



Production:

The lips are brought together to stop the airstream completely. The voice is turned off when the lips are slightly parted to release the burst of energy or release the pressure.

Names for /p/:

- The popping sound
- The motor-boat sound, the dripping sound, the kissing sound, or the “quiet brother” of /b/ (Lindamood and Lindamood, 1998)
- Bilabial, Unvoiced, Stop

Achieving placement:

With latex gloves, the thumb and forefinger of one hand are used to hold the child's upper lip and the thumb and forefinger of the other hand are used to hold the bottom lip. The lips are then pressed together with equal force and then separated.

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 /b/ or /m/ to make our target sound.
- **Syllables:** Then from there we build on this by adding vowels to create a consonant-vowel structure.
- **Simple Words:** Starting with /p/ in the initial placement (i.e. pop, pat, pup.)
- 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 “P” success!

1. **Press those Lips!** The key to success with this placement is to make that contact of both lips together. A tongue depressor can be used between the lips while having the child hold it in place while filling up their cheeks with air.
2. **Burst of Air!** The most important feature about the /p/ sound besides the placement is the burst of air that comes from the lips being blown apart. You can hold a small piece of paper, feather, or string in front of your lips while you demonstrate the explosive air release.
3. **Pressure!** The lips require making a good seal so that the right amount of pressure can build to create this sound. To achieve this with a gloved hand take your thumb or forefinger and gently but firmly press on the child's pursed lips 5-6 times to give them some sensory feedback they might need to create this seal. Have them fill their cheeks up with air while not letting it escape then let it go using one big burst. Later have them break it up into shorter bursts.
4. **Touch cues!** Using your index finger touch your lips or throat whichever they need reminders of as you demonstrate the sound and its placement.
5. **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 /p/ from /m/.** Place a small hand mirror that has been chilled between the child's upper lip and nose so they can see that air comes from their mouth not their nose for this sound.
- **Shape the /p/ from /b/.** Remind the child to turn his voice box OFF or turn his motor OFF.
- **Shape the /p/ from /h/.** Have the child prolong /h/ while gradually closing the lips, then continue the sound with the lips closed for a little while longer to allow more air to fill the mouth.

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.