Articulation Screener

So how do you know which sound to start with? This screener will help!

Instructions:

1. Show the child the pictures on the following pages or for older children, have them read the words from a blank data sheet.

2. On the data sheet, record if the child got the target sound correct for each word. For example, if the target sound is "pot" and the child said "mot", you would indicate that the sound was said incorrectly. I like to write in what the error actually was. For example, you might write "/m/" so you know the child said the /m/ sound instead of the /p/ sound.

3. Do this for every word on the screening or just the sounds that you are concerned about. You can also screen blends and different syllable structures on the second page of the data sheet.

4. Once you have completed the screening, sit down and determine which sound you will target.

Follow the instructions on the next page for how to choose a target sound.

Articulation Screener

How to Choose Which Sound to Target:

There is no magic recipe that will tell you exactly which sound you should target first. Take a look at the following
considerations you can use to make your decision:

- **Age of Sound**: Take a look at the data on the right (or on the data sheet). These ages represent the latest possible age that research has shown children to still be mastering these sounds. Said another way, almost all children have mastered the sounds by these ages. Keep in mind that this is based on a wide range of studies and these were the latest ages found. Some studies found that these sounds should be developing even sooner. This doesn't mean you can't start working on the sounds before these ages, it just means you definitely shouldn't wait if they are beyond the age. Often, it is helpful to start with younger sounds as the child may find them easier.

Source: Linguisystems

Sound	Age	Sound	Age
p	3 yrs	t	5 yrs
m	3 yrs	r	6 yrs
h	3 yrs	l	6 yrs
n	3 yrs	ch	7 yrs
w	3 yrs	sh	7 yrs
b	4 yrs	j	7 yrs
k	4 yrs	s	8 yrs
g	4 yrs	z	8 yrs
d	4 yrs	v	8 yrs
f	4 yrs	th	8 yrs
y	4 yrs	zh	8 yrs

- **Stimulability:** If a child is stimulable for a sound, he is able to say the sound by itself (in isolation) when prompted, even if he's not able to say it in words or conversation yet. Often, if a child is stimulable for a sound, they will go on to learn it by themselves without needing speech therapy. For this reason, you may want to start with a sound that the child is not stimulable for. However, if the child is easily frustrated or if you are a parent working at home (without speech therapy training), you may want to start with one the child is stimulable for so you have some success.

- **High Importance Sounds:** Sometimes, it is helpful to start working on a sound because of its importance to the child. Perhaps it is very important for the child to be able to say his name. In that case, you may want to start with the sounds that are in his name.

- **Choosing Vowels:** Children should be able to produce all adult vowels by about age three. If you are working with a 3+-year-old who isn't yet producing vowels, you may want to start with some vowel work. I have included vowel flashcards but I do not have any specific artic card decks for vowels. You can just use cards from the other decks to represent the different vowels in various word positions.

- **Choosing Blends:** Children should be able to produce sound blends (two consonants together) by age 4 if the blend doesn't have an /s/ in it and by age 5 for /s/ blends. Start with one blend at a time and then expand to similar blends, like all /l/ blends or all /r/ blends.

- **Choosing Sound/Syllable Structure Words:** If a child is very difficult to understand, you may want to start with simple word structures, such as Consonant-Vowel (CV) or Vowel-Consonant (VC). Then, you can work your way up to longer sounds. Or, if a child is doing very well and can say most sounds in shorter words but struggles in longer words, you can jump to 3 and 4 syllable words.

Articulation Screener, Data Form: Part 1

Child's Name: _____ Age: _____ Date of Screening: _____

Write the child's error in the box next to each word. Only focus on the target sound for each word.

