



Training Speech Sound Production

There may be occasions, when attempting to train auditory processing skills, that a person may have difficulty correctly producing certain sounds. There may be other occasions in which the person may have a more significant speech disorder. The auditory processing skills modules can be very helpful in treating speech disorders, while at the same time training auditory processing skills. If the person being trained has a more involved speech disorder, they should be seen by a speech and language pathologist. The auditory processing modules are not meant to replace a more comprehensive speech therapy program. However, if the problems are minor and limited to a few specific speech sounds, the auditory processing modules may prove helpful.

The following suggestions are provided for training some of the most common sounds that are needed for the auditory processing modules. You should explain to the trainee that you want them to pay attention to how the sounds of certain letters feel on their mouth, lips, teeth, tongue and throat. Helping the trainee to focus on the sensations will assist them in learning how to produce the sounds.

Vowel Sounds

For the following vowel sounds, have the person pay attention to the fact that their mouth and face make slight changes in position to create a new vowel sound.

/o/

Demonstrate the */o/* sound. Have the trainee attempt to say the */o/* sound as in “on” and “Bob”. Have the trainee notice their mouth is wide open in the form of a circle in order to produce the sound.

/a/

Demonstrate the */a/* sound. Have the trainee attempt to say the */a/* sound as in “cat” and “bat”. Have the trainee notice that, in comparison to producing the */o/* sound, their mouth is a little less open and spreading wider to the side, as if moving towards a smile.

/e/

Demonstrate the */e/* sound. Have the trainee attempt to say the */e/* sound as in “bed” and “net”. Have the trainee notice that their mouth is not open quite as much as when they say the */a/* sound, and their mouth is continuing to move further towards a smile.

/i/

Demonstrate the /i/ sound. Have the trainee attempt to say the /i/ sound as in “it” and “hit”. Have the trainee notice that their mouth is closing even further compared to the /e/ sound and their lips are coming closer together, as if moving further towards a smile.

/u/

Demonstrate the /u/ sound. Have the trainee attempt to say the /u/ sound as in “cup” and “hut”. Have the trainee notice that their mouth is open about the same as when making the /i/ sound, but now their face is totally relaxed.

Consonant Sounds

The following are examples of making some of the consonant sounds that require different movements of the tongue and mouth so that the trainee can learn to pay attention to the different sensations that the letters produce. For the following consonant sounds, have the person pay attention to the position of their tongue, teeth and throat to create a new consonant sound.

/p/

Demonstrate the /p/ sound. Have the trainee attempt to say the /p/ sound as in “pop” and “pot”. Have them make the /p/ sound several times. Ask them if they can feel their lips popping out air. Have them notice that this is a quiet sound by feeling their throat as they make the sound.

/b/

Demonstrate the /b/ sound. Have the trainee attempt to say the /b/ sound as in “Bob” and “Bill”. Have them make the /b/ sound several times. Have them notice that their lips are popping out air much like the /p/ sound, but the sound is noisy. Have them notice that this is a noisy sound by feeling their throat as they make the sound.

/t/

Demonstrate the /t/ sound. Have the trainee attempt to say the /t/ sound as in “toy” and “Tom”. Have them make the /t/ sound several times. Have them notice that their tongue taps the roof of their mouth right behind their teeth. Have them notice that this is a quiet sound by feeling their throat as they make the sound.

/d/

Demonstrate the /d/ sound. Have the trainee attempt to say the /d/ sound as in “dog” and “dot”. Have them make the /d/ sound several times. Have them notice that their tongue

also taps the roof of their mouth right behind their teeth for this sound. However, have them notice that this is a noisy sound by feeling their throat as they make the sound.

/m/

Demonstrate the */m/* sound. Have them say “mmmmm” as if something tastes really good. Have the trainee attempt to say the */m/* sound as in “mouse” and “mud”. Have them make the */m/* sound several times. Have them notice that their mouth is completely closed. Have them notice that the sound comes out of their nose by having them attempt to make the sound while pinching their nose.

/n/

Demonstrate the */n/* sound. Have the trainee attempt to say the */m/* sound as in “nose” and “nut”. Have them make the */n/* sound several times. Have them notice that their mouth is slightly open and the tip of their tongue is pushed up right behind their teeth. Have them notice that the sound also comes out of their nose by having them attempt to make the sound while pinching their nose.

/s/

Demonstrate the */s/* sound. Have them make the */s/* sound several times. Point out that the sound is made by squeezing air through their teeth and that it sounds like a snake or air leaking out of a balloon.