




The Entire World of Sibilants™



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Presentation Overview

- Targeted for intermediate level of knowledge. However, encompass entry-level to experienced clinicians.
- Review S & Z first, then SH & CH, J, ZH.
- Evaluation procedure.
- Specific treatment strategies.
- Case study examples.


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Course Objectives

- Know how to evaluate and treat the various word positions of the sibilant sounds: [s, z, ch, sh, j, and zh].
- Know how to use co-articulation to elicit correct tongue positioning.
- Be able to write measurable and objective IEP goals.
- Be able to identify 3 elicitation techniques
- Identify natural tongue positioning for /t/, /n/, /l/ and /d/.
- Know difference between frontal and lateral lisp disorders.

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What is a Sibilant

A consonant characterized by a hissing sound.

S, Z, SH, ZH, CH, and J


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Facts About /s/ & /z/

- Cognates. Have same manner and production with the exception of voicing.
- Airflow restricted or released by tongue causes production and common "hissing" sound.
- Different spellings, same production.

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Facts About [s] & [z]

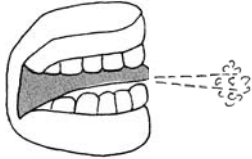
[s] spellings	S as in soup C as in city Sc as in science X as in box
[z] spellings	s as in pans x as in xylophone z as in zoo

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Two Types of Lisp Disorders

Frontal



Lateral

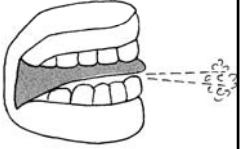


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Frontal Lisp

- Most common
- Also called interdental lisp
- Trademark sound - /th/
- Cause: Tongue is protruding too far forward. May actually be visible during speech.
- Goal: To bring tongue tip back




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Lateral Lisp

- Less visible, more audible problem.
- Caused by tongue in wrong location (too low) allowing air to escape (primarily from sides of the mouth).
- Sound produced is often "wet" or spitty. Sometimes called a "slushy S."
- Goal: Focus air stream out front of the mouth.



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Possible Causes of a Lisp Disorder

- Thumb sucking
- Tongue thrust
- Dental (front teeth missing)
- Cleft palate issues

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EW S & Z Approach to Lisp Disorders

- Evaluation and treatment for frontal and lateral lisps are similar.
- Correct production of both frontal and lateral lisps disorders in the alveolar ridge region/behind bottom front teeth.
- Use student's strengths to elicit misproduced phonemes.

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Categories of /s/ & /z/

- Initial, medial and final /s/ and /z/
- Initial /s/ clusters
- Final /s/ clusters

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Initial /s/ Blends

- sp (spin)
- shr (shrimp)
- st (stump)
- sl (slim)
- sm (small)
- sk (skate)
- sw (swing)
- str (string)
- sn (snail)

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Final /s/ Blend Clusters

- -fs (coughs)
- -sts (forests)
- -ps (cups)
- -sps (wasps)
- -ks (makes)
- -sk (mask)
- -sks (asks)
- -st (fast)

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Start With a Comprehensive Evaluation

- Evaluate **ALL** /s/ and /z/'s in **ALL** positions to attain a comprehensive understanding of student's ability.
- Establish frontal or lateral lisp disorder.
- Establish natural tongue positioning for /t/.

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Student Name: _____ Date of Birth: _____
 Screening Date: _____ Examiner: _____
 Frontal Lip: _____ Lateral Lip: _____

The Entire World of S & Z Screening Form

1. Initial /s/	circle sawd soap	2. Medial /s/	insect house recipe	3. Final /s/	house mouse race
4. Initial /z/	zero zoo xylophone	5. Medial /z/	jersey newspaper music	6. Final /z/	card table garden
7. /st/	star store stare	8. /sk/	sleep skip skate	9. /sp/	spoon space spy
10. /sm/	smile small smile	11. /sn/	snack snake snail	12. /sk/	score skit skate
14. /st/	stain pots bats	15. /sk/	sketch post artist	16. /st/	stain wrist beats
17. /ps/	lips cups cups	18. /sps/	grape grape lips	19. /fs/	coughs cuffs laughs
20. /sk/	skit skit skit	21. /ks/	rocks books hikes	22. /sks/	rocks rocks masks

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Choosing a Target

- Check stimulability for /t/ and /ts/ final word productions.
- Find natural tongue positioning.

