

Diagnostic Evaluation of Articulation and Phonology

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Articulation and Oro-motor Assessment

Name

Home Address

Gender

Primary language

Languages at home

School

Examiner

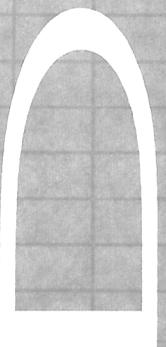
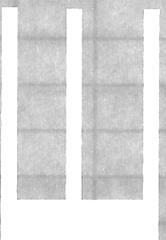
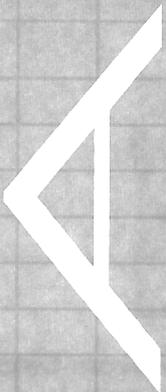
Date of test

Date of birth

Chronological age

Other information

Year	Month	Day



Picture naming

Instructions: **What's this?** If necessary use cues to elicit the target word. If cues are not successful then ask the child to imitate the word. Circle any sounds produced in error. Note in brackets after word if imitation was required (i).

Speech Sound Stimulability

Elicit only the sounds that the child produced incorrectly in the picture naming. Say, *I'm going to say a word and I want you to say it after me.* The child should be given three opportunities to imitate each item. Record the child's production of the target sound in the box. If a sound is not imitated correctly in a word then try to elicit it in isolation.

Picture Naming				Speech Sound Stimulability							
	Initial	Vowel*	Final	CV/VC	T1	T2	T3	Target Isolation	T1	T2	T3
A1	pig	p	g	pie				p			
A2	bird	ɜ	d	buy				b			
A3	teeth	i	θ	tie				t			
A4	door	ɔ		die				d			
A5	car	ɑ		key				k			
A6	girl		l	guy				g			
A7	moon	u	n	my				m			
A8	knife	ai	f	nigh				n			
A9	fish	i	ʃ	ing				ŋ			
A10	van	a	n	fie				f			
A11	thumb	ʌ	m	vie				v			
A12	this	ð	s	thigh				θ			
A13	sock	ɒ	k	thy				ð			
A14	zebra	ɛ ə		sigh				s			
A15	sheep	ʃ	p	zoo				z			
A16	chair	tʃ		shy				ʃ			
A17	jam	dʒ		chew				tʃ			
A18	legs	l	z	jai				dʒ			
A19	ring	ɹ	ŋ	lie				l			
A20	watch	w	tʃ	eel				ɹ			
A21	yellow	j		rye				ɹ			
A22	house	h	s	why				w			
A23	five		v	yeah				j			
A24	foot	u	t	high				h			
A25	crab		b	mez				ɜ			
A26	boy	ɔɪ						Vowel			
A27	orange		dʒ					Vowel			
A28	snake	eɪ						Vowel			
A29	television		(medial) ʒ					Vowel			
A30	ear	ɪə						Vowel			

* Vowels will vary depending on dialect.

Diadochokinetic

Instructions: **Lets play a hand game. Every time we clap, we say 'Pat-a-cake'.** Demonstrate and then let the child take the lead. Elicit 5 repetitions for children 3;0-4;11 years. Elicit 10 repetitions for children 5;0-6;11 years.

	Score	Description of scoring criteria	Comments
Correct sound sequence	3	• Correct sequence of /p, t, k/ in all trials.	
	2	• Correct sequence in at least 3 trials (children 3;0-4;11) or 5 trials (children 5;0-6;11).	
	1	• Incorrect sequence in more than 2 trials (children 3;0-4;11) or more than 5 trials (children 5;0-6;11).	
	0	• Incorrect consonant sequence in all the trials or no response.	
Intelligibility	3	• Clear pronunciation in all the trials.	
	2	• Clear pronunciation in at least 3 trials (children 3;0-4;11) or 5 trials (children 5;0-6;11).	
	1	• Unclear pronunciation in at least 3 trials (children 3;0-4;11) or 5 trials (children 5;0-6;11).	
	0	• Unclear or unrecognisable pronunciation in all the trials or no response.	
Fluency	3	• Fluent pronunciation in all the trials.	
	2	• Fluent pronunciation with slight hesitation or pauses between sounds or whole words on up to 3 trials (for 3;0-4;11) or on up to 5 trials (for 5;0-6;11).	
	1	• Apparent pauses or hesitation between sounds or whole words on more than 3 trials (for 3;0-4;11) or more than 5 trials (for 5;0-6;11).	
	0	• Apparent pause or hesitation between all the trials or no response	
/9 Total score			

Isolated movement

Instructions: Tell the child what to do & demonstrate. Say, **Good, do it again.** Score Trial 2, 0-3 points per movement.

Movement	Instruction	Score	Comment
Tongue elevation	Can you put your tongue up to the top of your mouth like this?		
Lateral tongue movement	Can you move your tongue from one side to another like this?		
Lip rounding	Can you round your lips like this?		
Lip spreading	Can you spread your lips like this?		
Total score		/12 Total score	

Sequenced movements

Instructions: Tell the child what to do & demonstrate. Say, **Good, do it again.** Score Trial 2, 0-3 points per movement.

Target	Movement 1	Movement 2	Comments
Blow and put your tongue up			
Kiss and cough			
Yawn and lick the side of your mouth			
Total score		/18	

Scoring criteria for isolated and sequenced oral movements

Score	Definition of response
3	Accurate performance immediately follows verbal command.
2	Accurate performance preceded by protracted pauses during which unsuccessful movements may be present.
1	Overall pattern of gesture acceptable, but defective in terms of amplitude, accuracy, force and/or speed.
0	An important part of the gesture is lacking; incorrect or non-targeted oral gestures; speech sound is produced; no oral movement.