Sound	Initial		Medial		Final		Conver-sation	Age
/p/	pan		apple		cup			3 yrs.
/m/	milk		hammer		ice cream			3 yrs.
/h/	hat		behind					3 yrs.
/n/	necklace		banana		train			3 yrs.
/w/	wagon							3 yrs.
/b/	baby		table		web			4 yrs.
/k/	key		cookie		book			4 yrs.
/g/	ghost		burger		dog			4 yrs.
/d/	donut		ladder		bird			4 yrs.
/f/	fan		muffin		leaf			4 yrs.
"y"	yogurt		yo-yo					4 yrs.
/t/	toes		guitar		cat			5 yrs.
/r/	rainbow		burger		dinosaur			6 yrs.
/l/	leaf		falling		ball			6 yrs.
"ng"			finger		pudding			6 yrs.
"ch"	chair		catching		couch			7 yrs.
"sh"	shoes		marsh-mallow		fish			7 yrs.
"j"	jump		magic		garage			7 yrs.
/s/	sit		glasses		bus			8 yrs.
/z/	zebra		scissors		keys			8 yrs.
/v/	vase		shovel		glove			8 yrs.
"th" (voiceless)	thumb		bathtub		teeth			8 yrs.
"th" voiced	this		weather					8 yrs.

Articulation Screener, Data Form: Part 2

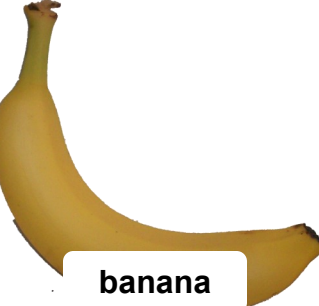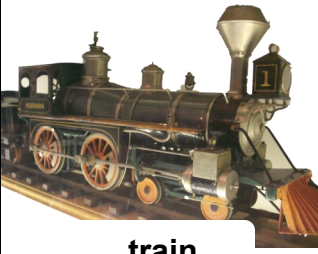Child's Name: _____ Age: _____ Date of Screening: _____
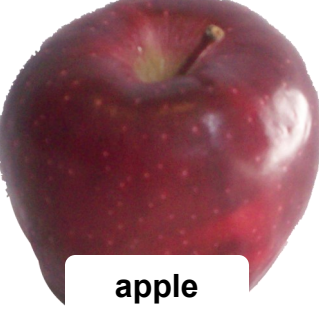
Write the child's error in the box next to each word. Only focus on the target sound for each word.

Structure	Word 1		Word 2		Word 3		Conversa-
CV	day		go		pie		
VC	up		eat		egg		
CVC	cat		cup		hat		
CVCV	baby		pony		pillow		
2-Syllable	apple		donut		pizza		
3-Syllable	butterfly		umbrella		elephant		
4-Syllable	watermelon		alligator		rollercoaster		

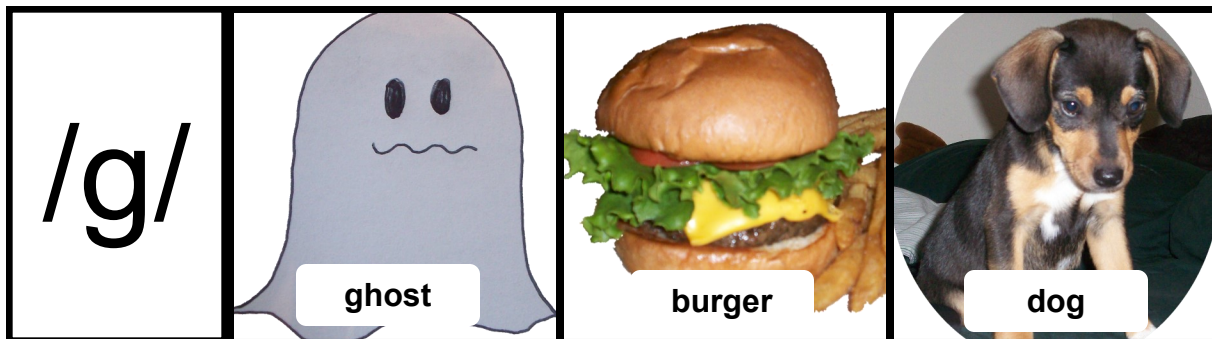| Blend	Initial		Conversation
/tw/	tweezers		
/kw/	quiet		
/bl/	blocks		
/pl/	playground		
/fl/	flower		
/sl/	sleeping		
/gl/	glue		
/kl/	clock		
/sm/	smell		
/sw/	swing		
/sn/	snowman		
/st/	stop		
/sk/	scarf		
/sp/	spider		
/fr/	frog		
/kr/	crackers		
/gr/	grass		
/pr/	present		
/br/	bread		
/tr/	train		
/dr/	dragon		