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Why establish natural tongue positioning for /t/?

- Because /t/ and /s/ have the exact tongue placement.
- You are using the student's success to elicit incorrect or improper tongue placements.
- To practice student's natural tongue positioning.

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Where do you produce /t/?

- At the Alveolar ridge?
- Behind the bottom front teeth?

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Why not just refer to /s/ as /s/?

- Goal: To set student up for success by using phonemes with similar production as /s/ or /z/.
- Student often goes back to “old” sound production.
- Want to establish a new sound pattern.

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Tenets for /s/ and /z/ Approach

- Treat frontal and lateral lisp disorders in a similar manner.
- Focus on one target at a time until corrected.
- Use elicitation techniques to establish tongue positioning.
- Choose new target at 80% accuracy at sentence level.

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Plan Remediation

- Base intervention on target selected.
- Consistently focus only on target until corrected.
- Choose appropriate elicitation strategies matched to target selection.
- Use phonetically consistent probe lists.

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Why focus on one sound and word position at a time?

- Enhances motor planning.
- Provides consistent practice & repetition.
- Ensures students know their goal.
- Allows productions of other /r/ word combinations not yet targeted to begin to generalize.

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Begin Remediation

Isolation

Single words

Phrases

Sentences

Reading/Structured Conversation

Conversational Speech

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Cues to use with /t/ and /ts/ final words

- Sharp not slushy sound.
- Feel difference of tongue placement.
- Slide finger down arm while producing phonemes.

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Auditory, Tactile and Visual

- Incorporate a multi-modality approach to learning. Involve as many senses as possible.
- E.g. *snake sound*
color or trace a large "s"
use snake cue –wavy motion

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Big /s/

Name: _____ Date: _____

Directions: Instruct the student to color in the "S." This activity provides a tactile and visual stimulation for the student when producing the 's' sound.

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Choices of Elicitation Techniques

- Exploded /t/
- /ts/ final words, phrases and Sentences
- Straw to demonstrate placement.
- Elicitation Techniques
- Alveolar target exercises

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/ts/ Final Single Words

<p>pots</p> <p>Speech _____ Homework _____</p>	<p>carrots</p> <p>Speech _____ Homework _____</p>
<p>kites</p> <p>Speech _____ Homework _____</p>	<p>lights</p> <p>Speech _____ Homework _____</p>
<p>nuts</p> <p>Speech _____ Homework _____</p>	<p>pants</p> <p>Speech _____ Homework _____</p>

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/ts/ Final Phrases

	Speech	Homework
Cooking pots		_____
Rabbits eat carrots		_____
Playing darts		_____
Lifting weights		_____
Flying bats		_____

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Final /ts/ Sentences

Bill wants the kites.


Tom Batess bought new pantss.

Garretts new darts are next to the weights.

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Final /ts/ Sentences




Fritz rents gadgets with polkadots at the apartments.

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/ts/ Final Stories



Roberts dad coached the little league team, the Mets.

The Mets needed new equipment. They bought a few bats and nine mitts. The batter tried out the new bats and the catcher tried out the new mitts.

Roberts dad called out, "Now we're ready." "Lets play ball and get lots of hits!"

"Lets go Mets!!"

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Shaping an /s/ from a phoneme combination

- Show the student screening results to educate student about the /s/ & /z/ variations she can say.
- Use results of screening to determine appropriate elicitation techniques.

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Elicitation Techniques

- Sibilants are produced at the alveolar ridge region (behind the lower front teeth) as are other consonants - /l/, /n/, /d/.
- Use the other consonants to facilitate production.
- E.g. Tan silo pens
- Feel sad reads

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/t/ Final Sentences + /s/ Initial words

- Example: Cleo, the cat said meow.
- Coarticulation used to stimulate medial /s/.
- If successful (80%) correct productions, try medial /s/ words (e.g lasso).

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**/n/ final + /s/ Initial =
/s/ Medial Words**

Tn silo.

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**/l/ Final + /s/ Initial =
/s/ Medial Words**

Darren will l sail today.

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**/s/ Sentence with /s/
Initial in Isolation**

I feel sad today. → sad today

Darren will l sail Monday.
→ sail Monday

*If successful (80%) accurate, try
initial /s/ words (e.g. sun).*

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**When to move onto next
sound/word Position**

- Once a word position for target /s/ is mastered (criterion is 80% for 5 consecutive sessions at sentence level), re-administer screening to assist in choosing the next target.
- Re-administer advanced screening to choose next intervention target.

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Case Study: Sally

- Sally Morris is a 7 year-old second grader at Seaford Avenue Elementary School.
- She is referred due to not being able to pronounce her /s/'s.
- The sibilants each have voiced cognates. Each sound has a twin, with the only difference being one sound is voiced (vocal cords vibrate) while the other is voiceless.

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Student Name: Sally Morris
Screening Date: 11-14-03 Date of Birth: 1-14-96
Examiner: C. Risulcia
Frontal Lip: _____ Lateral Lip: _____

The Entire World of S&Z™ Screening Form

- Sally cannot produce any /s/'s correctly.
- The SLP determines that she has a Frontal Lip Disorder.

1. Initial /s/	2. Medial /s/	3. Final /s/
4. Initial /z/	5. Medial /z/	6. Final /z/
7. /sh/	8. /zh/	9. /shw/
10. /sm/	11. /sm/	12. /sk/
13. /sw/	14. /st/	15. /st/
16. /sk/	17. /sp/	18. /sp/
19. /sk/	20. /sk/	21. /sk/
22. /sk/		

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Sally's Remediation Strategy:

- Teach "exploded /t/."
- Practice /ts/ final words.
- Alveolar target exercises– /ns/, /ls/.
- /s/ in initial, medial, final word positions.
- Initial blends and final clusters.

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/s/ Blends and Final /s/ Clusters







- Initial Blends: /sp/, /str/, /sl/, etc.
- Final Clusters: /sk/, /sp/, /sks/, etc.
- Treat as necessary to correct specific articulation disorders.

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/sp/ Initial Single Words

Name: _____ Date: _____

Directions: Say each word slowly. Make sure to elongate the initial /sp/ sound. Mark the speech/homework block as appropriate for correct pronunciation.

 Speech _____ Homework _____	 Speech _____ Homework _____
 Speech _____ Homework _____	 Speech _____ Homework _____
 Speech _____ Homework _____	 Speech _____ Homework _____


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Activity: Forest

Name: _____ Date: _____

Directions: Instructor should make up a word list. Instruct the student to repeat the words. If a word is pronounced correctly, the student colors in a tree. If response is incorrect, the instructor colors in a tree.

Final /st/ Exercise



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When to move onto /z/

When **all** word positions and clusters for /s/ are **80%** or greater at the sentence level

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Voiced Consonant Rule

- In English when there is a voiced consonant preceding the final "s" the /s/ is pronounced as a /z/.

Voiced Consonants Pronounced as /z/	
Tom's	runs
bills	Buzz's
badges	legs
spurs	Bob's
gloves	cars

Non-Voiced Consonants Pronounced as /s/	
Rick's	banks
maps	shirts
Matt's	clinics
links	rats
fluffs	laughs

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Voiced Consonant Rule:
 When a word ends in a:
/b/, /d/, /g/, /m/, /n/, /r/, /v/ & /z/
 the final /s/ is pronounced as a /z/.

For Example:

com <u>bs</u>	ca <u>ns</u>
fold <u>s</u>	car <u>s</u>
leg <u>s</u>	sleav <u>es</u>
ham <u>s</u>	breer <u>es</u>

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Contextual Pronunciation

As a noun or adjective	use diffuse device spouse misuse house advice abuse excuse close	As a verb it's [z]:	use diffuse devise espouse misuse house advise abuse excuse close
it's [s]:			

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/s/ and /z/ Activity: Plural Endings

Name: _____ Date: _____

Directions: Pluralize each word by adding a or es to each word. Read each target word and answer aloud. Note the differences between /s/ and /z/ plural endings.

