

Get that “sh” just right! by

Heard
In Speech

Shape up that “sh”!

Techniques for a just right “Sh”!

1. **Curl that tongue!** Use a lollipop to help shape up that “sh!” Place the lollipop on the child’s tongue and ask the child to shape their tongue around the lollipop. Instruct the child that when we make our “sh,” our tongue curls like it does when we eat our lollipop. This is a delicious way to get that luscious “sh!”

2. **Shape the “sh” from “s”** Sometimes when kids are starting to get the “sh” concept (long sound, etc.), they will produce “s” for “sh.” Use that “s” to help them to continue shaping a “sh” by having the child produce their “s” and ask them to move their tongue back through the center of their mouth as they make their long sound!

3. **Pucker up!** Sometimes shaking up our other speech makers helps us get our speech in shape. Ask the child to make an “e” sound while puckering up for a noisier long sound!

4. **Self-monitoring** is an important step for speech practice. Record audio/video of the child for him or her to watch or listen to and decide whether their production was good or needed some work. See if the child can figure out what he or she could have done better. Take data with the child (+ for a great production or - if the sound needs more work!) and calculate percentages. 80-100% accuracy consistently is ideal before the child moves to the next step, (i.e., isolated sounds ->syllables or words->phrases).

Source/Inspiration

Secord, W.A. et al. (2007). Eliciting Sounds: Techniques and Strategies for Clinicians, 2nd Edition. Clifton Park, NY : Delmar, Cengage Learning.

F.A.Q.

So we learned how to make a “sh”

... Now what?

One of our first goals is to just make the sound all by itself, but our work does not stop there. We must be able to carryover that success into syllables, simple words, more complex words, phrases, sentences, readings, and conversation. Our techniques that we have learned now become cues that we can refer back to as we continue speech!

How do we teach the “sh” sound?!

Speech-language pathologists (SLPs) use a variety of techniques to teach a good “sh.” One way an SLP may teach a sound is by simply discussing where the articulators (the lips, tongue, teeth, etc.) are when the sound is made.

SLPs may also get in the mouth, literally (and with gloves), to help the student feel and place the articulators where they need to be. Another method of instruction is where we manipulate another sound.

When do we graduate?

That is not an exact answer. The ultimate goal is for sounds to be produced appropriately in unstructured conversation (like talking with friends or in class) 80% of the time before dismissal.

SH WORD LISTS

Initial /sh/ words

shoe ship shape
share shy shin

Medial /sh/ words

washer masher cashier
dasher pusher cushion

Final /sh/ words

dash sash bash
flesh cash push

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