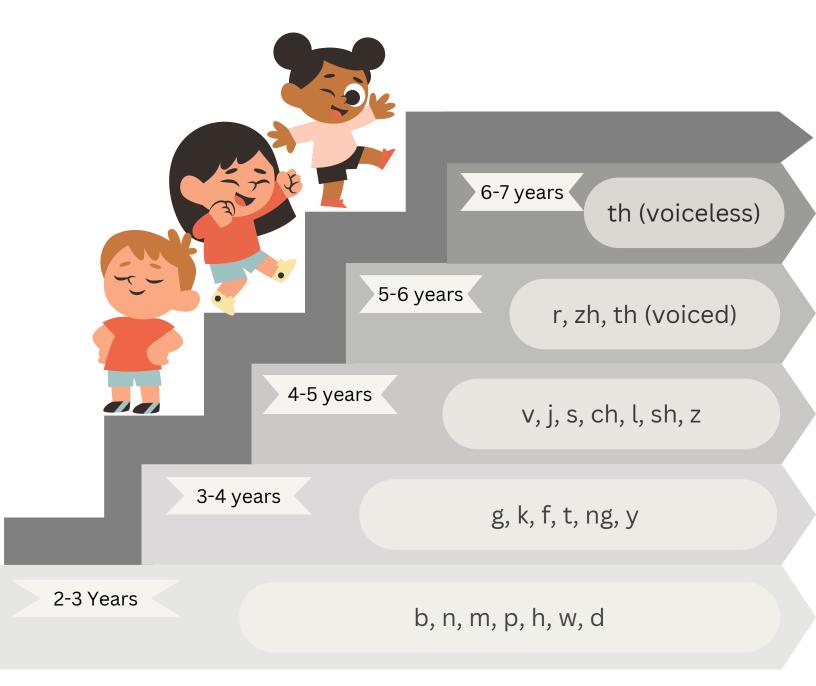
SPEECH SOUND DEVELOPMENT

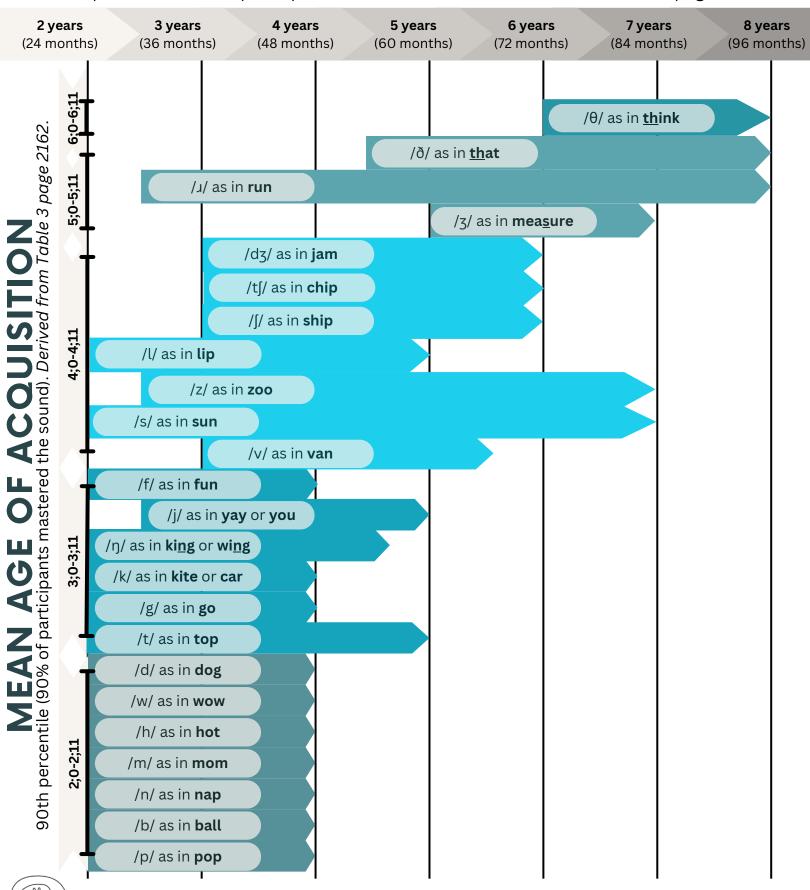
Crowe & McLeod, 2020



Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A Review. *American Journal of Speech-Language Pathology*, 29(4), 2155–2169. https://doi.org/10.1044/2020_ajslp-19-00168

