## Articulation and Phonology Report Summary

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| Student Name  Amazing Spiderman | |
| Parent Name  Pirates of the Amazing Island | |
| Teacher Name  Superhero Teacher | |
| Clinician Name  Adriana Lavi | |
| |  | | --- | | ***The Articulation and Phonology Video Assessment Tool (VAT)*** When children and adults have difficulty saying a sound clearly, the sound may be substituted for another sound, be left out, or changed/distorted (ASHA, 2016). In order to investigate Amazing’s articulation and phonology, the *Articulation and Phonology VAT* (Lavi & Gamarnik, 2020) was administered.  The *Articulation and Phonology VAT* (Lavi & Gamarnik, 2020) provides a standard score that can be compared to a normative sample based on age and gender. A percentile rank is also provided, which indicates the percentage of individuals in the population that performed at or below a specific score. | | |
| |  | | --- | | In order to investigate specific aspects of Amazing's articulation and phonology, the full Articulation and Phonology VAT was administered and yielded the following results: | | |
| Articulation and Phonology Scores  |  |  | | --- | --- | | Standard Score  60 | Percentile Rank  <1 | | Educational and Social Impact?  Test results and observations indicaticate that the student's articulation and phonology could negatively impact their everyday social interactions and academic performance, at this time | | | Speech Intelligibility  Speech intelligibility appears to impact his/her ability to be understood by others and is considered to be below average when compared to peers of the same age. | | | |
| **Amazing** presented with strengths in the production of the following sounds:  sgj as in joketh as in thiszth as in thumbtrfsh as in showng as in playing | |
| **Amazing** presented with weaknesses in the production of the following sounds:  mwkgtfrsh as in show | |
| Phonology  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Were phonological errors observed and ACTIVE?  Yes | | |  | | | | | Final Consonant Deletion  Yes | Stopping  No | Backing  Yes | | Cluster Reduction  Yes | |  | | Initial Consonant Deletion  No | Fronting  Yes | Gliding  Yes | | |  | | | Educational and Social Impact?  Results indicaticate that the student's observed use of phonological processed could negatively impact their everyday social interactions and academic performance, at this time. | | | | | | | | |  | | --- | | **Final Consonant Deletion -**when the final consonant in a word is left off.  *Example: “Gi me my ca toy ba” (Givie me my cat toy back)*  **Stopping** - replacing a continuous sound with a stop sound  *Example: “Da dog is beside da debra” (The dog is beside the zebra)*  **Backing -** replacing sounds made at the front of the mouth, with sounds made at the back of the mouth  *Example: The goat’s name is Katty (The boat’s name is Patty)*  **Cluster Reduction**- replacing a group of consonants with one sound  *Example: “That’s a cary pider” (That’s a scary spider)*  **Initial Consonant Deletion -**when the initial consonant of a word is left off  *Example: “om went at way” (Tom went that way)*  **Fronting -** replacing sounds made at the back of the mouth, with sounds made at the front of the mouth  *Example: “I tan’t find any edds” (I can’t find any eggs)*  **Gliding** - replacing “r” and “l” sound with a “w” or “j”  *Example: “The wabbit woves wed wibbons. (The rabbit loves red ribbons.)"* | | | | | | | | | |
| Additional Observations:  Additional comments go here | |
| IMPACT Articulation and Phonology Rating Scale  Yes |  |
| |  | | --- | | ***The IMPACT Articulation and Phonology Rating Scale*** is a 30-item, norm-referenced rating scale that is designed with three separate forms for clinicians, parents, and teachers to complete. In order to fully understand and interpret how a child’s articulation and phonology may affect his/her academic and social life, it is important to obtain information on how a child performs across different environments in everyday situations. Clinicians, parents, and teachers can provide valuable information regarding a student’s speech sound abilities and how speech sound errors may impact the child in both the classroom and in the home environment. Parent and/or teacher input may be beneficial when evaluating the impact of speech sound disorders because students may feel at ease at home or when they are with people they are familiar with, and feel more reserved in public spaces with unfamiliar people (McLeod, Daniel & Barr, 2013).  ***The IMPACT Articulation and Phonology Rating Scale*** evaluates a child’s speech characteristics, as well as the impact of a speech disorder on a child’s social interactions, academic life, and home/after school life. The current rating scale asks parents, teachers, and clinicians to rate the various components of speech sound disorders on a 4-point scale (“never,” “sometimes,” “often,” and “typically”) and yields a percentile and standard score. By utilizing *The IMPACT Articulation and Phonology Rating Scale*, we are able to develop a better understanding of how a student’s speech sound disorder may impact language development, as well as academic performance, and peer relationships. In order to investigate potential impact of Amazing’s present articulation and phonology performance on educational performance and social interactions, this rating scale was administered and yielded the following results: | | |
| IMPACT Articulation and Phonology Rating Scale Scores, Clinician  |  |  |  | | --- | --- | --- | | Standard Score  60 | Percentile Rank  <1 |  | | Educational and Social Impact?  Observations indicaticate that the student's articulation and phonology could negatively impact their everyday social interactions and academic performance, at this time | |  | | |
| Teacher Observations  Yes |  |
| IMPACT Articulation and Phonology Rating Scale Scores, Teacher  |  |  | | --- | --- | | Standard Score  60 | Percentile Rank  <1 | | Educational and Social Impact?  Observations indicaticate that the student's articulation and phonology could negatively impact their everyday social interactions and academic performance, at this time | | | |
| Parent Observations  Yes |  |
| IMPACT Articulation and Phonology Scores, Parent  |  |  | | --- | --- | | Standard Score  61 | Percentile Rank  1 | | Educational and Social Impact?  Observations indicaticate that the student's articulation and phonology could negatively impact their everyday social interactions and academic performance, at this time | | | |
| |  | | --- | | **Description of Testing Areas**  **Speech Characteristics** The speech characteristics rating scale item(s) measure student’s speech production abilities. For example, items may look at the frequency of sound errors, whether errors occur at the word, sentence, or conversational level, and the student’s awareness of his/her speech sound errors.  **Social Interactions** The social interactions rating scale item(s) look at how the student interacts with others. For example, items may ask whether the student is aware that his/her speech is different than their peers, whether the student initiates social interactions during recess, lunch, or when friends come over, and if the student appears to avoid interactions because of their speech sound disorder.  **Academic Life** The academic life rating scale item(s) measure how a student’s speech sound disorder may impact his/her education. For example, items may look at a student’s participation during classroom discussion, reading activities, a student’s ability to work in groups with his/her peers, and whether the student appears confident when speaking in front of the class.  **Home Life (after school)** The home life or after school rating scale item(s) take a look at how a child’s speech sound disorders may impact them outside of school. For example, items may look at a child’s confidence when speaking to his/her family and friends, whether the child participates in sports or clubs that require speaking with their peers, or whether the child tries to avoid activities that require speaking. | | |
| Recommendations:  Recommendations and suggested goals go here | |
| Clinician's Signature |  |