MOTO-KINESTHETIC TECHNIQUES:

- Edna Young in the late 1930s developed the moto-kinesthetic method. These methods involve the clinician using her/his hands on the client's lips, jaw or face to direct movement necessary for each speech sound. This manipulation provides information to the client related to the place at which movement beings, amount of tension or pressure needed, overall shape and direction of movement and timing. Use tactile and kinesthetic senses to help client feel the way sound is produced (Secord, Boyce, Donohue, Fox, & Shine, 2007).

- Using gloves, place the mouth in the same position as for /tʃ/; place thumb and forefinger on corners of client's upper lip pressing against the upper jaw; thumb and forefinger of other hand placed under lower lip; lips help open but teeth are closed; firmly make the upper lips protrude slightly and quickly bring lower jaw down with other hand while removing hand touching upper lip; place client's hand on throat as a reminder for voicing.

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TEACHING THE /dʒ/ SOUND

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PLACE: PALATAL-ALVEOLAR
VOICE: VOICED
MANNER: AFFRICATE

CONTEXTS:
INITIAL: JUICE
MEDIAL: PROJECT
FINAL: HUGE

SHAPING TECHNIQUES:

- Shape from /d/ + /ʒ/ to /dʒ/.
- Shape from /ð, z, ʒ/ by prolonging /ð/ and retracting tongue to /z/ then to /ʒ/; when /ʒ/ sound produced, hold sound , inhale more air and say /ʤ/.
- Shape from /ʒ/ to /ʤ/ by prolonging /ʒ/ and interrupting its flow by elevating tongue to /d/ and then returning to /ʒ/.
- Shape from /i/ to /ʤ/ by closing teeth and prolonging /i/ then raise tongue up for /d/ and explode air.

METAPHORS

- Motor boat sound.
- Sneezing sound.
- Noisy fat pushed air.
- Noisy brother of /ʧ/.

KEY ENVRIONMENTS:

- Use context of final /d/ words and initial /ʤ/ words because /d/ is a voiced alveolar sound that facilitates productions of /dʒ/ (e.g., bedjuice, redjoker).
- Use context of final /n/ words and initial /ʤ/ words because /n/ is a voiced alveolar sound that facilitates production of /dʒ/ (ninejokers).
- Use context of final /ʧ/ words and initial /ʤ/ words (latchjuice).
- Teach / ʤ/ prior to teaching/ʧ/ since voiced obstruents imply voiceless obstruents.

PHONETIC PLACEMENT TECHNIQUES:

- Tip and blade of tongue raised to contact post-alveolar ridge with sides of tongue coming in contact with upper molars, which causes complete stopping of airstream; midline of tongue is suddenly lowered to form a broad shallow constriction and the voiced intra-oral breath pressure is released and directed through the point of constriction.
- Using a piece of string, paper, or feather, illustrate the plosive release of /dʒ/ on the client's hand.
- Instruct client to touch "bump" located behind upper central incisors; pucker lips as tongue tip is lowered and voiced air forced out of mouth.
- Provide visual cues (Lindamood, mouth shape + orthographic representation + clip art photo train).