

Richland Parish Articulation/Language Screening Test

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|--------------|--------------|-------------|-------------|--------------------|
| 1. house | 10. zipper | 19. rabbit | 28. bath | 37. drum |
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| | | | | |
| 2. telephone | 11. scissors | 20. fishing | 29. thumb | 38. flag |
| | | | | |
| | | | | |
| 3. cup | 12. duck | 21. church | 30. finger | 39. Santa Claus |
| | | | | |
| | | | | |
| 4. guitar | 13. yellow | 22. feather | 31. ring | 40. Christmas tree |
| | | | | |
| | | | | |
| 5. knife | 14. vacuum | 23. pencils | 32. jumping | 41. squirrel |
| | | | | |
| | | | | |
| 6. window | 15. watches | 24. this | 33. pajamas | 42. sleeping |
| | | | | |
| | | | | |
| 7. wagon | 16. lamp | 25. carrot | 34. plane | 42. bed |
| | | | | |
| | | | | |
| 8. wheel | 17. shovel | 26. orange | 35. blue | 44. stove |
| | | | | |
| | | | | |
| 9. chicken | 18. car | 27. bathtub | 36. brush | 1 2 3 4 5 |
| | | | | |
| | | | | |

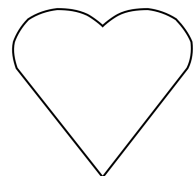
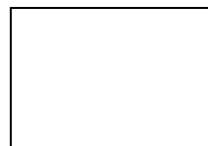
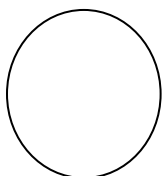
blue

red

yellow

green

pink



Iowa - Nebraska Articulation Norms³

Listed below are the recommended ages of acquisition for phonemes and clusters, based generally on the age at which 90% of the children correctly produced the sound.

| Phoneme | Age of Acquisition (Females) | Age of Acquisition (Males) | Word-Initial Clusters | Age of Acquisition (Females) | Age of Acquisition (Males) |
|---------|------------------------------|----------------------------|------------------------|------------------------------|----------------------------|
| /m/ | 3;0 | 3;0 | /tw kw/ | 4;0 | 5;6 |
| /n/ | 3;6 | 3;0 | /sp st sk/ | 7;0 | 7;0 |
| /ɹ/ | 7;0 | 7;0 | /sm sn/ | 7;0 | 7;0 |
| /h-/ | 3;0 | 3;0 | /sw/ | 7;0 | 7;0 |
| /w-/ | 3;0 | 3;0 | /sl/ | 7;0 | 7;0 |
| /j-/ | 4;0 | 5;0 | /pl bl kl gl fl/ | 5;6 | 6;0 |
| /p/ | 3;0 | 3;0 | /pr br tr dr kr gr fr/ | 8;0 | 8;0 |
| /b/ | 3;0 | 3;0 | /θ/ | 9;0 | 9;0 |
| /t/ | 4;0 | 3;6 | /θ/ | 9;0 | 9;0 |
| /d/ | 3;0 | 3;6 | /skw/ | 7;0 | 7;0 |
| /k/ | 3;6 | 3;6 | /spl/ | 7;0 | 7;0 |
| /g/ | 3;6 | 4;0 | /spr str skr/ | 9;0 | 9;0 |
| /f-/ | 3;6 | 3;6 | | | |
| /-f/ | 5;6 | 5;6 | | | |
| /v/ | 5;6 | 5;6 | | | |
| /θ/ | 6;0 | 8;0 | | | |
| /ð/ | 4;6 | 7;0 | | | |
| /s/ | 7;0 | 7;0 | | | |
| /z/ | 7;0 | 7;0 | | | |
| /j/ | 6;0 | 7;0 | | | |
| /tʃ/ | 6;0 | 7;0 | | | |
| /dʒ/ | 6;0 | 7;0 | | | |
| /l-/ | 5;0 | 6;0 | | | |
| /-l/ | 6;0 | 7;0 | | | |
| /r-/ | 8;0 | 8;0 | | | |
| /ə/ | 8;0 | 8;0 | | | |

Note regarding phoneme positions:
 /m/ refers to prevocalic and postvocalic positions
 /h-/ refers to prevocalic positions
 /-f/ refers to postvocalic positions

³ Smit, Hand, Freilinger, Bernthal, and Bird (1990). *Journal of Speech and Hearing Disorders*, 55, 779-798.