

Phonetic Placement and Shaping Exercises for Late Acquired Sounds

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[θ] and [ð]

Phonetic Placement Exercises

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

Phonetic Placement

Both these simple phonetic placement methods focus on tongue placement (tongue between the teeth) and airflow (air over the tongue).

First method

Objects: feather or small piece of paper

Instructions:

1. First demonstrate the method on yourself.
2. To begin, place your tongue between your upper and lower front teeth.
3. Place a feather or small piece of paper in front of your mouth, about a half inch to inch from your tongue.
4. Blow air over your tongue to move the feather or paper.
5. Explain, "That's how you make the leaking tire sound. Now it's your turn."
6. Instruct the student to stick out his or her tongue just as you did.
7. When the tongue is out, place the feather or paper before the mouth.
8. Explain, "Now blow to make it move."
9. If the sound is made correctly, say, "That's right. You did it. You made [θ]—the leaky tire sound." If the sound is made incorrectly, say something like, "Good try. Let's try again."

Second Method

Objects: Tongue depressor and Q-tip

Instructions:

1. Place a tongue depressor in front of the student's mouth, instructing the student to touch the depressor with his or her tongue tip.
2. When the student's tongue is out, gently push up the student's lower jaw so that his or her teeth and tongue come into contact.
3. Instruct the student to blow over the tongue. If the student is only able to produce an interdental [t], gently insert a Q-tip between the student's tongue tip and upper teeth to create a sufficiently broad opening to allow continuous airflow. This often results in a [θ].

Shaping Exercises

[θ] from [f]

This method is for a student with a well-established [f].

Objects: None

Instructions:

1. Demonstrate the difference between the place of production for the [f] and the place of production for [θ].
2. Next, instruct the student to say [f] while moving his or her tongue to lie between the upper and lower front teeth, resulting in the [θ]. (Note: To facilitate [θ], develop from the [v].

[θ] from [s]

This method approaches [θ] from the opposite direction as the first method: rather than from slightly anterior [f], this method approaches [θ] from slightly posterior [s].

Objects: None

Instructions:

1. Demonstrate the difference between the place of production for [s] and the place of production for [θ].
2. Next, instruct the student to say [s] while moving his or her tongue to lie between the upper and lower front teeth, resulting in [θ]. (Note: To facilitate the [θ], develop from the [z].

[s] and [z]**Phonetic Placement Exercises**

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 "Breathe slowly over your tongue toward my finger." The sound produced by the student when he or she breathes 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**[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 friction 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.)

[l]

Phonetic Placement Exercises

Most often, the challenge with [l] is to help the child direct the airflow over the sides of the tongue. These four methods each focus on helping the student achieve lateral airflow. The first three methods focus on [l] in isolation and the fourth focuses on [l] in consonant clusters.

First Method

Objects: Tongue depressor

Instructions:

1. Place a tongue depressor under the student's tongue tip and raise the tongue tip behind the upper front teeth.
2. Ask the student to say /l/ while maintaining contact between the tongue tip and the roof of the mouth. The resulting sound is /l/.

Second Method

Objects: Tongue depressor, small dab of peanut butter, or lollipop

Instructions:

1. Touch the student's alveolar ridge with a tongue depressor, peanut butter, or lollipop to indicate the place of production for [l].
2. Ask the student to place his or her tongue tip in the place indicated, to relax, and to let air flow out from the sides of the tongue. The resulting sound is voiceless [l].
3. Instruct the student to turn on the voice box, resulting in [l].

Third Method

This method works, though the number of steps limits its effectiveness, unless the student has good motivation and attention.

Objects: Small piece of paper, two drinking straws

Instructions:

1. Place a straw midline on the student's tongue groove to demonstrate central air emission. Ask the student to blow out onto an open hand or piece of paper. An alternative (or additional) demonstration of central air emission is to ask the student to prepare his or her mouth to say [s] but to breathe in. Cool air is felt midline on the upper tongue surface.
2. Next, place a straw in each corner of the student's mouth. Ask the student to breathe out into his or her open hand or on a piece of paper. If an additional demonstration is needed, remove the straws and ask the student to breathe in and to feel the cool air on the sides of the tongue over which the air is emitted. To demonstrate the feel of the air more vividly, ask the student to suck on a piece of peppermint candy for a few minutes before performing the demonstration.
3. After lateral emission of air is obtained, ask the student to place his or her tongue tip in contact with the roof of the mouth behind the upper front teeth and to blow out over the sides of the tongue. If needed, place straws in the side of the student's mouth while the tongue tip is held in contact with the roof of the mouth.
4. Then instruct the student to blow air out the side straws, which results in the voiceless [l].
5. Voicing is obtained by asking the student to turn on the voice box. The resulting sound is [l].

