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, the thumb and forefinger used to move client's lower lip upward until it contacts upper teeth; blow voiced air through constriction.

REFERENCES

Bauman-Waengler, J. (2008). *Articulatory and phonological impairments: A clinical focus.* (3rd ed.) Needham Heights, MA: Allyn & Bacon.

Lindamood, P. & Lindamood, P. (1998). The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech: The LiPS Program. (3rd 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.

SD USD FORT HAYS STATE UNIVERSITY

TEACHING THE /v/ SOUND

PREPARED BY:
KARA MCATEE-NEWELL, KASSY KLEYMANN, JANICE BUNKER, JADA SHARP, SUSAN URBAN, JENNY DILLER, JESSE GUAJARDO, PATRICIA D'ADIAMO, JENNIFER SULLIVAN, ANGELA BAGGS, SARAH IRWIN, KYLE ASHTON, SAM JACKSON, AMANDA BAILEY

PLACE: LABIODENTAL
VOICE: VOICED
MANNER: FRICATIVE

CONTEXTS:
INITIAL: VOTE
MEDIAL: BEAVER
FINAL: GLOVE

SHAPING TECHNIQUES:

- Shape from /f/ to /v/ Tell the client to put one hand on his throat, prolong /f/, and turn the vocal folds on while saying /f/.
- Ask client to pucker and blow air while he slowly changes the shape of the lips into a smile.

METAPHORS

- Motor boat sound.
- Noisy lip cooler.
- Noisy brother of /f/.

KEY ENVIRONMENTS

- Avoid words that require lip rounding.
- Teach words beginning in /v/ because initial fricatives imply fricatives in final position.
- Teach voiced obstruents prior to teaching voiceless obstruents because voice obstruents imply voiceless obstruents.

PHONETIC PLACEMENT TECHNIQUES:

- Smile slightly and lightly bite down on lower lip with upper teeth, then blow air with the voice on.
- Use feather or small piece of paper in front of mouth to show air movement.
- Use mirror to monitor placement of articulators.
- As a touch cue, place the client's finger below his bottom lip. Use two fingers to indicate voiced sound production.