

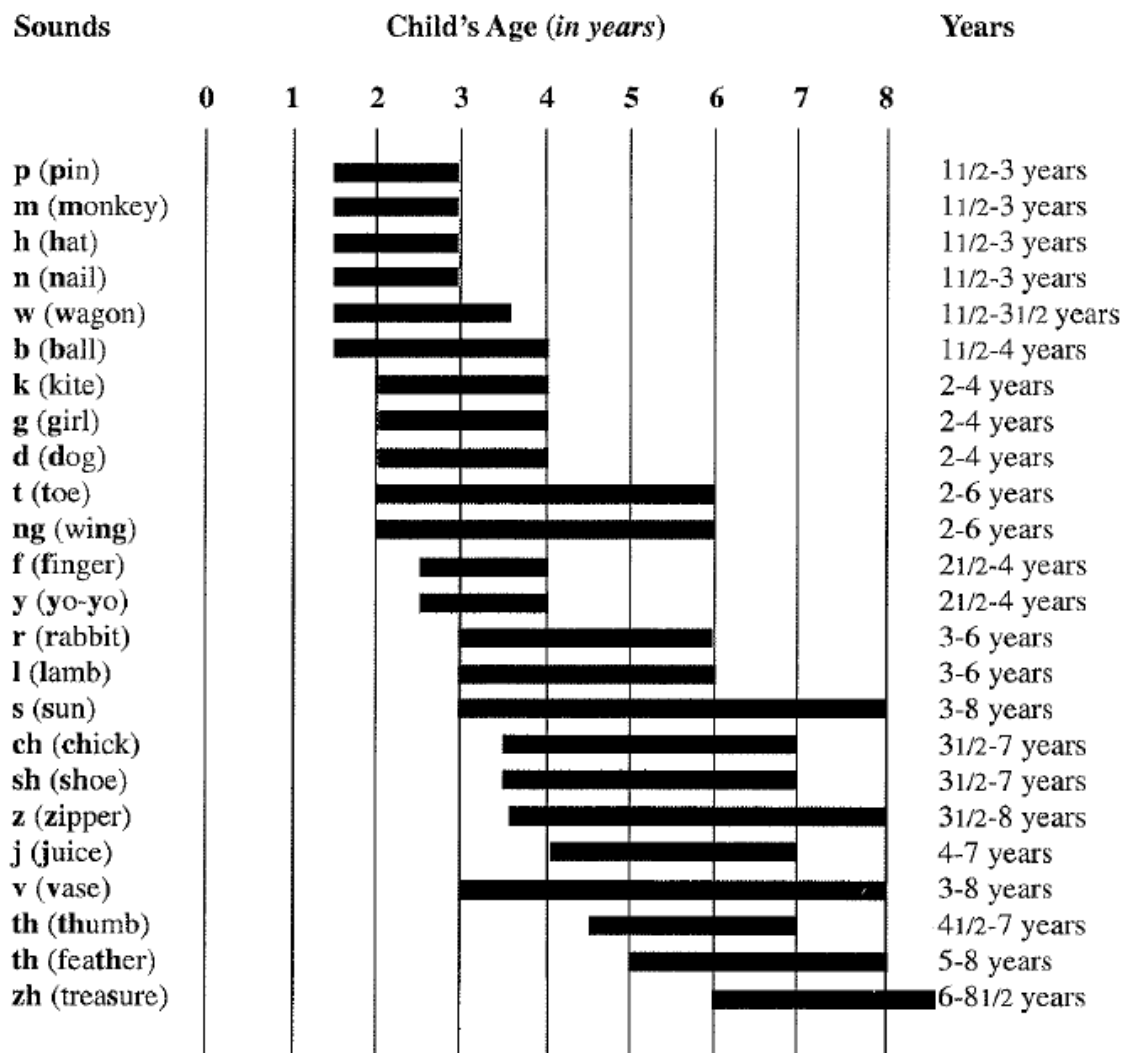




## Articulation Development Norms

In general,

- By 2 years of age, unfamiliar adults should be able to understand approximately 50% of what your child says.
- By 3 years of age they should be able to understand 75% of what your child says.
- By 4 years of age they should be able to understand 100% of what your child says.



