



Vocal Imitation Sounds and Words

A Resource for Families and Professionals

Created by

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Lavardi Sanctuary

Professional & Family Friendly

Teaching children to imitate sounds and words through structured practice (Echoic Training).

Early support can make a meaningful difference in a child's communication development. The earlier you begin supporting your child's communication development, the greater the opportunity for progress. If you notice concerns with your child's speech, language or communication skills, consult your family doctor, a speech-language pathologist or another qualified professional for guidance and support.

This resource contains word lists organized by mouth-movement patterns to support speech practice and vocal imitation skills. It may be used with children learning to imitate sounds and words, including those working on goals within the Assessment of Basic Language and Learning Skills – Revised (ABLBS-R) to teach Vocal Imitation.

When beneficial, pair target words with pictures, objects, actions or simple drawings to help the child connect speech sounds with meaning. Creating meaningful learning opportunities can increase engagement and support generalization of skills across settings. Begin with easier targets and accept close approximations initially. Gradually shape responses toward clearer productions through modelling, prompting and positive reinforcement. Focus on encouraging successful communication while maintaining a positive and supportive learning environment.

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Remember that progress may vary from child to child. Consistent practice, patience and reinforcement of successful attempts can help build confidence and support the development of speech and communication skills.

Prompting Format

Sd: Present the target word. Example: "Say pop."

R: The child responds with the target word or a close approximation.

Sr: Reinforce the attempt, repeat the correct word, and shape the response as needed. Example: "Good saying pop!"

What Sd / R / Sr means

Sd / R / Sr is a simple teaching sequence:

1. **Sd = instruction or cue**
2. **R = child's response**
3. **Sr = reinforcement or feedback**

It helps keep practice consistent and predictable.

1. Sd — Discriminative Stimulus

Sd means the instruction, cue, or prompt that tells the child what to do.

In this program, the Sd is usually the adult presenting the target word.

Examples:

- "Say pop."
- "Say cat."
- "What is this?"
- "Is this pup or mop?"
- Showing a picture/object and waiting

For early practice, the Sd can be very direct:

"Say pop."

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For later practice, the Sd can be less direct:

Show a picture of a pup and wait.

The goal is to gradually move from a strong adult model to a more natural cue.

2. R — Response

R is what the child does after the Sd.

In this document, the response is usually:

- *the target word,*
- *a close approximation,*
- *a partial sound,*
- *or sometimes no response.*

Examples:

- *Adult says: "Say pop."*

Child says: "pop." → correct response

- *Adult says: "Say pop."*

Child says: "pa." → close approximation

- *Adult says: "Say cat."*

Child says: "tat." → approximation that may need shaping

- *Adult says: "Say mop."*

Child does not respond → no response

For this resource, it's okay to accept close approximations at first, especially if the child is learning the mouth movement pattern. Then you shape the word gradually.



3. Sr — Reinforcement

Sr means reinforcement, feedback, or consequence after the child responds.

The purpose is to encourage attempts and help the child understand what was correct.

Examples:

- *"Good saying pop!"*
- *"Nice try — pop."*
- *"I heard /p/! Let's try pop again."*
- *Smile, praise, token, high five, bubbles, toy turn, or another reinforcer*

A strong Sr does two things:

1. *Reinforces the attempt*
2. *Repeats or models the correct word*

Example:

Child says "pa" for "pop."

Adult says: "Good trying — pop. Pop."

That way, the child hears the correct version without feeling discouraged.

How it looks in one full trial

Target word: *pop*

- **Sd:** *"Say pop."*
- **R:** *Child says "pa."*
- **Sr:** *"Good trying — pop. Pop."*

Another example:

Target word: *cat*

- **Sd:** *Show picture and say, "What is this?"*
- **R:** *Child says "cat."*

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- **Sr:** *"Yes, cat! Nice saying cat."*

How Sd/R/Sr connects to fading

You can also use Sd/R/Sr with the fading sequence:

- **A:** Full model — "Say pop."
- **B:** Partial model — "p..."
- **C:** Picture/object cue only
- **D:** Independent response

So, the Sd becomes smaller over time.