AVERAGE RANGE OF ACQUISITION

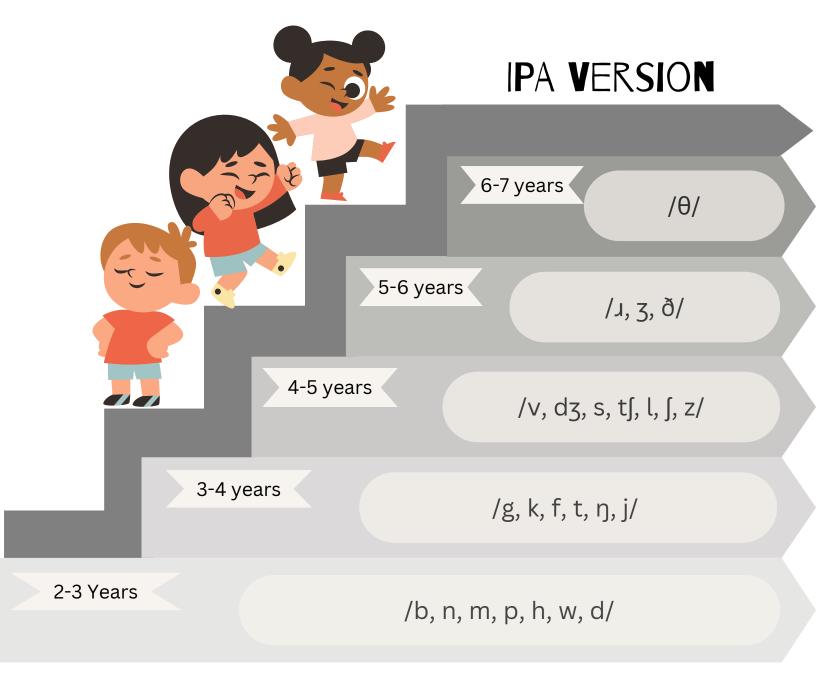
90th percentile (90% of participants mastered the sound). Derived from Table 2 page 2161.



SPEECH SOUND DEVELOPMENT

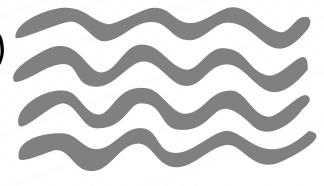
Crowe & McLeod, 2020





Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A Review. *American Journal of Speech-Language Pathology*, 29(4), 2155–2169. https://doi.org/10.1044/2020_ajslp-19-00168





Crowe & McLeod, 2020

EARLY

b, p, n, m, d, h, w, t, k, g, f, ng, y

MIDDLE LATE

v, j, l, ch, s, sh, z zh, r, th (voiced and voiceless)



SPEECH INTELLIGIBILITY

HOW MUCH OF WHAT YOUR CHILD SAYS SHOULD FAMILIAR AND UNFAMILIAR LISTENERS BE ABLE TO UNDERSTAND?

Hastad et al. 2021

ON AVERAGE, MULTIWORD UTTERANCES **SHOULD BE:**

75%

Intelligible by age 4

Intelligible by age 5

90%

50% Intelligible by age 3

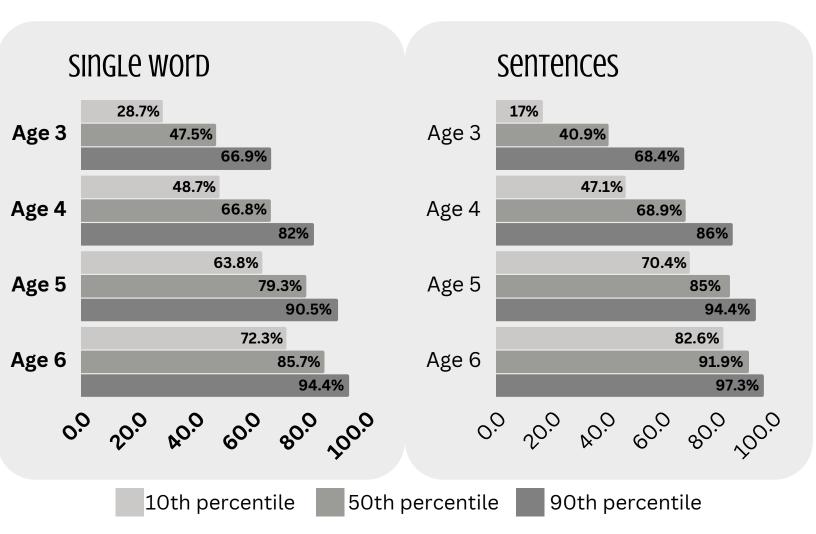


Hustad, K. C., Mahr, T. J., Natzke, P., & Rathouz, P. J. (2021). Speech development between 30 and 119 months in typical children I: Intelligibility growth curves for single-word and Multiword Productions. Journal of Speech, Language, and Hearing Research, 64(10), 3707–3719.

SPEECH INTELLIGIBILITY

SINGLE WORD AND SENTENCE LEVEL INTELLIGIBILITY ARE DIFFERENT. THIS IS BECAUSE AS A CHILD GETS OLDER THEIR SENTENCES PROVIDE CONTEXT TO THE LISTENER TO HELP THEM UNDERSTAND BETTER - EVEN IF A CHILD DOES NOT YET HAVE ALL THEIR SOUNDS! THEY MAY ALSO HAVE MORE COMMUNICATION SKILLS TO EFFECTIVELY COMMUNICATE THEIR MESSAGE!

Hastad et al. 2021





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Hastad et al. 2021

