



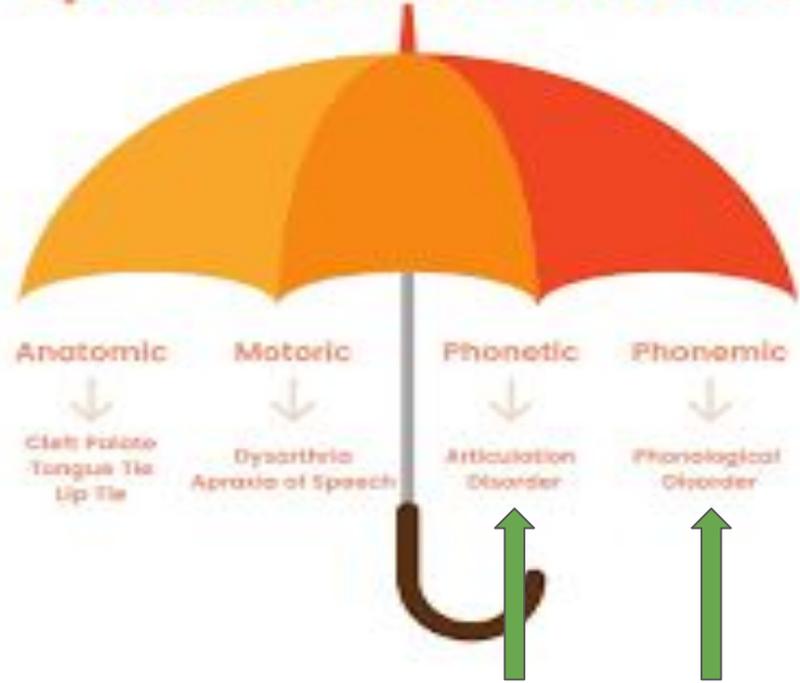
Quick Articulation Activities for Home

Newhall School District - Student Support Services

What is Articulation?

- The way sounds are formed to make words.
- Articulation is often used as an umbrella term for speech sound disorders.
- Sounds combine the placement of the articulators, the manner in which the sounds are made, and voicing from the larynx/voice box
- Phonological disorder occurs when entire class of sounds is affected (e.g., fronting - “tat” for cat or “dod” for dog)

Speech Sound Disorders



What is the law?

speech or Language Impairment: Eligibility consideration is deferred to the speech/language specialist. A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

- (A) Articulation disorder. 1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.
2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

Developmental ages for speech sounds

Speech Sound Development By Age

The letters inside each number show the sounds a child should be able to say by the age represented by the number. There are words beneath each number showing how the sound is used in a word. Children develop at different rates, so there can be a LOT of difference from one child to the next. All vowel sounds are in place by age three.

3
p m h
b w
d n y
F as in pie
M as in mom
W as in want
H as in house
D as in boy
N as in no
G as in dog