At first:

Sd: "Say pop."

R: "pop"

Sr: "Great saying pop!"

Later:

Sd: Show picture only

R: "pop"

Sr: "Yes, pop!"

That is the goal: less adult help and more independent speech

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Practice Levels

Level	Focus	What to Do	Example
1	Imitation	Adult models the word and the child repeat it. Reinforce any close approximation and shape gradually.	“Say pop.”
2	Choice or cue	Present a picture, object or two-choice prompt. Give extra cues as needed.	“Is this pop or mop?” / “What is this?”
3	Independent naming	Child says the target word from a picture, object or familiar routine with little or no model.	Child names a picture/object independently.
4	Carrier phrase	Child uses the word in a short, repeated phrase.	“I see __,” “my __,” “more __,” or “open __.”
5	Short sentences or play routine	Child uses the word in a meaningful sentence or activity.	“I see a pup,” “The pup is big,” or “Pop the bubble.”

Sample data/progress note: Level used: ___ / Accuracy: ___ / Cues needed: ___ / Notes: ___

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Data Sheet

Person name: _____ **Date:** _____ **Instructor:** _____

Speech/Mouth Movement Objective: _____

Task Analysis	Description for Families	Fading Sequence
1	Get ready: sit face-to-face, show the picture/object if using one, and make sure the child is looking or attending.	A / B / C / D
2	Give the direction: say “Say ___” or use the chosen practice level prompt, such as a choice cue or picture cue.	A / B / C / D
3	Model the mouth movement: say the target clearly and naturally so the child can see and hear the sound pattern.	A / B / C / D
4	Child responds accept a close approximation, then shape the word gradually toward a clearer production.	A / B / C / D
5	Reinforce and repeat: give praise, repeat the correct word, provide a quick reinforcer if needed, and move to the next trial.	A / B / C / D

Sequence of fading: A = full model, “Say ___” B = partial model or first sound cue C = visual/object/picture cue only
D = independent response



Reinforcers used: _____

Task Analysis Step	Target Word	Fading Level	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10	Comments
		A / B / C / D											
		A / B / C / D											
		A / B / C / D											
		A / B / C / D											
		A / B / C / D											

Using Practice Levels with the Word Lists

For each mouth movement word list, begin with **Level 1** and move up only when the child is successful with support. Use the same target words across levels so practice progresses from imitation to spontaneous use.

Word List Section	Level 1	Level 2	Level 3	Level 4	Level 5
	Imitation	Choice/cue	Independent naming	Carrier phrase	Short sentence/play routine

Quick tracking line for each list: Section: ___ / Target words: ___ / Level used: ___ / Accuracy: ___ / Cues needed: ___

Progress Tracker Summary

Word List	Current Level	Best Accuracy	Cue Level	Ready to Move Up?	Priority/Notes
Bilabial-Bilabial		/		Yes / No	
Alveolar-Alveolar		/		Yes / No	
Velar-Alveolar		/		Yes / No	
Strident-Bilabial		/		Yes / No	

Summary use: Fill this in after reviewing the section-specific trackers. Use it to quickly identify which word list is ready for the next level and which list needs more practice.



Progress Tracker by Word List

Word List	Target Words	Current Level	Accuracy	Cues Needed	Next Step/Notes
Bilabial-Bilabial					
Bilabial-Labiodental					
Bilabial-Alveolar					
Alveolar-Alveolar					
Velar-Alveolar					
Strident-Bilabial					

Suggested use: Update this tracker after each session. If accuracy is strong with minimal cues, try the next practice level; if accuracy drops, stay at the same level or reduce cues gradually.

Picture-Friendly Words

Use simple pencil-style drawings or picture cards for words that are easy for children to recognize. Start with a small set of concrete words rather than trying to illustrate every word in the document.













