

CH

the choo choo sound

Production:

/ch/ is produced when the sides of your tongue touch the insides of your top back teeth. Air flows over the tongue and is stopped abruptly at the bumpy ridge by the tongue.

Check that “ch!”

1. **That’s the truth and I’m sticking to it!** Use peanut butter or another sticky substance (food allergies in mind, of course!) and place it just behind the bumpy ridge on the roof of the child’s mouth. Then tell the child to put his tongue on the peanut butter and get “stuck!” That is approximately where our tongue needs to be for /ch/ and where our air needs to be stopped!

2. **Shape the “ch” from “t” + “sh”** Ask the child to produce the long “sh” sound. Then ask the child to produce a “t.” Next, challenge the child to produce both sounds together... at the same time! “CH” is kind of like a math solution, and “t” + “sh” is the equation!

3. **Control the flow** Tell the child to make the long /sh/ sound, but instead of letting the air flow over the tongue, tell the child to try to stop the air from flowing with the tongue! Have the child use his or her own hand to feel the air flow and not flow out of his/her mouth.

4. **Self-monitoring** is an important step for speech practice. Record audio/video of the child for him or her to watch or listen to and decide whether their production was good or needed some work. See if the child can figure out what he or she could have done better. Mirrors are also helpful for more visual sounds. /Ch/ is a sound that involves stopping airflow, so placing a hand or piece of paper in front of the mouth during productions may help the child identify when he/she is using the appropriate air control!

CH WORD LISTS

Initial positions of words

chip	chi	choo
chat	chin	chair
chap	chill	chick

Medial positions of words

match-up	catching	hatching
kitchen	matching	stitching

Final positions of words

leach	catch	rich
watch	stitch	leach
match	pitch	reach

Carrier Phrase:

I have a _____.

How do we teach the “ch” sound?!

Speech-language pathologists (SLPs) use a variety of techniques to teach a good “ch.” One way an SLP may teach a sound is by simply discussing where the articulators (the lips, tongue, teeth, etc.) are when the sound is made.

SLPs may also get in the mouth, literally (and with gloves), to help the student feel and place the articulators where they need to be. Another method of instruction is where we manipulate another sound (like “sh” + “t”) to make our target sound (like “ch”).

So we learned how to make a “ch”

... Now what?

One of our first goals is to just make the sound all by itself, but our work does not stop there. We must be able to carryover that success into syllables, simple words, more complex words, phrases, sentences, readings, and conversation. Our techniques that we have learned now become cues that we can refer back to as we continue speech!

Source/Inspiration

Secord, W.A. et al. (2007). Eliciting Sounds: Techniques and Strategies for Clinicians, 2nd Edition. Clifton Park, NY : Delmar, Cengage Learning.