

# The Entire World of SH & CH™

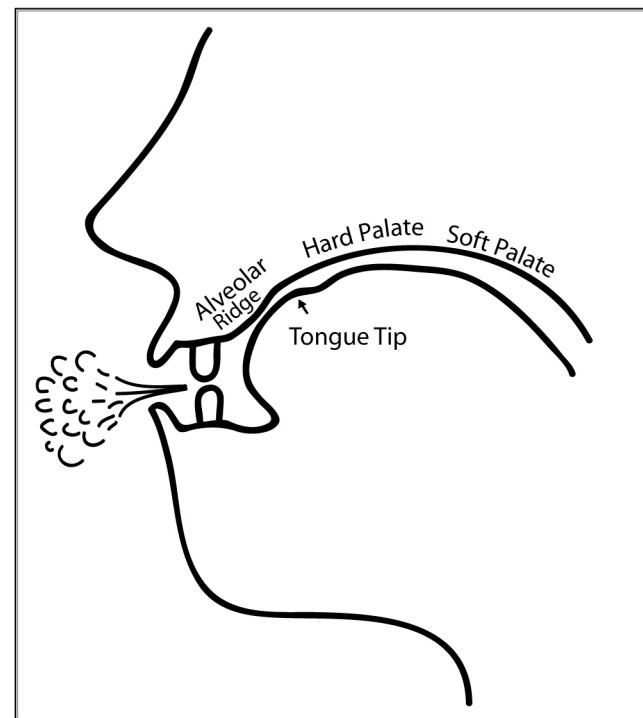


# Course Objectives

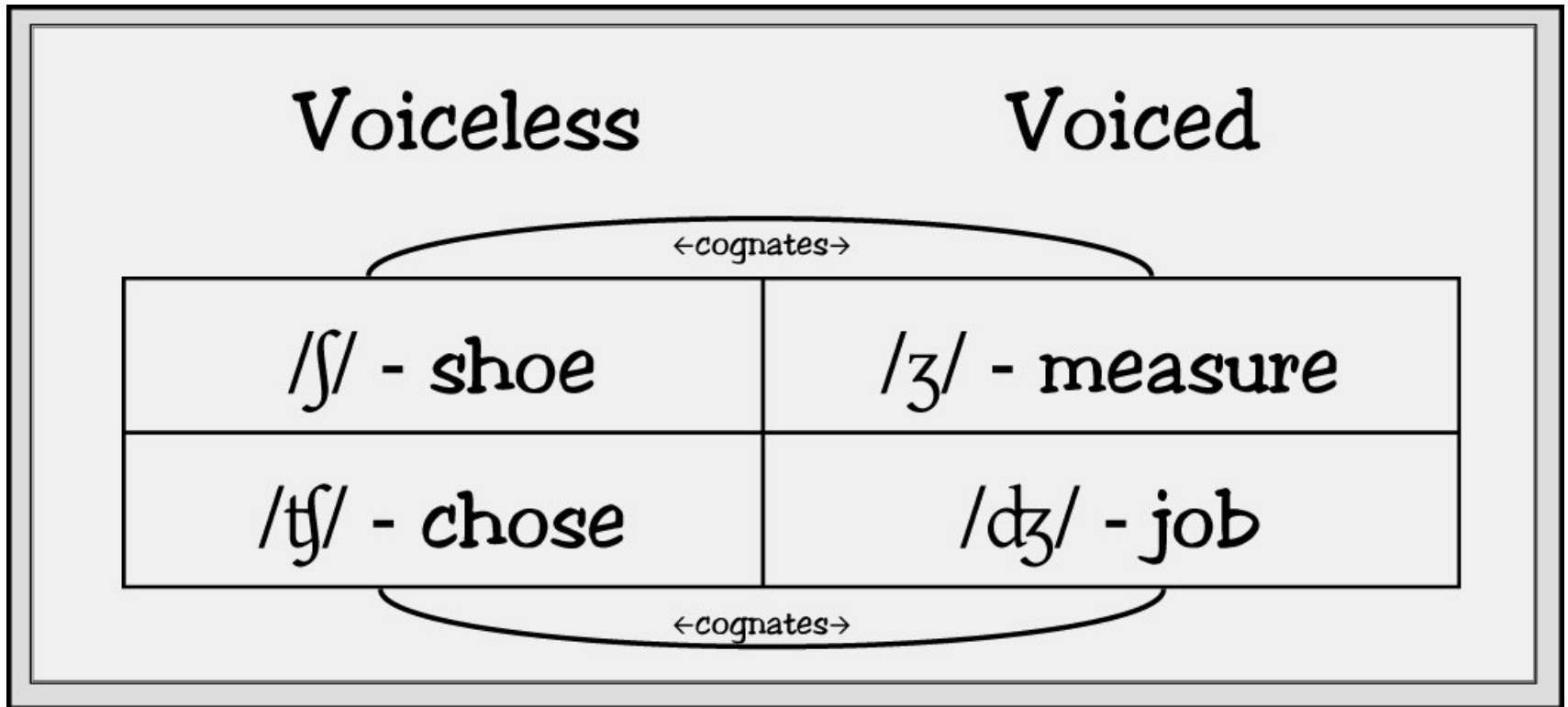
- Know to how to evaluate and treat the various sibilants
- Know how to use correctly produced phonemes to elicit misproduced phonemes.
- Write measurable goals and objectives.
- Identify and implement 3 elicitation techniques.

# Sh, Ch, J & Zh

- Produced at the palato-alveolar region. Just slightly posterior of S & Z production area.
- Sh and zh are cognates.
- Ch and J are cognates.



# Cognates



# Sh & Zh

- /ʃ/ as in **S**hip and /ʒ/ as in mea**s**ure.
- Described as “continuant fricative sibilants” for the steady, friction produced hissing sound emitted.
- There are very few Zh words and no words in the initial position in English.

# Ch & J

- /tʃ/ as in chop and /dʒ/ as in judge.
- Traditionally called “affricates” since airflow is completely stopped at some point.
- The /tʃ/ is a combination of /ʃ/ and /t/.
- The /dʒ/ is a combination of /ʒ/ and /d/.

# Spelling Challenges

***/tʃ/ Different Spelling,  
Same Pronunciation***

Ch as in church  
T as in picture

***/ʃ/ Different Spelling,  
Same Pronunciation***

Sh as in shop  
Ci as in sufficient  
S as in sugar  
Ti as in rational  
Ch as in Charlotte  
Ss as in tissue

***/dʒ/ Different Spelling,  
Same Pronunciation***

J as in jump  
G as in passage  
Dge as in fudge  
Di as in soldier

***/z/ Different Spelling,  
Same Pronunciation***

S as in closure  
Si as in occasion  
G as in beige  
J as in bijou  
X as in luxury

# Start with a Comprehensive Evaluation

- Evaluate ALL sibilants (/s/, /z/, sh, zh, ch and J in all word positions + /h/ and /j/.
- Establish correct and incorrect productions.
- Choose appropriate elicitation techniques



Student Name \_\_\_\_\_



















Screening Date \_\_\_\_\_ Date of Birth \_\_\_\_\_

Examiner \_\_\_\_\_

Percentage Correct \_\_\_\_\_



The Entire  
World of  
**SH & CH**<sup>TM</sup>  
Screening Form

/tʃ/	<b>1. Initial /tʃ/</b> cherry chair chop		<b>2. Medial /tʃ/</b> teacher pitcher kitchen		<b>3. Final /tʃ/</b> lunch beach watch		
/dʒ/	<b>4. Initial /dʒ/</b> jump jam jet		<b>5. Medial /dʒ/</b> magic vegetable soldier		<b>6. Final /dʒ/</b> orange cage bridge		
/ʃ/	<b>7. Initial /ʃ/</b> shoe ship shop		<b>8. Medial /ʃ/</b> tissue ocean lotion		<b>9. Final /ʃ/</b> fish brush wash		
/z/	The phoneme /z/ does not occur in the initial position in the English language.		<b>10. Medial /z/</b> treasure Asia television		<b>11. Final /z/</b> garage beige collage		
/s/	<b>12. Initial /s/</b> circle sand soap		<b>13. Medial /s/</b> insect lasso recipe		<b>14. Final /s/</b> horse tennis race		
/z/	<b>15. Initial /z/</b> zero zoo xylophone		<b>16. Medial /z/</b> jersey newspaper music		<b>17. Final /z/</b> cards birds games		
<b>18. Initial /h/</b> spell the word "h i g h"		<b>H</b>		<b>19. Initial /j/</b> yo-yo yellow yes			

# Sh, Ch, J & Zh Remediation Screening Results

*Three basic outcomes:*

- All four target phonemes are misproduced.
- Ch and J are misproduced.
- Sh and Zh are misproduced.

# Choosing a Target

Remediate the misproduced sibilants by using correctly produced phonemes in your elicitation techniques.

# Sh, Ch, J & Zh Remediation

- Use Co-articulation (combining clusters) to approximate the target phoneme.
- Example: Elicitation of ch medial
- Combine a /t/ final word with /j/ initial word such as “gett you.”
-

# Plan Remediation

- Determine correctly produced and misproduced phonemes on screening.
- Choose one target,
- Use **elicitation techniques** to elicit target.
- Use phonetically consistent probe lists.
- Choose new target after 80% accuracy has been achieved at the sentence level.

**Don't be compelled to  
remediate  
sibilants in any  
particular order!**

**Production Zone  
approximations  
(Elicitation Techniques)**

*Using one sound with  
same placement to elicit  
the target sound desired.*

## Approximate Phonemic Production Zone Elicitation Techniques

### Screening Outcome

#### Technique

#### Example

	Technique	Example
#1 All the sibilant sounds are misarticulated: <i>/ʃ/, /ʒ/, /tʃ/, /dʒ/</i>	<ol style="list-style-type: none"> <li>1. T Final + Y Initial ⇒ CH Medial</li> <li>2. S Final + Y Initial ⇒ SH Medial</li> </ol>	<i>get you ⇒ get<u>ch</u>ou</i> <i>kiss you ⇒ kiss<u>sh</u>ou</i>
#2 <i>/tʃ/ and /dʒ/ are misarticulated</i> <i>/ʃ/ and /ʒ/ are produced correctly</i>	<ol style="list-style-type: none"> <li>1. T Final + Y Initial ⇒ CH Medial</li> <li>2. T Final + SH Initial ⇒ CH Medial</li> <li>3. N Final + SH Initial ⇒ CH Medial</li> <li>4. N Final + CH Initial ⇒ CH Medial</li> <li>5. N + CH Final ⇒ CH Final</li> <li>6. D Final + Y Initial ⇒ J Medial</li> <li>7. D Final + J Initial ⇒ J Medial</li> <li>8. J Final + J Initial ⇒ J Medial</li> </ol>	<i>get you ⇒ get<u>ch</u>ou</i> <i>bright <u>sh</u>ell ⇒ bright<u>ch</u>ell</i> <i>ten <u>sh</u>ips ⇒ ten<u>ch</u>ips</i> <i>sun <u>ch</u>air ⇒ sun<u>ch</u>air</i> <i>in <u>ch</u> ⇒ in<u>ch</u></i> <i>read <u>y</u>our ⇒ read<u>j</u>our</i> <i>plaid <u>j</u>acket ⇒ plaid<u>j</u>acket</i> <i>village <u>g</u>ypsy ⇒ villag<u>g</u>ypsy</i>
#3 <i>/ʃ/ and /ʒ/ are misarticulated</i> <i>/tʃ/ and /dʒ/ are produced correctly</i>	<ol style="list-style-type: none"> <li>1. S Final + Y Initial ⇒ SH Medial</li> <li>2. CH Final + SH Initial ⇒ SH Medial</li> <li>3. SH Final + SH Initial ⇒ SH Medial</li> </ol>	<i>kiss you ⇒ kiss<u>sh</u>ou</i> <i>Each <u>sh</u>ark ⇒ Each<u>sh</u>ark</i> <i>Spanish <u>sh</u>ampoo ⇒ Spanish<u>sh</u>ampoo</i>



# Elicitation Techniques for ch & j

Ch: /t/ final + [y] initial = ch medial

Get + you = getchew

J: /d/ final + [y] initial = j medial

read + your = readgour

# Elicitation Techniques for sh & zh

- **Sh Medial:**  
[ch] final + [sh] initial = [sh] medial  
each +shark = eachshark
- **Zh:** After you have established correct productions of [sh] demonstrate the voicing differences.

# Samples of visual and auditory cues

- Finger up to mouth and say “*shhh*” the baby is sleeping
- Big Ch

Big CH


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***Big CH***

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Color in the big “CH.” This activity provides tactile and visual stimulation when producing the ch sound.



The image shows a worksheet for coloring the letters 'CH'. At the top right, it says 'Big CH'. Below that is a horizontal line. Underneath the line, the text 'Big CH' is written in a bold, italicized font. Another horizontal line follows. Below this line, there are two fields for 'Name:' and 'Date:'. Below these fields, there are directions: 'Directions: Color in the big “CH.” This activity provides tactile and visual stimulation when producing the ch sound.' At the bottom of the page, the letters 'C' and 'H' are written in large, hollow, outlined font, intended for coloring.

















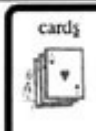


# Case Study: Sharon

- Sharon Miller is five year-old kindergartner at Carrillo Elementary School.
- SLP determines she misproduces [sh], [ch], [j] and [zh].

Student Name Sharon Miller  
 Screening Date 2-13-04 Date of Birth 5-20-04  
 Examiner C. Ristuccia



The Entire  
 World of  
 SH & CH™  
 Screening Form

/ch/	<b>1. Initial /ch/</b> cherry chair — chop —		<b>2. Medial /ch/</b> teacher pitcher — kitchen —		<b>3. Final /ch/</b> lunch beach — watch —	
/dʒ/	<b>4. Initial /dʒ/</b> jump jam — jet —		<b>5. Medial /dʒ/</b> magic vegetable — soldier —		<b>6. Final /dʒ/</b> orange cage — bridge —	
/ʃ/	<b>7. Initial /ʃ/</b> shoe ship — shop —		<b>8. Medial /ʃ/</b> tissue ocean — lotion —		<b>9. Final /ʃ/</b> fish brush — wash —	
/ʒ/	The phoneme /ʒ/ does not occur in the initial position.		<b>10. Medial /ʒ/</b> treasure Asia — television —		<b>11. Final /ʒ/</b> garage beige — collage —	
/s/	<b>12. Initial /s/</b> circle sand + soap +		<b>13. Medial /s/</b> insect lasso + recipe +		<b>14. Final /s/</b> horse tennis + race +	
/z/	<b>15. Initial /z/</b> zero + zoo + xylophone +		<b>16. Medial /z/</b> jersey + newspaper + music +		<b>17. Final /z/</b> cards + birds + games +	
<b>18. Initial /h/</b> spell the word — "h i g h"			<b>19. Initial /y/</b> yo-yo + yello + yes +			

# Case Study: Sharon

- Sharon's Therapy Strategy:  
Determine Stimulability
  - Test stimulability for [ch] by combining /t/ + /j/ as in "*bet you*" or "*get you.*"
  - Test stimulability for [sh] by combining /s/ + /j/ as in "*kiss you*" or "*place you.*"
- Sharon had more success with "*kiss you*" elicits [sh].

# **S Final + Y Initial**

## **Elicitation Phrases to Produce SH Medial**

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Name:

Date:

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Directions: Use this exercise if neither sh or ch are producible. Say each phrase slowly. Elongate the final s for the transition to the y. Mark the speech/homework block as appropriate for correct pronunciation.

	Speech	Homework
1). Kiss <u>y</u> ou.	_____	_____
2). Miss <u>y</u> ou.	_____	_____
3). Bless <u>y</u> ou.	_____	_____
4). Unless <u>y</u> ou.	_____	_____
5). Address <u>y</u> ou.	_____	_____
6). Place <u>y</u> ou.	_____	_____
7). Face <u>y</u> ou.	_____	_____
8). Embrace <u>y</u> ou.	_____	_____
9). Replace <u>y</u> ou.	_____	_____
10). Advance <u>y</u> ou.	_____	_____
11). Romance <u>y</u> ou.	_____	_____
12). Dismiss <u>y</u> ou.	_____	_____

# SH Medial Sentences

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Say each sentence slowly. Cycle through each set, changing the ending for a different sh target word. Mark the speech/homework block as appropriate for correct pronunciation.

Michelle went...

Speech \_\_\_\_\_ Homework \_\_\_\_\_



on vacation



to the ocean



to the cashier

Keisha washed the ...

Speech \_\_\_\_\_ Homework \_\_\_\_\_



mushroom



flashlight



lotion off

Alicia likes the...

Speech \_\_\_\_\_ Homework \_\_\_\_\_



washing  
machine



Martian



marshmallow



## SH Final + SH Initial Sentence Pairs

Use ability to produce  
[sh] medial to create  
[sh] final and [sh] initial

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Say each sentence slowly. Cycle through each sentence pair. Elongate the sh final into the initial sh in the "A" sentence. Emphasize the sh initial in isolation for the "B" sentence.

Speech/ Homework

1A). We use Spanish **sh**ampoo. \_\_\_\_\_

1B). **Sh**ampoo that is Spanish **sh** works the best. \_\_\_\_\_

2A). **Push** **Sh**eila in the wagon. \_\_\_\_\_

2B). **Sh**eila needs a **push** in her wagon. \_\_\_\_\_

3A). We found a starfish **sh**ell. \_\_\_\_\_

3B). We found the **sh**ell from the starfish **sh**. \_\_\_\_\_

4A). Bill put on a fresh **sh**irt. \_\_\_\_\_

4B). The **sh**irt that Bill is wearing is clean and fresh **sh**. \_\_\_\_\_

5A). The brush **sh**op is where we buy the horse supplies. \_\_\_\_\_

5B). That **sh**op is where we bought the red brush **sh**. \_\_\_\_\_

6A). We like to polish **sh**oes. \_\_\_\_\_

6B). The shoes needed brown polish **sh**. \_\_\_\_\_

# Case Study: Sharon

- After working on [sh] medial address [sh] initial and final positions.
- Remediate [ch] using [sh].
  - Use [t] + [sh] initial or [n] + [sh] initial combinations.

# ***T Final + SH Initial***

## ***Elicitation Phrases to Produce CH Medial***

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Name:

Date:

---

Directions: Use this exercise to obtain production of ch medial. Say each phrase slowly; then repeat and speed up production. Mark the speech/homework block as appropriate for correct pronunciation.

	Speech	Homework
1). Bright <u>sh</u> ell.	_____	_____
2). Night <u>sh</u> ade.	_____	_____
3). Cut <u>sh</u> ort hair.	_____	_____
4). Nut <u>sh</u> ell.	_____	_____
5). Bent <u>sh</u> ovel.	_____	_____
6). Coat <u>sh</u> op.	_____	_____
7). Night <u>sh</u> adow.	_____	_____
8). Eat <u>sh</u> rimp.	_____	_____
9). Boat <u>sh</u> ow.	_____	_____
10). Meet <u>Sh</u> awn.	_____	_____
11). Mint <u>sh</u> ampoo.	_____	_____
12). Eat <u>sh</u> ortcake.	_____	_____

# Case Study: Sharon Goals

- IEP Goal:

Sharon will produce [sh] and [j] with 80% accuracy at the sentence level for 5 consecutive sessions as measured by SLP tally and probe tests.

- Working File Goal:

Sharon will produce [sh] medial at 80% accuracy at the sentence level for 5 consecutive sessions. The next target will be [sh] initial and then [sh] final. [j] will be treated with voicing techniques after successful production of [sh].

# Always review mastered sounds

- Check for stabilization and generalization after target is mastered.
- Begin each session reviewing previous target (s).
- Use previously mastered sounds to elicit/teach new phonemes.
- Use correctly produced sounds to increase kinesthetic awareness.

# EW Sh & Ch Strategy

Similar to Strategy for S & Z

1. Evaluation.
2. Interpret the evaluation results.
3. Begin remediation – intervention targets.
4. Use elicitation techniques.

# EW Sh & Ch Strategy

5. Target word positions (initial, medial, final) separately.
6. Follow remediation hierarchy (isolation to conversational speech).
7. Practice conversational speech.
8. Review and reinforcement.

# Summary

Use the elicitation techniques to facilitate proper production of target sounds!