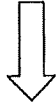


Stopping

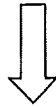
The Path to Mastery of a Target Sound or Suppression of a Phonological Process

Identify sound or phonological process to address

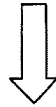


Increase Awareness

1. Auditory Bombardment
2. Introduce Terminology and/or Cue (if appropriate)
 - A. Tactile Cue
 - B. Visual Speech Sound Cue
 - C. Minimal Pairs



Increase Production at Sound Level



Increase Production at Word Level

Begin with CV and VC and slowly increase complexity of words (add sounds and syllables). Words can be nonsense words at first. Work on production in the initial, medial and final position of words. Minimal pairs.



Increase Production at Phrase Level

Work on target sound or phonological process in a word within a phrase.



Increase Production at the Sentence Level

Work on target sound or phonological process in a word within a sentence.



Increase Production in Conversation (Everyday Speech)

The focus is to cue errors when they occur during spontaneous speech activities. Trying to assist the child in self-monitoring his own speech.

Activities/Games

1. Articulation/Phonological Game boards
2. Storybook with vocabulary pictures and game boards
3. General reinforcement games Animal Buddies, Brennan the Bear games, Hnts in the Pants with artic cards.
4. Memory game with articulation cards or minimal pair cards.
5. Worksheets
6. Scissors and Glue activities
7. Scavenger Hunt with target sound cards.
8. Fishing
9. Pass the bag

WORD LIST

Stopping: Replacing long sounds with ones which stop. Example: sat=tat

Read the word list to your child once each day in a quiet place when you are both relaxed.

Remind him not to forget his long sounds.

chair	ketchup	jelly	thumb
chick	picture	jet	thorn
cheese	pitch	jeans	thin
chain	teach	jumping	think
catcher	lunch	jacket	thanks

Here are a list of phrases to read to your child

the big chair	bottle of ketchup	blue jelly beans
a baby chick	Stuart's picture	those big jets
ham and cheese	a fast pitch	old blue jeans
a long chain	teach the class	jumping for joy
a good catcher	making lunch	winter jacket
	hurt my thumb	
	cut by a torn	
	thick and thin	
	time to think	
	thanks for everything	

/sh-/ Activities

Whether they're glueing shapes or shooting a ball, children are sure to be motivated to participate in speech. These activities can also allow you to model initial /s/ words and to encourage plenty of practice in meaningful contexts.

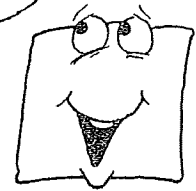
shoe Look through picture ads of shoes. Ask the child to say "shoe" for each shoe he finds.

shoe Read *The Elves and the Shoemaker* by the Brothers Grimm. Look through the book again. Have the child find each pair of shoes and say "shoes."

shape Give the child several pieces of construction paper cut into different shapes. Ask the child to arrange them on a sheet of paper and glue them on. Have the child say "shape" for each shape placed and glued.



sheep Give the child a sheet of paper with the outline of a sheep on it. Ask the child to glue cotton balls onto the sheep and say "sheep" for each cotton ball.



shut Let the child shut various things in the room (door, drawer, cabinet, window, eyes, lids on containers, vehicle doors, jack-in-the-box lid) and say "shut" each time.

shake Put dried beans in a small plastic container. Ask the child to shake it to the rhythm of a song, singing "shake - shake - shake."

shake Ask the child to shake glitter onto paper with glue and say "shake" for each shake.

shorts, shirt Look through picture ads of clothing items. Ask the child to say "shorts" for each pair of shorts found and "shirt" for each shirt found.

shelf Ask the child to place various objects on the shelf and say "shelf" for each item placed.

ship Look through a book about transportation. Have the child say "ship" for each ship found.

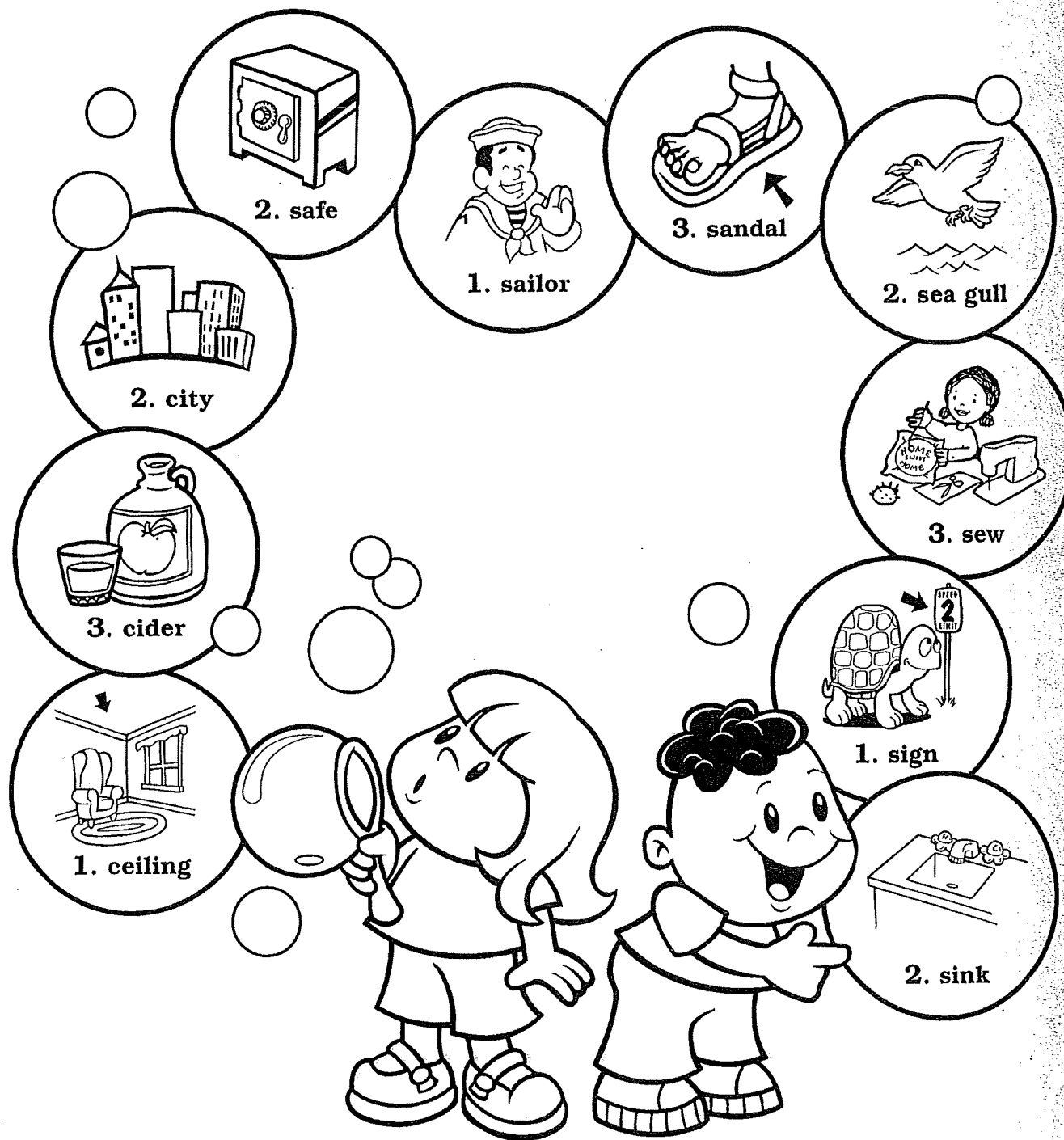
shoot Practice tossing a soft, toy basketball into a net (or empty trash can). Have the child say "shoot" for each trial.