Adapted from Sander (1972) and Templin (1957).

## Help Your Child Communicate Using Clearer Articulation

### ***By Modeling***

You can help your child pronounce sounds more clearly by providing the correct model. In order for this to be most effective, you will need to produce the sound in the word:

- A little louder
- A little slower
- And a little stretched out (except for sounds that are difficult to stretch, such as p,t,k).

For example, if your child says “*I want my tocks*”, you can respond with “*Your sssssocks, now where are your sssssocks?*”

Hearing the emphasized sound will help your child aim for the correct model. If your child tries to say the word the way you did, you can tell him/her “Good try!”, if it wasn’t correct, or “I heard your sound!” or “That was great!” if it was correct. It is important to encourage any attempts. Otherwise, children will become discouraged and self-conscious and will stop trying.

## Help Your Child Communicate Using Clearer Articulation

### *By Following the Natural Speech Hierarchy*

When children learn speech sounds, they follow a certain set of steps, from easiest to most difficult. This is called a speech hierarchy. When you are helping your child learn speech sounds, it is important to be aware of and follow these steps. Do not move to a higher step unless your child has mastered the skills at the step below. What follows is the hierarchy of steps, together with some suggested activities you can try at each step:

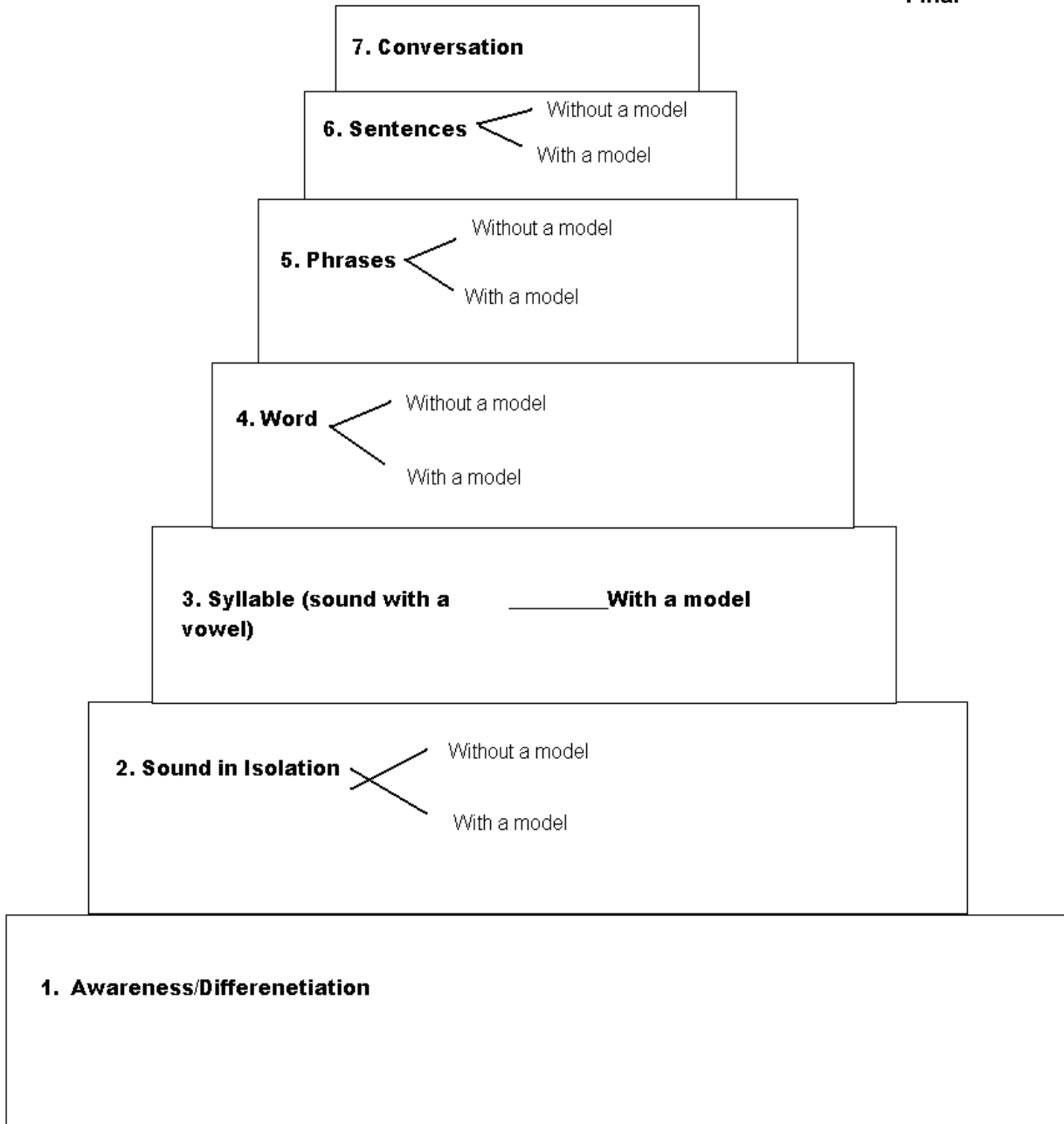
1. **The sound in isolation:** For very short but frequent times during the day, have your child try the sound all by itself. See if they can say it 5 times over. You can make this fun by turning the target sound into a funny sound. For example, if you are working on the /s/ sound, you can pretend that's the sound the faucet makes every time it goes on.
2. **The sound in syllables:** For very short but frequent times during the day, have your child try the sound in a syllable. For example, if you are working on /t/ sound, you can do a quick drill pairing the /t/ with vowels (tah, tee, too, toe, tie).
