Kipp's Toys
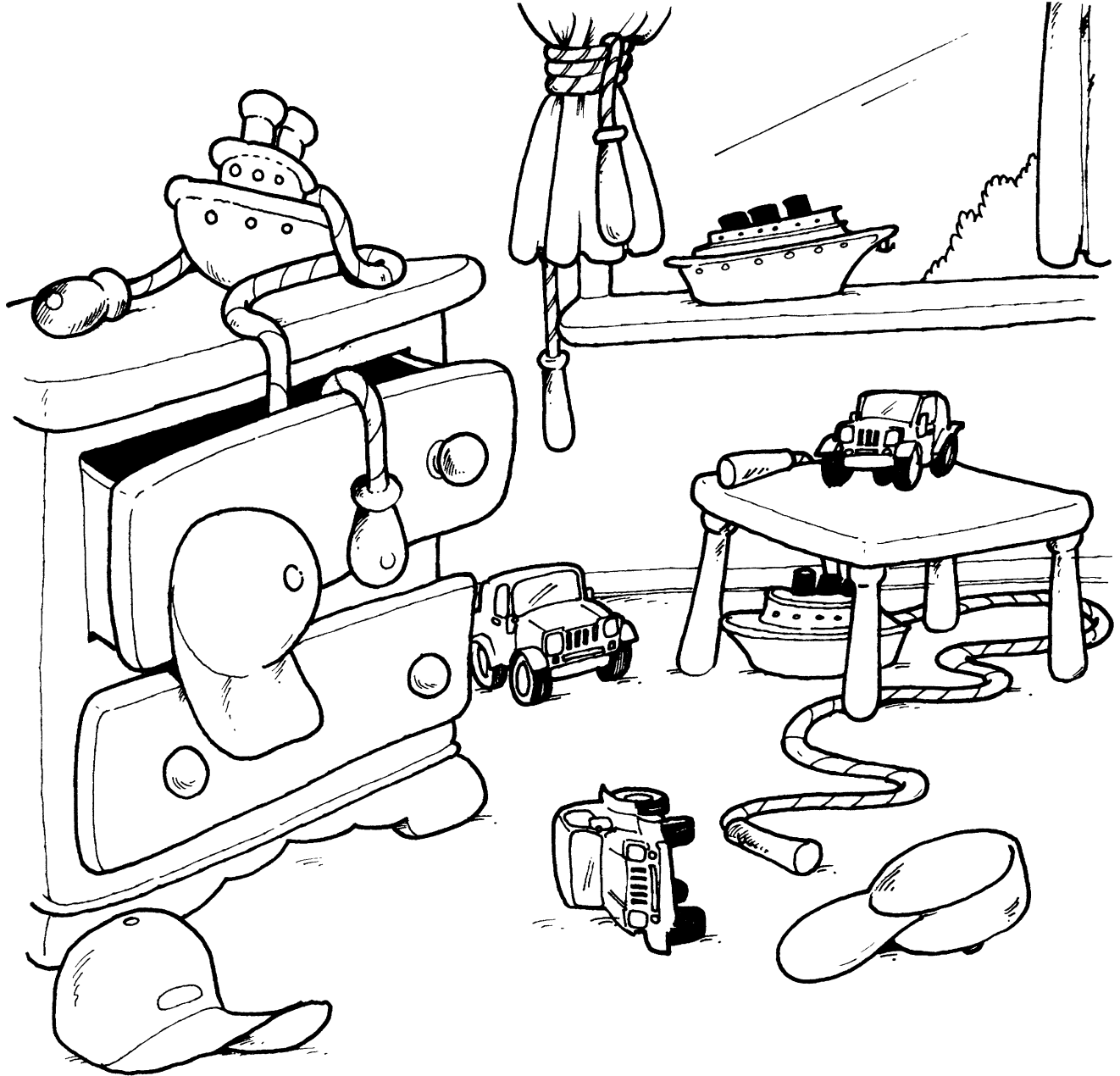
Kipp played with his toys. He didn't pick them up. Use a good "p" sound as you talk about his toys.

❏ Listen to your helper say these words: *ship, rope, Jeep, cap.*
❏ Find each ship. Say "ship."
❏ Point to each Jeep. Say "Jeep."
❏ Find each jump rope. Say "rope."
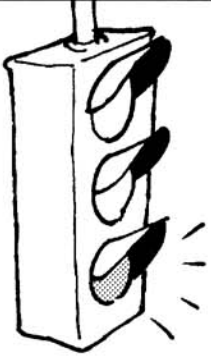❏ Point to each cap. Say "cap."

Which of these things do you like to play with?

