

Articulation Practice: Home Program

The /f/ Sound



This program was designed as a start-to-finish home program for parents to help teach their child a new sound at home. This program is intended to be given to a family by a licensed speech-language pathologist (SLP) who has seen the child and has recommended that the child work on this specific sound with this specific approach (articulation as opposed to phonological approach). This program will help those families teach their child a sound when regular speech therapy sessions with an SLP are not available (for example, if the child does not qualify through the public schools or insurance will not cover services). This program could also be used in conjunction with regular speech therapy sessions to improve understanding and carry-over. If you are a parent of a child with a speech delay and you have not yet spoken with a speech-language pathologist about your child's speech sounds, it is recommended that you do so before beginning a home program such as this. However, this should give you enough information to work on a difficult sound with your child without the guidance of an SLP if you do not have access to one right away (for example, if you want to try some strategies before going to see one). If you were given this program by an SLP, then please proceed through the packet from beginning to end and contact your SLP if you have any questions!

Program Overview:

This program is broken down into seven steps. Each step has an instructions sheet for you along with worksheets and visuals. The "lower level" worksheets are designed for younger children and the "higher level" ones are designed for older children who can read. Choose which worksheets interest your child the most. You don't have to use these worksheets but they are there in case you want them. Keep in mind that the "blends" pages are optional and can be skipped at first if they are too difficult for your child. You can always come back to those once your child is doing better with the target sound.

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/f/ Home Program

Step One: Sound in Isolation

What to Do:

The first thing you need to do to help your child learn this sound is to help him say it in isolation. That means saying the sound all by itself, instead of in a word or sentence. Tell your child, “say this”, then make the sound. See if your child can make the sound back to you. If your child can already say the sound in isolation and does so consistently over the next few times you try this, you can move on to the next step. If not, stay on this step until your child has mastered it.

How to Help Your Child Say the Sound:

If your child is struggling to say this sound in isolation, try some of these tricks:

- Practice in front of a mirror so your child can see your face and his own. Draw his attention to your mouth. Talk about how he needs to bite his bottom lip and blow. Practice just biting the bottom lip first and then blow while he’s holding that position.
- Have your child physically push his bottom lip up under his top teeth. While holding it there, have him blow air through. You can use your finger to try to push his lip up as well but let go if he resists. You don’t want to hurt him!
- If your child produces a /v/ instead, try to help him whisper the sound.

How to Make It Fun:

Ok, so this isn’t the most exciting thing your child will do all day, but it’s important for you to get your child excited about doing this so he’ll want to keep practicing. Here are some tips to help:

- Complete one or both of the worksheets on the following pages.
- Keep practice sessions short. More frequent, shorter sessions are more effective.
- Work on the sound while doing something your child enjoys, like riding in the car or during bath time.
- Play a game while you work and have your child say the sound before each turn.
- Get excited for your child and celebrate when he gets one right or does better than the last time.
- Reward your child with a favorite toy, sticker, or healthy food after he completes his practice.

When to Move On:

Collect data in the boxes below each time you have your child say the sound. If your child says it correctly, mark a “+”. If he says it incorrectly, mark a “o”. After each practice session, tally up the “+” marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time for a few sessions in a row, you’re ready to move on to the next step.

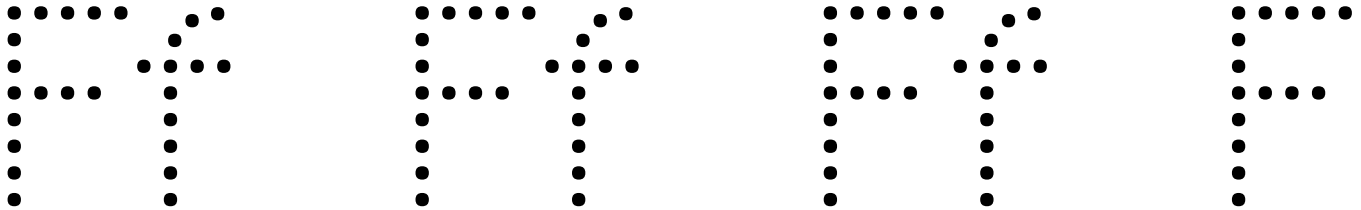
Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step One: Sound in Isolation (Practice Sheet: Lower Level)

To get more practice out of this worksheet, place it in a plastic page protector and complete each activity with a dry erase marker. Then, you can erase and re-use when you're done.

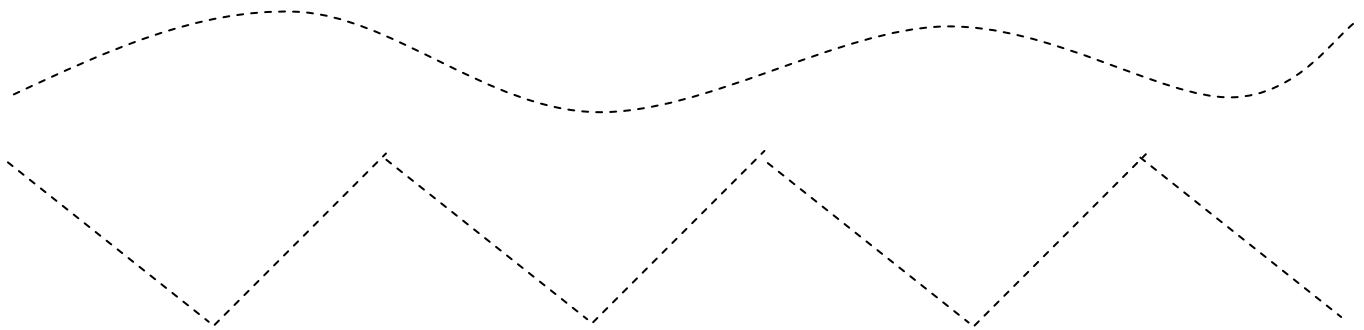
Activity One: Trace the letters while you practice saying the /f/ sound in isolation.



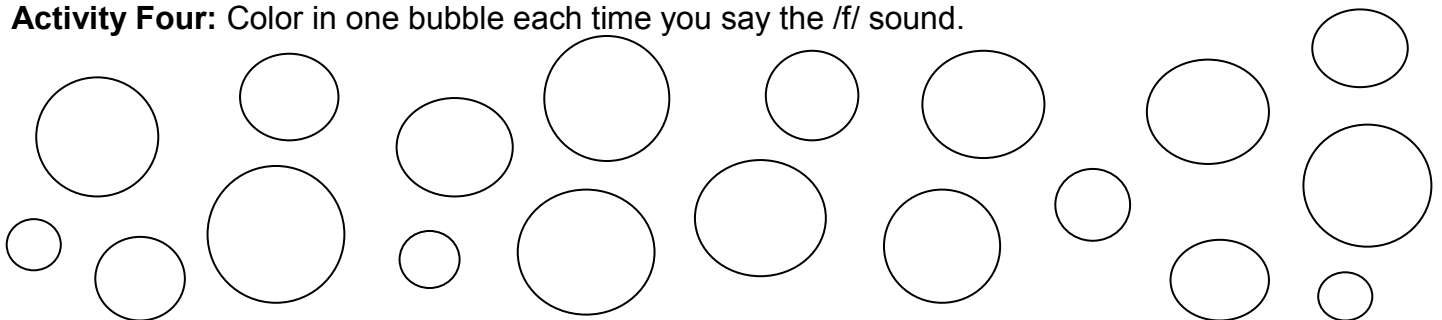
Activity Two: Cross out one picture each time you say the /f/ sound in isolation.



Activity Three: Trace the lines as you say the /f/ sound over and over again.



Activity Four: Color in one bubble each time you say the /f/ sound.



/f/ Home Program

Step One: Sound in Isolation (Practice Sheet: Higher Level)

Have your child practice saying the /f/ sound over and over again. Use this table to help you keep track of each session. Each time you practice, write the date at the top of the next column. Practice saying the sound 15 times. For each attempt, have your child mark if he said the sound correctly (by making a plus sign) or incorrectly (by making a circle). When your child has at least 12 plus signs for 3 days in a row, you can move on to the next step. Help your child figure out if it was a correct production or incorrect.

Date:	Example								
1	+								
2	○								
3	+								
4	+								
5	○								
6	○								
7	○								
8	+								
9	+								
10	○								
11	+								
12	○								
13	+								
14	+								
15	+								
Total Correct	9								

/f/ Home Program

Step Two: Sound in Nonsense Syllables

What to Do:

Now that your child can say the sound in isolation, it's time to practice the sound in some nonsense syllables. Use the worksheets on the following pages to see if your child can imitate you saying the nonsense syllables with the correct /f/ sound. If your child can already say the sound in these syllables and does so consistently over the next few times you try this, you can move on to the next step. If not, stay on this step until your child has mastered it.

How to Help Your Child Say the Sound:

If your child can say this sound in isolation but has trouble pairing it with another sound, try this:

- Start by pairing the consonant with the “uh” sound. This is usually the easiest pairing.
- Try whispering the sound pair instead of saying it out loud. Or, try whispering and holding out the “uh” sound so it sounds more like you’re just releasing some air after you say the target sound.
- If your child is able to say the sound with only one vowel at first, keep practicing that one only for a while and then slowly add in other vowels later.
- Try pairs with the target sound before the vowel as well as after the vowel. Start with whichever one is easiest for your child.

How to Make It Fun:

Try these tips to make the practice more fun:

- Complete the worksheets on the following pages as you practice.
- Keep practice sessions short. More frequent, shorter sessions are more effective.
- Work these sound pairs into a fun rhyme, like “Fee, Fi, Fo, Fum”
- Tape vowels on the wall in the bathroom and turn off the lights. Use a flashlight to find them. When you do, put your /f/ sound before or after each one.
- Write vowels on cards and pull them out of a bag. When you do, put a /f/ sound before or after each one.

When to Move On:

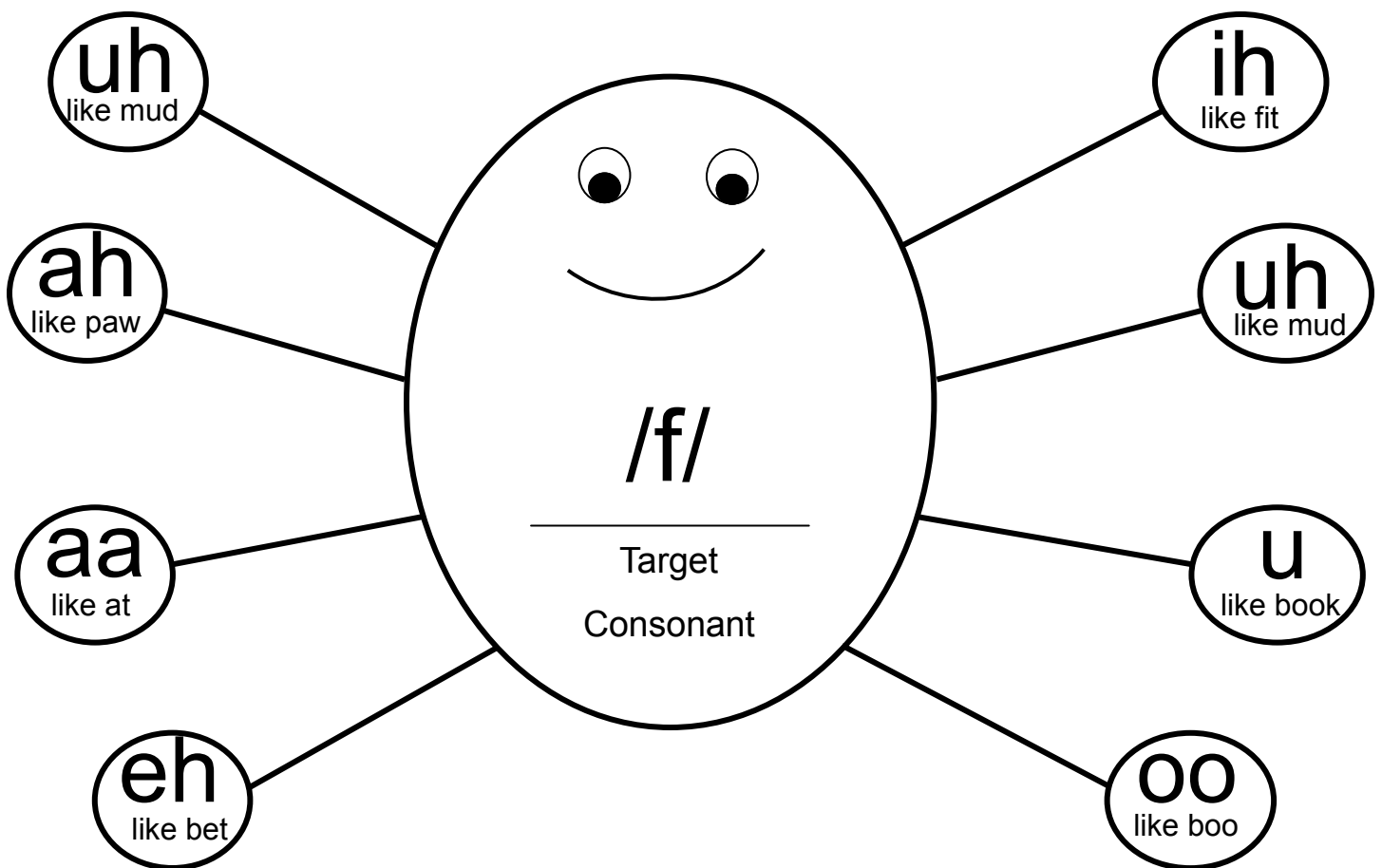
Collect data in the boxes below on each time you have your child say a sound pair. If your child says /f/ correctly in the pair, mark a “+”. If she says it incorrectly, mark an “o”. After each time you practice, tally up the “+” marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time in these pairs for a few sessions in a row, you’re ready to move on to the next step.

Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step Two: Sound in Nonsense Syllables (Practice Sheet: Lower Level #1)

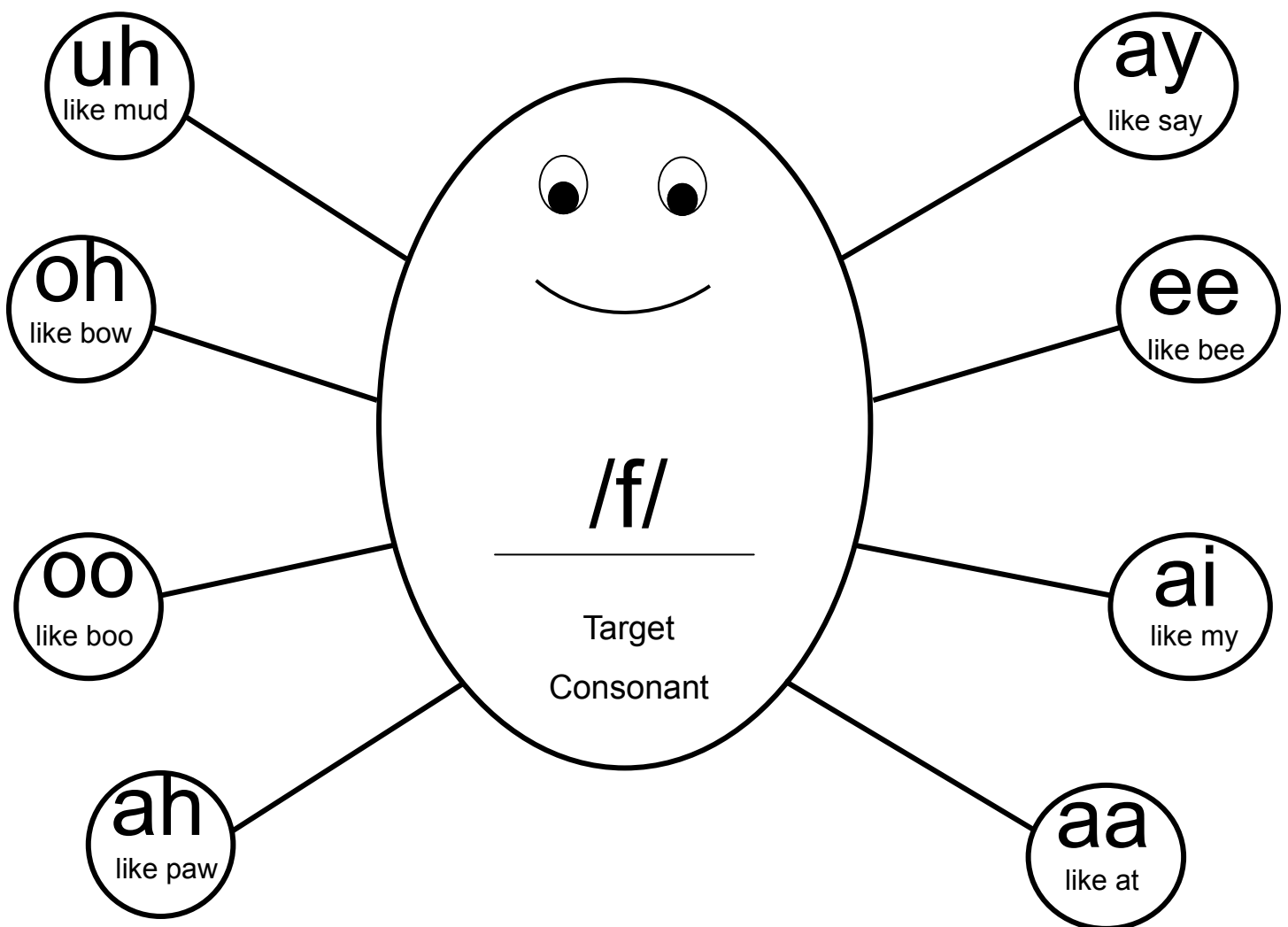
Use this spider to help your child practice the /f/ sound in nonsense syllables. Help your child say just the /f/ sound in the middle. Then, pair that sound with the vowel on each leg. Trace your finger along the line and model the correct syllable (slowly) for your child. Start at the top left and go down. Then, go down the right side. For example, if your child's target sound is "b", you will have your child imitate each of the following syllables: "buh", "bah", "baa", "beh", etc. If your child uses the wrong sound, start back over at the sound by itself and start the syllables over again with "_uh". Once your child can do all of these, try putting the vowel first and then saying the consonant, such as "uhb" and "ahb". For some children, it is easier to put the sound at the end so if your child is having trouble saying the /f/ sound first, try saying it after the vowels for a while.



/f/ Home Program

Step Two: Sound in Nonsense Syllables (Practice Sheet: Lower Level #2)

Use this spider to help your child practice the /f/ sound in nonsense syllables. Help your child say just the /f/ sound in the middle. Then, pair that sound with the vowel on each leg. Trace your finger along the line and model the correct syllable (slowly) for your child. Start at the top left and go down. Then, go down the right side. For example, if your child's target sound was "b", you would have your child imitate each of the following syllables: "buh", "bah", "baa", "beh", etc. If your child uses the wrong sound, start back over at the sound by itself and start the syllables over again with "_uh". Once your child can do all of these, try putting the vowel first and then saying the consonant, such as "uhb" and "ahb". For some children, it is easier to put the sound at the end so if your child is having trouble saying the /f/ sound first, try saying it after the vowels for a while.



/f/ Home Program

Step Two: Sound in Nonsense Syllables (Practice Sheet: Higher Level)

Have your child practice saying /f/ with these different vowels. The word in parentheses will tell you what the vowel sounds like or rhymes with. Use this table to help you keep track of your sessions. Each time you practice, write the date at the top of the next column. Say each of these sound pairs and have your child imitate it (or read it herself if she can). For each attempt, have your child mark if she said the sound pairs correctly (by making a plus sign) or incorrectly (by making a circle). When your child has at least 16 plus signs for 3 days in a row, you can move on to the next step. Help your child decide if it was correct or incorrect.

Date:	Example								
fuh (mud)	+								
fah (paw)	○								
faa (at)	+								
feh (bet)	+								
fih (it)	○								
fuu (book)	○								
foh (bow)	○								
foo (boot)	+								
fay (gate)	+								
fee (eat)	○								
uhf (mud)	+								
ahf (paw)	○								
aaf (at)	+								
ehf (bet)	+								
ihf (it)	+								
uuf (book)	○								
ohf (bow)	○								
oof (boot)	○								
ayf (gate)	○								
eef (eat)	○								
Total Correct	9								

/f/ Home Program

Step Three: Sound in Single Words

What to Do:

Now that your child can say the sound in syllables, it's time to practice the sound in some real words. Use the worksheets on the following pages and ask your child to imitate you saying the words with the correct /f/ sound. Collect data on how well your child says the /f/ sound. Once your child can imitate with about 80% accuracy, have him say the words himself by asking him "what's this" for each one.

How to Help Your Child Say the Sound:

If your child can say this sound in syllables but has trouble putting it in single words, try this:

- Have your child just say the /f/ sound and one nearby vowel from the word. For example, if the word is baseball, have your child just say "bay". Then, slowly add on the other sounds.
- Figure out which word position is easiest for your child. Is it when the /f/ sound is at the beginning, middle, or end of the word? Whichever one is easiest is the one you should start with. Once he's able to do that one consistently, you can try the other positions.
- If your child is still having trouble, go back to the nonsense syllables and add more sounds to make them nonsense words. For example, "buh" could turn into "buth". Then transition to real words.

How to Make It Fun:

Try these tips to make the practice more fun:

- Complete the worksheets on the following pages as you practice.
- Keep practice sessions short. More frequent, shorter sessions are more effective.
- Cut apart the words on the next pages and pull them out of a bag. Say each one as you pull it.
- Make two copies of each page on thick cardstock paper and cut out the cards. Then, turn them over and play memory with the cards. Or use regular paper and glue them to colored construction paper so they aren't see-through.
- While playing a game, have your child say a few words before each of his turns.

When to Move On:

Collect data in the boxes below each time you have your child say a word. If your child says /f/ correctly in the word, mark a "+". If he says it incorrectly, mark a "o". After each time you practice, tally up the "+" marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time in these words by himself (not just imitating you say it) for a few sessions in a row, you're ready to move on to the next step.

Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Lower Level #1)

Step One: Say these words to your child and have him repeat them back to you. Make sure he gets the /f/ sound correct.

Step Two: Once your child can repeat these words about 80% of the time, Ask your child "What's this" for each word and have him tell you what it's called. Make sure he gets the /f/ sound correct. Once he can say the words by himself about 80% of the time, you can move on to the next page.

Initial Word Position



fall



fan



fence



finger



fire



fish



foot



football



fork



phone



fingernails



forest

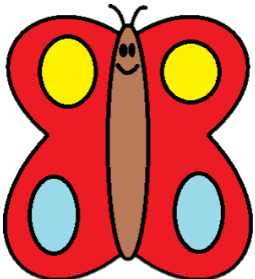
/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Lower Level #2)

Step One: Say these words to your child and have him repeat them back to you. Make sure he gets the /f/ sound correct.

Step Two: Once your child can repeat these words about 80% of the time, Ask your child "What's this" for each word and have him tell you what it's called. Make sure he gets the /f/ sound correct. Once he can say the words by himself about 80% of the time, you can move on to the next page.

Medial Word Position



butterfly



coffee



dolphin



elephant



golfing



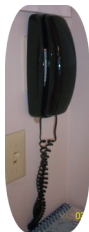
waterfall



microphone



muffin



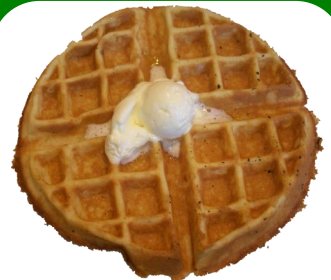
telephone



starfish



trophy



waffle

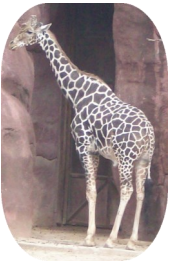
/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Lower Level #3)

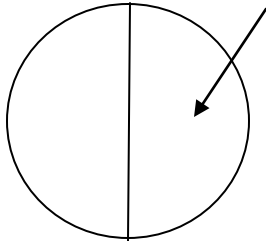
Step One: Say these words to your child and have him repeat them back to you. Make sure he gets the /f/ sound correct.

Step Two: Once your child can repeat these words about 80% of the time, Ask your child "What's this" for each word and have him tell you what it's called. Make sure he gets the /f/ sound correct. Once he can say the words by himself about 80% of the time, you can move on to the next page.

Final Word Position



giraffe



half



golf



knife



leaf



off



roof



scarf



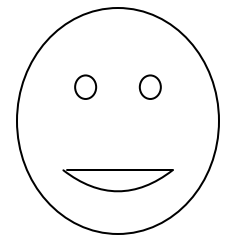
shelf



rough



myself



laugh

/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Lower Level #4)

Step One: Say these words to your child and have him repeat them back to you. Make sure he gets the /f/ sound correct.

Step Two: Once your child can repeat these words about 80% of the time, Ask your child "What's this" for each word and have him tell you what it's called. Make sure he gets the /f/ sound correct. Once he can say the words by himself about 80% of the time, you can move on to the next page.

/f/ in Blends

This page is optional. Feel free to try this page with your child, but if he is having a difficult time getting the target sound along with another consonant, then you may want to skip these and come back to them after your child is doing better with the target sound.



frame



frog



frozen



friends



flowers



flying



float



flag

/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Higher Level #1)

Initial /f/ Step One: Say these words to your child and have him repeat them back to you. Have him mark if he says the /f/ sound correctly. Once your child correctly repeats 10 words on 2 days in a row, move on to step two.

Date:	Example								
fall	+								
fan	0								
fence	+								
finger	+								
fire	0								
fish	0								
foot	0								
football	+								
fork	+								
phone	0								
fingernail	+								
forest	0								
Total Correct	6								

Initial /f/ Step Two: Have your child read the words in this box. Have him mark if he says the /f/ sound correctly. Once he gets 10 right on 2 days in a row, go onto the next page.

Date:	Example								
fall	+								
fan	0								
fence	+								
finger	+								
fire	0								
fish	0								
foot	0								
football	+								
fork	+								
phone	0								
fingernail	+								
forest	0								
Total Correct	6								

/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Higher Level #2)

Medial /f/ Step One: Say these words to your child and have him repeat them back to you. Have him mark if he says the /f/ sound correctly. Once your child correctly repeats 10 words on 2 days in a row, move on to step two.

Date:	Example								
butterfly	+								
coffee	O								
dolphin	+								
elephant	+								
golfing	O								
waterfall	O								
microphone	O								
muffin	+								
telephone	+								
starfish	O								
trophy	+								
waffle	O								
Total Correct	6								

Medial /f/ Step Two: Have your child read the words in this box. Have him mark if he says the /f/ sound correctly. Once he gets 10 right on 2 days in a row, go onto the next page.

Date:	Example								
butterfly	+								
coffee	O								
dolphin	+								
elephant	+								
golfing	O								
waterfall	O								
microphone	O								
muffin	+								
telephone	+								
starfish	O								
trophy	+								
waffle	O								
Total Correct	6								

/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Higher Level #3)

Final /f/ Step One: Say these words to your child and have him repeat them back to you. Have him mark if he says the /f/ sound correctly. Once your child correctly repeats 10 words on 2 days in a row, move on to step two.

Date:	Example								
giraffe	+								
half	O								
golf	+								
knife	+								
leaf	O								
off	O								
roof	O								
scarf	+								
shelf	+								
rough	O								
myself	+								
laugh	O								
Total Correct	6								

Final /f/ Step Two: Have your child read the words in this box. Have him mark if he says the /f/ sound correctly. Once he gets 10 right on 2 days in a row, go onto the next page.

Date:	Example								
giraffe	+								
half	O								
golf	+								
knife	+								
leaf	O								
off	O								
roof	O								
scarf	+								
shelf	+								
rough	O								
myself	+								
laugh	O								
Total Correct	6								

/f/ Home Program

Step Three: Sound in Single Words (Practice Sheet: Higher Level #4)

/f/ Blends Step One: Say these words to your child and have him repeat them back to you. Have him mark if he says the /f/ sound correctly. Once your child correctly repeats 7 words on 2 days in a row, move on to step two.

* This page is optional. Feel free to try this page with your child, but if he is having a difficult time getting the target sound along with another consonant, then you may want to skip these and come back to them after your child is doing better with the target sound.

Date:	Example								
frame	+								
frog	O								
frozen	+								
friends	+								
flowers	O								
flying	O								
float	O								
flag	+								
Total Correct	4								

/f/ Blends Step Two: Have your child read the words in this box. Have him mark if he says the /f/ sound correctly. Once he gets 7 right on 2 days in a row, go onto the next page.

Date:	Example								
frame	+								
frog	O								
frozen	+								
friends	+								
flowers	O								
flying	O								
float	O								
flag	+								
Total Correct	4								

/f/ Home Program

Step Four: Sound in Simple Phrases

What to Do:

Now that your child can say the sound in words, it's time to practice the words in some simple phrases. Use the worksheets on the following pages and ask your child to add the same carrier phrase to each word. You could have your child say "my ____" or "I see ____". Or, make up your own. Start with shorter phrases and then move on to longer phrases if your child is doing well. Collect data on how well your child says the /f/ sound.

How to Help Your Child Say the Sound:

If your child can say this sound in single words but has trouble putting the words in phrases, try this:

- Have your child say the word by itself first. Then, have her say it again but add one word to it. Work your way up like this until she can add 2-3 words.
- Try putting the extra word after the target word, like "____ goes" or "____ is fun".
- Try using a different position if your child is struggling with one. For example, if she's having trouble with the target sound at the beginning of the word, try the words with the sound at the end instead.

How to Make It Fun:

Try these tips to make the practice more fun:

- Complete the worksheets on the following pages as you practice.
- Keep practice sessions short. More frequent, shorter sessions are more effective.
- Find a toy that requires multiple pieces (like legos or train tracks). Have your child practice a few of these before she can get the next piece from you.
- Practice "I spy" with words that contain the /f/ sound while driving in the car or out in the community. See how many things you and your child can spy that have the /f/ sound. Practice saying "I spy ____" with the /f/ word that you found.

When to Move On:

Collect data in the boxes below each time you have your child say a phrase. If your child says /f/ correctly in the word, mark a "+". If she says it incorrectly, mark a "o". After each time you practice, tally up the "+" marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time in these phrases for a few sessions in a row, you're ready to move on to the next step.

Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Lower Level #1)

Have your child say these words in short phrases. You can use phrases like “my ___” or “I see ___”. Use the same phrase for each word on the page but then use a different phrase the next time you practice. Once your child can say the /f/ sound correctly in these phrases about 80% of the time, you can move on to the next page.

Initial Word Position



fall



fan



fence



finger



fire



fish



foot



football



fork



phone



fingernails



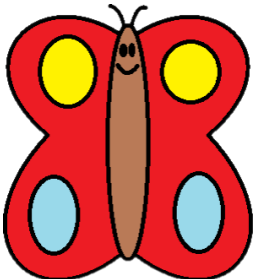
forest

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Lower Level #2)

Have your child say these words in short phrases. You can use phrases like "my ___" or "I see ___". Use the same phrase for each word on the page but then use a different phrase the next time you practice. Once your child can say the /f/ sound correctly in these phrases about 80% of the time, you can move on to the next page.

Medial Word Position



butterfly



coffee



dolphin



elephant



golfing



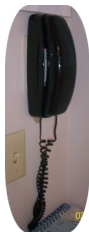
waterfall



microphone



muffin



telephone



starfish



trophy



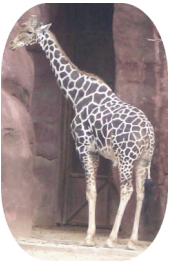
waffle

/f/ Home Program

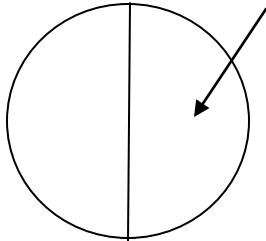
Step Four: Sound in Phrases (Practice Sheet: Lower Level #3)

Have your child say these words in short phrases. You can use phrases like "my ___" or "I see ___". Use the same phrase for each word on the page but then use a different phrase the next time you practice. Once your child can say the /f/ sound correctly in these phrases about 80% of the time, you can move on to the next page.

Final Word Position



giraffe



half



golf



knife



leaf



off



roof



scarf



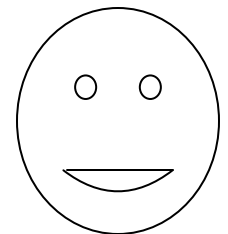
shelf



rough



myself



laugh

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Lower Level #4)

Have your child say these words in short phrases. You can use phrases like “my ___” or “I see ___”. Use the same phrase for each word on the page but then use a different phrase the next time you practice. Once your child can say the /f/ sound correctly in these phrases about 80% of the time, you can move on to the next page.

/f/ in Blends

This page is optional. Feel free to try this page with your child, but if she is having a difficult time getting the target sound along with another consonant, then you may want to skip these and come back to them after your child is doing better with the target sound.



frame



frog



frozen



friends



flowers



flying



float



flag

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Higher Level #1)

Initial /f/ Phrases: Have your child read these short phrases. Have her mark if she says the /f/ sound correctly (+) or incorrectly (o). Once your child says at least 20 of the /f/ sounds correctly in these phrases on 2 days in a row, you can move on to the next page.

Date:	Example								
my fall	+								
my fan	o								
my fence	+								
my finger	+								
my fire	o								
my fish	o								
my foot	o								
my football	+								
my fork	+								
my phone	o								
my fingernail	+								
my forest	o								
I see a fall	+								
I see a fan	o								
I see a fence	+								
I see a finger	+								
I see a fire	o								
I see a fish	o								
I see a foot	o								
I see a football	+								
I see a fork	+								
I see a phone	o								
I see a fingernail	+								
I see a forest	o								
Correct	12								

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Higher Level #2)

Medial /f/ Phrases: Have your child read these short phrases. Have her mark if she says the /f/ sound correctly (+) or incorrectly (o). Once your child says at least 20 of the /f/ sounds correctly in these phrases on 2 days in a row, you can move on to the next page.

Date:	Example								
my butterfly	+								
my coffee	o								
my dolphin	+								
my elephant	+								
my golfing	o								
my waterfall	o								
my microphone	o								
my muffin	+								
my telephone	+								
my starfish	o								
my trophy	+								
my waffle	o								
I see a butterfly	+								
I see coffee	o								
I see a dolphin	+								
I see an elephant	+								
I see golfing	o								
I see a waterfall	o								
I see a microphone	o								
I see a muffin	+								
I see a telephone	+								
I see a starfish	o								
I see a trophy	+								
I see a waffle	o								
Total Correct	12								

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Higher Level #3)

Final /f/ Phrases: Have your child read these short phrases. Have her mark if she says the /f/ sound correctly (+) or incorrectly (o). Once your child says at least 20 of the /f/ sounds correctly in these phrases on 2 days in a row, you can move on to the next page.

