

Get that /k/ just right! by

Heard
In Speech

F.A.Q.

How do we teach the “k” sound?!

Speech-language pathologists (SLPs) use a variety of techniques to teach a good “k.” 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 to make our target sound. Some tips are on the right hand side of this handout!

So we learned how to make an “k”

... 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!

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.

For other hand outs and materials like these, check out “Heard In Speech.” For educational use only.

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K.O. that /k/!

Techniques for a just right “k”!

1. **Simon Says** cough or swallow while you try to say /k/. /k/ is the sound explosion produced when the back of your tongue meets the back of the soft palate and blocks the air. When we cough or swallow, we are approximately producing that movement.
2. **Touch cues** may be helpful to demonstrate the sudden explosion of air (i.e., clapping) when you make the /k/.
3. **Shape your “-ing”** into a /k/ by holding the “-ing” sound and then making it explode!
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).

Chances are.../g/ also needs work!

Since /k/ and /g/ are made in the same place, these techniques will also work with /g/. Just remember, when making /g/, turn your voice on!