Helper _____

Minimal Pairs: g-/d-

Name _____

❏ Listen and watch your helper say each word.
❏ Point to the picture of each word you hear.
❏ Circle the "g" in the words that start with the "g" sound.
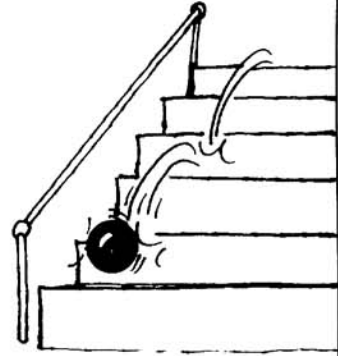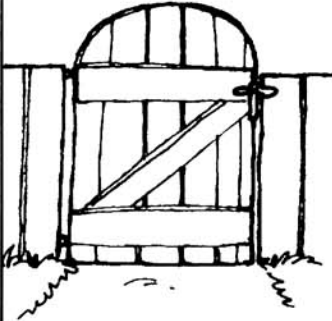❏ Name *only* the "g" words.
❏ Name *both* words in each pair.

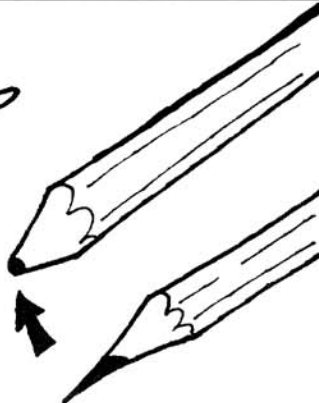|			
go	doe	gown	down
gave	Dave	gate	date
gull	dull	got	dot

Tips for Establishing /sh/ and /ch/

The "sh" sound is produced by raising the back lateral margins of the tongue, creating a broad shallow groove along the midline of the tongue. An unvoiced breath stream flows down the midline, creating a friction-like "sh" sound.

The "ch" sound is produced by saying "t" then "sh" in rapid succession. First, the tongue forms a "bowl" shape and raises to contact the palate. The tongue tip and front of the tongue blade touch the alveolar ridge while the tongue sides contact the upper teeth. This position completely stops the airstream, as in the "t" sound. The midline of the tongue is suddenly lowered to create a shallow, broad groove like the "sh" sound. The unvoiced breath stream is suddenly released through the groove to create an explosive friction-like "ch" sound.

Most clinicians begin by teaching the "sh" sound production. Sometimes the child will generalize the palatal tongue placement of "sh" to the production of "ch, j" and "zh" sounds. Sometimes direct instruction is needed for the other sounds. Establishing "sh" production can be done using auditory stimulation, elicitation techniques, and sound approximation procedures as described here. For students who lateralize the sibilant sounds, specific exercises to reduce lateralization are presented at the end of this section.

Auditory Stimulation

Auditory stimulation helps the child know how "sh" and "ch" sound. This can be done in three ways:

1. Auditory Bombardment – Read a list of words containing the target "th" sound at the beginning of the session. Read clearly and without exaggeration or have your student listen through headphones. Your student doesn't need to repeat the words at this time. You might use the word lists on pages 151, 152, 169, and 170.

2. Minimal Pairs – Have the child discriminate between pairs of words that differ by one phoneme or feature for a cognitive-linguistic approach. Ideally, the minimal pairs reflect the child's error pattern (e.g., s/sh, sh/ch, t/ch). Show the child pictures of minimal pairs. Ask the child to listen to each word you say and point to the picture that goes with each word. The child doesn't need to say the words at this time. You can use the minimal pairs on pages 147-150, 156, 157, 168, 174, and 175.

3. Auditory Discrimination – Ask the child to discriminate between correct and incorrect productions of "sh" in isolation. Say the "sh" sound, and have the child tell you if you said it correctly. During some of the trials, you may want to say /s/, /ch/, or distorted /sh/.
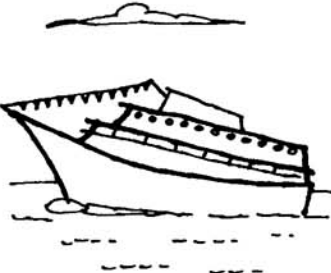
Eliciting /sh/ and /ch/

1. Demonstrate – Using a mirror, demonstrate "sh" production step-by-step. Model forming your tongue into a bowl then lifting it to the roof of your mouth. Slightly pucker your lips, and say "sh." Ask the child to imitate each step, blowing air over the center of the tongue.

Minimal Pairs: sh-/h-

Name _____

❑ Listen and watch your helper say each word.
❑ Point to the picture of each word you hear.
❑ Circle the "sh" in the words that start with "sh."
❑ Name *only* the "sh" words.
❑ Name *both* the "sh" and "h" words.
❑ How do the words in each pair sound the same? How do they sound different?

share	hair	she	he
shop	hop	ship	hip
shirt	hurt	shot	hot

Helper _____