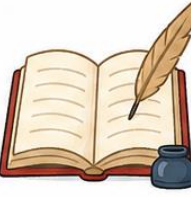








Word List	Picture-Friendly Words	Drawing Idea
Bilabial-Bilabial	pup, mop, bib, map, pipe	dog, mop, baby bib, simple map, pipe
Bilabial-Alveolar	pen, bed, bat, pan, pin, bun, boat	pen, bed, bat, pan, safety pin, bun, boat
Alveolar-Alveolar	dot, dad, ten, nut, note, net	dot, adult figure, number 10, nut, note paper, net
Velar-Alveolar	goat, kid, cat, kite, coat, cone, gun	goat, child, cat, kite, coat, cone, toy water gun
Strident-Bilabial	soap, soup, zip, zoom, cheese, juice	soap bar, soup bowl, zipper, fast car, cheese, juice box


Tip: Use one clear drawing per card, print the word underneath, and leave space to mark the practice level or accuracy if the card is used during sessions.


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BILABIAL – BILABIAL (From lips to lips)

<p>1. pop</p> 	<p>2. babe</p> 	<p>3. bub</p> 	<p>4. Bop</p> 	<p>5. mop</p> 	<p>6. peep</p> 	<p>7. boom</p> 
<p>8. mime</p> 	<p>9. beep</p> 	<p>10. bum</p> 	<p>11. pup</p> 	<p>12. pip</p> 	<p>13. poem</p> 	<p>14. pep</p> 
<p>15. Pam</p> 	<p>16. pipe</p> 	<p>17. bib</p> 	<p>18. Bob</p> 	<p>19. beam</p> 	<p>20. bomb</p> 	<p>21. map</p> 


 Bilabial – Bilabial means both sounds are made using both lips.
 Examples of pairs: /p/ – /p/, /b/ – /b/, /m/ – /m/





Bilabial-Bilabial (From lips to lips)

- pop
- babe
- bub
- Bop
- mop
- peep
- boom
- mime
- beep
- bum
- pup
- pip
- poem
- pep
- Pam
- pipe
- bib
- Bob
- beam
- bomb
- map



BILABIAL-LABIODENTAL

(From both lips to teeth on lip)



1. move



2. pave



3. beef



4. Biff



5. Bev



6. mauve



7. move



8. muff



Bilabial-Labiodental means the sound is made with both lips touching together and the upper teeth gently on the lower lip.

Examples of pairs: /m/ - /v/, /b/ - /f/





Bilabial-Labiodental (From both lips to teeth on lip)

- move
- pave
- beef
- Biff
- Bev
- mauve
- move
- muff

Bilabial-Alveolar (From both lips to tongue at roof of mouth)

Set 1 – Early Words

- pen
- pat
- bed
- bat
- man
- mad
- pan
- pad
- pod
- pet

Set 2 – Short Vowel Contrasts

- pin
- pine
- pun
- pit

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- pot
- put
- bid
- bud
- bit
- bite

Set 3 – Long Vowel Words

- paid
- pain
- Pete
- bead
- bait
- beet
- bean
- bone
- moat
- boat

Set 4 – M Words

- mat
- met
- meet
- meat
- mitt
- might
- made
- mode
- mood



- mud

Set 5 – Generalization

- moon
- mutt
- bought
- but
- mane
- men
- mean
- mine
- moan
- bun

Full List of Bilabial-Alveolar (From both lips to tongue at roof of mouth)

- pen
- pat
- bed
- bat
- mad
- man
- pad
- paid
- pod
- pan
- pain
- pen
- pin

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- pine
- pun
- Pat
- pet
- Pete
- pit
- pot
- putt
- put
- bad
- bed
- bead
- bid
- bud
- bat
- bait
- bet
- beet
- bean
- bin
- bone
- bun
- bit
- bite
- moon
- mat
- met
- meet



- meat
- mitt
- might
- moat
- mutt
- boot
- boat
- bought
- but
- made
- mode
- mood
- mud
- man
- mane
- men
- mean
- mine
- moan

Bilabial-Velar (From both lips to back of mouth)

- pick
- pig
- bike
- book
- make
- pack
- peck



- peek
- pike
- poke
- puck
- peg
- pug
- back
- bake
- beak
- buck
- bag
- beg
- big
- bog
- bug
- meek
- Mick
- Mike
- mock
- muck
- Meg
- mug

