

## Stimulability Tests for Late Acquired Sounds

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### Stimulability Tests for [θ]

#### Imitation

1. Thumb \_\_\_\_\_
2. Tooth \_\_\_\_\_

#### Best Bet Environments

End of a syllable or word

1. teeth \_\_\_\_\_
2. [iθ] \_\_\_\_\_

Before a high front vowel

1. thin \_\_\_\_\_
2. [θi] \_\_\_\_\_

#### Favorite Words

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

#### Phonetic Placement

1. Ask the student to place the tongue between the upper and lower teeth.
2. Instruct the student to put his or her hand in front of the mouth, and blow through the teeth to feel the airflow.

#### Shaping [θ] from [s]

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 rest between the upper and lower teeth, resulting in [θ].

### Stimulability Tests for [ð]

#### Imitation

1. the \_\_\_\_\_
2. mother \_\_\_\_\_

#### Best Bet Environments

Between vowels

1. weather \_\_\_\_\_
2. either \_\_\_\_\_

#### Before a high front vowel

1. these \_\_\_\_\_
2. this \_\_\_\_\_

#### Favorite words

Names of family members \_\_\_\_\_

Favorite people, heroes, and activities \_\_\_\_\_

#### Phonetic Placement

1. Demonstrate placing the tongue between the upper and lower teeth.
2. Instruct the student to put his or her hand in front of the mouth, and blow through the teeth to feel the airflow with the voice box turned on.

### *Shaping [ð] from [z]*

1. Demonstrate the difference between the place of production for [z] and the place of production for [ð].
2. Next, instruct the student to say [z] while moving his or her tongue to rest between his or her upper and lower teeth, resulting in [ð].

### **Stimulability Tests for [s]**

#### *Imitation*

1. sun \_\_\_\_\_
2. bus \_\_\_\_\_

#### *Best Bet Environments*

End of a syllable or word

1. kiss \_\_\_\_\_
2. [is] \_\_\_\_\_

Before a high front vowel

1. see \_\_\_\_\_
2. seat \_\_\_\_\_

After [t] and before [i]

1. [tsi] \_\_\_\_\_
2. pizza \_\_\_\_\_

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 removes 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].

### **Stimulability Tests for [z]**

#### *Imitation*

1. zoo \_\_\_\_\_
2. buzz \_\_\_\_\_

#### *Best Bet Environments*

End of a syllable or word

1. fizz \_\_\_\_\_
2. [iz] \_\_\_\_\_

Before a high front vowel

1. zip \_\_\_\_\_
2. zero \_\_\_\_\_

After [d] and before [i]

1. [dzi] \_\_\_\_\_

After a [d] occurring in the same syllable

1. beads \_\_\_\_\_
2. ads \_\_\_\_\_

### ***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 /z/ 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 child to breathe out, resulting in [s].
4. Ask child to turn voice box on, resulting in [z].

### ***Shaping [z] from [s]***

1. Instruct the child to say [s] and then to turn on the voice box.

## **Stimulability Tests for [l]**

### ***Imitation***

1. lie \_\_\_\_\_
2. low \_\_\_\_\_
3. all \_\_\_\_\_
4. ill \_\_\_\_\_

### ***Best Bet Environments***

*Light [l]:* Before a high front vowel

1. leaf \_\_\_\_\_
2. leap \_\_\_\_\_

*Dark [l]:* After a high back vowel at the end of a syllable

1. cool \_\_\_\_\_
2. bull \_\_\_\_\_

### ***Favorite Words***

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

### **Phonetic Placement**

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].

***Shaping [l] from Interdental [t]***

1. Ask the student to place the tongue tip between the teeth as for an interdental [t].
2. Lower the child's jaw.
3. Ask 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. Ask the student to say [l], being sure that contact between the tongue and the roof of the mouth is maintained.

**Stimulability Tests for Vocalic [r]**

***Imitation***

1. her \_\_\_\_\_
2. curl \_\_\_\_\_

***Best Bet Environments***

In a word consisting of a single stressed syllable

1. her \_\_\_\_\_
2. girl \_\_\_\_\_

***Favorite Words***

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

***Phonetic Placement***

Instruct the student to growl like a tiger (grrr). Alternately, ask the student to make the "arm wrestling sound" ([rrr]) while arm wrestling with the clinician.

***Vocalic [r] (retroflex) from [ð]***

1. Ask the child to place the tongue as for [ð].
2. Ask the child to quickly draw the tongue tip back and slightly up, resulting in vocalic [r].

**Stimulability Tests for [r]**

***Imitation***

1. rain \_\_\_\_\_
2. road \_\_\_\_\_
3. bear \_\_\_\_\_
4. deer \_\_\_\_\_

***Best Bet Environments***

Before a high front vowel

1. read
2. reck

Between vowels

1. eery
2. teaery

In a syllable-initial consonant velar cluster

1. Creek
2. Gray

***Favorite Words***

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

**Phonetic Placement**

Instruct the child to make a sound like a motor starting up, [r ].

**Shaping [r] from vocalic [r]**

1. Ask the child to say vocalic [r] (as in *girl*).
- 2 Next, ask the child to say vocalic [r] followed by [i] or some other vowel.
3. Instruct the child to say vocalic [r] + [i] several times as quickly as possible.

**Stimulability Tests for [t]**

**Imitation**

1. chip \_\_\_\_\_
2. catch \_\_\_\_\_

**Best Bet Environments**

End of a syllable or word

1. [It] \_\_\_\_\_
2. watch \_\_\_\_\_

After a high front vowel

1. beach \_\_\_\_\_
2. itch \_\_\_\_\_

**Favorite Words**

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

**Phonetic Placement**

1. Ask the child to make the train sound, “choo choo.”

**Shaping**

1. Instruct child to say “Bet you” slowly.
2. Next, instruct child to say “Bet you” fast, resulting in the production of “Betcha.”
3. If “betcha” doesn’t work, repeat with “Got you.”

**Stimulability Tests for [dʒ]**

**Imitation**

- juice \_\_\_\_\_
- fdge \_\_\_\_\_

**Best Bet Environments**

Beginning of a syllable or word

- jEEP \_\_\_\_\_
- Joe \_\_\_\_\_

Between two vowels

- badger \_\_\_\_\_
- cages \_\_\_\_\_

**Favorite Words**

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

***Phonetic Placement***

1. Place a tongue depressor on the bumpy ridge behind the child's teeth to indicate where s/he needs to put his tongue.
2. Next, use the tongue depressor to indicate the part of the tongue the child should touch to the bumpy ridge.
3. Ask the child to slightly round or pucker his/her lips.
4. Remind child to use his/her motor.

***Shaping***

1. Instruct child to say "Would you" slowly.
2. Next, instruct child to say "Would you" fast, resulting in the production of [w dʒ].

**Stimulability Tests for [ʃ]**

***Imitation***

1. shoe \_\_\_\_\_
2. bush \_\_\_\_\_

**Best Bet Environments**

End of a syllable or word

1. fish \_\_\_\_\_
2. [ish] \_\_\_\_\_

Before a high front vowel

1. she \_\_\_\_\_
2. shy \_\_\_\_\_

**Favorite Words**

Names of family members: \_\_\_\_\_

Favorite people, heroes, and activities: \_\_\_\_\_

***Phonetic Placement***

1. Ask the child to hiss like a snake.
2. While the child hisses, ask the child to purse the lips.

***Shaping [ʃ] from [s]***

1. Ask the child to say [s].
2. Instruct him or her to pucker the lips slightly and to draw the tongue back a little until [ʃ] results.