4
k t
g f
K as in kid
G as in go
T as in toy
F as in fast

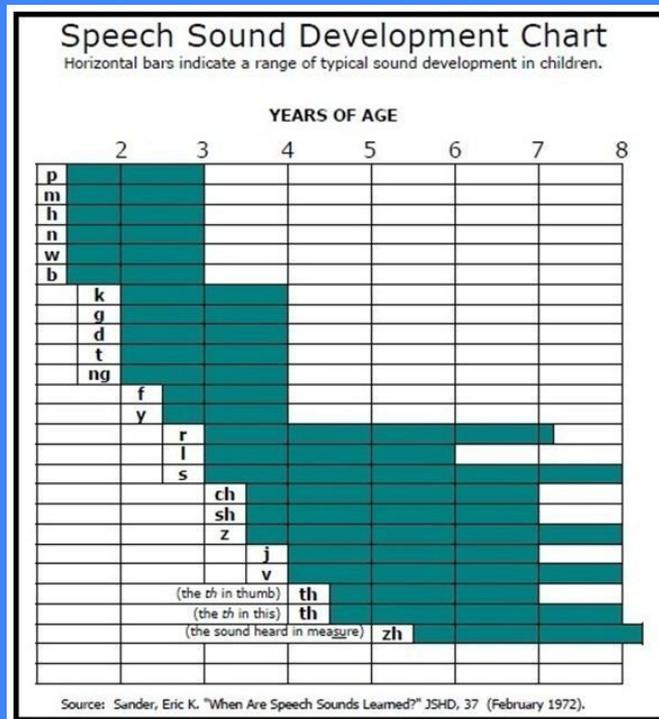
5
ng j
NG as in ring
J as in jump

6
sh l v ch
i-blends
SH as in ship
L as in light
V as in vest
CH as in chair
i-blends as in blue

7
s z
i-blends r-blends
e-blends
Th-unvoiced
S-blends as in swim
R-blends as in green
I as in pin
Z as in zoo
Th as in that

8
r
th-unvoiced
zh
R as in run
Th as in that
Zh as in garage

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Compiled From Sanders JSHD R72 and Smit et al., JSHD R90 and the Nebraska-Iowa Articulation Norms Project



Take home message:
everything is a range!

5 years r, zh, th (voiced)

4 years l, j, ch, s, v, sh, z

2-3 years p, b, m, d, n, h, t, k, g, w, ng, f, y

average age children learn to pronounce English consonants correctly
led on 15 English speech acquisition studies compiled by McLeod and Crowe, 2018)

© Crowe, K. (2018). Children's consonant acquisition in 27 languages. *American Journal of Speech-Language*
16.10.1944-2018_AJSLP17-0100. Available from: <https://doi.org/10.1044/1042-0178.2018.017.000>

Edades de desarrollo de los sonidos del habla

SPANISH SPEECH SOUND ACQUISITION BY AGE

Based on normative data in a cross-linguistic study from McLeod & Crowe, 2018
90-100% mastery criteria

3

4

5

6

p = pantalón
t = tengo
m = mamá
k = casa
j = yo
ɲ = niña
l = limón
tʃ = chancla

ʒ = vision
dʒ = ayer
r = pera
n = niño
g = gato
ɲ = chaco
b = beso

x = jugo
f = fuerte
w = kiwi
ð = arder
d = dame

r = carro
s = sol

β = curva

*Word examples are provided. Speech sounds may exist in the initial, medial or final position of words