Bilabial-Strident (From both lips to tongue pushed to front)

- piece
- push
- pass
- pus



- pays
- paws
- peas
- pies
- pose
- patch
- peach
- pitch
- poach
- pooch
- page
- bass
- base
- Bess
- boss
- bus
- bays
- bees
- bows
- buzz
- buys
- bash
- bush
- batch
- beach
- Butch
- badge
- budge



- mass
- mace
- mess
- miss
- moss
- moose
- maze
- mash
- mesh
- mush
- match
- Mitch
- mooch
- much
- Midge

Alveolar-Alveolar (From roof of mouth to roof of mouth)

- date
- dot
- dad
- dead
- deed
- did
- dyed
- dud
- dude
- Dan
- Dane



- dawn
- dean
- Don
- done
- dune
- tan
- ten
- teen
- tin
- ton
- tone
- tune
- night
- knot
- note
- nut
- Ned
- nod
- nine
- known
- noon
- none
- Tad
- Ted
- tied
- taught
- tight
- tot



- tote
- toot
- Nan
- non
- net
- neat
- knit

Areolar-Bilabial (From roof of mouth to both lips)

- top
- knob
- name
- tap
- tape
- tip
- taupe
- type
- tab
- tub
- tube
- tame
- team
- tomb
- Tom
- deep
- dip
- dab
- dub



- dam
- dime
- dim
- dome
- dumb
- nap
- nape
- nip
- nope
- nab

Aveolar-Labiodental (From roof of mouth to teeth on lip)

- deaf
- dive
- dove
- knife
- tough

Aveolar-Velar (top of mouth to back of mouth)

- toes
- teach
- deck
- dock
- duck
- duke
- dig
- dog
- dug



- take
- teak
- tick
- toot
- tuck
- tag
- tog
- tug
- knack
- neck
- nick
- knock
- nag
- dice
- dose
- days
- dies
- doze
- dues
- dash
- dish
- ditch
- dutch
- dodge
- toss
- tease
- ties
- twos



- Tish
- touch
- niece
- nice
- noose
- knees
- news
- notch
- nook
- nose
- nudge

Labiodental-Labiodental

(From teeth behind lips to teeth behind lips.)

- five
- fib
- foam

Labiodental-Alveolar (From teeth behind lips to top of mouth)

- fad
- fade
- fed
- feed
- food
- feud
- fat
- fate
- feet

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- fit
- fight
- foot
- fan
- fin
- fine
- phone
- fun
- vat
- vet
- vote
- van
- vein
- vine

Labiodental-Velar (From teeth behind lips to back of mouth)

- fake
- fig
- fog
- vague
- vogue

Labiodental-Strident (From teeth behind lips to tongue pushed to front)

- face
- fuss
- phase
- fizz
- fours



- fuzz
- fuse
- fish
- fetch
- fudge
- vase
- vice

Velar-velar (From back of mouth to back of mouth)

- gag
- gape
- goop
- game
- gum
- cap
- cape
- keep
- cop
- cope
- cup
- came
- Kim
- come
- comb



Velar-Alveolar (From back of mouth to top of mouth)

- good
- get
- got
- goat
- gut
- cad
- kid
- cod
- code
- cud
- cat
- kit
- kite
- cot
- coat
- cut
- can
- cane
- keen
- kin
- cone
- gain
- gone
- goon
- gun



Velar-Labiodental (From back of mouth to teeth behind lips)

- golf
- goof
- gave
- give
- calf
- cough
- cuff
- cave
- cove

Velar-Strident (From back of mouth to tongue pushed to front)

- gas
- guess
- geese
- goose
- gaze
- gauze
- goes
- gash
- gosh
- gush
- case
- kiss
- cuss
- cause
- quiche
- catch



- cage
- gage

Strident-Strident (From tongue pushed to front to tongue pushed to front)

