

Demonstrations of Late Acquired Sounds

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PLACE

Interdental: [θ] and [ð]

First Method

Object: Tongue depressor

Instructions:

1. Instruct the student, "Please stick out your tongue."
2. Once the tongue is out, gently close the student's mouth. If the tongue is sticking out too far, gently push it back with a tongue depressor.

Second Method

Objects: Tongue depressor or stick of candy or other favored food.

Instructions:

1. Place a tongue depressor or piece of food in front of the student's mouth, about half an inch before the lips.
2. Instruct the student, "Please touch it with your tongue."
3. While the student touches the tongue depressor or food with the tongue tip, gently close the student's mouth.
4. Instruct the student, "Now pull your tongue back just a little until I say stop."

Alveolar: [s], [z], [l], vocalic [r], and consonantal [r]

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. One 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.

Postalveolar: [tʃ], [dʒ], and [ʃ]

First Method

Objects: None

Instructions:

Ask the student to run the tongue to where the bump on the mouth roof just begins to go down toward the back of the mouth, using an analogy of a "hill and valley."

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 behind the alveolar ridge.
3. Ask the student to touch the food with the tongue blade.

MANNER

Fricative: [θ], [ð], [s], [z], and [ʃ]

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.

Affricate: [tʃ] and [dʒ]

Method

Objects: None

Have the student hold his or her hands together tightly and then separate them quickly to indicate the stop onset and fricative release of affricates.

Liquid: [l], Vocalic [r], Consonantal [r]

The first two methods are for all liquids, the demonstration of lateral air flow for [l], and the demonstration for tongue placement for vocalic and consonantal [r].

First Method

Objects: None

Instructions:

Run your or the student's finger down the student's arm while making several long glides or liquids to demonstrate the "flowing" quality and length of this sound.

Second Method

Objects: Strip of paper, a feather, or a small paper flower taped on the end of a pencil

Instructions:

Use a strip of paper, a feather, or the hand held in front of the student's mouth while you produce several glides or liquids to draw attention to the "flowing" quality and continuous nature of the sounds. Alternately, tape a small paper flower on the end of a pencil and encourage the student to move the flower in the wind.

SPECIAL DEMONSTRATIONS

The production of [l] and vocalic and consonantal [r] may benefit from some additional specialized demonstrations. The demonstrations for [l] focuses on lateral air flow and those for the [r] variations focus on tongue positions.

Lateral Air Flow: [l]

First Method

Objects: Drinking straw

Instructions:

Place a straw on the groove of the tongue and blow out to demonstrate central emission of air.

Second Method

Objects: Drinking straw

Instructions:

Ask the student to breathe in with the tongue as for [s]. Cool air is felt at the central groove. Alternately, perform the straw technique above, remove the straw, and ask the student to breathe in with the tongue in position for [l]. Cool air should be felt on the sides of the tongue over which the air was emitted. An alternate method is to perform the straw technique above, remove the straws, and ask the student to breathe in.

Bunched: Vocalic and Consonantal [r]

First Method

Objects: None

Instructions:

Ask the student to place the tongue tip behind the lower front teeth and to raise the body of the tongue toward the mouth roof.

Second Method

Objects: Q-tip or small piece of candy or other favored food

Instructions:

1. Touch behind the student's lower front teeth with a Q-tip to demonstrate where the tongue tip should be placed. Alternately, place a small piece of candy or other favored food behind the lower front teeth and ask the student to hold it there with the tongue tip.
2. Once this is achieved, ask the student to raise to raise the tongue body toward the mouth roof.

Retroflex: Vocalic and Consonantal [r]

As with the bunched variation, a Q-tip, small piece of candy or other favored food sometimes is helpful in demonstrating where to place the tongue tip.

Method

Objects: None

Instructions:

1. Ask the student to place the tongue tip behind the upper front teeth.
2. Ask the student to curl the tongue backward without touching the roof of the mouth until it cannot go back farther.

Sides of Tongue (Bunched and Retroflex): Vocalic and Consonantal [r]

A good [r] often is more easily achieved if the student is encouraged to say the sound while keeping the sides of the tongue touching the insides of the teeth. The following simple demonstration can be practiced in isolation or as part of the bunched and retroflex demonstrations.

First Method

Objects: None

Instructions:

1. Tell the student that his or her tongue is sleepy and wants to rest.
2. Instruct the student to let the tongue spread out in "its bed" until it is touching the insides of the teeth.

Second Method

Objects: Q-tip, candy, or other favored food

Instructions:

1. Touch the inside teeth with a Q-tip or some favored food to demonstrate where the tongue should go.
2. Tell the student that his or her tongue is sleepy and wants to rest.
3. Instruct the student to let the tongue spread out in “its bed” until it is touching the insides of the teeth.

VOICING

Voiceless: [θ], [s], [tʃ], and [ʃ]

Voiced: [ð], [z], [dʒ], [l], vocalic [r], and consonantal [r]

First Method

Objects: None

Instructions:

Instruct the student to listen to and identify the difference between a voiceless and voiced [a].

Second Method

Objects: None

Instructions:

Place the student's hands over the ears and instruct him or her to hum, which heightens the sensation of vocal cord vibration.

Third Method

Objects: None

Instructions:

If the student is able to produce a voiced and voiceless fricative, ask him or her to cover the ears and make these sounds. Alternately, the student to asked to make [h] and [a].

Fourth Method

Objects: None

Instructions:

The clinician and the student place one hand on the clinician's throat and the other the student's throat while making voiced and voiceless sounds together, telling each other when the voicing goes on and off.

Fifth Method

Objects: Pencil, small piece of paper or small paper flower

Instructions:

If the student is able to produce a voiced and voiceless oral stop, attach a small piece of paper or a paper flower to the end of a tongue depressor or pencil and ask the student to "make the paper (or flower) move." The paper is more likely to move when a voiceless consonant is produced than when a voiced consonant is produced (be careful in providing instructions to the student, however, because a strongly articulated voiced oral stop will also move the flower).