

**[f] and [v]**

**DESCRIPTION:** Draw attention to the lower lip touching the upper teeth and the outward flowing of air from the mouth. For [v], also draw attention to the motor being on.

**METAPHORS:** [f] is the angry cat sound (“ffff”) and the sound beginning “feet,” “fun,” or “fish.” [v] is the jet sound, the sound beginning “very,” “volcano,” and “vanilla.” [f] and [v] are also long sounds (fricatives) and tooth sounds (labiodental). [v] is made with the motor on (voiced).

**TOUCH CUE:** Lay the client’s finger below his or her bottom lip.

**DEMONSTRATIONS:****Place (Labiodental)**

*First Method:* Lightly touch the client’s lower lip and the bottom of the upper front teeth with a tongue depressor, then ask the client to bring the upper teeth and lower lip together to touch where you touched.

*Second Method:* Ask the client to bite his or her lower lip gently with his upper teeth.

**Manner (Fricative)**

*First Method:* Use a strip of paper, a feather, or the hand held in front of the client’s mouth while you produce several long voiceless fricatives to draw attention to the “hissing” quality and continuous nature of the sounds. An alternate method is to tape a small paper flower on the end of a pencil and encourage the client to move the flower in the wind.

*Second Method:* Run your or the client’s finger down the client’s arm while making several long voiceless fricatives to demonstrate the “hissing” quality and length of fricatives.

## [f] and [v]

The following techniques facilitate [f]. To facilitate [v], follow the same steps, but also instruct the client to turn on the voice box.

### PHONETIC PLACEMENT

*Method:* Instruct the client to touch his or her lower lip with the bottom of the upper front teeth and then to blow, which often results in [f]. In more severe cases, move the client's lip to the correct position using a finger or a tongue depressor. Alternately, instruct the client to "bite" the lower lip with the upper teeth and then to blow.

### SHAPING

#### [f] from [v] (\*\*Final Consonant Devoicing)

*Method:* Instruct the client to say [v] and then turn off the voice box. This often is sufficient to result in [f]. (*Note:* To facilitate [v], shape from [f] and instruct the client to turn on the voice box.)

#### [f] from [p] (\*\*Stopping)

*Method:*

1. Say [f] and [p] to demonstrate the difference between bilabial and labiodental places of production.
2. Instruct the client to say [p] and then instruct him or her to retract the lower lip until the upper teeth are in contact with the lower lip.
3. Instruct the client to separate his or her teeth and lips slightly, resulting in [f]. (*Note:* To facilitate [v], develop from [b].)

#### [f] from [a]

*Method:*

1. Instruct the client to say [a].
  2. Place the client's lower lip under the edge of his or her upper front teeth.
  3. Next, instruct the client to blow air out between his or her lips and teeth so that friction is audible. (In more severe cases, move the client's lips to the correct position and instruct the client to blow out.)
  4. Instruct the client to turn off the voice box, resulting in [f]. (*Note:* To facilitate [v], do not instruct the client to turn off the voice, since [a] and [v] are both voiced sounds.)
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**[θ] and [ð]**

**DESCRIPTION:** Draw attention to the tongue tip between the upper and lower front teeth. For [ð], also draw attention to the buzzing voice box.

**METAPHORS:** [θ] is the leaking tire sound. [ð] is the motor-on sound. [θ] and [ð] are also long sounds (fricative) and tongue-teeth sounds (interdental). [ð] is also made with the voice on (voiced).

**TOUCH CUE:** Place the client's finger in front of his or her lips and remind the client to extrude his or her tongue.

**DEMONSTRATIONS:****Place (Interdental)**

*First Method:* Ask the client to stick the tongue out and then gently close his or her mouth (if the tongue is sticking out too far, push it back with a tongue depressor).

*Second Method:* Place a tongue depressor or piece of food in front of the client's mouth, ask the client to touch it with the tongue, and then to close the mouth gently.

**Manner (Fricative)**

*First Method:* Use a strip of paper, a feather, or the hand held in front of the mouth while you produce several long voiceless fricatives to draw attention to the "hissing" quality and continuous nature of the sounds. An alternate method is to tape a small paper flower on the end of a pencil and encourage the client to move the flower in the wind.

*Second Method:* Run your or the client's finger down the client's arm while making several long voiceless fricatives to demonstrate the "hissing" quality and length of fricatives.

## [θ] and [ð]

The following techniques facilitate [θ]. To facilitate [ð], follow the same steps but also instruct the client to turn on the voice box.

### PHONETIC PLACEMENT

#### *First Method:*

1. Demonstrate placing the tongue between the upper and lower front teeth.
2. Place a feather or small piece of paper in front of the client's mouth, and instruct the client to blow through the teeth to make the object move, resulting in [θ].

#### *Second Method:*

1. Place a tongue depressor in front of the client's mouth, instructing the client to touch the depressor with his or her tongue tip.
2. When the client's tongue is out, gently push up the client's lower jaw so that his or her teeth and tongue come into contact.
3. Instruct the client to blow over the tongue. If the client is only able to produce an interdental [t], gently insert a Q-tip between the client's tongue tip and upper teeth to create a sufficiently broad opening to allow continuous airflow. This often results in [θ].

### SHAPING

#### [θ] from [ð] (\*\*Final Consonant Devoicing)

*Method:* Instruct the client to say [ð] and then ask him or her to turn off the voice box, resulting in [θ]. (*Note:* To facilitate [ð], instruct the client to turn on the voice while saying [θ].)

#### [θ] from [ʃ]

##### *Method:*

1. Demonstrate the difference between the place of production for [ʃ] and the place of production for [θ].
2. Next, instruct the client to say [ʃ] while moving his or her tongue to lie between the upper and lower front teeth, resulting in [θ]. (*Note:* To facilitate [ð], develop from [v].)

**[θ] from [s]**

*Method:*

1. Demonstrate the difference between the place of production for [s] and the place of production for [θ].
2. Next, instruct the client to say [s] while moving his or her tongue to lie between the upper and lower front teeth, resulting in [θ]. (*Note:* To facilitate [θ], develop from [z].)