- sage
- sash
- sass
- sauce
- cease
- seas
- size
- sews
- sues
- such
- zoos
- she's
- shows
- shoes
- chaise
- chase
- chess
- choice
- cheese
- chose
- choose
- jazz
- jaws
- Jess



- juice
- Josh
- judge

Strident-Bilabial (From tongue pushed to front of mouth to both lips)

- sap
- seep
- sip
- sop
- soap
- soup
- sob
- sub
- same
- Sam
- seam
- sum
- zap
- zip
- zoom
- chase
- chess
- choice
- cheese
- chose
- choose
- jazz
- jaws



- Jess
- juice
- Josh
- judge

Strident-Alveolar (From tongue pushed to front of mouth to top of mouth)

- sad
- said
- seed
- side
- sewed
- sod
- sued
- sat
- seat
- set
- sit
- sight
- suit
- sane
- scene
- sign
- sin
- soon
- sun
- shade
- shed
- should



- showed
- sheet
- shot
- shoot
- shut
- Shane
- Sean
- shine
- shin
- shown
- shun
- Zane
- zone
- chewed
- Chet
- cheat
- chain
- chin
- jade
- Jed
- Jud
- jet
- jot
- jut
- Jan
- Jane
- Jean
- Joan

- June

Strident-Labiodental (From tongue pushed to front of mouth to teeth behind lips)





Strident-Labiodental (From tongue pushed to front of mouth to teeth behind lips)

- safe
- save
- shave
- shove
- chafe
- chief
- chive
- jive
- Jeff

Strident-Velar (From tongue pushed to front of mouth to back of mouth)

- sack
- seek
- sick
- sock
- soak
- suck
- sag
- shack
- shake
- sheik
- shock
- shook
- shuck
- shag



- zag
- zig
- chalk
- cheek
- Chuck
- chug
- jack
- jock
- joke
- jig
- jog
- jug
- lap
- leap
- lip
- lab
- lob
- lobe
- lube
- lamb
- lame
- limb
- lime
- loam
- loom
- rap
- reap
- rip



- ripe
- rope
- rib
- rob
- robe
- rub
- ram
- ream
- rim
- roam
- room

Liquid-Alveolar (From outside of teeth to top of mouth)

- laid
- lead
- load
- loot
- loud
- lid
- lied
- late
- let
- lit
- light
- lot
- lane
- lawn
- lean



- line
- loan
- loon
- raid
- read
- rid
- ride
- Rod
- road
- rude
- rat
- rate
- write
- rot
- root
- rut
- ran
- rain
- wren
- Ron
- run

Liquid-Labiodental (From outside of teeth to teeth behind lips.)



laugh



leaf



life



loaf



leave



live



love



reef



rough



rave



Liquid-Labiodental (From outside of teeth to teeth behind lips.)

- laugh
- leaf
- life
- loaf
- leave
- live
- love
- reef
- rough
- rave

Liquid-Velar (From the front of the mouth to back of mouth.)

The liquid sounds /l/ and /r/ are produced toward the front of the mouth, and the velar sounds /k/ and /g/ are produced at the back of the mouth.

- leg 🦵
- league
- lack
- lake 🏞️
- leak
- lick 🍷
- like 👍
- lock 🔒
- look 👁️
- luck 🍀
- Luke



- rag
- rig
- rug
- rack
- rake
- wreck
- reek
- Rick
- rock
- rook

Liquid-Strident (From the front of the mouth to tongue pushed toward the front of the mouth.)

From /l/ or /r/ sounds to "s", "sh", "ch", and "j" sounds.