Articulation Screener, Pictures

For easier use, cut out each strip and punch a hole in it. Then, hook them all together with a binder ring or piece of string.

/p/	pan	apple	cup
/m/	milk	hammer	ice cream
/h/	hat	behind	
/n/	necklace	banana	train

Articulation Screener, Pictures

For easier use, cut out each strip and punch a hole in it. Then, hook them all together with a binder ring or piece of string.

/w/	wagon

/b/	baby	table	web

/k/	key	cookie	book

/g/	ghost	burger	dog

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/d/	donut	ladder	bird
/f/	fan	muffin	leaf
"y"	yogurt	yo-yo	
/t/	toes	guitar	cat

Articulation Screener, Pictures

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| /r/ | rainbow | burger | dinosaur |

| /l/ | leaf | falling | ball |

| ng | fingernails | pudding |

| ch | chair | catching | couch |

Articulation Screener, Pictures

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sh	shoes	marshmallow	fish
"j"	jump	magic	garage
/s/	sit	glasses	bus
/z/	zebra	scissors	keys

Articulation Screener, Pictures

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/v/	vase	shovel	glove

th voice-less	thumb	bathtub	teeth

th voiced	this	weather

CV	day	go	pie

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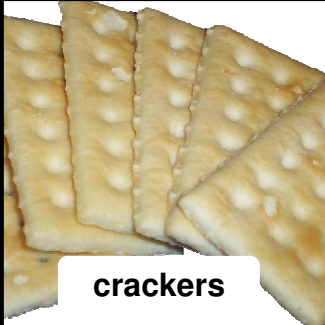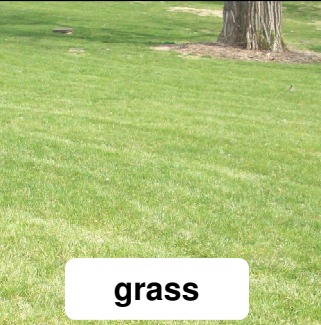|			
VC	up	eat	egg
CVC	cat	cup	hat
CVCV	baby	pony	pillow
2 Syllable	apple	donut	pizza
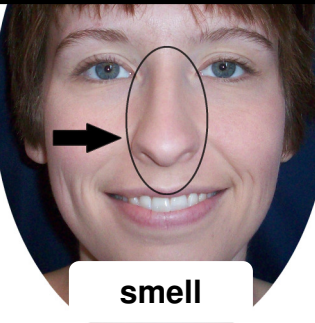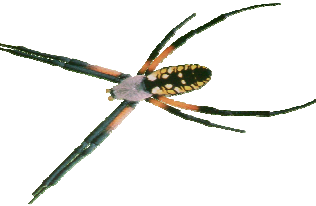
Articulation Screener, Pictures

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3 Syllable	butterfly	umbrella	elephant
4 Syllable	watermelon	alligator	rollercoaster
Blends	tweezers	quiet	blocks
Blends	playground	flower	sleeping

Articulation Screener, Pictures

For easier use, cut out each strip and punch a hole in it. Then, hook them all together with a binder ring or piece of string.

Blends	glue	clock	smell
Blends	swing	snowman	stop
Blends	scarf	spider	frog
Blends	crackers	grass	present

Articulation Screener, Pictures

For easier use, cut out each strip and punch a hole in it. Then, hook them all together with a binder ring or piece of string.

| Blends | bread | train | dragon |