shiny Show the child some dirty, brown pennies. Explain that you can make them shiny. Put them in a small bowl of vinegar. Let them sit for 15 minutes. Then have the child tell which pennies are "shiny."

shark Look through a picture book about sharks. Ask the child to say "shark" for each shark she finds.

Bubble Blow & Pop Game

Directions: Read/say aloud all the words in the bubbles. Then, beginning with the little girl, "blow" or make all your bubbles. When you reach the little boy, turn around, go back and "pop" your bubbles along the way. Using your good S sound say the word on each bubble that you land on. Jump from space to space as shown on the die. If die has a two on it, jump to space two. If on the next roll, the die says three, jump to the next three spot.



Homework Partner _____

Date _____








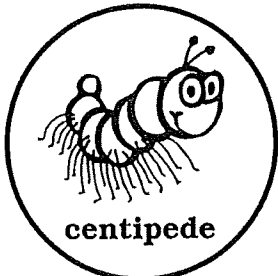

Name _____

Initial S
Words

Silly Bubble Sentence Game

Directions: Read/say aloud all the words in the bubbles. To make your silly sentences, roll the die three times. On Roll 1, say aloud/write down the word that matches up with the adjective. (If you roll a three, choose adjective number three.) On Roll 2, say aloud/write down the matching noun. On Roll 3, say aloud/write down the matching verb. Then say your silly sentence. To make more sentences, just keep rolling the die! Remember to use your good S sound.

• The sad singer will surf.
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

	Roll 1 Adjectives	Roll 2 Nouns	Roll 3 Verbs
1	 super	 sailor	 sit
2	 sad	 singer	 sing
3	 sandy	 centipede	 surf

• The _____ will _____
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

• The _____ will _____
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

• The _____ will _____
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

Homework Partner _____ Date _____ Name _____

**Initial S
Words**

Bubble Blow & Pop Game

Directions: Read/say aloud all the words in the bubbles. Then, beginning with the little girl, "blow" or make all your bubbles. When you reach the little boy, turn around, go back and "pop" your bubbles along the way. Using your good SH sound say the word on each bubble that you land on. Jump from space to space as shown on the die. If die has a two on it, jump to space two. If on the next roll, the die says three, jump to the next three spot.



Homework Partner _____

Date _____


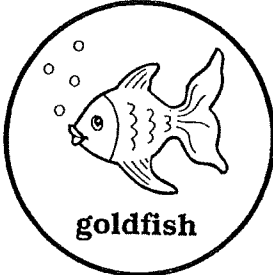


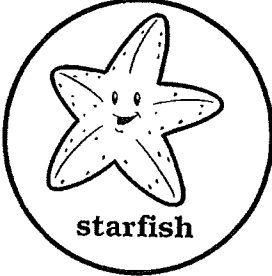




Name _____

**Final SH
Words**

Silly Bubble Sentence Game

Directions: Read/say aloud all the words in the bubbles. To make your silly sentences, roll the die three times. On Roll 1, say aloud/write down the word that matches up with the adjective. (If you roll a three, choose adjective number three.) On Roll 2, say aloud/write down the matching noun. On Roll 3, say aloud/write down the matching verb. Then say your silly sentence. To make more sentences, just keep rolling the die! Remember to use your good SH sound.

• The foolish starfish will splash.
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

	Roll 1 Adjectives	Roll 2 Nouns	Roll 3 Verbs
1	 foolish	 goldfish	 splash
2	 fresh	 starfish	 rush
3	 ticklish	 crayfish	 wish

• The _____ will _____
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

• The _____ will _____
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

• The _____ will _____
 Roll 1 (adjective) Roll 2 (noun) Roll 3 (verb)

