



The 'CH' Sound

Welcome to 'ch' practice! We believe that parents and caregivers are a child's best teacher and there are many things that you can do at home to improve your child's communication skills.

Developmental Norms:

Most¹ children produce the 'ch' sound correctly by 6 years of age in initial, medial, and final position of words.

- 1 Age at which at least 90% of children produced the sound correctly in all word positions. (Adapted norms from The Goldman Fristoe Test of Articulation-2)

*For s-blends, please see the separate S-Blends page!

Position:

- *Initial position of words* (the sound occurs at the beginning of the word): **cheese, chick, chin, chew**
- *Medial position of words* (the sound occurs in the middle of the word): **crunchy, kitchen, nachos, matches**
- *Final position of words* (the sound occurs at the end of the word): **witch, watch, lunch, peach**

How to make the “ch” sound:

- Initial position of words (the sound occurs at the beginning of the word): cheese, chick, chin, chew
- Medial position of words (the sound occurs in the middle of the word): crunchy, kitchen, nachos, matches
- Final position of words (the sound occurs at the end of the word): witch, watch, lunch, peach

[Click to watch on YouTube: Demonstration of how to produce 'ch'](#)



How to provide feedback for /ch/:

BE SPECIFIC!

When the sound was produced correctly: “That was a great ‘ch’ sound!” OR “I really heard your ‘ch’ sound when you said ‘cheese.’ Great job!”

When the sound was produced incorrectly: “Oops! You forgot the ‘ch’ sound,” OR “That sound like you said ‘ticken’ instead of ‘chicken.’ Remember to use your ‘ch’ sound.”

You can give the sound a fun name. For example, the 'ch' sound could be called the "train sound". Feel free to get creative and find a name for the sound that works best for your child!



Train Sound
“ch”
CHOO CHOO!

How often should I be practicing with my child?

A useful analogy is to compare working on speech sounds to playing a video game. In many video games, there are different levels that need to be completed or mastered in a sequence.

The length of time a child stays on one level varies greatly from child to child, and can be impacted by a number of factors. These factors include:

- The amount of cueing needed to elicit the sound correctly - we call this *stimulability*. If a child can produce a sound given proper cueing techniques, they are said to be stimuable to produce that sound. Gradually, over time, we can fade the cues so that the child can make the sound by themselves.
- Attention span: A child who is able to focus on practicing his or her speech sound, pay attention to the cues given, and pay attention to their own production is likely to make progress more quickly than a child who might struggle with attention and focus.



If you feel that your child is not making progress as expected, please contact your school speech-language pathologist for more guidance in this area.

How to Master a Level?

For most 'levels', your child will be ready to move on once he or she is able to produce the sound at that level with 80% accuracy. You don't need to keep track of how your child is doing on each task unless you want to. You can simply estimate approximately how well your child is doing. If you have any questions, please feel free to contact your school's speech-language pathologist.

Reps: 1 – 2 Activities/Practice sessions per day

Duration: 5 – 15 minutes

Levels:

- Level One: Isolation (e.g., the sound all by itself → “**ch**”)
- Level Two: Syllable (e.g., “**chai**”)
- Level Three: Word (e.g., “**chair**”)
- Level Four: Phrase (e.g., “white **cheese**”)
- Level Five: Sentence (e.g., “The **cheetah** runs fast.”)
- Level Six: Conversation (e.g., the sound in everyday conversation)

Why Practice? It's Like Exercise!

Think of practicing speech sounds as similar to exercising or lifting weights. If you start off by learning correct form, exercising every day, and gradually increasing the difficulty or weight, you will be able to make great progress towards your fitness goal! The same goes for working on speech sounds. We start by showing a child how to properly produce the sound. Then, we work with the child on saying the sound on its own (isolation), then in syllables (la, lee, lie, low, Lou). After that, we target the sound at the word level- beginning, end, middle, and in consonant blends. Gradually, we move to producing the sound at the sentence level, and then at the conversational level.



Short But Often!

Researchers have found that shorter but more frequent practice sessions are **more effective** than longer but less frequent sessions. For this reason, I recommend that you try to sneak in as many short sessions as you can throughout your week. The more you practice, the faster your child will progress. A few 5-minute sessions a day is a great place to start, but you can always do fewer if it doesn't fit into your schedule. Try practicing while driving in the car, while standing in line, or while waiting for a doctor's appointment to get in a few extra repetitions.

