

The following chart shows acquisition of speech sounds based on the ages when 90% of English speaking children produce single sounds at the word level. The standard deviation for the Crowe and McLeod\* normative data is 6 months to 18 months depending on the specific speech sound. Some sound differences may be part of a student's regional or community dialect. To qualify for services under IDEA, students must meet all impairment category criteria.

Phoneme	yrs;mo	3.0	3.6	4.0	4.6	5.0	5.6	6.0	6.6	7.0
m										
h										
w										
p										
b										
d										
n										
f										
k										
g										
t										
j as in "yellow"										
"ng" as in "wing"										
l										
v										
s										
z										
"sh"										
"ch"										
"dz" in "fudge"										
r										
"th" voiced as in "this"										
"zh" in "equation"										
"th" voiceless as in "thin"										

\*Crowe, K., & McLeod, S. (2020). Children's English consonant acquisition in the United States: A review. *American Journal of Speech-Language Pathology*. [https://doi.org/10.1044/2020\\_AJSLP-19-00168](https://doi.org/10.1044/2020_AJSLP-19-00168)

### Speech or Language Impairment Disability Category Criteria in Wisconsin PI 36(5)

- The student's speech sound production (i.e., articulation) is documented to be delayed when compared to communication skills expected for the student's culture, language background, or dialect, as evidenced through an observation in a natural environment and measurement of at least one of the following:
  - Criterion-referenced assessment, such as a developmental scale or phonetic inventory
  - Scores significantly discrepant from typical on a norm-referenced assessment
- The student's intelligibility is below the expected range for their age. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- The student is less than 30% stimulable for speech sounds found in error.
- Consideration was given to the student's age, culture, language background, and dialect and determined to not be the reason for the language delay.
- There is a delay in communication that adversely impacts the student's educational performance or social, emotional or vocational development.