



All about the /SH/ sound

→The /sh/ is a sound made by pushing air over the tongue with the lips rounded. The tongue is a little behind the position for “s.”

Some common errors for the /SH/ sound

- A common error is “s” for the “sh” sound. (“sip” for “ship”).
- Some children stop the flow of air over their tongue (“dip” for “ship”).

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

- Emphasize the /SH/ sound in your speech.
Example: Parent: “Let’s go shopping!” “Hey, shopping has a /sh/ sound. Listen, shhopping.”
For older children, provide the sound’s name too: “Shopping starts with /sh/.”
- Emphasize /sh/ words within your child’s speech.
Example: Child: “A sark.” Parent: “A shark?” “He’s a fast shark.”

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

Child says: “sark” (for shark)

Adult responds with a strategy that best fits the moment:

- Provide a good Model of the /SH/ by saying the word again slowly and clearly:* “Shark.”
- Provide a Visual Cue:* Hold finger in front of rounded lips emphasizing the /SH/ sound and say “Shhark.”
- Provide a Verbal Cue:* “Listen and watch. Shhark. I feel air on my finger when I say the /SH/ sound.”
- Provide Feedback:* “I heard the /sssss/ sound when you said shark.”
- Use a Communication Breakdown technique:* “A sark?”

Target Sound Practice designed to give children many opportunities to say the /SH/ 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 /SH/ before Target Sound Practice

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

Activity Two: Target Sound Practice for /SH/ 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 /SH/ 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 /SH/ during Target Sound Practice

Child says: “seep” (for sheep)

- Point to your mouth. Say “Watch me.” as you demonstrate rounded lips
- Hold your pointer finger in front of your lips to give a visual cue and say “sh”
- Say, “Let’s try that again, shhhark.” Remember to emphasize the /SH/ sound.

Listening List /SH/

Say these words to your child.

Have them watch and listen without repeating the word.

shy	shack	shock	shed
shield	shade	ship	sharp
short	show	she	sheet



Target Sound Practice Cards

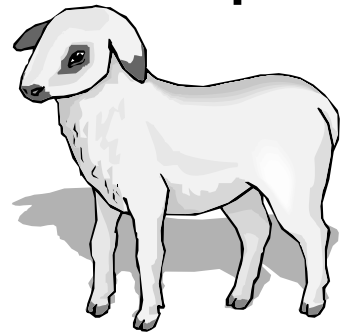
shoe



ship



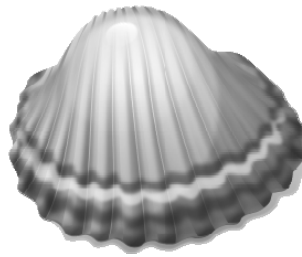
sheep



she



shell



shop



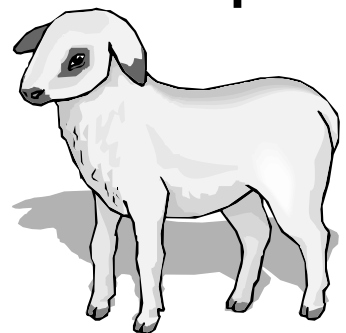
shoe



ship



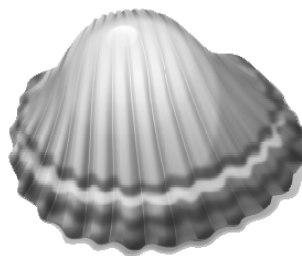
sheep



she



shell



shop





Carrying over Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the child's daycare 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

<p>Ask me to say these words: ship shoe sheep shop</p>	<p>Ask me to say these words: ship shoe sheep shop</p>
<p>Ask me to say these words: ship shoe sheep shop</p>	<p>Ask me to say these words: ship shoe sheep shop</p>
<p>Ask me to say these words: ship shoe sheep shop</p>	<p>Ask me to say these words: ship shoe sheep shop</p>
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Child's Name: _____

Date: _____

SOUND PROBE – SH at the beginning 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 us 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
<u>SH</u>ADE	<input type="checkbox"/>	<input type="checkbox"/>
<u>SH</u>AM	<input type="checkbox"/>	<input type="checkbox"/>
<u>SH</u>EIK	<input type="checkbox"/>	<input type="checkbox"/>
<u>SH</u>OCK	<input type="checkbox"/>	<input type="checkbox"/>
<u>SH</u>UN	<input type="checkbox"/>	<input type="checkbox"/>

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