Fourth Method

This method is for a student who needs to learn to pronounce [l] in consonant clusters. The method works for consonant clusters in which the other consonant in the cluster is not alveolar—for example, a velar or labial stop.

Objects: None

Instructions:

1. Instruct the student to place the tongue in the position for /l/.
2. Instruct the student to say “blue,” resulting in a [bl] consonant cluster.

Shaping Exercises

/l/ from [θ] or [ð]

If a student’s speech contains a well established interdental, this can be converted into [l]. Instead of an interdental, [s] or [z] can be used, though the task is more difficult for most students, because [s] and [z] are harder to see move than the interdental fricatives.

Objects: None

Instructions:

1. Instruct the student to place the tongue tip between the teeth as for [θ].
2. Lower the student’s jaw.
3. Instruct the student to slowly draw the tongue tip backward but to keep the tongue tip in contact with the back of the teeth and the ridge behind the two front teeth.
4. Next, instruct the student to say /l/, being sure that contact between the tongue and the roof of the mouth is maintained. If [θ] is used, instruct the student to turn on the voice box.

/l/ from /i/ or /u/

This method sounds tricky. It works, though, with selected students.

Objects: None

Instructions:

1. Instruct the student to open his or her mouth as wide as for /a/ but to raise the tongue tip as for /i/.
2. Ask the student to keep the tongue up as for /i/ but to say /a/, resulting in a light (alveolar) /l/. (Note: For a dark (velar) /l/, follow the same steps but ask the student to say /u/ instead of /i/.

Vocalic [r]

Phonetic Placement Exercises

The first and second are simple and quick. If neither of them works, try the third or fourth method.

First method (retroflex or humped)

Objects: None

Instructions:

Instruct the student to growl like a tiger (grrr). Alternately, ask the student to make the “arm wrestling sound” (rrr) while arm wrestling the clinician.

Second method (retroflex or humped)

This method works by stretching and spreading the sides of the mouth. Somewhat, for some students it places the tongue in just the right position to make vocalic [r].

Objects: thin drinking straw

Instructions:

1. Instruct the student to “make a face” by hooking the first finger of each hand in the corner of the mouth and stretching the mouth apart and back. The same result can be achieved by placing a thin straw horizontally in the student’s mouth.
2. With the mouth stretched, ask the student to say vocalic [r].

Third method (retroflex or humped)

This method works because if a student lies back and relaxes, the tongue “bunches” and falls into the position for vocalic [r]. Though it seems funny, sometimes after establishing vocalic [r] flat on the back, you need to work for the student to say the sound when not reclining.

Objects: None

Instructions:

Instruct the student to lie on his or her back, relax the mouth, and say vocalic [r].

Fourth method (humped)

Objects: None

Instructions:

1. Instruct the student to lower his or her tongue tip.
2. Ask the student to hump up the back of the tongue as for “a silent [k].”
3. Ask the student to make the sides of the back of the tongue touch the insides of the back teeth.
4. Ask the student to turn on the voice box, resulting in vocalic [r].

Shaping Exercises

For many students, it is easier to shape vocalic [r] from another sound than it is to teach it using phonetic placement techniques.

Vocalic [r] (humped) from [w]

This method requires a number of steps, but is effective with the right student.

Objects: Tongue depressor (optional)

Instructions:

1. Lower the student’s jaw slightly.
2. Ask the student to say [w].
3. Next, ask the student to make the tongue position for [d].
4. Lastly, ask the student to retract the tongue slightly while lowering the tongue tip and to say vocalic [r].

Vocalic [r] (retroflex) from [n]

This “stretching” technique is very similar to the second phonetic placement exercise in the previous section.

Objects: thin drinking straw

Instructions:

1. Instruct the student to “make a face” by hooking the first finger of each hand in the corner of the mouth and stretching the mouth apart and back. The same result can be achieved by placing a thin straw horizontally in the student’s mouth.
2. With the mouth stretched, ask the student to say a prolonged [n].
3. As the student says the prolonged [n], ask him or her to curl the tongue backward, resulting in vocalic [r].

