

[tʃ] and [dʒ]

DESCRIPTION: Draw attention to the contact between the tongue blade and roof of the mouth just behind the bumpy ridge behind the upper front teeth and the way the sound ends in [ʃ]. Additionally, the voice is on for [dʒ], and the sound ends in [ʒ].

METAPHORS: [tʃ] is the choo-choo sound or the sneezing sound (choo!) and the sound that begins “choo-choo train,” “chocolate chips,” and “cheese.” [dʒ] is the motor boat sound and the sound that begins “jump,” “joke,” and “Joe.” Both sounds are back-of-the-hill sounds (postalveolar) and engine chugging sounds (affricate). [dʒ] is made with the voice on (voiced).

DEMONSTRATIONS:

Place (Postalveolar)

First Method: Ask the client to run his or her tongue to where the bump on the roof of the mouth just begins to go down toward the back of the mouth (an analogy of a “hill and valley” can be used).

Second Method: Place a little peanut butter or a favored food on a Q-tip, touch the Q-tip to the postalveolar region, and ask the client to remove the food with his or her tongue blade.

Manner (Affricate)

First Method: Have the client hold his or her hands together tightly and then separate them quickly to indicate the stop onset and fricative release of affricates.

Second Method: Hold the client’s hands together and then release them suddenly to indicate the stop onset and fricative release of affricates.

[tʃ] and [dʒ]

The following techniques facilitate [tʃ]. To facilitate [dʒ], follow the same steps, but also instruct the client to turn on the voice box.

PHONETIC PLACEMENT

Method:

1. Ask the client to pucker the lips slightly.
2. Ask the client to make the tongue tip touch “the bump” behind the two upper front teeth.
3. Next, instruct the client to make the sneezing sound (choo!) while keeping the lips slightly puckered and the tongue tip on the alveolar ridge. If [ts] results, instruct the client to move the tongue tip back slightly while maintaining contact with the roof of the mouth, resulting in [tʃ].

SHAPING

[tʃ] from [ʃ]

Method: Instruct the client to say a quick [ʃ] with the tongue tip touching “the bump,” resulting in [tʃ]. (*Note:* To facilitate [dʒ], develop from [ʒ].)

[tʃ] from [t] or [ʈ]

Method:

1. Explain that [tʃ] is [t] and [ʃ] said together very quickly.
2. Next, ask the client to say [ʃ].
3. Instruct the client to say [t] and then to draw the tongue tip back a little and say [t] again.
4. With the client’s tongue tip in the position for the “back” [t], instruct the client to quickly say [t] followed by [ʃ], resulting in [tʃ]. (*Note:* To facilitate [dʒ], develop from [d] and [ʒ].)

[ʃ] and [ʒ]

DESCRIPTION: Draw attention to the friction noise and the place where the tongue blade touches the roof of the mouth just behind the bumpy ridge behind the upper front teeth. For [ʒ], the voice is on.

METAPHORS: The hushing sound (shh!) or the quiet sound, and the sound that begins “shoe,” “sheep,” and “show.” [ʒ] is the motor sound (zzzz) and the sound in “measure,” “beige,” and “pleasure.” Both [ʃ] and [ʒ] are also back-of-the-hill sounds (postalveolar) and long sounds (fricative). The voice is on (voiced) for [ʒ].

TOUCH CUE: Lay the client’s finger in front of his or her lips.

DEMONSTRATIONS:

Place (Postalveolar)

First Method: Ask the client to run the tongue to where the bump on the mouth roof just begins to go down toward the back of the mouth (an analogy of a “hill and valley” can be used).

Second Method: Place a little peanut butter or a favored food on a Q-tip, touch the Q-tip to the postalveolar region, and ask the client to remove the food with the tongue blade.

Manner (Fricative)

First Method: Use a strip of paper, a feather, or the hand held in front of the client’s mouth while you produce several long voiceless fricatives to draw attention to the “hissing” quality and continuous nature of the sounds. Alternately, tape a small paper flower on the end of a pencil and encourage the client to move the flower in the wind.

Second Method: Run your or the client’s finger down the client’s arm while making several long voiceless fricatives to demonstrate the “hissing” quality and length of fricatives.

[ʃ] and [ʒ]

The following techniques facilitate [ʃ]. To facilitate [ʒ], follow the same steps but also instruct the client to turn on the voice box.

PHONETIC PLACEMENT*Method:*

1. Ask the client to part his or her teeth and lips.
2. Touch the client's tongue just behind the tip with a tongue depressor. Instruct the client to move the place just touched to the roof of the mouth behind the "bumpy part." (If needed, a tongue depressor may be used to push the tongue back from the upper front teeth.)
3. Next, instruct the client to lower the tongue slightly. (If needed, direct the tongue down slightly with a tongue depressor.)
4. Ask the client to hold this position, pucker his or her lips slightly, and breathe out through the mouth, which results in [ʃ].

SHAPING**[ʃ] from [ʒ] (**Final Consonant Devoicing)**

Method: Instruct the client to say [ʒ] and then turn off the voice, resulting in [ʃ]. (*Note:* To facilitate [ʒ], instruct the client to turn on the voice while saying [ʃ].)

[ʃ] from [s] (Fronting)**

Method: Ask the client to say [s]. While the client is saying [s], instruct him or her to pucker the lips slightly and to draw the tongue back a little until [ʃ] results.

[ʃ] from [i] or [a]*Method:*

1. Instruct the client to say [i] or [a], first with the voice on and then with the voice off.
2. Next, ask the client to pucker the lips slightly.
3. Raise the client's lower jaw slightly.
4. Ask the client to breathe out silently while raising the tongue, resulting in [ʃ].