

SIGNS AND EFFECTS OF COMMUNICATION DISORDERS

TYPE OF COMMUNICATION DISORDER	SIGNS	EFFECTS	
		SOCIAL	ACADEMIC
ARTICULATION AND SOUND SEQUENCING	<p>CHILD:</p> <ul style="list-style-type: none"> a. is not producing speech sounds correctly for age level b. is difficult to understand <p>Age 3 - p, b, m, w, h, n Age 4 - k, g, t, d, y, f Age 6 - l Age 7 - v, th, voiced th, sh, ch j (jeep), z (measure) Age 8 - r, s, z</p>	May be ridiculed, ignored or excluded from group activities.	May have decoding or comprehension problems for specific words. Spelling skills may be affected.
FLUENCY (STUTTERING)	<p>CHILD:</p> <ul style="list-style-type: none"> a. repeats parts of words and whole words; b. may have long periods of silence while attempting speech c. may have poor eye contact d. may demonstrate "struggle behavior" when trying to get a word out 	May be ridiculed by others; may begin to avoid speaking especially in group settings.	May do poorly on oral assignments, reports and reading. May withdraw from group learning activities.
VOICE	<p>CHILD demonstrates:</p> <ul style="list-style-type: none"> a. chronic hoarseness; b. strained voice; c. frequent loss of voice for some or all words in conversation ; d. voice that is denasal (as if the nose is blocked) ; e. voice that is too nasal ; f. voice that is noticeably higher or lower than others in the class ; g. voice that is chronically too soft or too loud. 	May be ridiculed, ignored or excluded from play or group activities.	May develop poor self-confidence and eventually withdraw from participation in class.
LANGUAGE	<p>CHILD may:</p> <ul style="list-style-type: none"> a. have low vocabulary skills ; b. have difficulty expressing thoughts or asking questions ; c. use incomplete or poor sentence structure ; d. have trouble following directions ; e. have problems answering questions ; f. consistently make inappropriate comments to teachers & peers; g. have difficulty interacting with peers and/or adults. 	May be excluded from play and group activities. May withdraw from group situations. May have difficulty making / keeping friends.	May fail to understand instruction. Academic or "learning" problems may result.

Dear parents, guardians, and teachers,
The chart below shows at what age 90% of children can articulate the English consonants correctly. Vowels should be correctly produced by age 3. All children do not develop at the same rate, so we can not expect correct speech from every child in the primary grades. If you have questions about this or other speech/language milestones, contact your school's Speech-Language Pathologist.