3. **The sound in words** (usually at the start of the word): Find pictures or objects that start with the target sound. Have your child name them while you play a game.
4. **The sound in simple phrases:** Again you can use the pictures or objects referred to above and play games where your child uses the word in a short, repeated phrase. For example, you can hide the pictures/objects and find them using a flashlight. When a picture is found your child can say "I found a \_\_\_\_\_" or "I got a \_\_\_\_\_".
5. **The sound in sentences:** Have your child use the target words in a variety of sentences. For example, you can go through a catalogue of toys and talk about the ones containing the target sound.
6. **The sound in conversation:** Have your child play with objects that contain the target sound and have them talk about what they are doing as they

## Articulation/Sound Hierarchy

Initial

Medial

Final



## Steps to Learning

### 1) Target sound in Isolation

- "ssss"

### 2) Target sound in Syllables

Initial position	Final position
"see"	"ees"
"say"	"ace"
"so"	"os"
"sigh"	"ice"

### 3) Target Sound in Initial, Medial, and Final Position of Words

- Initial: "sun"
- Medial: "messy"
- Final: "house"

### 4) Target Sound in Phrases

- "hot sun"
- "I like sun"

### 5) Target Sound in Sentences

- "The sun is very hot this morning."

### 6) Target Sound in Structured Play

- Pick an activity that the target sound appears in frequently.
- Listen for the correct articulation when playing it.
- E.g., puzzle with many "s" sounds, "go" fish with picture cards.

### 7) Target Sound in Conversation

- Sound is articulated naturally in conversation.

## AT EACH STEP:

#### Model and have the child imitate

- e.g. You say "sssssock"  
Child says "sock"

#### Cue the production of the sound

- e.g. You say "Close your teeth" or "Say the snake sound"  
Child says "sock"

#### Elicit a spontaneous production

- e.g. Child sees picture or object and say "sock"