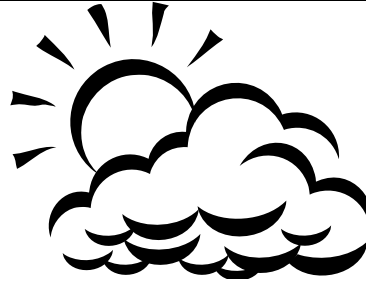


THE FIXED-UP-ONE ROUTINE FOR INTERDENTAL /s/ and /z/

soup



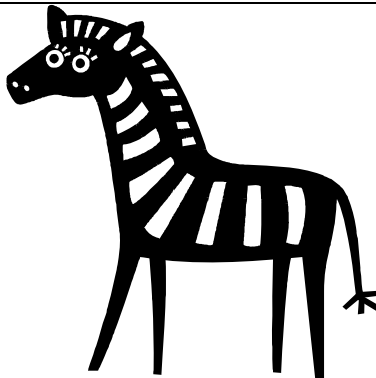
sun



“Listen. If I accidentally said ‘thoup’ when I wanted to say ‘soup’ it wouldn’t sound right. I’d have to fix it up and say ‘soup’ wouldn’t I? Did you hear that fixed-up-one? I said ‘thoup’ then I fixed it up and said ‘soup’”.

“Listen. If I said ‘thun’ it wouldn’t sound right. I would have to fix it up and say ‘sun’.

zebra



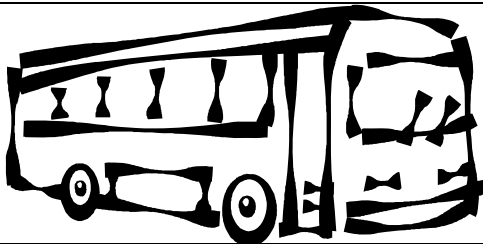
pussy cat



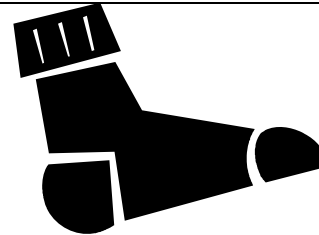
“If I said ‘thebra’ instead of ‘zebra’ I would have to do a fixed-up-one again. I would have to think to myself not ‘thebra’ its ‘zebra’. Did you hear that fixed-up-one?”

“‘Puthy cat’ isn’t right is it? I need to do a fixed-up-one and say ‘pussy cat’”.

bus



sock



“What would I have to do if I accidentally said ‘buth’ for this one? I would have to do a ...”  
[fixed-up-one]

“Would I have to do a fixed-up-one if I said ‘thock’ for this one?”

**Self-corrections for the fricative consonants “s” and “z”**

Adults continually make little mistakes when they speak. They barely notice these mistakes at a conscious level, and quickly correct themselves, and go on with what they are saying. This process of noticing speech mistakes and correcting them as we go is called making revisions and repairs, or self-corrections. Many children with speech sound difficulties are not very good at self-correcting. They find it difficult to monitor their speech (i.e., listen to it critically) and make corrections.

**Fixed-up-ones**

At home this week, introduce the idea of a “fixed-up-one”, or the process of noticing speech mistakes and then saying the word(s) again more clearly, specifically in relation to the fricative consonants “s” and “z”. Go through the following routine 2 or 3 times, and talk about fixed-up-ones. Have some fun making up other “mistakes” with “s” and “z” words, that need correcting.