



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 an /s/ for /ch/ (“sue” for “chew”)

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

→ Emphasize the /CH/ sound in your speech

Example: Adult: “Please push in your chair. Listen, “chair” has a ‘ch’ sound. “chair.”

For older children, provide the sound’s name too: “Chew starts with /ch/”.

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

Example: Child: “My seek hurts.” Adult: “seek? What happened to your check?”

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

Child says: “seese” (for cheese)

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: “Chease.”

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

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

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

Use a Communication Breakdown technique: “Do you mean “seese” or “cheese?”

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: “sin” (for chin)

→ Say, “Let’s try that again. Chin.”

→ Point to your mouth. Say “Watch me. Chhhin.”

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

Listening List /CH/ at the Beginning

Say these words to your child. Have them watch and listen without repeating the word.

change

chest

chase

chew

chow

chick

chalk

chomp

chore

chipper

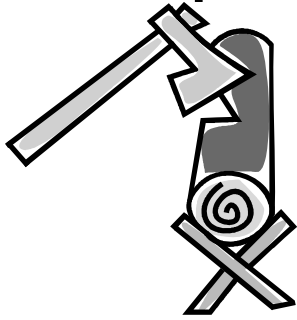
child

cherries



Target Sound Practice Cards

chop



chips



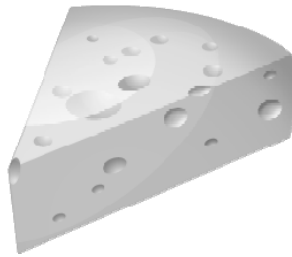
chin



check



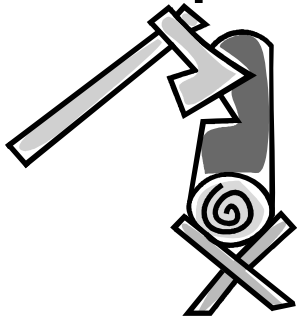
cheese



cheek



chop



chips



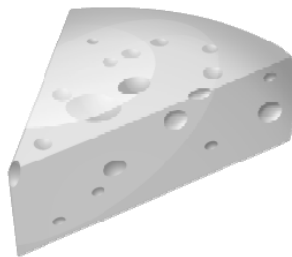
chin



check



cheese



cheek





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
at his/her place at the dinner table
on the car booster seat

on his cubbie at daycare/preschool
on the doorway leaving the classroom
on his/her pillow to say before bed

Ask me to say these words: chin cheek check chip	Ask me to say these words: chin cheek check chip
Ask me to say these words: chin cheek check chip	Ask me to say these words: chin cheek check chip
Ask me to say these words: chin cheek check chip	Ask me to say these words: chin cheek check chip
Ask me to say these words: chin cheek check chip	Ask me to say these words: chin cheek check chip



Child's Name: _____

Date: _____

SOUND PROBE – CH at the Beginning 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 an idea of 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
<u>CH</u> AP	<input type="checkbox"/>	<input type="checkbox"/>
<u>CH</u> UB	<input type="checkbox"/>	<input type="checkbox"/>
<u>CH</u> ASE	<input type="checkbox"/>	<input type="checkbox"/>
<u>CH</u> EAT	<input type="checkbox"/>	<input type="checkbox"/>
<u>CH</u> EW	<input type="checkbox"/>	<input type="checkbox"/>

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