

Voiced TH practice: this is not the TH in think

Voiced /ð/ occurs in familiar words such as this and mother. It is a separate target from voiceless /θ/. When a clinician chooses voiced TH, the word list should reflect voicing, word position, and the child's language variety rather than the spelling alone.

Key facts

- Educational guide for caregiver discussion, not a diagnostic checklist.
- Intended target and level: the child's individual SLP plan.
- A word's spelling does not reliably identify its sound.
- The examples below use common U.S. English pronunciations; adapt for dialect and language.

Word list by position

Initial: this, that, these, those

Medial: mother, father, brother, weather

Final: bathe, breathe, smooth, soothe

This or that sorting

Offer two familiar objects and ask a real choice question. The child can point, speak, or use their usual communication method. If this or that is the assigned word, the adult models it in a short, natural phrase. For medial targets, build a family-picture story using vocabulary the child already knows.

Use only words your child understands. Allow pointing, play, or another communication method; participation does not require a spoken response on every turn. Ask your SLP what to model, which cue to use, and whether to practice listening, single words, or phrases. If the child is tired or frustrated, finish the activity and discuss the plan with the clinician. Do not make a practice score a reward or a condition for ending play.

Sound development in context

The U.S. English review places /ð/ in the 5-year acquisition band at its 90% criterion. This population summary does not diagnose an individual child. Assessment considers communication needs, hearing, languages, dialect, and the whole sound system. If you are concerned, ask a licensed SLP for an evaluation rather than waiting for an app milestone.

Details that matter for this target

Some final examples have difficult vocabulary or additional consonants. An SLP may select only one appropriate example rather than all four. Voicing and dialect matter; do not turn a word list into a test of whether a child speaks “correct English.”

Using SpeechLP alongside the plan

Confirm that the target is voiced TH. Final-word selection may need clinician adjustment for vocabulary and complexity. SpeechLP offers articulation games and target settings. Confirm that the selected game words fit the clinician’s plan before beginning. Automatic feedback can disagree with a listener and is not a diagnostic result or proof of clinical improvement. Use the practice report to discuss what happened, including difficult words, with your SLP.

Printable activity sheet

[Download this printable guide](#), or print the word list and activity on separate pages. Leave out the child’s name and any medical details. Circle the clinician-selected words and note the chosen position and activity level privately.

Related reading

- [SpeechLP for families](#)
- [AI articulation practice and its limits](#)
- [Find an SLP](#)
- [SpeechLP product facts](#)

Sources

- [Crowe and McLeod \(2020\), Children’s English Consonant Acquisition in the United States](#). Acquisition bands describe a pooled 90% criterion, not mandatory individual treatment ages.
- [ASHA Practice Portal: Speech Sound Disorders](#). Individual assessment and linguistic variation.