

Quick Guide to Speech Sound Disorders



Articulation

Speech sound errors (substitutions or distortions) on specific sounds. Most common for elementary-aged errors.

Phonology

Sound error patterns that children use to simplify speech. Most common for preschool-aged errors.

Apraxia

Speech sound errors caused by neurological motor planning disorder. Less common disorder.

By the end of the school year:

K	By age 5 children should be 100% intelligible. Children should be able to say the following speech sounds in words: P, B, T, D, M, N, NG, H, W, K, G, F, L Continued errors on: R, S, CH, SH, Z, J, V, TH, ZH
I	Children should be able to say the following speech sounds in words: P, B, T, D, M, N, NG, H, W, K, G, F, L, CH, SH, J Continued errors on: R, S, Z, V, TH, ZH
2	By the end of second grade children should be able to say all phonemes.

Some articulation errors are never developmentally appropriate. These include speech sounds that are produced with air pressed laterally out of the tongue. This is called a lateral lisp and is noted on S, Z, SH, J or CH. Severity of errors can be impacted by other contributing factors including oral motor difficulties (drooling, spilling food), tongue thrust, hearing loss, orthodontic appliances/braces, missing teeth or malocclusion (bite). Consult your SLP if these concerns apply. Dialectal errors are also not a disorder.

Speech sounds are taught in a specific hierarchy based on difficulty. First sounds are taught in isolation, then words, and phrases. The highest level of production is spontaneous conversation. Once a student can do this, we consider their carryover of the sound mastered.