Homework Partner _____

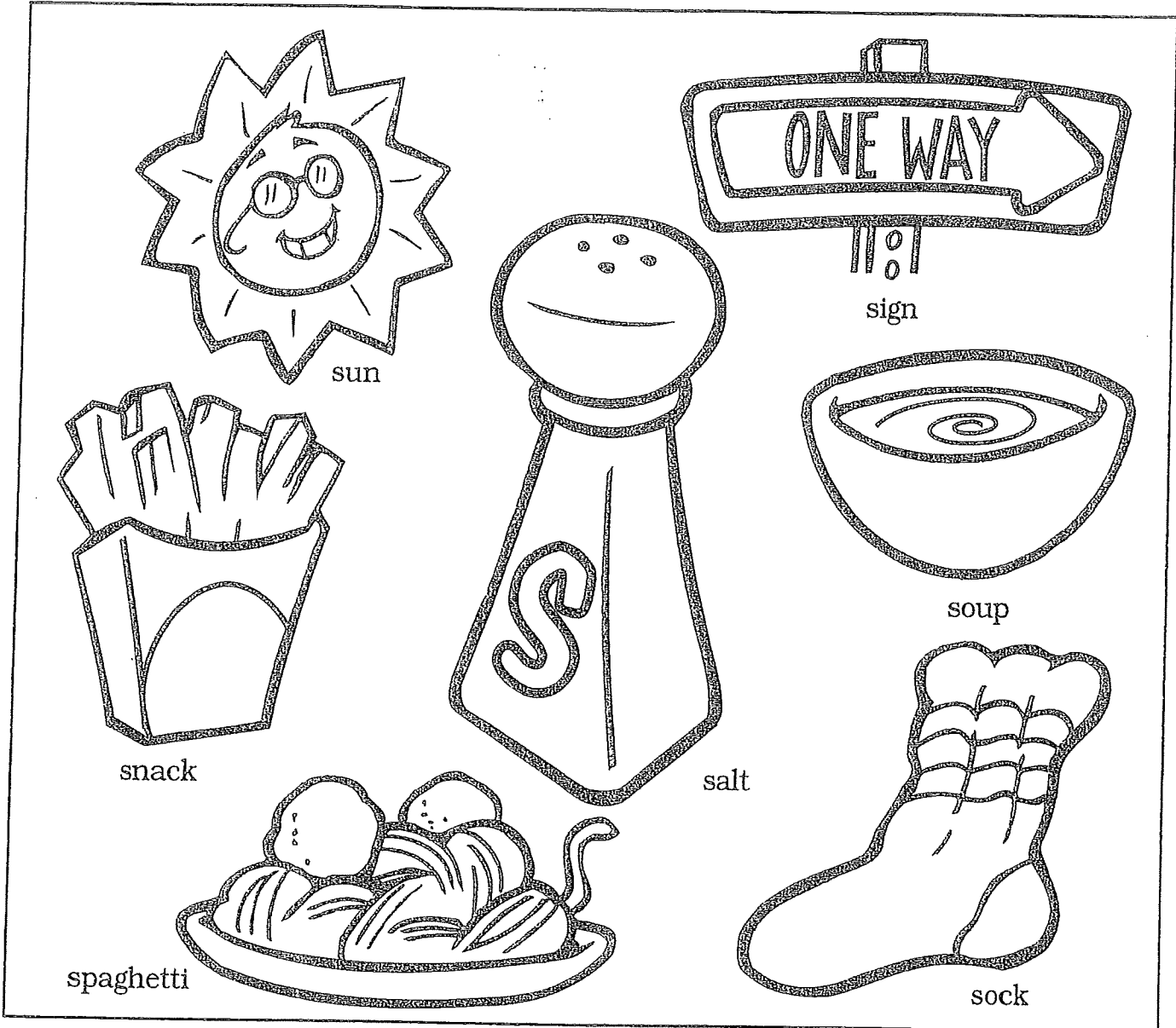
Date _____

Name _____

Final SH
Words

Salt of the Earth

Instructions: Draw a line from the salt to something you would put salt on. Say "salt" every time you draw the line. Please return by: _____.



Homework:

- Please have your child complete all the activities below.
- Please have your child complete only the activities checked below.
- Play "Simon Says" using the items on the page. "Simon says 'put salt on the _____'" for each item.
- Make a sad face. Make a silly face! (Look in the mirror to see how different they are!)
- Practice these other "S" words: sand, sick, sing, safe, seed, silly.
- Sing your favorite song. Read your favorite silly poem or story.

Name

Helper Signature


Date


Speech - Language Pathologist

Target: Initial S


Counting Sheep


Directions: Count the number of sheep that have the target pictures below. Write the number on the line provided. Say the target word that many times. Remember to use your best SH sound.


1.  **shoulders** _____

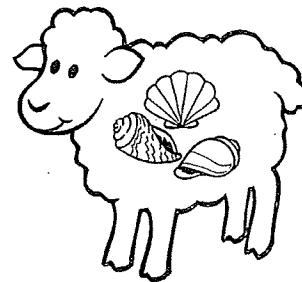
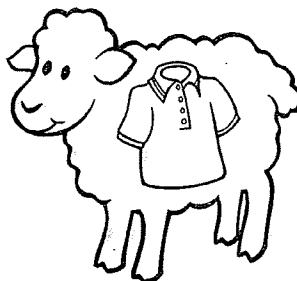
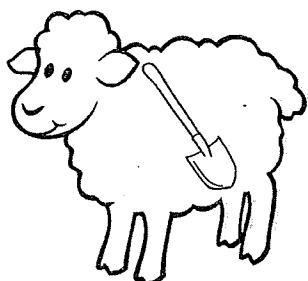
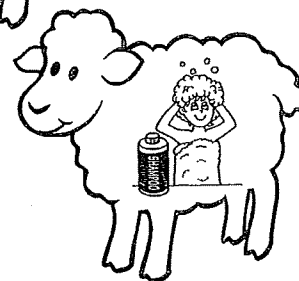
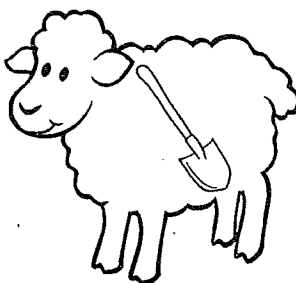
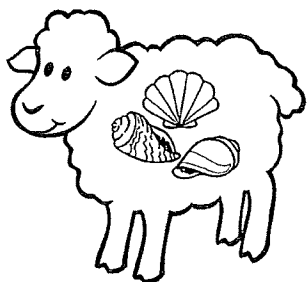
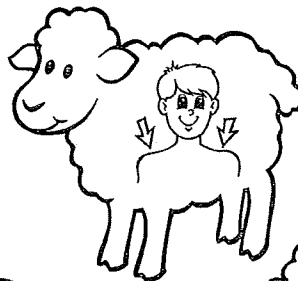
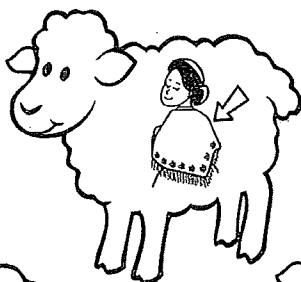
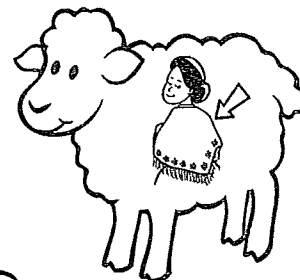
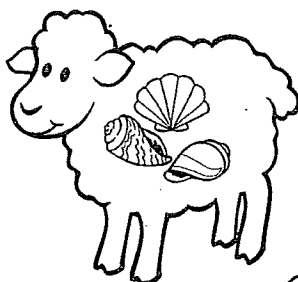
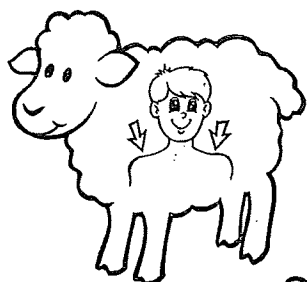
4.  **shovel** _____

2.  **shirt** _____

5.  **shawl** _____

3.  **shells** _____

6.  **shampoo** _____



Answer Key: 1.2, 2.1, 3.3, 4.2, 5.2, 6.1

Homework Partner _____




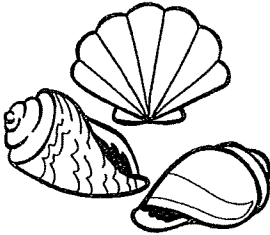

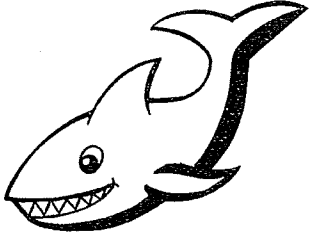



Date _____

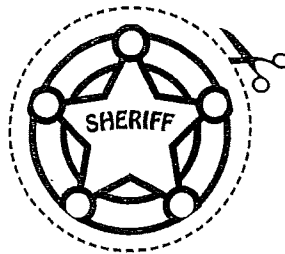
Speech-Language Pathologist _____

Initial SH
Words

Hide-and-Seek

Directions: Read/say aloud the picture-words. If you prefer, glue the pictures on a file folder/cardboard. Cut out the pictures and badge. Place the pictures face up. Have your partner hide the badge under a picture. Name the picture where you think the badge is hidden. (Shampoo?) First player to find the badge wins! Use your good SH sound.

 <p>shoe</p>	 <p>shaggy dog</p>	 <p>shawl</p>
 <p>shells</p>	 <p>shaving</p>	 <p>shark</p>
 <p>shirt</p>	 <p>shampoo</p>	 <p>sheriff</p>



Homework Partner

Date

Speech-Language Pathologist

Initial SH Words

Stridency Deletion

Initial /sh/

WORD LIST

Shell

She

Shoe

Show

Shop

Ship

Shape

Shot

Shin

Shirt

Shake

Shine

Sheet

Sheep

Shy

HOME ACTIVITIES

Word List

Read the word list to your child once each day in a quiet place when you are both relaxed. Introduce the initial /sh/ as the “quiet” sound and use the kinesthetic cue (index finger to lips) as you read the words.

Structured Activity

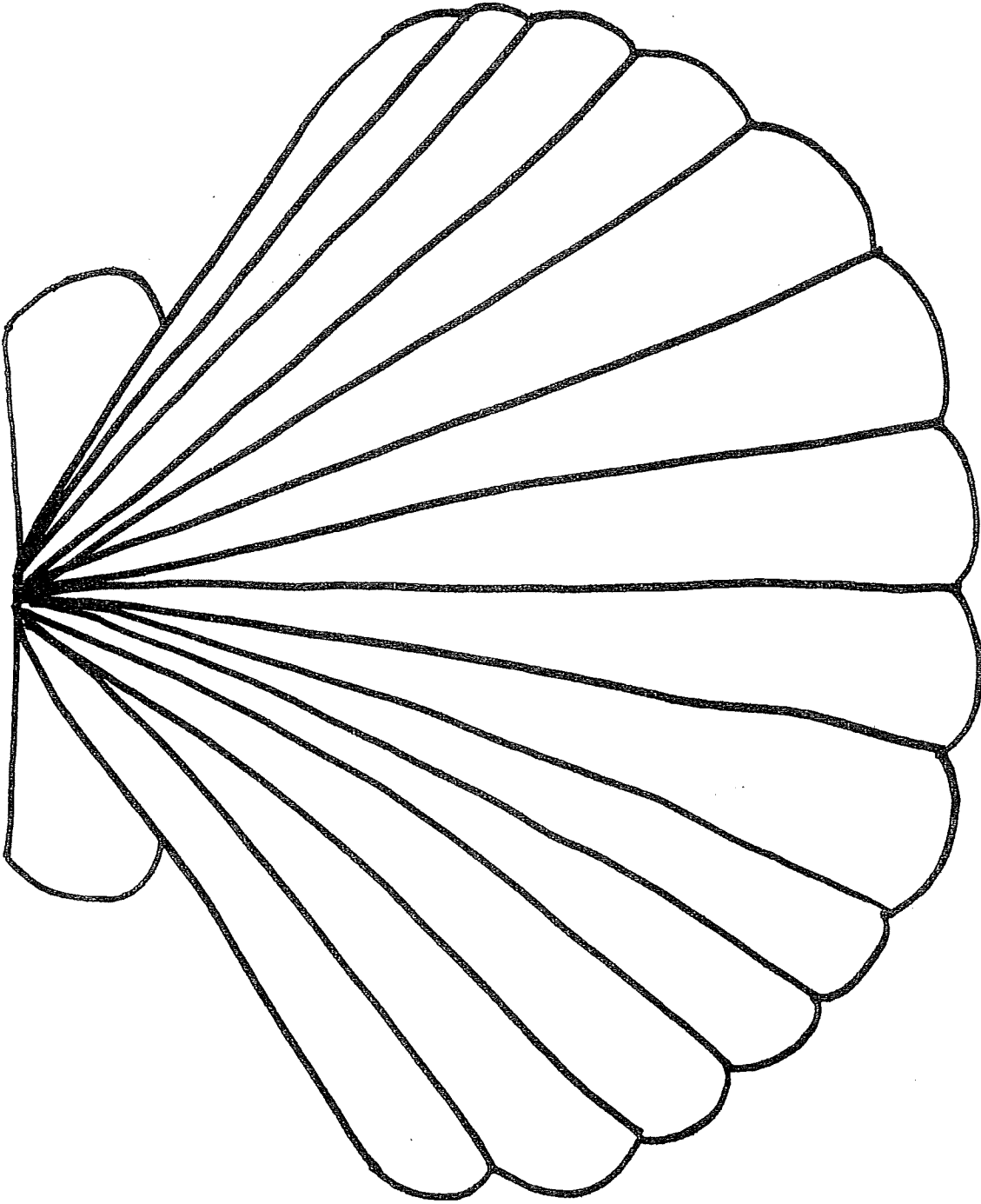
Hide an /sh/ picture in the shell made in the session. Let your child try to guess which one you hid. Take turns hiding the pictures and guessing. Emphasize the /sh/ sound in your own speech as you play this game.

Unstructured Activity

Go to the library and look for books about the ocean. Enjoy these books with your child.

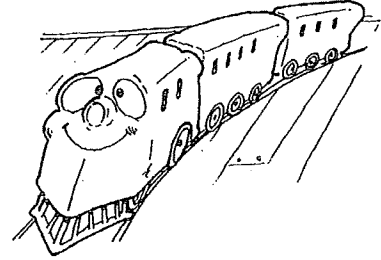
Sharing

Have your child select something that begins with the /sh/ sound to share next week.



/ch-/ Activities

Children often choose to do hands-on activities like playing with a train when doing drill work. You can use these meaningful activities to model initial /ch/ words as well as elicit repeated speech practice.



- choo-choo Let the child push a toy train. Ask the child to say "choo-choo" every time something gets in the train's way. Place various obstacles like toy cars or animals in front of the train. Move them when the child says "choo-choo."
- chain Give the child strips of colored paper (about 1" by 6"). Help the child tape them together to form links on a paper chain. Ask the child to say "chain" for each link made.
- chalk Give the child colored chalk and paper. Ask the child to make a picture and to say "chalk" for each new color used.
- child Look through a book with pictures of children in it. Have the child say "child" for each child pictured.
- cheek, chin Look in a mirror. Have the child point to and name his cheeks and chin.
- cheek, chin Have the child pretend to wash the cheeks and chins of various dolls. Ask her to say "cheek" or "chin" for each face part cleaned.
- cheese Pretend to take pictures with a toy camera. Have the child say "cheese" for each picture.
- cheese Have cheese at snack time. Cut the cheese into small squares. Give the child a toothpick. Ask the child to say "cheese" each time he takes a piece with the toothpick.
- chop Help the child chop fruit using a plastic knife. Ask the child to say "chop" for each cut.
- chip Have corn chips at snack time. Offer one chip at a time. Have the child request more by saying "chip."
- chase Using toy vehicles or characters, play a game of chase. Have the child say "chase."
- chicken Read the story *Chicken Licken* as adapted by Donna Parnell. Go through the picture book again and have the child say "chicken" for each picture of the main character.
- chair Read *Goldilocks and the Three Bears* as adapted by Dina Anastasio. Look at the pictures and have the child say "chair" for each one pictured.

HOME ACTIVITIES

Word List

Read the word list to your child once each day in a quiet place when you are both relaxed. Introduce the initial /s/ as the "snake" sound and use the kinesthetic cue (continuous rub down back) as you read the words.

Structured Activity

Help your child fill the speech bag that he/she made at school with objects that begin with the /s/ sound. Name the objects in the bag, putting emphasis on the initial /s/ sound.

Unstructured Activity

Use a grocery sack as a mystery sack. Each day put a new object that begins with the /s/ sound in the sack (e.g., a sock, a can of soup, a box of cereal, etc.). Give your child clues to help him/her guess what is in the sack. Give a small reward for guessing the object and trying to say the word correctly.

Sharing

Have your child bring his/her paper lunch bag containing objects that begin with /s/ for sharing next week.

Stridency Deletion

Initial /s/

WORD LIST

Sack

Sun

Soup

Sail

Sent

Soap

See

Sign

Salt

Six

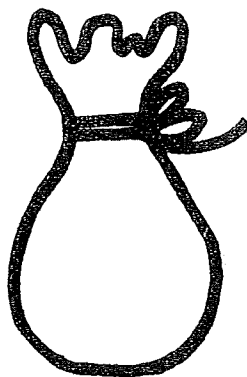
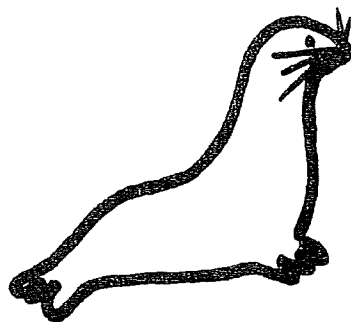
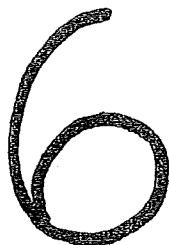
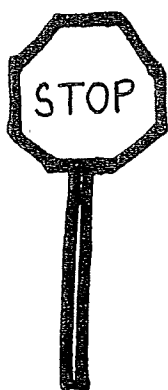
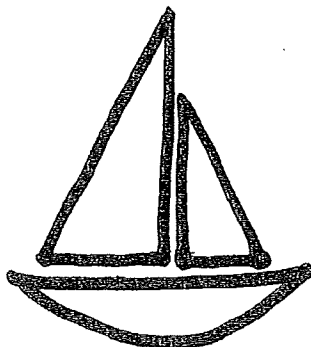
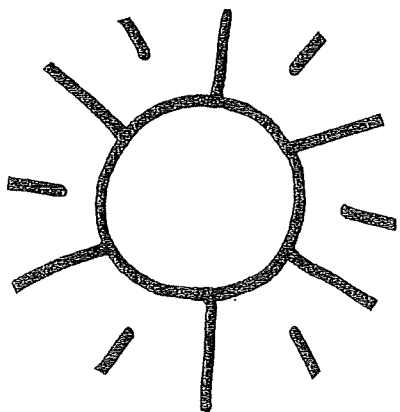
Seed

Sad

Seal

Side

Sand

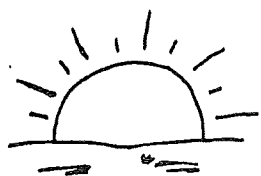


Name _____ Date _____ Sound S

In speech class: The word under each picture was said _____ times.

