun	Sun	Sun ___
Sick	Sick	Sick ___
Sink	Sink	Sink ___
Sea	Sea	Sea ___
Sad	Sad	Sad ___

Beginning of Syllables

This exercise provides practice contrasting old and new ways of saying a sound.

Instructions:

Say to the student, "I am going to say a word that starts with the sound we have been working on. I'd like you to say the word the sound the old way you used to say it, and then say the word with the sound the new way you say it."

Example: "Like this: For *sun*, first say it *_un*, and then say it with the new way you're saying the sound—*sun*."

Word	Old Way	New Way
Six	Six	Six ___
Seal	Seal	Seal ___
Sunny	Sunny	Sunny ___
Sand	Sand	Sand ___
Sign	Sign	Sign ___
Sandal	Sandal	Sandal ___
Song	Song	Song ___
Soak	Soak	Soak ___
Sing	Sing	Sing ___
Sip	Sip	Sip ___

Beginning of Syllables

This exercise provides practice alternating between our sound and a similar sound.

Instructions:

Say to the student, "I am going to say a word that starts with the sound we have been working on. I'd like you to say the word with our sound, then say the word again with a similar sound, and then say the word again with our sound." (Note: Useful similar sounds include sh and [f].)

Example: "Like this: For *sun*, first say *sun*, and then say *shun*, and then say *sun*. As you say it, notice the difference between our sound and sh."

Word	[s]	Other Sound	[s]
Sat	Sat ___	_at ___	Sat ___
Sail	Sail ___	_ail ___	Sail ___
Socks	Socks ___	_ocks ___	Socks ___
Soap	Soap ___	_oap ___	Soap ___
Sew	Sew ___	_ew ___	Sew ___
Sun	Sun ___	_un ___	Sun ___
Sick	Sick ___	_ick ___	Sick ___
Sink	Sink ___	_ink ___	Sink ___
Sea	Sea ___	_ea ___	Sea ___
Sad	Sad ___	_ad ___	Sad ___

Beginning of Syllables

This exercise provides practice alternating between our sound and a similar sound.

Instructions:

Say to the student, "I am going to say a word that starts with the sound we have been working on. I'd like you to say the word with our sound, then say the word again with a similar sound, and then say the word again with our sound." (Note: Useful similar sounds include sh and [f].)

Example: "Like this: For *sun*, first say *sun*, and then say *shun*, and then say *sun*. As you say it, notice the difference between our sound and sh."

Word	[s]	Other Sound	[s]
Six	Six ____	Six ____	Six ____
Seal	Seal ____	Seal ____	Seal ____
Sunny	Sunny ____	Sunny ____	Sunny ____
Sand	Sand ____	Sand ____	Sand ____
Sign	Sign ____	Sign ____	Sign ____
Sandal	Sandal ____	Sandal ____	Sandal ____
Song	Song ____	Song ____	Song ____
Soak	Soak ____	Soak ____	Soak ____
Sing	Sing ____	Sing ____	Sing ____
Sip	Sip ____	Sip ____	Sip ____