Vocalic [r] (humped) from [d]**Objects:** None**Instructions:**

Lower the student's jaw slightly as for [d]. While the student's jaw is lowered, ask him or her to pull back the tongue slightly, to lower the tongue tip, and to say vocalic [r].

Vocalic [r] (retroflex) from [ð]**Objects:** None**Instructions:**

1. Instruct the student to place his or her tongue as for [ð]
2. Ask the student to quickly draw the tongue tip back and slightly up, which typically results in vocalic [r].

Vocalic [r] (retroflex) from alveolar trill

The trick of this method is to get a student to make an alveolar trill.

Objects: None**Instructions:**

1. Instruct the student to trill the tongue tip at the alveolar ridge.
2. Ask the student to add vocalic [r] to the trill.
3. Once vocalic [r] is established after the trill, have the student not say the trill, resulting in vocalic [r].

Vocalic [r] (retroflex) from [l]

The authors of almost all phonetic placement and shaping techniques are unknown. The exception is this technique that shapes vocalic [r] from [l], first described by Shriberg (1975). The technique works well with a student who can pronounce [l]. Modeling the steps in this procedure is a real help for many students, as is using a touch cue to remind the student the tongue position for vocalic [r].

Objects: None**Instructions:**

1. Instruct the student to place the tongue tip on the alveolar ridge in the position for [l].
2. Ask the student to say [l] several times.
3. Ask the student to say [l] for 5 seconds.
4. Next, ask the student to say a long [l], but to drag the tongue tip slowly back along the roof of the mouth until it is so far back that the student has to drop it, resulting in vocalic [r].

Vocalic [r] (retroflex) from [ʃ]

This clever technique relies on the surprising similarities between vocalic [r] and [ʃ], both of which involve slightly rounded lips, raising of the tongue blade, and contact between the tongue sides and the insides of the teeth.

Objects: None**Instructions:**

1. Instruct the student to say [ʃ], but to curl the tongue tip back while keeping contact with the tongue on the insides of the back teeth.
2. Ask the student to turn on the voice box, resulting in vocalic [r].

[r]

Phonetic Placement Exercises

First Method

Objects: None

Instructions:

Instruct the student to make a sound like a motor starting up (ruh).

Second Method

Objects: Tongue depressor (optional)

Instructions:

1. Ask the student to place his or her tongue tip behind the upper front teeth. (If needed, place the student's tongue tip on a shelf made with a tongue depressor.)
2. Next, ask the student to curl the tongue backward without touching the roof of the mouth until it cannot go back farther.
3. Lower the student's jaw slightly and instruct the student to say [r].

Shaping Exercises

[r] from vocalic [r]

These two methods are for a student who has mastered vocalic [r]. They are the methods we use most frequently to teach consonantal [r].

First Method

Objects: None

Instructions:

1. Ask the student to say vocalic [r].
2. Next, ask the student to say vocalic [r] before a word beginning with [r]. For example, say *read* as vocalic [r] + [rid].
3. After the student pronounces the words with vocalic [r] followed by consonantal [r], instruct him or her to say the vocalic [r] silently, resulting in initial [r].

Second Method

This method relies on the fact that a syllable that ends in vocalic [r] and is followed by a syllable beginning with a vowel will often result in a syllable initial [r] as a type of transition between vocalic [r] and the vowel that follows.

Objects: None

Instructions:

1. Ask the student to say vocalic [r].
2. Next, ask the student to say vocalic [r] followed by [i] or some other vowel.
3. Instruct the student to say vocalic [r] + [i] several times as quickly as possible, resulting in vocalic [r]-[ri]. After [ri] is established, instruct the student to say vocalic [r] silently, resulting in [ri].

[r] from [w]

This method is for a student who substitutes [w] for [r] (Gliding), but whose tongue is in the correct position for [r]. Such a student may need to be taught to reduce lip rounding.

Objects: Tongue depressor (optional)

Instructions:

1. Lower the student's jaw slightly.
2. Ask the student to say [w] but to "let the lips go to sleep" or "make it with a little smile." An alternate method is to tell the student, "No kissing frogs" to prompt an unrounded lip position. If needed, push the student's lips back with a tongue depressor to an unrounded lip position.

[r] from [a]

This and the following method is for students for whom you wish to establish [r] at the end of syllables. The methods show the technique for [ar] as in car and [ir] as in hear. The same technique works for all other vowels. To illustrate, to teach [or] as in core simply replace [a] or [i] with [o]. For all [r] in this position, one trick is to have the student keep contact between the sides of the tongue and the inner teeth.

Objects: None

Instructions:

1. Instruct the student to say “ah”.
2. Next, ask the student to raise his or her tongue slightly toward the roof of the mouth and say [ar]. (If needed, instruct the student to raise the tongue tip or to raise his her tongue slightly and to say [a] forcibly.) The resulting sound is [ar].

[r] from [i]

Objects: None

Instructions:

1. Instruct the student to say [i].
2. While the student is saying [i], ask him or her to lift the tongue and curl back the tongue tip to say [ir].

[ɹ]

Phonetic Placement Exercise**Method**

In this book there is only a single phonetic placement exercise for [ɹ]. Most often, the sound is easily established through a demonstration or a shaping exercise.

Objects: Tongue depressor (optional)

Instructions:

1. Ask the student to part his or her teeth and lips.
2. Touch the student’s tongue just behind the tip with a tongue depressor. Instruct the student to move the place just touched to the roof of the mouth behind the “bumpy part.” (If needed, a tongue depressor may be used to push the tongue back from the upper front teeth.)
3. Next, instruct the student to lower the tongue slightly. (If needed, direct the tongue down slightly with a tongue depressor.)
4. Ask the student to hold this position, pucker his or her lips slightly, and breathe out through the mouth, which results in [ɹ].

Shaping Exercises**[ɹ] from [s]**

This is a good, efficient method for a student with a well-established [s].

Method

Object: None

Instructions:

Ask the student to say [s]. While the student is saying [s], instruct him or her to pucker the lips slightly and to draw the tongue back a little until [ɹ] results.

[ɹ] from [ʒ]

Most students do not have a well-established [ʒ] before having a well-established [ɹ]. For those who do, however, this method works very well.

Method

Objects: None

Instructions:

Instruct the student to say [ʒ] and then turn off the voice, resulting in [ɹ].

[ʃ] from [i]

As for the similar method for [s], this technique relies on the fact that [i] and [ʃ] are made near the same place of production.

Method

Objects: None

Instructions:

1. Instruct the student to say [i], first with the voice on and then with the voice off.
2. Next, ask the student to pucker the lips slightly.
3. Raise the student's lower jaw slightly.
4. Ask the student to breathe out silently while raising the tongue, resulting in [ʃ].

[tʃ] and [dʒ]

Phonetic Placement

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

Method

Objects: None

Instructions:

1. Ask the student to pucker the lips slightly.
2. Ask the student to make the tongue tip touch “the bump” behind the two upper front teeth.
3. Next, instruct the student to make the sneezing sound (choo!) while keeping the lips slightly puckered and the tongue tip on the alveolar ridge. If [ts] results, instruct the student to move the tongue tip back slightly while maintaining contact with the roof of the mouth, resulting in [tʃ].

Shaping

[tʃ] from [ʃ]

Method

Objects: None

Instructions:

Instruct the student to say a quick [ʃ] with the tongue tip touching “the bump,” resulting in [tʃ]. (Note: To facilitate [dʒ], develop from [ʒ].)

[tʃ] from [t] and [ʃ]

Method

Objects: None

Instructions:

1. Explain that [tʃ] is [t] and [ʃ] said together very quickly.
2. Next, ask the student to say [ʃ].
3. Instruct the student to say [t] and then to draw the tongue tip back a little and say [t] again.
4. With the student's tongue tip in the position for the “back” [t], instruct the student to quickly say [t] followed by [ʃ], resulting in [tʃ]. (Note: To facilitate [dʒ], develop from [d] and [dʒ].)

[tʃ] from [ts]

Method

This method modifies the [ts] in “pizza” into [tʃ]

Objects: None

Instructions:

1. Instruct the student to say “pizza.”
2. Next, ask the student to say only the [ts] in “pizza.” (If needed, have the student divide “pizza” into two parts—pi-zza—and then ask the student to say only the second part—zza.
3. Next, ask the student to say [ts] farther back in the mouth, resulting in [tʃ].