For homework: The word under each picture is to be said _____ times.

Additional instructions: _____



sun



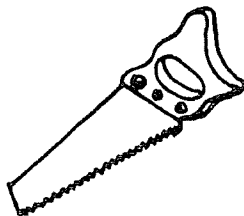
sock



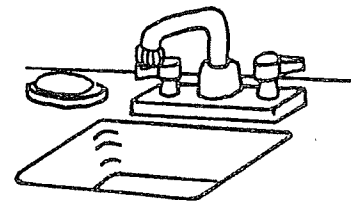
seal



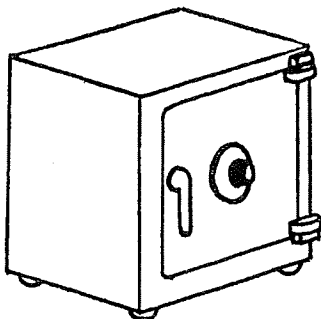
soup



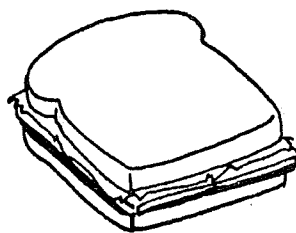
saw



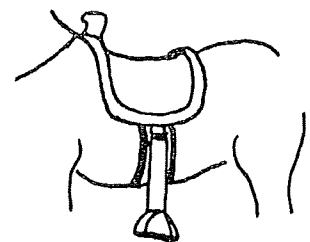
sink



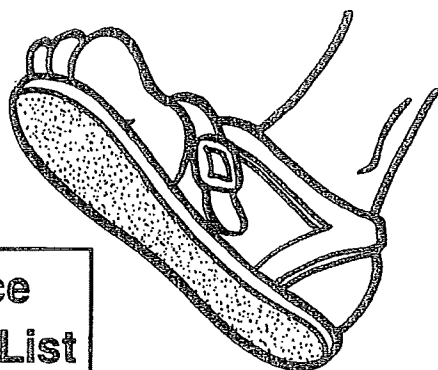
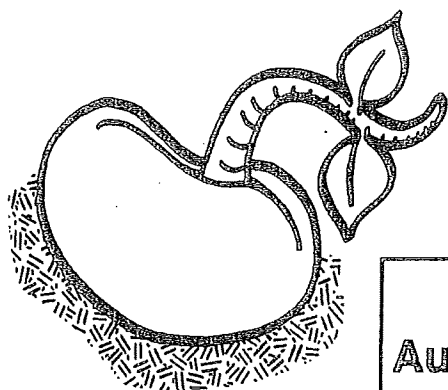
safe



sandwich



saddle

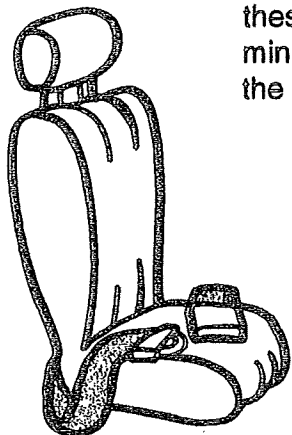


**Home Speech Practice
Auditory Bombardment List**

Target Sound(s): "S" Sound at the Beginning of Words

Date: _____

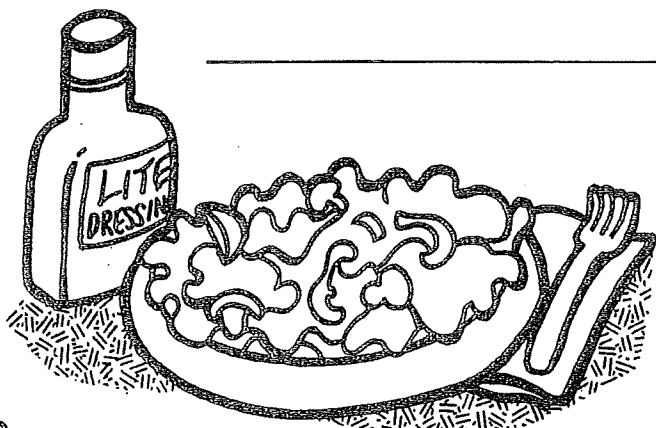
Ask your child to listen carefully as you read the following list of words slowly and clearly. It is important that your child not repeat these words but just listen to them quietly. Please spend one to two minutes daily reading these words to your child. After listening to the words, your child may color the pictures on this page!

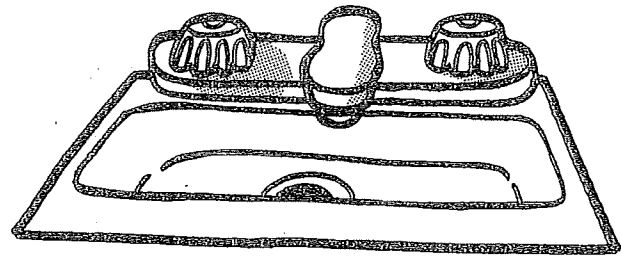


- | | | | |
|-------|------|------|--------|
| six | sign | soup | sun |
| sock | seed | soak | sea |
| seat | sit | sip | say |
| salad | safe | sack | sandal |



Additional Comments / Helpful Hints:



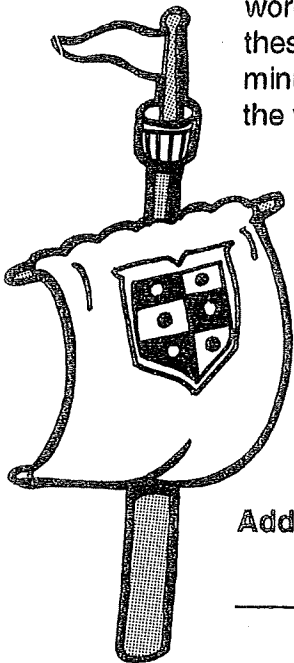


**Home Speech Practice
Auditory Bombardment List**

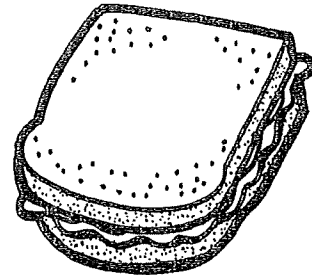
Target Sound(s): "S" Sound at the Beginning of Words

Date: _____

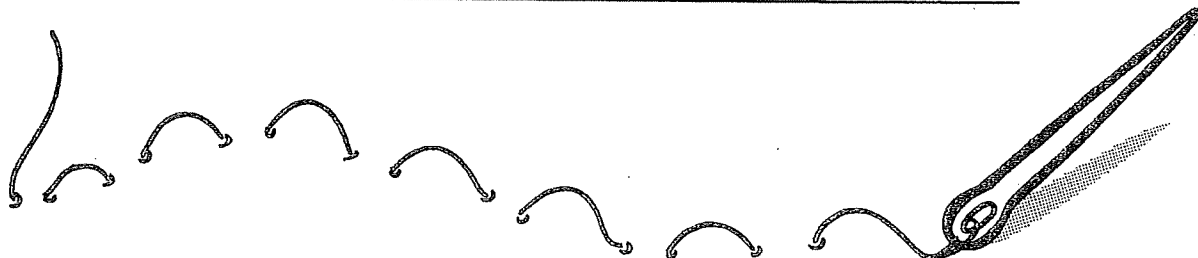
Ask your child to listen carefully as you read the following list of words slowly and clearly. It is important that your child not repeat these words but just listen to them quietly. Please spend one to two minutes daily reading these words to your child. After listening to the words, your child may color the pictures on this page!



- | | | | |
|---------|-------|------|----------|
| same | seven | seal | sand |
| ceiling | sick | sink | city |
| silly | silk | set | sandwich |
| sail | sorry | soft | sew |

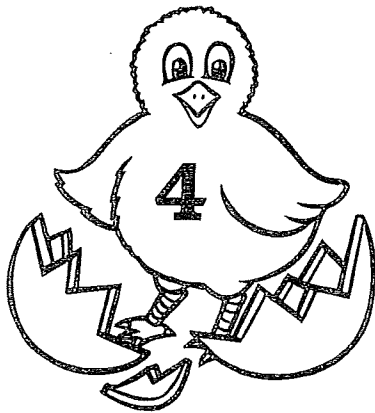
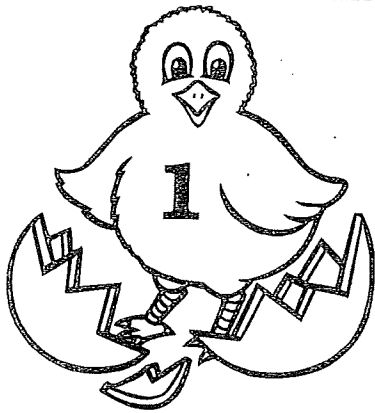


Additional Comments / Helpful Hints:

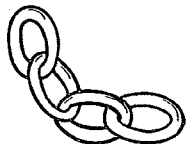


Pick a Chick

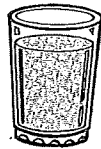
Directions: Cut out the chicks and the picture-word cards. Place one card under each chick. Roll a die or spin a spinner. Pick the chick for the number you spun/rolled and read/say the picture-word under the chick aloud. If said correctly, keep the card. Replace cards until all the picture-words have been used. Remember to use your good CH sound.



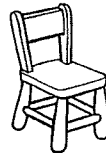
chimney



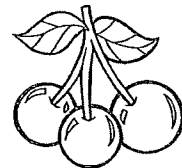
chain



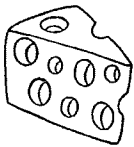
chocolate milk



chair



cherries



cheese



chow mein



chipmunk



chin



chicken

Homework Partner _____

Date _____

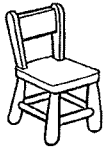
Speech-Language Pathologist _____

Initial CH
Words

Analogies

Directions: Read/say aloud the picture-words below. Then, read each analogy and choose an answer from the Word Bank. Read/say the entire analogy aloud using your good CH sound.

Word Bank



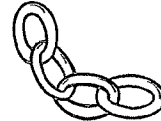
chair



children



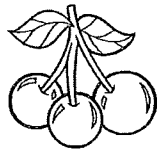
chocolate milk



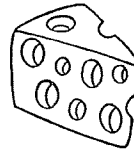
chain



chow mein



cherries



cheese



chimney

1. Squash are to vegetables as _____ are to fruit.
2. Lettuce is to salad as noodles are to _____.
3. Lemon is to lemonade as cocoa is to _____.
4. Men and women are to adults as boys and girls are to _____.
5. String is to thread as rope is to _____.
6. Exhaust is to muffler as smoke is to _____.
7. Stool is to counter as _____ is to table.

Answers: 1. cherries 2. chow mein 3. chocolate milk 4. children 5. chain 6. chimney 7. chair