Spanish

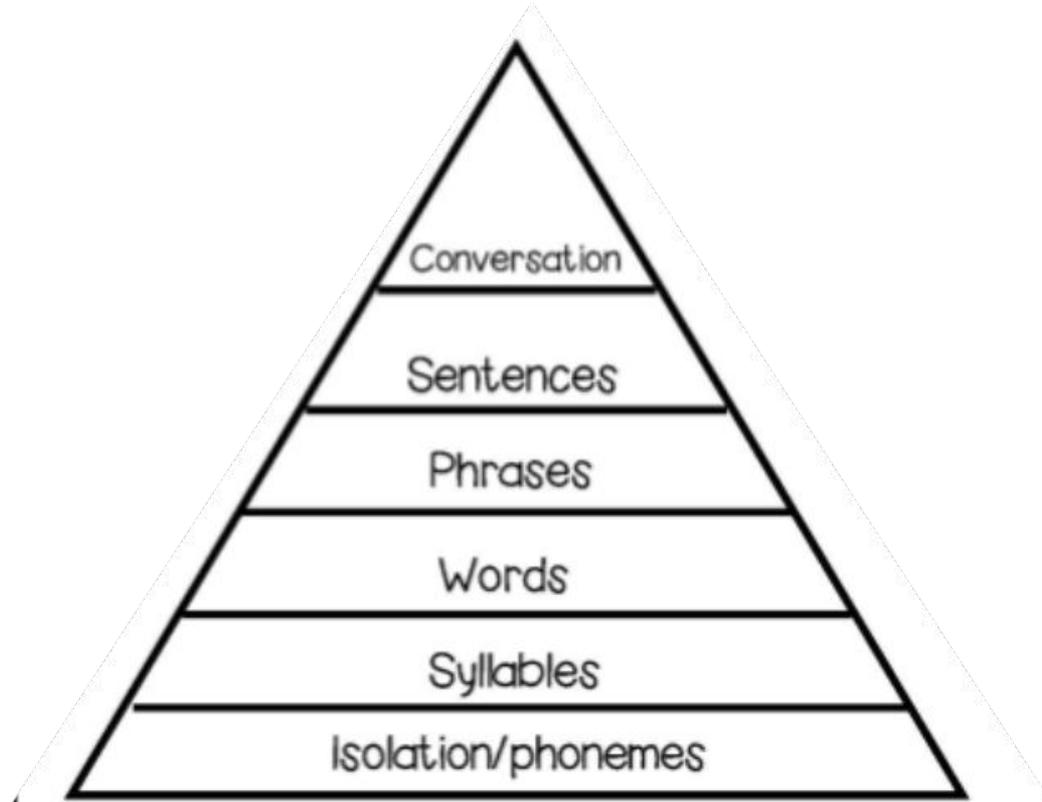
Developmental Articulation Norms -

AGES

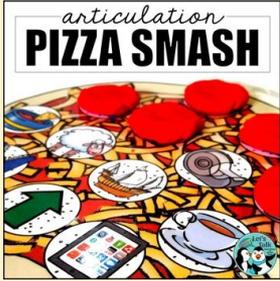
<h3 style="font-size: 36px; margin: 0;">3</h3> <p style="font-size: 24px; margin: 5px 0;">m</p> <p style="font-size: 24px; margin: 5px 0;">b</p> <p style="font-size: 24px; margin: 5px 0;">p</p>	<h3 style="font-size: 36px; margin: 0;">4</h3> <p style="font-size: 24px; margin: 5px 0;">k</p> <p style="font-size: 24px; margin: 5px 0;">l</p> <p style="font-size: 24px; margin: 5px 0;">w</p> <p style="font-size: 24px; margin: 5px 0;">y</p> <p style="font-size: 24px; margin: 5px 0;">t</p> <p style="font-size: 24px; margin: 5px 0;">n</p> <p style="font-size: 24px; margin: 5px 0;">f</p>	<h3 style="font-size: 36px; margin: 0;">5</h3> <p style="font-size: 24px; margin: 5px 0;">d</p> <p style="font-size: 24px; margin: 5px 0;">g</p> <p style="font-size: 24px; margin: 5px 0;">r</p> <p style="font-size: 24px; margin: 5px 0;">ñ</p> <p style="font-size: 24px; margin: 5px 0;">ch</p>	<h3 style="font-size: 36px; margin: 0;">6</h3> <p style="font-size: 24px; margin: 5px 0;">x</p> <p style="font-size: 24px; margin: 5px 0;">s</p>	<h3 style="font-size: 36px; margin: 0;">7</h3> <p style="font-size: 24px; margin: 5px 0;">rr</p>
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Based on: Jimenez 1987, Acero 1993
90% mastery

What level is my child working at?



Activities at Home - 5-10 minutes only!



- In the car, in the grocery store, out in the community - scavenger hunt - how many things can I see with my sound
- Play-doh - roll up ball and smash them when you practice your sound a certain number of times
- Fidget spinners - how many times can you practice your sound before it stops
- Pop-its - one sound, word, or sentence per pop - how many can you get in 1 minute?
- Board Games - Jenga, Puzzles, Kerplunk, Don't Break the Ice - make them earn the pieces by practicing their sounds
- Sound search during reading time with your child - highlight those words with their target sound
- Mystery Box Game - https://superduperinc.com/handouts/pdf/39_creative_artic_practice.pdf
<https://www.youtube.com/c/PeachieSpeechie> - YouTube channel with step-by-step tutorial for you and your child to see how a sound is produced.

