



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: Adult: “That is a beautiful song. Song has the /s/ sound. Listen, sssong.”
- Emphasize /S/ words within your child’s speech
Example: Child: “Thoccer ball.” Adult: “A soccer ball? We need the soccer ball for the game.”

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

- Child says: “thee” (for see)
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:* “Sssee.”
 - Provide a Visual Cue:* Point to closed teeth and emphasize a clear /S/ as you say “Sssee.”
 - 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 ssssee.”
 - Use a Communication Breakdown technique:* “Do you mean “thee” or “see?”

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

- Child says: “ssshe” (for see) (the /s/ 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:* “See.”
 - Provide a Visual Cue:* Place fingers on your cheek so air cannot escape through the sides as you say “See.”
 - 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 gee.”
 - Use a Communication Breakdown technique:* “She? Or Ssssee?”

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: “thee” (for see)
- Say, “Let’s try that again. “Sssee.”
 - Point to your mouth. Say “Watch me, I close my teeth to say sssee.”
 - Point to your closed teeth to give a cue and say “Make a gate.” or “Make the air flow out the front.”

Listening List /S/ at the Beginning

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

side	self	sooth	safe
seed	sort	city	sap
seem	sing	sag	scissors

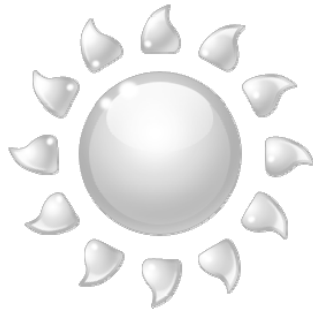


Target Sound Practice Cards

saw



sun



sink



sit



sack



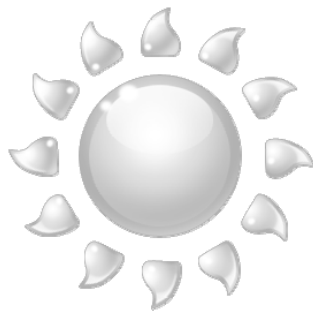
soup



saw



sun



sink



sit



sack



soup





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

<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>	<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>
<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>	<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>
<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>	<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>
<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>	<p>Ask me to say these words:</p> <p>sun</p> <p>sack</p> <p>sit</p> <p>saw</p>



Child's Name: _____

Date: _____

SOUND PROBE - S 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 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
<u>C</u> ELL	<input type="checkbox"/>	<input type="checkbox"/>
<u>S</u> AGE	<input type="checkbox"/>	<input type="checkbox"/>
<u>S</u> IDE	<input type="checkbox"/>	<input type="checkbox"/>
<u>S</u> OIL	<input type="checkbox"/>	<input type="checkbox"/>
<u>S</u> UM	<input type="checkbox"/>	<input type="checkbox"/>

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