



Articulation Errors

Articulation errors are common in children when they first learn to speak. They often occur because it is difficult for children to coordinate the movements of their teeth, lips, tongue and jaw.



The two most common errors are replacing 's' with 'th' (ie. a **lisp**) or replacing 'th' with 'f'.

eg. saw = 'thaw', think = 'fink'

These errors are a normal part of learning to produce new sounds, and most children outgrow them by **6 years of age**.

When to refer

A referral to Speech and Language Therapy is recommended if the child;

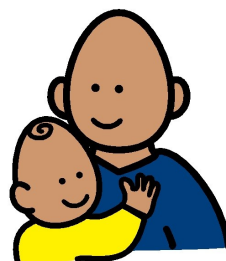
- cannot be understood
- is frustrated with attempts to communicate
- appears to find speaking very effortful
- is using very few words, or
- is not using sounds at the start of words (eg. saying "ish" for fish)

What can you do?

When a child says a word incorrectly in conversation we need to provide the model...

- without overt criticism
- without interrupting the 'flow'
- without getting in the way of listening
- without putting pressure on the child to say the word correctly

AND REMEMBER - parents are the main speech and language model for their children



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Helping Children Communicate



With Their World

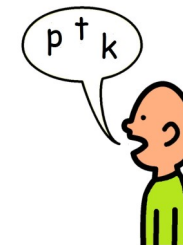
When Sounds Get Muddled



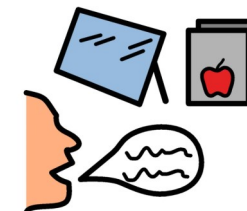
Some children make predictable speech errors when learning to talk.

These typically developing errors in speech are called **phonological processes** (sound error patterns)

Some children have difficulty making sounds using their teeth, lips, tongue and jaw. These are called **articulation errors**.



These processes and errors are a **normal** part of speech development.



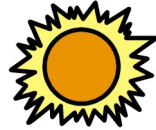
However, if they **persist**, speech and language therapy may be necessary.



Stopping

Instead of making a **long** sound (s, f, sh, z, v, zh) a child may find it easier to make a **short** sound (t, p, k, d, b, g).

eg. sun = 'tun', fish = 'bish'



De-affrication

'ch' and 'j' are often difficult sounds for children to make because they combine two sounds into one (t+sh = ch, d+zh = j). De-affrication occurs when children leave off one of these sounds.

eg. chips = 'ships', jam = 'zham'



Fronting

Children often find it easier to make sounds which use the front of the mouth instead of the back of the mouth.

eg. car = 'tar', girl = 'dirl', ship = 'sip'.



Gliding

'r' and 'l' can often be hard sounds to make. Many children make a 'w' or 'y' sound instead

eg. ladder = 'yadder', or rabbit = 'wabbit'.



Below are some typically developing speech errors that often occur in a child's speech development:

Process/Error	Example	Age typically resolved by
Final Consonant Deletion	house = hou duck = du	3;0
Voicing/de-voicing	cat = gat top = dop	3;0
Stopping	finger = pinger sun = tun zebra = debra	f, s - 3;0 v, z - 3;06 sh - 5;0
De-affrication	chips = ships jelly = zhelly	4;0
Fronting	cat = tat girl = dirl ship = sip	4;0
Cluster reduction	star = tar spider = pider clown = cown	5;0
Gliding	red = wed blue = bwu like = yike	6;0

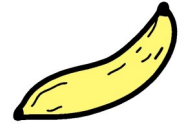
Final consonant deletion



This occurs when a child leaves off the **last sound** in the word. eg. boat = 'bo'.

Weak syllable deletion

Children often miss out the '**weakest**' syllable in a word.



eg. elephant = 'efent', banana = 'nana'.

Cluster Reduction

Words with 2 consonants at the start (clusters) will often be simplified to just one sound, eg. spoon = 'poon', frog = 'fog'.




Clusters can also become merged into one similar sound, eg. swim = 'fim'

Voicing/De-voicing

Sounds often come in pairs, one is *quiet*, and one is **LOUD**.

Loud sounds are when the vocal cords are vibrating, eg. z, b, d, g.



 **Quiet** sounds are made without the vocal cords vibrating, e.g. s, p, t, k.

Children can get muddled about when to make sounds loud or quiet.

eg. car = '**g**ar' (voicing), red = 're**t**' (de-voicing).