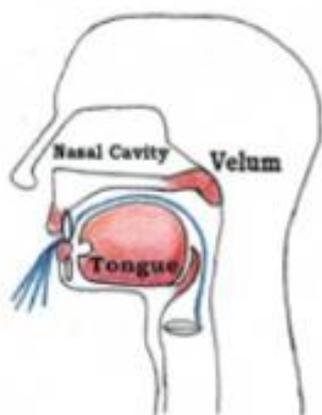


Speech Therapy Sequence - /f/ Sound



Case Example: Julie is a 6 year old girl with the common sound error of replacing /f/ with /d/. That is, instead of her top teeth covering her bottom lip on phonation, her fricative sound is replaced with a **voiced** stop - /d/. You begin speech therapy by explaining to Julie the error she is making.

Step 1: Isolated Sound Level

Clinician: I want you to try this new sound. The sound is /f/. The /f/ is made when we go to bite our bottom lip but leave enough room for the air to flow through. The /f/ is a quiet sound. We don't use our voice like we do for the /d/ sound.

The clinician demonstrates the correct /f/ sound. Demonstrate to the child the correct **cue sign** at this point and reinforce that the tongue moves to the top of the mouth, and back. The lips do not move. Practise the new /f/ sound as often as is needed. Once the child is competent at sound level, move onto sound combined with a vowel

Step 2: Syllable Level: *Sound with Vowel*

Clinician: 'I'm happy with your clear and lovely /f/ sound. Let's try something new. Let's try the /f/ sound with a vowel. I'll show you what I mean. f...our,'

The clinician demonstrates the /f/ with vowel combination. Note that at this early point that there is a gap between the /f/ and the vowel. This is to protect against the child returning to their ingrained habit of using the /d/ sound. Some possible /d/ vowel combinations are... f...oo, f...eee, f...ar, f...or, f...ay. **Successful sound with vowel is one of the critical points in speech therapy.**

Julie attempts the /f/ and vowel combination. She quickly reverts to her previous use of /d/, so f...our becomes d...oor. The /f/ sound needs to be strengthened. Note, the **double sided arrow** points both back and forward. In this example, we return to the previous level. Julie produces /f/ sound in isolation to re-establish the sound. Once the /f/ sound is re-established the clinician tries again with /f/ and vowel.

Once the child is able to produce f...ee, f...our, f...ar, etc the clinician introduces the concept of the train and carriage as a metaphor of bringing the two sounds together with a visual reinforcement. Attempt f...oo, f..oo, foo, gradually compressing the

distance between the consonant and vowel until all **cv** combos are correct. If the /d/ sound intrudes, return to f...ooo, f...ee to re-establish target sound, as is described in the contingency continuum.



Step 2.1: Aspiration Sound Technique

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A useful technique to help a child eradicate an intrusive sound error is to use the aspirated /h/ as a carrier phoneme. The /h/ helps ease the distance between the target consonant and the vowel. For instance, with our /d/ for /f/ example, the /d/ continues to intrude so *f...our* is intruded upon by *f...door*. The /h/ phoneme is technically a consonant but has elements of a voiceless vowel and is perfect for attaching to the *...our* vowel to smooth the distance between the /f/ and vowel. So for *f...our* we add *f...hooor*. The /h/ phoneme is very quiet so is not an intrusive sound and blocks the sound error intrusion from attaching to the vowel *...our*. The /h/ sound is gradually faded out until the child can confidently produce the target sound and vowel combination without the established sound error intruding.

Step 3: Word Level

At word level you can begin to use the /f/ picture cards. If all the previous stages have been completed successfully then sound at word level will be the next step. While attempting word level speech therapy, if the child returns to /f/ at any point, re-establish the new sound by demonstrating /f/ in isolation or /f/ with vowel.

Appendix

The locomotive and carriage images are a useful way to demonstrate to a child how to progressively link a consonant target sound with a vowel sound. In this instance, the green locomotive represents the target **consonant /s/** and the red carriage represents any **vowel**.

Cut out the images and laminate them. The images can be used with any consonant and vowel sound you wish to combine.