Sometimes the /z/ is devoiced after remediating /s/



cow cows

Example:

1. bag _____	bags	9. car _____
2. sled _____		10. glove _____
3. map _____		11. leg _____
4. box _____		12. hat _____
5. zebra _____		13. dress _____
6. laugh _____		14. shirt _____
7. duck _____		15. shoe _____
8. bird _____		16. pot _____

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Vowel Ending Rule:
 All vowels are voiced. When a word ends in an /s/ and the preceding sound is a vowel, the plural /s/ is pronounced as a /z/.


For Example:

be <u>s</u>	se <u>w</u> s
do <u>e</u> s	lay <u>e</u> s

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Cognates /s/ and /z/



voiced (*bus*)
 VS.
 voiceless (*buzz*)


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Tenets of /s/ and /z/ Approach

- Focus on one target at a time until it is corrected.
- Choose elicitation techniques according to selected target.
- Eliminate elicitation techniques as quickly as possible.
- Choose new target once carry-over has been achieved.
- Try to elicit 150 responses per session.


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Always review previously mastered sounds

- Check for stabilization and generalization
- Beginning of each therapy session
- Use previously mastered sounds to help teach new sounds
- Use well produced sounds to increase self-awareness of correct productions


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How can students work together in a group?

- Frontal lisp: Have other students watch for tongue protrusion (visual)
- Lateral lisp: Student's listen for sharp vs. slushy speech.


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Reasons for Lack of Progress

- Wrong Target. If student is not making progress in the first two sessions, try another target.
- Not completing homework.
- Unable to move past mastered targets due to misunderstanding.


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Send home appropriate homework

1. Practice natural tongue positioning to reinforce kinesthetic awareness.
2. Send home words that the student can consistently say perfectly in therapy.


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Ways to Measure Student Progress:

- Briefly review previously mastered targets to check for retention.
- Use screening tool to collect current data and evaluate direction of therapy.
- Use rating system (1 to 5) for each sound production.
- Use Daily Data Collection or Daily Tally Sheets to measure progress day to day.

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Challenges to Success

- Wrong target
- Tongue thrust
- Missing top front teeth
- Motivation
- Has not acquired auditory and kinesthetic awareness.

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How do you know when to dismiss a student?

- When students are able to say all /s/ and /z/ variations with at least 80% mastery at the sentence level.
- When students, parents, and teachers report it is no longer a problem.
- When articulation needs can be addressed at home or in the classroom.

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Review: Intervention

- Treat only one target until mastered with criterion of 80% at sentence level over 5 consecutive sessions.
- Re-evaluate.
- Select new target and treat.
- Continue until all sounds correct.
- Review and reinforce.

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EW S & Z Strategy

1. Evaluation – Use Screening Kits
2. Interpret the Evaluation results
3. Kinesthetic Awareness – client must have an awareness of tongue in mouth.
4. Phonemic Awareness-hissing sound
5. Use student's strengths-Begin Remediation

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EW S & Z Strategy

6. /ts/ tactile and visual cues
7. Final /ts/
8. /ts/ phrases and sentences
9. Alveolar Phonemic production zone - /ls/ and /ns/
10. /s/ tactile and visual cues
11. Medial and final /s/
12. Initial /s/

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EW S & Z Strategy

13. Follow remediation hierarchy
14. Initial /s/ blends
15. Final /s/ clusters
16. Don't forget /z/ - students may devolve. (voiced consonant rule)
17. Structured conversation
18. Review and reinforcement

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Questions?

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The Entire World of SH & CH™



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Course Objectives

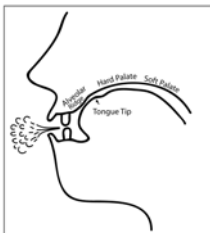
- Know how to evaluate and treat the various the sibilants.
- Know how to use correctly produced phonemes to elicit misproduced phonemes.
- Write measurable goals and objectives.
- Be able to identify 3 and implement elicitation techniques.

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Sh, Ch, J & Zh

- Produced at the palato-alveolar region. Just slightly posterior of S & Z production area.
- Sh and Ch are not voiced.
- Zh and J are voiced.



