



All about the /V/ sound

→ The /V/ is a buzzing sound made in the front of the mouth by placing the front teeth on the bottom lip.

Some common errors for the /V/ sound

- Some children use a /b/ for /v/ (“ban” for “van”)
- Some children use a /p/ for /v/ (“pent” for “vent”)

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

- Emphasize the /V/ sound in your everyday speech
Example: Parent: “Get in the van. Listen, van has a ‘v’ sound. Vvvan.”
- Emphasize /V/ words within your child’s everyday speech
Example: Child: “I ride in the ban.” Parent: “Vvvan? Yes, you ride in a vvvan.”

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

Child says: “bery” (for very)

Adult responds with a strategy that best fits the moment:

Provide a good Model of the /V/ by saying the word again slowly and clearly: “Vvvery.”

Provide a Visual Cue: Point to your bottom lip and emphasize the /V/ sound as you say “Vvvery.”

Provide a Verbal Cue: “Listen to the /V/ sound. Vvvery. I use my teeth on my lip to make a /V/.”

Provide Feedback: “I heard the /bbb/ sound when you said very.”

Use a Communication Breakdown technique: “Do you mean ‘bery’ or ‘very’?”

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

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

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

Child says: “pace” (for vase)

- Say, “Let’s try that again. “Vvvvase.”
- Point to your mouth. Say “Watch my bottom lip, vvvase.”
- Put your fingers on your bottom lip to give a visual cue and say “Vvvvase.””

Listening List /V/ at the beginning

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

vast
vet
vain

video
velvet
void

very
voice
vote

vat
valley
visit



Target Sound Practice Cards

vase



vest



van



vine



violin



veil



vase



vest



van



vine



violin



veil





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 instills 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 countertop
at his/her place at the dinner table
on the car booster seat

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

<p>Ask me to say these words: van vine vase violin</p>	<p>Ask me to say these words: van vine vase violin</p>
<p>Ask me to say these words: van vine vase violin</p>	<p>Ask me to say these words: van vine vase violin</p>
<p>Ask me to say these words: van vine vase violin</p>	<p>Ask me to say these words: van vine vase violin</p>
<p>Ask me to say these words: van vine vase violin</p>	<p>Ask me to say these words: van vine vase violin</p>



Child's Name: _____

Date: _____

SOUND PROBE – V 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>V</u> AMP	<input type="checkbox"/>	<input type="checkbox"/>
<u>V</u> ET	<input type="checkbox"/>	<input type="checkbox"/>
<u>V</u> INCE	<input type="checkbox"/>	<input type="checkbox"/>
<u>V</u> OID	<input type="checkbox"/>	<input type="checkbox"/>
<u>V</u> OICE	<input type="checkbox"/>	<input type="checkbox"/>

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