



**All about the /S/ sound**

- The /s/ is a sound made by pushing air through a tiny slot created by the tongue and the bump behind your top teeth. The air stream is continuous and you do not use your voice to make this sound but the tongue placement must be precise to make a true /s/ sound. This is the ‘hissing snake’ sound.

**Some common errors for the /S/ sound**

- Some children drop the /S/ at the beginning or end of words.
- Some children push their tongue out between their teeth (“I thee you” for “I see you”). This is a frontal lisp.
- Some children allow air to escape over the sides of their tongue. This is a lateral lisp.
- Cueing will look different depending on your child’s type of lisp

**Awareness to develop a child’s recognition of the /S/ sound in everyday conversations**

- Emphasize the /S/ sound in your speech.  
Example: Parent: “Pass the milk please. Listen, pass has a /S/ sound. Listen, passsss.”
- Emphasize /S/ words within your child’s speech.  
Example: Child: “I see a bus.” Parent: “A bus? I see the school bus. You ride a busss to school.”

**Cueing child’s production of /S/ or frontal lisp using corrective feedback strategies in everyday conversations**

Child says: “mouth” (for mouse)

Adult responds with a strategy that best fits the moment:

- Provide a good Model of the /S/ by saying the word again slowly and clearly:* “Mouse.”
- Provide a Visual Cue:* Point to closed teeth and emphasize a clear /S/ as you say “Mouse.”
- Provide a Verbal Cue:* “Make a gate with your teeth.” or “Hide your tongue behind your teeth.”
- Provide Feedback:* “I saw your tongue peeking out when you said mouse.”
- Use a Communication Breakdown technique:* “A mouth?”

**Cueing child’s production of a lateral lisp using corrective feedback strategies in everyday conversations**

Child says: “mouse” (but the ending sound is more like a slushy /sh/ sound)

Adult responds with a strategy that best fits the moment:

- Provide a good Model of the /S/ by saying the word again slowly and clearly:* “Mouse.”
- Provide a Visual Cue:* Place fingers on your cheek so air cannot escape through the sides as you say “Mouse.”
- Provide a Verbal Cue:* “Make a tiny, neat, sound.” or “Make the air come out in the front.”
- Provide Feedback:* “I heard a slushy sound when you said mouse.”
- Use a Communication Breakdown technique:* “A mousssse?”

**Target Sound Practice designed to give children many opportunities to say the /s/ 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 /S/ during Target Sound Practice**

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

**Activity Two: Target Sound Practice for /S/ 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 /S/ 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 for /S/ during Target Sound Practice**

Child says: “kith” (for kiss)

- Say, “Let’s try that again.” “Kiss”
- Point to your mouth. Say “Watch me, kissss”
- Point to your closed teeth to give a visual cue and say “Make a gate.” or “Make the air flow out the front.”

**Listening List /S/ at the End**

Say these words to your child. Have them watch and listen without repeating the word.

boss	chess	glass	juice	nice	vase
brace	dice	guess	kiss	this	yes



Target Sound Practice Cards

bus



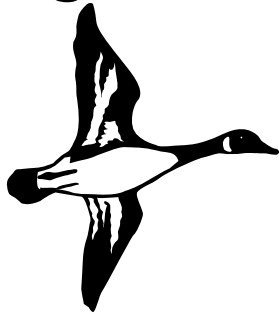
mouse



house



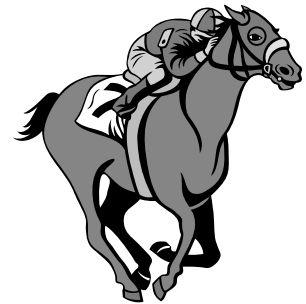
goose



moose



horse



bus



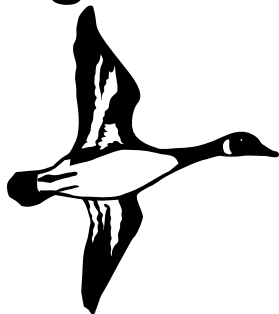
mouse



house



goose



moose



horse





### 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

Ask me to say these words: bus house mouse horse	Ask me to say these words: bus house mouse horse
Ask me to say these words: bus house mouse horse	Ask me to say these words: bus house mouse horse
Ask me to say these words: bus house mouse horse	Ask me to say these words: bus house mouse horse
Ask me to say these words: bus house mouse horse	Ask me to say these words: bus house mouse horse



**Child's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**SOUND PROBE - S 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 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
ACE	<input type="checkbox"/>	<input type="checkbox"/>
BASS	<input type="checkbox"/>	<input type="checkbox"/>
PEACE	<input type="checkbox"/>	<input type="checkbox"/>
WISE	<input type="checkbox"/>	<input type="checkbox"/>
YES	<input type="checkbox"/>	<input type="checkbox"/>

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