

Children's Articulation and Speech Sound Development


This chart shows acquisition for speech sounds based on the ages when 90% of English speaking children produce single sounds. Some sound differences may be part of a child's regional or community dialect or accent. In order to qualify for services under IDEA, children must meet all eligibility criteria. The standard deviation for the Crowe and McLeod* normative data is 6 months to 18 months depending on the specific speech sound.

EARLY DEVELOPING SOUNDS

Generally Ages: 2 yrs. - 3 yrs. & 11 mo.

/b/	/k/
/n/	/f/
/m/	/t/
/p/	/ŋ/ ng as in wing
/h/	/j/ y as in yellow
/w/	
/d/	
/g/	


If children can't produce a sound by the ages listed, it doesn't mean they have a disability. Some children develop sounds a little later and some just need extra practice.



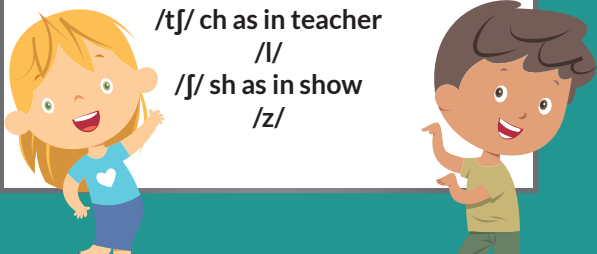
MIDDLE DEVELOPING SOUNDS

Generally Ages: 4 yrs. - 4 yrs. & 11 mo.

If children cannot be understood by others, feel frustrated or sad about their speech, or have trouble with reading and spelling, they may qualify for services as a child with a disability under IDEA.



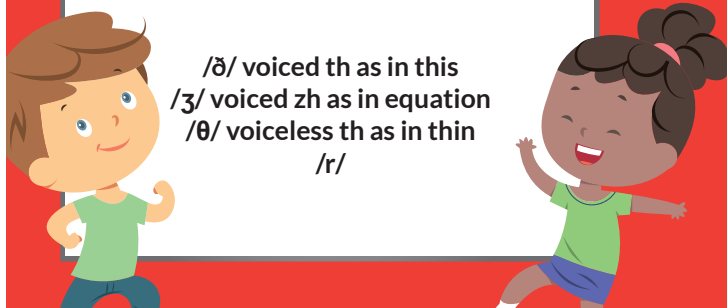
/v/
/dʒ/ dg as in fudge
/s/
/tʃ/ ch as in teacher
/l/
/ʃ/ sh as in show
/z/



LATER DEVELOPING SOUNDS

Generally Ages: 5 yrs. - 6 yrs. & 11 mo.

/ð/ voiced th as in this
/ʒ/ voiced zh as in equation
/θ/ voiceless th as in thin
/r/



If you suspect a child has a disability, contact your local school to discuss your concerns and a possible referral for special education evaluation.



SLI ELIGIBILITY CRITERIA IN VIRGINIA

- There is documentation of a significant discrepancy from typical communication skills.
- The student does not demonstrate Limited English Proficiency (LEP) and/or is not a speaker of a sociocultural dialect that is the primary reason for the speech-language impairment.
- There is documentation of an adverse effect on educational performance due to one or more documented characteristics of Speech-Language Impairment.
- Due to the identified Speech-Language Impairment, the student needs specially designed instruction.

*Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. *American Journal of Speech-Language Pathology*. https://doi.org/10.1044/2020_AJSLP-19-00168