- lass
- lace
- less
- lease
- lice
- loss
- loose
- lash
- leash
- lush
- latch
- leech
- ledge
- lodge



- race
- rice
- Ross
- Russ
- raise
- rise
- rose
- rash
- rush
- reach
- roach
- rage
- ridge

H, W, Y to Other consonants

- hub
- heap
- hype
- hope
- hoop
- hip
- hop
- home
- ham
- him
- hum
- hate
- head



- heat
- height
- hoot
- hat
- hit
- hot
- hut
- heed
- hide
- had
- hid
- hen
- hike
- hick
- Huck
- hag
- hog
- hug
- half
- huff
- heave
- hive
- have
- hiss
- he's
- hose
- has
- his



- hash
- hush
- hatch
- hitch
- hutch
- hedge
- web
- weep
- wipe
- whip
- wham
- wait
- wheat
- white
- wet
- wit
- what
- wade
- weed
- wide
- wed
- wad
- wane
- wean
- when
- wan
- one
- won



- wake
- week
- woke
- wick
- walk
- wag
- wig
- waif
- wife
- woof
- wave
- weave
- wove
- wise
- was
- wish
- wash
- watch
- witch
- wage
- wedge
- yam
- yawn
- yet
- yen
- yoke
- yak
- yuck



- you've
- yes

Oral motor exercises

Touch tongue
 Touch teeth
 Blow kisses
 Sing onto tube
 Roll head
 Pucker lips
 Blink eyes
 Stick out tongue
 Open mouth
 Frown
 Smack lips
 Pout
 Smile
 Nod head yes
 Shake head no
 Bite lip
 Puff up cheeks
 Blow (match in hand)
 Tongue in cheek
 Tongue to corner of mouth
 Wiggle nose
 Wiggle ear
 Flap lips
 Click-click sound

ORAL MOTOR EXERCISES

Fun and simple movements to help build strong mouth muscles for speech and eating.



Practice in a fun and relaxed way. Praise all attempts and keep it positive!





Indian sound
Breathe in through nose
Suck in cheeks
Fish lips
Yawn
Cough



TARGET WORD: _____

MASTERY CRITERIA: 80% accuracy

DATE MASTERED: _____

OBJECT / PICTURE USED: _____

DATE STARTED: _____

DATE MOVED TO MAINTENANCE: _____

REINFORCERS USED: _____

INSTRUCTOR: _____

Date	Target Word	Task Analysis Step (TA Step)	Sequence of Fading (Level)	Trials										% Accuracy	Notes / Comments	
				1	2	3	4	5	6	7	8	9	10			

<p>SEQUENCE OF FADING (Level)</p> <p>A = Full Model B = Partial Model / First Sound Cue C = Visual or Picture Cue D = Independent Response</p>	<p>TASK ANALYSIS (Example)</p> <ol style="list-style-type: none"> 1. Gain attention / Get ready 2. Present object / picture 3. Give direction ("Say _____") 4. Model target word if needed 5. Child responds 6. Reinforce 7. Repeat for 10 trials
--	---

MAINTENANCE NOTES



Speech / Mouth Movement Tracking Data Sheet

Person name:		Instructor:	
Program/Goal:		Mastery criteria:	80% accuracy
Reinforcers used:	Object / picture used:		

Date	Target word	TA step	Fading level	1	2	3	4	5	6	7	8	9	10	%	Mastered date	Maint. review	Comments / notes

Sequence of fading: A = Full model / "Say ___" B = Partial model or first sound cue C = Visual / object / picture cue only D = Independent response
Trial coding: + = correct or close approximation - = incorrect / no response P = prompted response Mastered = 8/10 or 80%

Maintenance notes / next targets:



Data Sheet Vocal Sounds Imitation (Echoic)

TARGET WORD				MASTERY CRITERIA: 80% accuracy										DATE MASTERED:	
OBJECT / PICTURE USED:				DATE STARTED:										DATE MOVED TO MAINTENANCE:	
REINFORCERS USED:				INSTRUCTOR:											
Date	Target Word	Task Analysis Step (TA Step)	Sequence of Fading (Level)	1	2	3	4	5	6	7	8	9	10	% Accuracy	Notes / Comments
SEQUENCE OF FADING (Level) A = Full Model B = Partial Model / First Sound Cue C = Visual or Picture Cue D = Independent Response				TASK ANALYSIS (Example) 1. Gain attention / Get ready 2. Present object / picture 3. Give direction ('Say ____') 4. Model target word if needed 5. Child responds 6. Reinforce 7. Repeat for 10 trials										MAINTENANCE NOTES _____ _____ _____	