Homework Partner _____

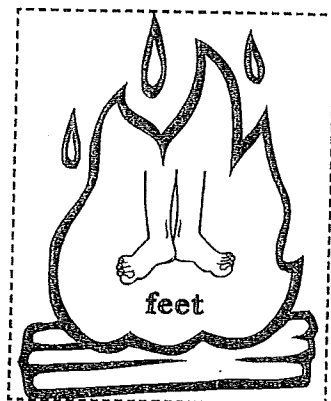
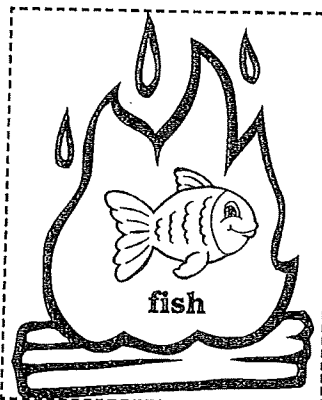
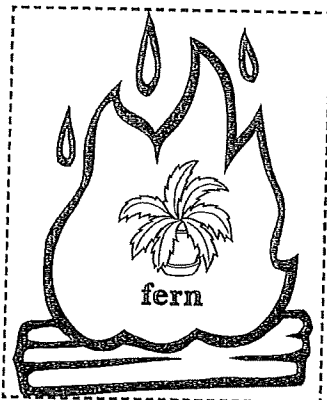
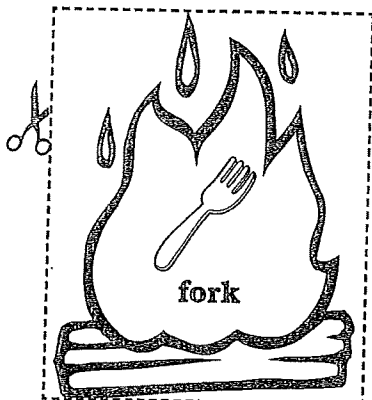
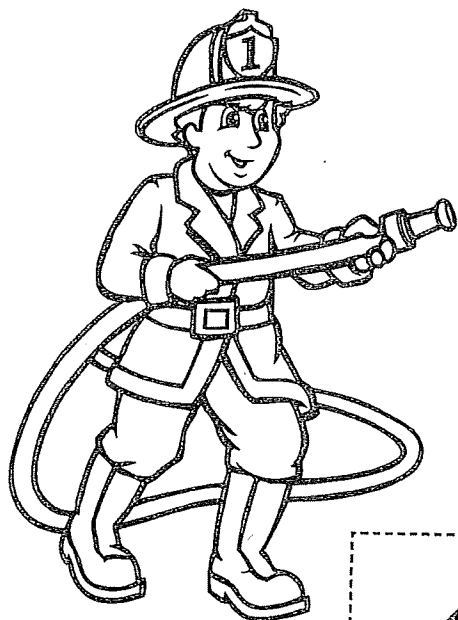
Date _____

Speech-Language Pathologist _____

Initial CH
Sentences

To the Rescue!

Directions: Help Fireman Tony put out the fires by saying the picture-words correctly. Cut out the fires below. Place fires in a single line. Choose a fire to "put out." Say the picture-word on the fire aloud, and turn it over to "put the fire out." Remember to use your good F sound.



Homework Partner _____

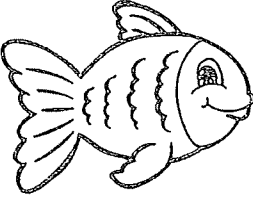

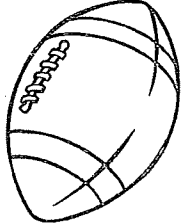
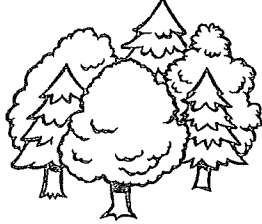
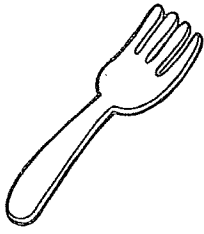
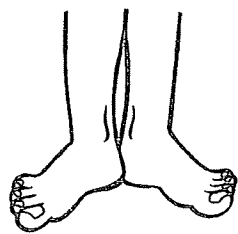


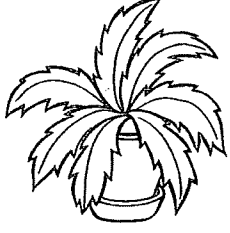
Date _____

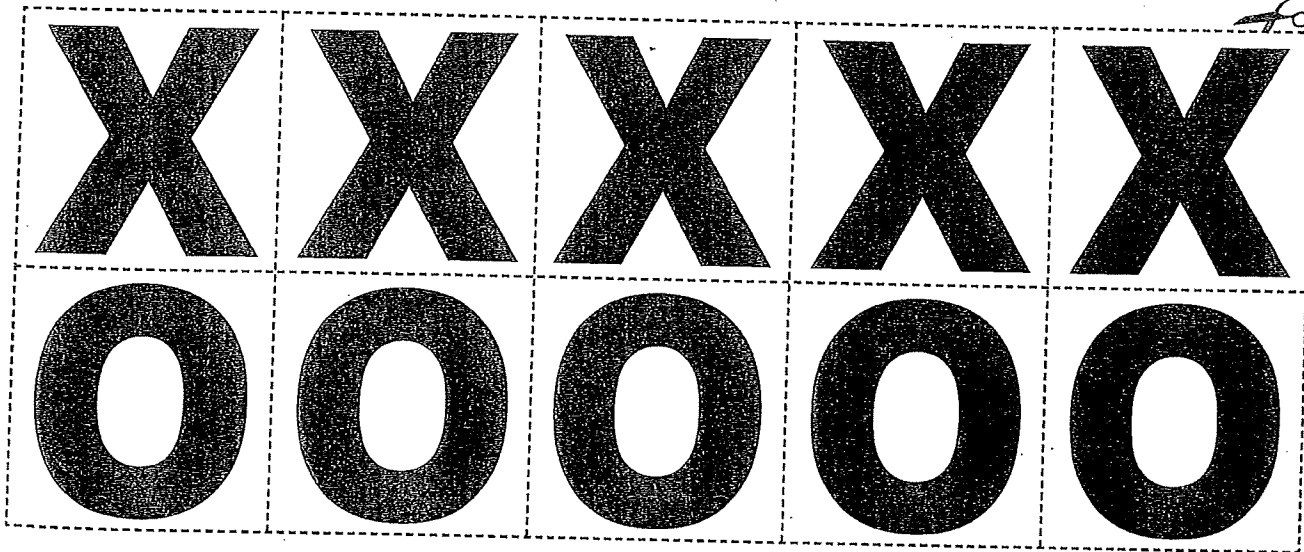
Speech-Language Pathologist _____

Initial F
Words

X and O

Directions: Cut out each X and O below. Have each player/partner choose X or O. The first player reads/says the picture phrase aloud and places an X or O on the square. Play continues in turn. The first person to get three in a row wins.

		
swimming fish	bird feather	football team
		
thick forest	spoon and fork	two feet
		
brown fox	hot fire	green fern



Homework Partner _____

Date _____

Speech-Language Pathologist _____

Initial F
Phrases