Phonological Processes for “ch”:

A *phonological process* is a typical error pattern that young children use to simplify an adult speech sound they are not able to say. In the case of the /ch/ sound, one error that children may exhibit is called *depalatization*. The word *palatal* refers to the roof of the mouth, so children who exhibit depalatization are keeping the tip of their tongue down instead of touching it behind their top teeth at the start of the sound. When they do this they end up substituting /s/ or /sh/ for /ch/, so "chair" is "sair" or "shair", "check" is "seck" or "sheck", "catch" is "cass" or "cash", etc.

A second phonological process that can occur with the /ch/ sound is something called *stopping*. In this error pattern, the child omits the continuous airflow part of the sound and only makes a sound that is stopped in the mouth, like a /t/ sound or a /d/ sound. When they do this they say "deap" or "teap" instead of "cheap", "dair" or "tair" instead of "chair" and "cat" instead of "catch".

Most babies and very young children demonstrate *depalatization* as a normal developmental process, but *stopping* is NOT a typical pattern and is a red flag for an articulation disorder. The earlier parents work with their children to modify their stopping,



the less likely it is that this error pattern will become habituated and the child will need speech therapy.

Tips for working on stopping at home:

Be Specific: tell your children that they are stopping their air instead of letting their air flow out of their mouth to make the /ch/ sound.

Give an Example: give your children examples of their errors (e.g. "You said dew when you meant to say chew").

Provide a Model: have your child look closely at your mouth as you model the /ch/ sound all by itself, not in a word, and point out how you need to stretch out the sound to make /t/ turn into /ch/.

Use a Tactile Aid: run your finger down your child's arm when you stretch out the /ch/ sound so he recognizes that he has to add continuous airflow to the sound.

Choo Choo Train: make the "choo – choo" sound repeatedly and slowly so your child hears that you are not saying "too – too".

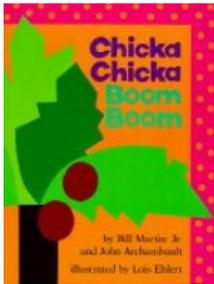
Accept a /ts/ Substitution: if your child makes a /ts/ sound instead of a /ch/ sound when you are doing your demonstrations, accept this production as it shows he is understanding the concept of continuous airflow. It is easy to shape a /ts/ sound into an /ch/ sound later in your work with your child.

Learning with Games

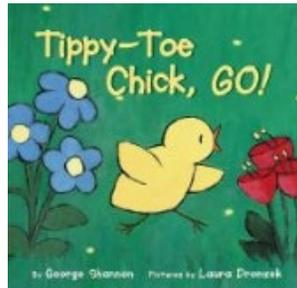
- **Pretend to chop up vegetables for 'chili'!** Ask your child to 'chop' up different vegetables to make pretend chili! Encourage them to use the words chop, chili, chew, etc.
- **Pretend to be a police chief!**
- **Pretend to be a fire chief and put out fires!**



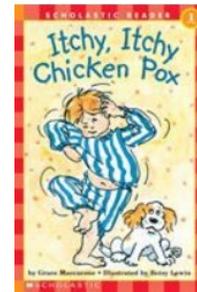
Sound-Loaded Books: S



Chicka Chicka Boom Boom



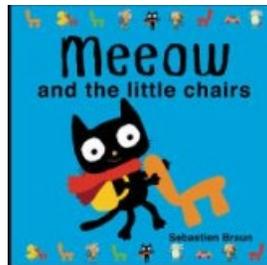
Tippy-Toe Chick, GO!



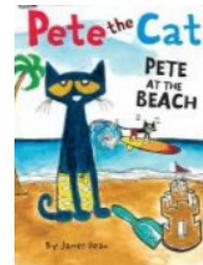
Itchy, Itchy, Chicken Pox



Chicken BIG



Meeow and the Little Chairs



Pete the Cat: Pete at the Beach

Helpful Websites

- [Practical Speech Therapy Activities for Home Practice](#)
- [Working Speech and Language into Daily Routines](#)
- [Fun Family Crafts](#)
- [Printables for Kids: KizClub](#)

Songs Featuring 'CH'

- [Youtube: Chicka Chicka Boom Boom](#)
- [Youtube: Choo Choo Train Song](#)
- [Youtube: Chop Chop Choppity Chop](#)

CH Crafts

- [Hatching Chick Card](#)
- [Cheetah Mask](#)



- [Witch on a Broom](#)