Date:	Example								
my giraffe	+								
my half	o								
my golf	+								
my knife	+								
my leaf	o								
my off	o								
my roof	o								
my scarf	+								
my shelf	+								
my rough	o								
my myself	+								
my laugh	o								
I see a giraffe	+								
I see a half	o								
I see golf	+								
I see a knife	+								
I see a leaf	o								
I see off	o								
I see a roof	o								
I see a scarf	+								
I see a shelf	+								
I see rough	o								
I see myself	+								
I see a laugh	o								
Total Correct	12								

/f/ Home Program

Step Four: Sound in Phrases (Practice Sheet: Higher Level #4)

/f/ Blend Phrases: Have your child read these short phrases. Have her mark if she says the /f/ sound correctly (+) or incorrectly (o). Once your child says at least 13 of the /f/ sounds correctly in these phrases on 2 days in a row, you can move on to the next page.

* This page is optional. Feel free to try this page with your child, but if she is having a difficult time getting the target sound along with another consonant, then you may want to skip these and come back to them after your child is doing better with the target sound.

Date:	Example								
my frame	+								
my frog	o								
my frozen	+								
my friends	+								
my flowers	o								
my flying	o								
my float	o								
my flag	+								
I see a frame	+								
I see a frog	o								
I see a frozen	+								
I see friends	+								
I see flowers	o								
I see flying	o								
I see a float	o								
I see a flag	+								
Total Correct	8								

/f/ Home Program

Step Five: Sound in Sentences

What to Do:

Now that your child can say the sound in short phrases, it's time to practice the words in sentences. Use the worksheets on the following pages and ask your child to either read the sentence or make up his own sentence using the given word. If your child has trouble coming up with sentences, say a few examples for him to choose from. Collect data on how well your child says the /f/ sound any time it comes up in the sentence, even if it's not in the target word.

How to Help Your Child Say the Sound:

If your child can say this sound in phrases but has trouble putting the words in longer sentences, try this:

- Start with the simple phrases you used in the last step and slowly add one word at a time until the child is producing full sentences. For example, if you said "my ball" in the last step, try adding one word like "that's my ball" and then "that's my red ball".
- Try putting the word in a different place in the sentence. For example, try creating a sentence with the word at the beginning of the sentence or switch it to the end of the sentence. You may find that one way is easier than the others. Start with that and work your way up to using the word in different places in a sentence.
- Encourage your child to use the good /f/ sound every time it comes up in the sentence, not just in the target word. Have your child repeat certain words in the sentence that contain the target sound, then say the whole sentence together again.

How to Make It Fun:

Try these tips to make the practice more fun:

- Work this into other activities in your child's day. For example, while reading books, have your child create a sentence about a picture in the book that contains the /f/ sound but tell him to make sure he uses his good /f/ sound.
- Mark your child's progress on a graph and let him see his percentage go up.

When to Move On:

Collect data in the boxes below for each /f/ sound in each sentence. If your child says /f/ correctly in the sentence, mark a "+". If he says it incorrectly, mark a "o". After each time you practice, tally up the "+" marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time for every /f/ in the sentence (not just on the target word) for a few sessions in a row, you're ready to move on to the next step.

Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Lower Level #1)

Have your child make up a sentence for each of the words below. If your child is having trouble coming up with a sentence, you can give him a few examples to choose from. Once your child can say the /f/ sound correctly about 80% of the time for every /f/ sound in the sentence (not just the one in the target word), you can move on to the next page.

Initial Word Position



fall



fan



fence



finger



fire



fish



foot



football



fork



phone



fingernails



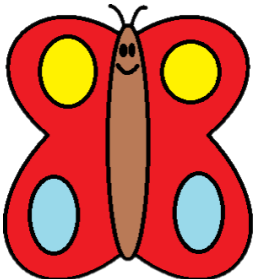
forest

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Lower Level #2)

Have your child make up a sentence for each of the words below. If your child is having trouble coming up with a sentence, you can give him a few examples to choose from. Once your child can say the /f/ sound correctly about 80% of the time for every /f/ sound in the sentence (not just the one in the target word), you can move on to the next page.

Medial Word Position



butterfly



coffee



dolphin



elephant



golfing



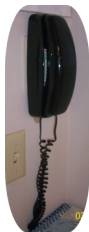
waterfall



microphone



muffin



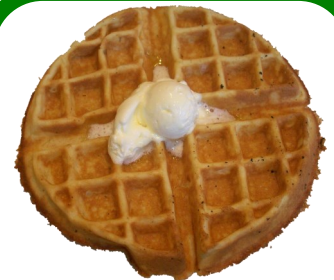
telephone



starfish



trophy



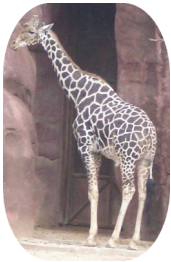
waffle

/f/ Home Program

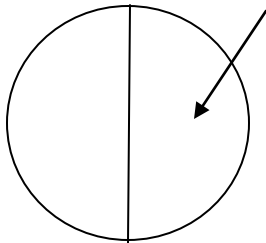
Step Five: Sound in Sentences (Practice Sheet: Lower Level #3)

Have your child make up a sentence for each of the words below. If your child is having trouble coming up with a sentence, you can give him a few examples to choose from. Once your child can say the /f/ sound correctly about 80% of the time for every /f/ sound in the sentence (not just the one in the target word), you can move on to the next page.

Final Word Position



giraffe



half



golf



knife



leaf



off



roof



scarf



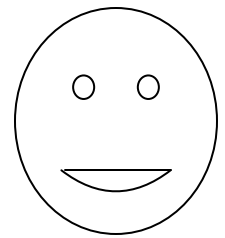
shelf



rough



myself



laugh

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Lower Level #4)

Have your child make up a sentence for each of the words below. If your child is having trouble coming up with a sentence, you can give him a few examples to choose from. Once your child can say the /f/ sound correctly about 80% of the time for every /f/ sound in the sentence (not just the one in the target word), you can move on to the next page.

/f/ in Blends

This page is optional. Feel free to try this page with your child, but if he is having a difficult time getting the target sound along with another consonant, then you may want to skip these and come back to them after your child is doing better with the target sound.



frame



frog



frozen



friends



flowers



flying



float



flag

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Higher Level #1)

Initial /f/ Sentences: Have your child read these sentences. Have him mark if he says all of the /f/ sounds in the sentence correctly (+) or incorrectly (o). Keep in mind, he has to get them all right to make the + mark. Once your child gets at least 10 (+) marks for 2 days in a row, you can move on to the next page.

Date:	Example							
He fell off the fountain.	+							
The fan will be fixed on Friday.	o							
I found the a hold in the fence.	+							
Put your fourth finger on the figure.	+							
Put out the fire before it spreads.	o							
The fish is swimming in the fountain.	o							
Put your foot under the shelf.	o							
Kick the football for a field goal.	+							
Use your fork to eat the fancy food.	+							
Talking on the phone is fun.	o							
Paint your fingernails with feathers.	+							
The furry animals live in the forest.	o							
Total Correct	6							

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Higher Level #2)

Medial /f/ Sentences: Have your child read these sentences. Have him mark if he says all of the /f/ sounds in the sentence correctly (+) or incorrectly (o). Keep in mind, he has to get them all right to make the + mark. Once your child gets at least 10 (+) marks for 2 days in a row, you can move on to the next page.

Date:	Example							
The butterfly is flying in the sky.	+							
I drink coffee before I eat breakfast.	o							
The dolphin swims fast.	+							
The elephant is playing in the fountain.	+							
I love golfing with my father.	o							
Don't fall off the waterfall.	o							
Sing into the microphone for your fans.	o							
This muffin is awful.	+							
The telephone is for calling your friends.	+							
I found a starfish in the ocean.	o							
I won a trophy for eating waffles.	+							
I eat waffles every day.	o							
Total Correct	6							

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Higher Level #3)

Final /f/ Sentences: Have your child read these sentences. Have him mark if he says all of the /f/ sounds in the sentence correctly (+) or incorrectly (o). Keep in mind, he has to get them all right to make the + mark. Once your child gets at least 10 (+) marks for 2 days in a row, you can move on to the next page.

Date:	Example							
The giraffe fell face first in the dirt.	+							
Only half of the farm animals are in the barn.	o							
I golf for four hours with my father.	+							
Use the knife to spread the jelly on your food.	+							
The leaf fell from the tree.	o							
Get off that roof before you fall.	o							
The roof of that house is full of holes.	o							
Take off your scarf while you're inside.	+							
I put the food on the shelf by the fridge.	+							
The bark on the tree was very rough.	o							
I laugh at myself when I fall down.	+							
He likes to laugh at	o							
Total Correct	6							

/f/ Home Program

Step Five: Sound in Sentences (Practice Sheet: Higher Level #4)

/f/ Blend Sentences: Have your child read these sentences. Have him mark if he says all of the /f/ sounds in the sentence correctly (+) or incorrectly (o). Keep in mind, he has to get them all right to make the + mark. Once your child gets at least 7 (+) marks for 2 days in a row, you can move on to the next page.

* This page is optional. Feel free to try this page with your child, but if he is having a difficult time getting the target sound along with another consonant, then you may want to skip these and come back to them after your child is doing better with the target sound.

Date:	Example							
The frame for that picture is very fragile.	+							
The frog is free in the pond.	O							
The French fries were still frozen.	+							
My friends are frying bacon in a pan.	+							
The flowers are fragrant.	O							
The plane is flying high over Florida.	O							
The baby floats because he wears his floaties.	O							
The flag is flying high on the flag pole.	+							
Total Correct	4							

/f/ Home Program

Step Six: Sound in Structured Conversation

What to Do:

Now that your child can say the sound in sentences, it's time to practice the words in structured conversation. This means that your child is going to be using the sound in more conversational speech but there will still be structure to the activities. We're not yet expecting her to use it in normal conversation. Use the activities on the following pages but remind your child to focus on saying the /f/ sound correctly. Collect data on how well your child says the /f/ sound any time it comes up in the activity.

How to Help Your Child Say the Sound:

If your child can say this sound in sentences but has trouble remembering to use it during these activities, try this:

- Get out a visual aid that will help your child remember to focus on the target sound during the activity. That could be the letter written on a piece of paper or a block or toy with that letter printed on it. Every time your child starts to forget the target sound, tap or point to the visual aid.
- Have your child speak very slowly during the activities so she has time to remember the target sound.
- Have your child do the same activity multiple times in a row so she has time to learn where the target sound will come up and practice it.

How to Make It Fun:

Try these tips to make the practice more fun:

- Try some of these activities while you are killing time, such as while waiting in a line or waiting for food at a restaurant.
- Switch roles and have your child try to catch your errors on the /f/ sound in these activities (purposefully mess some up so she can catch you and correct you).
- Keep track of how well your child does each time you try these activities and when she reaches 80%, provide some sort of reward. Show her the progress on a graph or chart.

When to Move On:

Choose any of the activities from the following pages whenever you practice. Collect data in the boxes below every time the /f/ sound comes up during these activities. If your child says /f/ correctly, mark a "+". If she says it incorrectly, mark a "o". After each time you practice, tally up the "+" marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time for a few sessions in a row, you're ready to move on to the next step.

Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step Six: Sound in Structured Conversation (Practice Sheet #1)

Rote Recall

Use these activities to help your child generalize the /f/ sound that she can already say well in sentences. Have your child perform each task below but remind her to be focusing on the /f/ sound she's working on. Help your child fix her error when you hear her say the sound incorrectly.

Count as high as you can using your good /f/ sound.

Recite a poem or nursery rhyme that you have memorized using your good /f/ sound.

List the days of the week or the months in a year in order using your good /f/ sound.

Say the pledge of allegiance using your good /f/ sound.

Recite the alphabet using your good /f/ sound.

Sing a favorite song using your good /f/ sound.

Tell your address and phone number using your good /f/ sound.

Fill in a repeating line while reading a repeating line book with a parent using your good /f/ sound.

Sing "Happy Birthday" using your good /f/ sound.

/f/ Home Program

Step Six: Sound in Structured Conversation (Practice Sheet #2)

Rapid Naming

Have your child name as many items in each category below but remind her to be focusing on the /f/ sound she's working on. Help your child fix her error when you hear her say the sound incorrectly.



Vehicles



Foods



Clothes



Drinks



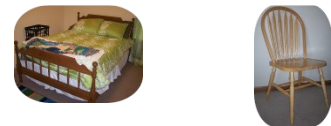
Toys



Body Parts



Actions



Furniture

/f/ Home Program

Step Six: Sound in Structured Conversation (Practice Sheet #3)

Describing Sequences

Have your child describe all of the steps to complete each activity below but remind her to be focusing on the /f/ sound she's working on. Help your child fix her error when you hear her say the sound incorrectly.



Describe all of the steps to washing your hands.



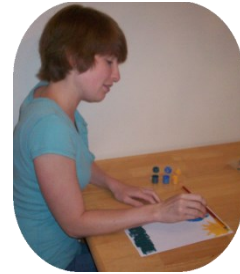
Describe all of the steps to getting ready for bed at night.



Describe all of the steps to brushing your teeth.



Describe all of the steps to making a bowl of cereal.



Describe all of the steps to painting a picture.



Describe all of the steps to taking a bath.



Describe all of the steps to making a peanut butter and jelly sandwich.



Describe all of the steps to putting your shoes and socks on.

/f/ Home Program

Step Six: Sound in Structured Conversation (Practice Sheet #4)

Story Starters

Have your child make up a story for each picture below but remind her to be focusing on the /f/ sound she's working on. Help your child fix her error when you hear her say the sound incorrectly.



/f/ Home Program

Step Six: Sound in Structured Conversation (Practice Sheet #5)

Recall of Past Events

Have your child describe each of the events below but remind her to be focusing on the /f/ sound she's working on. Help your child fix her error when you hear her say the sound incorrectly.



Tell me about your last birthday party.



Tell me about the last time you went to recess.



Tell me about the last meal you had.



Tell me about the last place you went.



Tell me about the last time you were sick.



Tell me about a dream you had.



Tell me about the coolest animal you ever saw.



Tell me about the last thing you drew or the last piece of art you made.

/f/ Home Program

Step Six: Sound in Conversational Speech

What to Do:

Now that your child can say the sound in structured conversation, the only thing left to do is help him remember to say it all of the time when he talks. This takes a combination of motivation (on your child’s part) and gentle reminders (from you) until it becomes second nature. Be prepared for this step to take time and hard work. Your child has said this sound incorrectly many, many times and it will take many more to re-program his brain to say it correctly. Use the worksheets and activities on the following pages to provide your child motivation and reminders for this final stage. Collect data on how well your child says the /f/ sound any time it comes up in conversation. At first, you will want to just collect data during your practice sessions, but eventually you can start listening for it at other times as well.

When You’re Finished:

Complete the worksheets on the following pages with your child. These will help establish why your child should care and what the outcome will be when he achieves his goals. Practice reminding your child about his good /f/ sound during “Good Speech Time”. This is what you will call it when you sit down with your child and specifically remind him to use the /f/ sound correctly during normal conversation. You will do this during fun activities that your child enjoys doing, not just during structured speech tasks.. Collect data in the boxes below for every time the /f/ sound comes up during Good Speech Time. If your child says /f/ correctly, mark a “+”. If he says it incorrectly, mark a “o”. After each time you practice, tally up the “+” marks and divide them by the total number of opportunities. Once your child is able to say the sound about 80% of the time for a few sessions in a row, you can start reminding your child about using the good /f/ sound at other times during the day as well. When you feel like your child uses the /f/ sound most of the time (about 80-90%) in conversational speech in all settings (at school, home, the park, etc.), then you can consider that your child has mastered that sound. Make sure that you bring out your child’s contract (see the next few pages) at that time and tell him that he has fulfilled his contract. Reward him with whatever you decided on when you filled out the contract with him initially. Tell him that he won’t need to keep working on his /f/ sound anymore but you will still remind him if he starts to forget a lot. After you finish this sound, you can work on a new sound with your child or just give him a break for a while.

Date:	Example								
Mark if Correct	+oo+oo++o o+o+oo+								
Percent Correct:	7/16= 43%								

/f/ Home Program

Step Six: Sound in Conversational Speech (Worksheet #1)

Sit down with your child and fill out this worksheet together. If your child is old enough, have him come up with the answers to fill in the boxes.

Target Sound:

/f/

I say this sound by _____

Example: "biting my bottom lip and blowing"

It is easiest for me to say this sound when

Examples: "I'm in speech therapy", "I'm only saying one word at a time"

It is hardest for me to say this sound when _____

Examples: "I'm at home", "I'm excited or talking quickly"

Here are some things that help me make my sound when I'm having trouble:

Examples: "slowing down", "having a picture in front of me to remind me", "thinking about where my tongue is", "having an adult remind me when I forget"

This is why I should practice my sound and work on saying it all the time: _____

Examples: "so people can understand me", "so Mom will stop bugging me"

/f/ Home Program

Step Six: Sound in Conversational Speech (Worksheet #2)

On this page, you and your child will create a plan for when he will be practicing the target sound. You will need to designate certain parts of your day as “Good Speech Time”. During these times, your child will be expected to say the target sound correctly each time it comes up in conversation. If he forgets, you will need to come up with a signal for your child to remind him. Start off with very short time periods for Good Speech Time. It may only be a few minutes at a time for the first week. Then, every week, increase either the length of time or the amount of sessions so that there is more Good Speech Time during his week. Fill this worksheet out with your child as well.

During “Good Speech Time”, I will try to always say my _____ sound correctly. If I forget, we will use this cue to help me remember: _____

Example: pointing to the “good speech time picture” (see next pages), My mom touches her mouth, etc.

Week One:

- Each “Good Speech Time” will last for _____ minutes. (make it as short as is necessary for your child to be successful!)
- We will have “Good Speech Time” _____ times this week.
- Here are some ideas of what we can do during “Good Speech Time”:

Examples: play with my favorite toy, read a book, talk about my day, go for a walk

- * After each week, check in with your child and talk about how you both thought he did. If he needed a lot of reminders, keep everything the same (or go with shorter sessions) for the next week. If he didn’t need many reminders, increase either the length of the sessions, the number of sessions, or both. You can continue doing this until your child only needs a few reminders here and there during normal conversational speech. Use the next page for planning for additional weeks.

Week Two:

- Each “Good Speech Time” will last for _____ minutes. (make it as short as is necessary for your child to be successful!)
- We will have “Good Speech Time” _____ times this week.
- Here are some ideas of what we can do during “Good Speech Time”:

Examples: play with my favorite toy, read a book, talk about my day, go for a walk

/f/ Home Program

Step Six: Sound in Conversational Speech (Worksheet #2 cont.)

Use these boxes to make plans for weeks 3 and on. Remember to increase the amount of time or the number of sessions each week if your child was successful with the previous week's goals.

Week _____:

- Each "Good Speech Time" will last for _____ minutes. (make it as short as is necessary for your child to be successful!)
- We will have "Good Speech Time" _____ times this week.
- Here are some ideas of what we can do during "Good Speech Time":

Week _____:

- Each "Good Speech Time" will last for _____ minutes. (make it as short as is necessary for your child to be successful!)
- We will have "Good Speech Time" _____ times this week.
- Here are some ideas of what we can do during "Good Speech Time":

Week _____:

- Each "Good Speech Time" will last for _____ minutes. (make it as short as is necessary for your child to be successful!)
- We will have "Good Speech Time" _____ times this week.
- Here are some ideas of what we can do during "Good Speech Time":

Week _____:

- Each "Good Speech Time" will last for _____ minutes. (make it as short as is necessary for your child to be successful!)
- We will have "Good Speech Time" _____ times this week.
- Here are some ideas of what we can do during "Good Speech Time":

/f/ Home Program

Step Six: Sound in Conversational Speech (Worksheet #3)

It is helpful to have some sort of a visual reminder for your child to designate which times of the day are “Good Speech Time”. Whenever you and your child are having “Good Speech Time”, get out this picture (or make your own) and lay it out in front of your child. This will help your child remember to say the sound correctly but it also lets him know that you won’t be bugging him about his good speech sound all the time, just when this picture is out. It’s a lot easier to focus on producing the sound correctly when you know there is an end to it. Doing it all of the time would be too exhausting when you first start. Eventually you will be able to gradually increase your reminders so that you are reminding your child about his good /f/ sound during other times as well, but start off with just when this picture is out.



/f/ Home Program

Step Six: Sound in Conversational Speech (Worksheet #4)

My Speech Contract

Have your child fill out and decorate this contract. Don't forget to have your child sign at the bottom and you can sign as the witness. Post this contract in your child's room or someplace in the house where he will see it often. Keep using the "good speech time" approach until your child is spontaneously using the sound correctly in every-day speech about 80% of the time. Then, he will have mastered the sound!

I, _____, hereby agree to work hard on
(Child's Name)

using my good _____ sound. I want people to understand
(sound)

what I say, so I will keep try my hardest to remember my sound during "Good Speech Time". I understand that once I am using my good _____ sound most of the time when I talk (about
(sound)

80% of the time), I will have fulfilled my contract and will no longer need to work on this sound. At that time, I will receive the following reward:

Signed: _____ (Child)

Date: _____

Witness: _____ (Parent)

Date: _____