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Sh & Zh

- /ʃ/ as in ship and /ʒ/ as in meashure.
- Described as “continuant fricative sibilants” for the steady, friction produced hissing sound emitted.
- There are very few Zh words and no words in the initial position in English.

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Ch & J

- /tʃ/ as in chop and /dʒ/ as in judge
- Traditionally called “affricates” since airflow is completely stopped at some point.
- The /tʃ/ is a combination of /ʃ/ and /t/.
- The /dʒ/ is a combination of /ʒ/ and /d/.

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Cognates

Voiceless	Voiced
/ʃ/ - shoe	/ʒ/ - measure
/tʃ/ - chose	/dʒ/ - job

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/tʃ/ Different Spelling, Same Pronunciation
 Ch as in church
 T as in picture

/ʃ/ Different Spelling, Same Pronunciation
 Sh as in shop
 Ci as in sufficient
 S as in sugar
 Ti as in rational
 Ch as in Charlotte
 Ss as in tissue

Spelling Challenges

/dʒ/ Different Spelling, Same Pronunciation
 J as in jump
 G as in passage
 Dge as in fudge
 Di as in soldier

/ʒ/ Different Spelling, Same Pronunciation
 S as in closure
 Si as in occasion
 G as in beige
 J as in bijou
 X as in luxury

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Start with a Comprehensive Evaluation

- Evaluate ALL sibilants in all word positions.
- Attain a comprehensive understanding of student's ability.
- Establish correct and incorrect productions

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Student Name _____
 Screening Date _____ Date of Birth _____
 Examiner: _____

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Percentage Correct _____

1. Initial /tʃ/	2. Medial /tʃ/	3. Final /tʃ/
4. Initial /dʒ/	5. Medial /dʒ/	6. Final /dʒ/
7. Initial /ʃ/	8. Medial /ʃ/	9. Final /ʃ/
10. Medial /ʒ/	11. Final /ʒ/	
12. Initial /s/	13. Medial /s/	14. Final /s/
15. Initial /z/	16. Medial /z/	17. Final /z/
18. Initial /h/	19. Initial /j/	

The phoneme /ʒ/ does not occur in the natural position in the English language.

spell the word "h i g h" **H** j e t t e r j e t t e r j e t t e r

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Sh, Ch, J & Zh Remediation Screening Results

Three basic outcomes:

- All four target phonemes are misarticulated.
- Ch and J are misarticulated.
- Sh and Zh are misarticulated.

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Choosing a Target

Treat the misproduced sibilants by using the successfully produced phonemes to elicit the misproduced phonemes.

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Sh, Ch, J & Zh Remediation

- Each action uses combination clusters to approximate the target sounds.
- For example to obtain a ch medial sound, combine a /t/ final word with /j/ initial word such as "get you"

This produces a ch medial sound.

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Plan Remediation

- Base intervention on target selected.
- Consistently focus only on target until corrected.
- Choose appropriate elicitation strategies matched to target selection.
- Use phonetically consistent probe lists

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Tenets of Treating SH & CH

- Focus on one target at a time until corrected.
- Use elicitation techniques to elicit misproduced phonemes.
- Choose new target after 80% accuracy has been achieved at the sentence level.

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Don't be compelled to remediate in any particular order.

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Approximate Phonemic Production Zone Assists

Using one sound with same placement to elicit the target sound desired.

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Screening Outcome	Approximate Phonemic Production Zone Elicitation Techniques	
	Technique	Example
#1 All the sibilant sounds are misarticulated: /ʃ/, /ʒ/, /ʒ/, /dʒ/	1. T Final + Y Initial ⇔ CH Medial 2. S Final + Y Initial ⇔ SH Medial	<i>get you</i> ⇔ <i>getchou</i> <i>his you</i> ⇔ <i>hisyou</i>
#2 /ʃ/ and /dʒ/ are misarticulated /ʒ/ and /z/ are produced correctly	1. T Final + Y Initial ⇔ CH Medial 2. T Final + SH Initial ⇔ CH Medial 3. N Final + SH Initial ⇔ CH Medial 4. N Final + CH Initial ⇔ CH Medial 5. N + CH Final ⇔ CH Final 6. D Final + Y Initial ⇔ J Medial 7. D Final + J Initial ⇔ J Medial 8. J Final + J Initial ⇔ J Medial	<i>get you</i> ⇔ <i>getchou</i> <i>bright shell</i> ⇔ <i>brightchell</i> <i>ten ships</i> ⇔ <i>tenchips</i> <i>sug chair</i> ⇔ <i>sunchair</i> <i>in ch</i> ⇔ <i>inch</i> <i>read your</i> ⇔ <i>readfour</i> <i>plaid jacket</i> ⇔ <i>plaidjacket</i> <i>village gypoy</i> ⇔ <i>villagejpy</i>
#3 /ʃ/ and /z/ are misarticulated /ʒ/ and /dʒ/ are produced correctly	1. S Final + Y Initial ⇔ SH Medial 2. CH Final + SH Initial ⇔ SH Medial 3. SH Final + SH Initial ⇔ SH Medial	<i>his you</i> ⇔ <i>hisyou</i> <i>Each shark</i> ⇔ <i>Eachshark</i> <i>Spanish shampoo</i> ⇔ <i>Spanishampoo</i>

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Elicitation Techniques for ch & j

Ch: /t/ final + [y] initial = ch medial
Get + you = getchew

J: /d/ final + [y] initial = j medial
read + your = readgour

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Elicitation Techniques for sh & zh

- Sh Medial:**
[ch] final + [sh] initial = [sh] medial
each + shark = **eachshark**
- Zh:** After you have established correct productions of [sh] demonstrate the voicing differences.

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Voiced vs. Voiceless Cognates

Voiceless	Voiced
/ʃ/ - shoe	/ʒ/ - measure
/tʃ/ - chose	/dʒ/ - job


←cognates→

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Samples of visual and auditory cues

- Finger up to mouth and say "shh" the baby is sleeping
- Big Ch



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Case Study: Sharon

- Sharon Miller is five year-old kindergartner at Carrillo Elementary School.
- SLP determines she misproduces [sh], [ch], [j] and [zh]

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Student Name: Sharon Miller
Screening Date: 2-13-04 Date of Birth: 8-20-04
Examiner: C. Ristuccia

The Entire World of SH & CH™ Screening Form

1. Initial /ch/	cherry, chair, chop	2. Medial /ch/	teacher, pleasure, kitchen	3. Final /ch/	branch, beach, watch
4. Initial /dʒ/	jump, jam, jet	5. Medial /dʒ/	magic, vegetable, midday	6. Final /dʒ/	orange, edge, bridge
7. Initial /ʃ/	chop, ship, shop	8. Medial /ʃ/	tease, course, kitchen	9. Final /ʃ/	fish, beach, wish
10. Medial /ʒ/	measure, Aida, education	11. Final /ʒ/	garage, bridge, collage	12. Initial /ʃ/	circle, meal, map
13. Medial /ʃ/	tease, course, kitchen	14. Final /ʃ/	fish, beach, wish	15. Initial /ʒ/	measure, Aida, education
16. Medial /ʒ/	measure, Aida, education	17. Final /ʒ/	garage, bridge, collage	18. Initial /h/	uphill, wheel, walk
19. Initial /j/	jam, jet, juice				

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Case Study: Sharon

- Sharon's Therapy Strategy:
Determine Stimulability
 - Test stimulability for [ch] by combining /t/ + /j/ as in "bet you" or "get you."
 - Test stimulability for [sh] by combining /s/ + /j/ as in "kiss you" or "place you."
- Sharon shows stimulability for [sh] because "kiss you" elicits [sh]

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S Final + Y Initial

Elicitation Phrases to Produce SH Medial

Name: _____ Date: _____

Directions: Use this exercise if neither sh or ch are producible. Say each phrase slowly. Elongate the final s for the transition to the y. Mark the speech/homework block as appropriate for correct pronunciation.

	Speech	Homework
1). Kiss you.	_____	_____
2). Miss you.	_____	_____
3). Bless you.	_____	_____
4). Unless you.	_____	_____
5). Address you.	_____	_____
6). Place you.	_____	_____
7). Face you.	_____	_____
8). Embrace you.	_____	_____
9). Replace you.	_____	_____
10). Advance you.	_____	_____
11). Romance you.	_____	_____
12). Dismiss you.	_____	_____

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SH Medial Sentences

Name: _____ Date: _____


Directions: Say each sentence slowly. Cycle through each set, changing the ending for a different sh target word. Mark the speech/homework block as appropriate for correct pronunciation.

Michelle went... Speech _____ Homework _____



on vacation to the ocean to the cashier

Keisha washed the ... Speech _____ Homework _____

mushroom flashlight lotion off

Alicia likes the... Speech _____ Homework _____

washing machine Martian marshmallow

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SH Final + SH Initial

Sentence Pairs

Name: _____ Date: _____

Directions: Say each sentence slowly. Cycle through each sentence pair. Elongate the sh final into the initial sh in the "A" sentence. Emphasize the sh initial in isolation for the "B" sentence.

Use ability to produce **[sh] medial** to create **[sh] final** and **[sh] initial**

	Speech	Homework
1A). We use Spanish sh ampoo.	_____	_____
1B). Sh ampoo that is Spanish works the best.	_____	_____
2A). Sh push sh ella in the wagon.	_____	_____
2B). sh ella needs a sh push in her wagon.	_____	_____
3A). We found a starfish sh ell.	_____	_____
3B). We found the sh ell from the starfish.	_____	_____
4A). Bill put on a sh irt.	_____	_____
4B). The sh irt that Bill is wearing is clean and sh irt.	_____	_____
5A). The sh brush sh op is where we buy the horse supplies.	_____	_____
5B). That sh op is where we bought the red sh irt.	_____	_____
6A). We like to sh polish sh oes.	_____	_____
6B). The shoes needed brown sh polish.	_____	_____

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Case Study: Sharon

- After working on [sh] medial address [sh] initial and final positions.
- Remediate [ch] using [sh].
Use [t] + [sh] initial or [n] + [sh] initial combinations.

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T Final + SH Initial

Elicitation Phrases to Produce CH Medial

Name: _____ Date: _____

Directions: Use this exercise to obtain production of ch medial. Say each phrase slowly; then repeat and speed up production. Mark the speech/homework block as appropriate for correct pronunciation.

	Speech	Homework
1). Bright sh ell.	_____	_____
2). Night sh ade.	_____	_____
3). Cut sh ort hair.	_____	_____
4). Nut sh ell.	_____	_____
5). Bent sh ovel.	_____	_____
6). Coat sh op.	_____	_____
7). Night sh adow.	_____	_____
8). Eat sh rimp.	_____	_____
9). Boat sh ow.	_____	_____
10). Meet sh awn.	_____	_____
11). Mint sh ampoo.	_____	_____
12). Eat sh ortcake.	_____	_____

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Case Study: Sharon Goals

- IEP Goal:
Sharon will produce [sh] and [j] with 80% at the sentence level for 5 consecutive times accuracy as measured by SLP tally.
- Working File Goal:
Sharon will produce [sh] medial at 80% accuracy at the sentence level for 5 consecutive times. The next target will be [sh] initial and then [sh] final. [j] will be treated with voicing techniques after successful production of [sh].


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Always review mastered sounds

- Check for stabilization and generalization
- Beginning of each therapy session
- Use previously mastered sounds to help teach new sounds
- Use well produced sounds to increase self-awareness of correct productions


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Reasons for Lack of Progress

- Wrong Target. If student is not making progress in the first two sessions, try another target.
- Not completing homework
- Unable to move past mastered targets due to misunderstanding


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Ways to Measure Progress

- Briefly review previously mastered targets to check for retention.
- Use Daily Data Collection or Daily Tally Sheets to measure progress day to day.
- Re-administer screening.

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EW Sh & Ch Strategy

Similar to Strategy for S & Z

1. Evaluation – Use Screening Kits
2. Interpret the Evaluation results
3. Begin Remediation – using intervention targets
4. Use auditory, tactile and visual cues.


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EW Sh & Ch Strategy

5. Work on each word position (initial, medial, final). Don't be concerned with order.
6. Follow remediation hierarchy (isolation to conversational speech).
7. Practice conversational speech.
8. Review and reinforcement.

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Summary

Use the elicitation techniques to facilitate proper production of target sounds.

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