



All about the /P/ sound

- The /p/ is made by holding our lips together and then releasing the air suddenly.
- This sound is only made with our lips not our voice. This is the ‘popping’ sound.

Some common errors for the /P/ sound

- Some children use a /b/ for /p/ (“cub” for “cup”) or delete it all together (“cu” for “cup”).

Awareness activities to develop a child’s recognition of the /P/ sound in everyday conversations

- Emphasize the /P/ sound in your speech
Example: Adult: “I want some soup. Listen, soup has a ‘p’ sound. Soup.”
For older children, provide the sounds name too: “Soup ends with /p/”.
- Emphasize /P/ words within child’s speech
Example: Child: “I see a sheeb.” Adult: “A sheep? That is a sheep. The sheep is white.”

Cue child’s production of /P/ using corrective feedback strategies in everyday conversations

Child says: “na” (for nap)

Parent/teacher uses the one strategy that best fits the moment:

Provide a good Model of the word by saying it again slowly and clearly: “Nap.”

Provide a Visual Cue: Point to your lips and emphasizing the /P/ sound as you say “Nap.”

Provide a Verbal Cue: “Listen to the /P/ sound. Napppp. I use my lips to make the /P/”

Provide Feedback: “I didn’t see the /ppp/ when you said nap.”

Use a Communication Breakdown technique: “Do you mean “na” or “nap?”

Target Sound Practice designed to give children many opportunities to say the /P/ correctly

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

Activity One: Awareness Activities for /P/ before Target Sound Practice

- Use the Listening List (below) to heighten awareness of the /P/ before target sound practice sessions.

Activity Two: Target Sound Practice for /P/ with words and picture cards

- Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /P/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

Cueing strategies to get correct production of /P/ during Target Sound Practice

Child says: “hob” (for hop)

- Say, “Let’s try that again. “hop”
- Point to your mouth. Say “Watch me” “hoppp”
- Put your fingers on your lips to give a visual cue and say “hopppp”

Listening List /P/ at the End

Say these words to your child.

Have them watch and listen without repeating the word.

hop	tape	beep	keep
top	type	sip	wipe
nap	hope	lap	leap



Target Sound Practice Cards

cup



pop



rope



mop



up



soap



cup



pop



rope



mop



up



soap





Carrying over Target Sound Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the childcare and/or school. This allows the child practice throughout the day and helps remind us the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

on the bathroom mirror
on the refrigerator
in the car during travel

on his/her cubbie at daycare/school
on the doorway leaving the classroom
on his/her pillow to say before bed

Ask me to say these words: cup soap up pop	Ask me to say these words: cup soap up pop
Ask me to say these words: cup soap up pop	Ask me to say these words: cup soap up pop
Ask me to say these words: cup soap up pop	Ask me to say these words: cup soap up pop
Ask me to say these words: cup soap up pop	Ask me to say these words: cup soap up pop



Child's Name: _____

Date: _____

SOUND PROBE - P at the end of words

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give the speech/language pathologist an idea of how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
SOUP <u>P</u>	<input type="checkbox"/>	<input type="checkbox"/>
WIPE <u>P</u>	<input type="checkbox"/>	<input type="checkbox"/>
CHOP <u>P</u>	<input type="checkbox"/>	<input type="checkbox"/>
GRAPE <u>P</u>	<input type="checkbox"/>	<input type="checkbox"/>
RIP <u>P</u>	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: