

# 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).
- With gloves, place the thumb and forefinger under the jaw near the throat and apply upward and downward pressure, leading to the lifting and releasing of the back of the tongue

# REFERENCES

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- Lindamood, P. & Lindamood, P. (1998). *The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech: The LiPS Program.* (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.
- Secord, W., Boyce, S., Donohue, J., Fox, R., & Shine, R. (2007). *Eliciting sounds.* (2nd ed.) Florence, KY: Thomson Delmar Learning.
- Taps, J. (2008). *Response to Intervention (RTI): Single Sound Articulation Errors.* Presentation at Fort Hays State University, Hays, KS.



# TEACHING THE /k/ SOUND

## PREPARED BY:

NANCY JERNBERG      MEGAN GASPER  
MARCIA BANNISTER      AMY WESSEL  
JULIE KAISER      TARA STRONG  
PEGGY FISHER      CHARLA SEYMORE  
TARA LINENBERGER      JANET SCHMIDT  
MARIA STAPLES

**PLACE:** VELAR  
**VOICE:** VOICELESS  
**MANNER:** STOP

**CONTEXTS**  
**INITIAL:** KEY  
**MEDIAL:** BLANKET  
**FINAL:** BOOK

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## SHAPING TECHNIQUES:

- Shape from /g/ to /k/, ask the client to whisper (turn voice off) the /g/ sound to produce the /k/ sound.
- Shape from /i/ to /k/ by sustaining /i/, then raise the back of the tongue to touch the top of the mouth to block air stream, then release quickly.
- Shape /ŋ/ to /k/, lightly explode air in the quiet production of /ŋ/.

## METAPHORS

- Car crash sound
- Quiet tongue scraper
- Quiet brother of /g/

## KEY ENVIRONMENTS:

- Teaching /k/ in combination with the back vowels is advantageous because the place of articulation is posterior.
- Ask the child to produce a word with /ŋ/ in the final position of a word and then produce a word with the /k/ sound in the initial position of the word such as “ping car” = “pink car”
- Teach /k/ in final position, since stops in final position imply stops in initial position.

## PHONETIC PLACEMENT TECHNIQUES:

- Dorsum of tongue raised to contact soft palate, second molars, and posterior gum ridge to form a seal, which blocks the air stream; back of tongue suddenly pulled away from velum to release unvoiced intra-oral breath pressure.
- Demonstrate the plosive release of /k/ on the back side of the hand or hold a feather or lightweight paper in front of your mouth.
- Because this is not a visible sound, the use of illustrations of tongue placement is helpful. To emphasize the velar placement, have the client cough or gargle.
- Use a tongue depressor to guide the tongue in a backward movement.