

Order for Introducing Sounds When Teaching Easy Onset in Fluency Therapy

Note that all the following phonemes are voiced since we are dealing with Easy Onset of Voicing. Introducing words and phrases that are voiceless will not promote easy onset of voicing.

The end goal with this technique is production of vowel-initial words with a smooth vowel rather than a glottal stop (hard glottal attack). All five steps prior vowels are simply setting the child up for success and each progressively promotes easy onset.

SOUND CLASS	SPECIFIC SOUNDS		SAMPLE PHRASES	
Nasals	/m/		My mom is here.	Mary is my sister.
	/n/		Never go there.	Night and day
Glides	/w/		Where should we go?	Water is on the floor.
	/j/		Yelling is not good.	Yes , I am.
Liquids	/l/		Larry is my dad.	Look at my dog.
	/r/		Ready to go	Red is my favorite color.
Fricatives	/v/		Vacuum the floor.	Very happy today
	/ð/		That was not real.	This is good.
	/z/		Zelda is my cat.	Zip up your coat.
Affricates	/tʃ/		Cherries are good.	Check
	/dʒ/		Jump over the rock.	Jerry is my friend.
Plosives	/b/		Buy my dinner.	Band is loud.
	/d/		Don't hit me.	David is my friend.
	/g/		Get off that table.	Go to work.
Vowels	/i/	/ɪ/	Eat your lunch	If he goes, I will too.
	/e/	/ɛ/	Aim for the sky.	Elephants are grey.
	/æ/	/ɑ/	Ask your mom.	Ontario , Canada
	/ɔ/	/o/	Awful movie	Over there
	/u/	/ʌ/	Oodles of toys	Up in the air

1. First introduce the technique with sounds that are easier to begin with an easy start because they involve continuous airflow or movement.
2. Move to sounds that are harder to begin with an easy start because they involve some obstruction or stoppage of airflow.
3. Introduce vowels last because children often initiate vowels with a glottal stop.

Adapted From:

Reardon-Reeves, N and Yaruss, J. S. (2004). The Source for Stuttering Ages 7-18. LinguiSystems: East Moline, IL.