

Introduction:

Some children replace long sounds (fricatives), like “s” and “f” with shorter sounds (stops) like “t” and “p”. This makes their speech very difficult to understand. We call this stopping of fricatives because the child is replacing all fricative sounds with stop-plosive sounds. We expect children to stop using this process by the time they turn four years old. It is very normal for children to do this before they turn four but after their fourth birthday, if they continue to do it, we consider the child to have a phonological disorder.

We can help children correct this by helping them first to hear the difference between fricatives and stop-plosives (longer and shorter sounds) and then to speak the words correctly with the correct sounds.

Instructions:

The following worksheets include “minimal pairs” of words that sound exactly the same except that one has a fricative and the other has a stop-plosive. Start with the level one instructions and only move up to the next level when the child can consistently complete the previous level’s activity with 80% accuracy.

Level One: Listening

Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures (‘point to beak’). If he gets it wrong, exaggerate the fricative or the stop-plosive sound when you say the pair again and help him point to the correct one.

Level Two: Single Words

Have the child speak each word in the pair. Make sure he says them differently by saying the correct sounds.

Level Three: Sentences

Have the child use both words in a sentence, like “I see the fin and I see the pin” or “I have a pin with a fin”. Start with shorter sentences and work your way up to longer ones. You can tell the child sentences to use at first and then as he gets better, ask him to make up his own sentences.

More Information:

For more information on treating phonological disorders, click the link below:

<https://www.speechandlanguagekids.com/phonological-processes/>

Stopping of Fricatives Worksheet 1

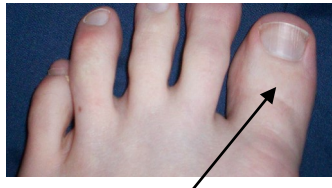

Instructions:

Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening	Level Two: Single Words	Level Three: Sentences
Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the first sound in the words below.	Have the child speak each word in the pair. Make sure he says them differently by saying the first sound of each word differently.	Have the child use both words in a sentence, like "I see the tent and I see the sent" or "I sent the tent to my mom". Start with shorter sentences and work your way up to longer ones.





tent sent




sew toe



sock talk



fan pan



4

pour four




foot put

Stopping of Fricatives Worksheet 2

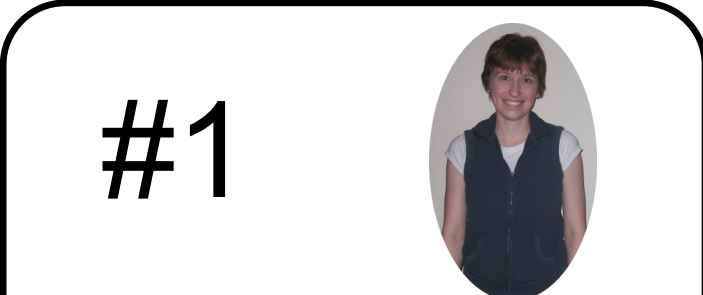
Instructions:

Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening	Level Two: Single Words	Level Three: Sentences
Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the sound in red in the words below.	Have the child speak each word in the pair. Make sure he says them differently by saying the sounds in red correctly	Have the child use both words in a sentence, like "I see the tent and I see the sent" or "I sent the tent to my mom". Start with shorter sentences and work your way up to longer ones.



vase base



#1 vest


best




bee "v"



shoe two



tape shape



day "j"