



Production:

The lower edges of the upper teeth are brought into contact with the lower lip to create contact where the air is constricted.

Names for /f/:

- The fan sound or the windy sound
- The lip-cooler sound or the “quiet brother” of /v/ (Lindamood and Lindamood, 1998)
- Voiceless, labiodental, fricative

Achieving placement:

With latex gloves, the thumb and forefinger are used to move the lower lip upward until it comes in contact with the upper teeth. Once this position is reached, the child is then instructed to blow air (Young and Hawk, 1955)

How do we start?

- **Placement:** Our first job is to achieve correct placement and production of the sound in isolation. The SLP may teach this sound simply by discussing where the articulators (the lips, tongue, teeth, etc.) are when the sound is made. We might also get in the mouth, literally (with gloves), to help the student feel and place the articulators where they need to be. Another method is to manipulate another sound like /p/, /v/, or /h/ to make our target sound.
- **Syllables:** Then from there we build on this by adding vowels to create a consonant-vowel structure. My favorite is to tell the story of “Jack and the Beanstalk” then have the children act out being the giant.
 - FE – FI – FO – FUM
- **Simple Words:** Starting with /f/ in the initial placement (i.e. fox, four, five)
- Once we have achieved simple words we want to build upon that success to help it carry over into more complex words, phrases, sentences, readings and conversations.

Strategies for “F” success!

1. **Bite that Lip!** The key to success with this placement is to make that contact with your upper teeth to the bottom lip. Sometimes children either over exaggerate this placement (i.e. making their teeth cover the whole bottom lip practically to their chin) or under exaggerate this placement (i.e. making little to no contact at all). Whichever placement your child is doing just continue to encourage them to make the correct placement.
2. **Blow that Air!** The most important feature about the /f/ sound besides the placement is the constriction of air that must pass between the teeth and the lips. This constriction gives the /f/ its feature and is why it’s called a fricative (the unvoiced airstream is directed through a constriction to produce friction).
3. **Touch cues!** Using your index finger touch your chin or the child’s as you demonstrate the sound and its placement.
4. **Self-monitoring!** This is the most important step for speech use mirrors for kinesthetic and tactile feedback or voice/video recordings.

How to Shape the Sound?

- **Shape the /f/ from /p/.** Sometimes the child is in the general area of placement but needs more. Have the child bring the lips together for the /p/, then to open them slightly and blowing air. Then have them bring the lower lip in while they are blowing the air. You might have to use your fingers or a tongue depressor to help them.
- **Shape the /f/ from /h/.** Have the child prolong /h/ and slowly bring the lips together.
- **Shape the /f/ from a whispered /a/.** Have the child place the lower lip up against the upper teeth as they say a whispered (turning off the voice box) /a/.
- **Shape the /f/ from a /v/.** Have the child place one hand on his throat, prolong /v/ and turn the voice off.

Sources:

- Lindamood, P. & Lindamood, P. (1998). *The Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech*. Austin, TX: Pro-Ed.
- Secord, W.A. et al (2007). *Eliciting Sounds; Techniques and Strategies for Clinicians, 2nd ed.* Clifton Park, NY; Delmar, Cengage Learning.
- Young, E. & Hawk, S. (1955). *Moto-kinesthetic speech training*. Stanford, CA: Stanford University Press