



All about the /CH/ sound

→ The /CH/ is made by placing the tongue at the center of the gum ridge and moving down. Air pressure is built and released. This is the ‘sneezing’ or ‘train’ sound.

Some common errors for the /CH/ sound

→ Some children use a /sh/ or /s/ for /ch/ (“beash” or “beas” for “beach”)

Awareness activities to develop a child’s recognition of the /CH/ sound in everyday conversations

→ Emphasize the /CH/ sound in your speech.

Example: Adult: “Look at the bench. Listen, bench has a ‘ch’ sound. Bench.”

For older children, provide the sound’s name too: “Bench ends with /CH/.”

→ Emphasize /CH/ words within the child’s speech.

Example: Child: “I want to be a wits.” Adult: “wits? You want to be a witch for Halloween?”

Cue child’s production of /CH/ using corrective feedback strategies in everyday conversations

Child says: “peas” (for peach)

Adult responds with a strategy that best fits the moment:

Provide a good Model of the /CH/ by saying the word again slowly and clearly: “Peach.”

Provide a Visual Cue: Point to your tongue and emphasizing the /CH/ sound as you say “Peach.”

Provide a Verbal Cue: “Listen to the /CH/ sound. Peach. I use my tongue to make the /ch/.”

Provide Feedback: “I heard the /sssss/ sound when you said peach.”

Use a Communication Breakdown technique: “Do you mean “peas” or “peach?”

Target Sound Practice designed to give children many opportunities to say the /CH/ correctly

Learning speech sounds takes practice. The speech/language pathologist will assign one targeted speech sound for the child to work on each week. Find a quiet, consistent time each day to practice with the child.

Activity One: Awareness Activities for /CH/ before Target Sound Practice

→ Use the Listening List (below) to heighten awareness of the /CH/ before target sound practice sessions.

Activity Two: Target Sound Practice for /CH/ with words and picture cards

→ Use the Target Sound Picture Cards (next page) and activities to give the child many opportunities to practice saying the /CH/ sound correctly in words. Provide the child with feedback on how he/she is doing as they practice (e.g. “Great Job!”, “That was close, say it again after me.”)

Cueing strategies to get correct production of /CH/ during Target Sound Practice

Child says: “wats” (for watch)

→ Say, “Let’s try that again. “Watch”.

→ Point to your mouth. Say, “Watch me. Wwwatch”.

→ Put your fingers near your mouth to give a visual cue and say, “Watch”.

Listening List /CH/ at the End

Say these words to your child.

Have them watch and listen without repeating the word.

much	each	birch	ouch
catch	such	perch	ranch
peach	which	fetch	bunch



Target Sound Practice Cards

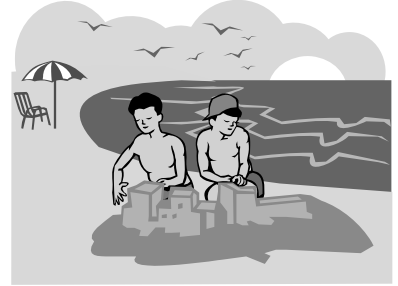
lunch



watch



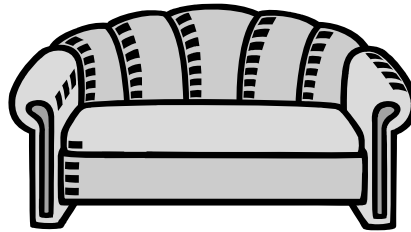
beach



bench



couch



match



lunch



watch



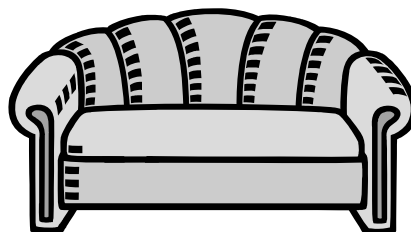
beach



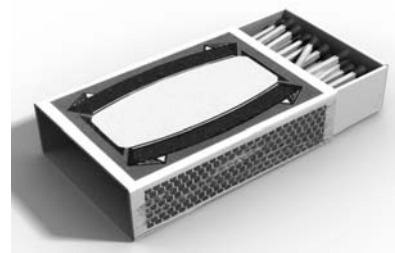
bench



couch



match





Carrying over Target Sound Practice to other Times of the Day

Cut apart the cards below. Put these cards in different places in your home, in the childcare and/or school. This allows the child practice throughout the day and instills the importance of using good speech skills all the time, not just at practice time. It also helps transfer correct productions into other environments, with other people, and in other word contexts. Examples of places to put these cards are:

- on the bathroom countertop
- on his cubbie at daycare/preschool
- at his/her place at the dinner table
- on the doorway leaving the classroom
- on the car booster seat
- on his/her pillow to say before bed

<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>	<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>
<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>	<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>
<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>	<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>
<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>	<p>Ask me to say these words:</p> <p>lunch</p> <p>watch</p> <p>couch</p> <p>bench</p>



Child's Name: _____

Date: _____

SOUND PROBE – CH at the end of words

Please complete this after you have finished the entire home program with your child. You will complete a different sound probe for each set of target words you were given. This will give the speech/language pathologist information on how well the target sounds transferred to words that were not practiced by your child.

Instructions:

- Say these words as naturally as possible to your child
- Have your child repeat these words after you
- Listen only for the target sounds that were practiced
- Check the appropriate box next to each word

	Correct	Incorrect
BAT <u>CH</u>	<input type="checkbox"/>	<input type="checkbox"/>
BEA <u>CH</u>	<input type="checkbox"/>	<input type="checkbox"/>
HAT <u>CH</u>	<input type="checkbox"/>	<input type="checkbox"/>
PIT <u>CH</u>	<input type="checkbox"/>	<input type="checkbox"/>
IT <u>CH</u>	<input type="checkbox"/>	<input type="checkbox"/>

Use this area to provide specific comments or questions about progress: