



SIMPLE CONSONANTS: Step 1

Indicate whether sounds are produced consistently (✓), inconsistently (+), or not at all (-) in the syllables specified below. Mark each according to whether the sound is produced correctly:

S: in a *single* syllable;

R: in syllables *repeated* at least three times per second;

Comments

	S R		S R		S R		S R
[ba]	--	[pa]	--	[wa]	--	[ma]	--
[bi]	-- or	[pi]	--	[wi]	-- or	[mi]	--
[bu]	--	[pu]	--	[wu]	--	[mu]	--
	S R		S R		S R		S R
[fa]	--	[va]	--	[θa]	--	[ða]	--
[fi]	-- or	[vi]	--	[θi]	-- or	[ði]	--
[fu]	--	[vu]	--	[θu]	--	[ðu]	--
	S R		S R		S R		S R
[ha]	--	[ma]	--	[æp̄]	--	[æb̄]	--
[hi]	--	[mi]	--	[ɪp̄]	-- or	[ɪb̄]	--
[hu]	--	[mu]	--	[ʌp̄]	--	[ʌb̄]	--

Can alternate [ba-ma] -- [fi-mi] -- and [θu-bu] --
 Can produce syllables in this step in a loud voice _____
 quiet voice _____ whisper _____ .
 Can vary pitch of voice over range of at least eight semitones when repeating these syllables _____.

Immediate Teaching Goals

SIMPLE CONSONANTS: Step 2

	S R		S R		S R		S R
[da]	--	[ta]	--	[fa]	--	[ʒa]	--
[di]	-- or	[ti]	--	[fi]	-- or	[ʒi]	--
[du]	--	[tu]	--	[fu]	--	[ʒu]	--
	S R		S R		S R		S R
[sa]	-- or	[za]	--	[na]	--	[jɔ]	--
[si]	--	[zi]	--	[ni]	--	[jɛ]	--
[su]	--	[zu]	--	[nu]	--	[jʌ]	--
	S R		S R		S R		S R
[lau]	--	[æɪ̄]	--	[æɔ̄]	--		
[lat]	--	[ɪɪ̄]	--	[ɪɔ̄]	--		
[lɔt]	--	[ʌɪ̄]	--	[ʌɔ̄]	--		

Can alternate [da-na] -- [fi-li] -- [sæ-næ] -- [bʌ-dʌ] --
 [fi-si] --
 Can vary pitch of voice over a range of at least eight semitones when repeating these syllables.

Evaluation by:



SIMPLE CONSONANTS: Step 3

				Comments				
	S R		S R					
[ga]	--	[ka]	--	[tʃa]	--	[dʒa]	--	
[gi]	-- or	[ki]	--	[tʃi]	-- or	[dʒi]	--	
[gu]	--	[ku]	--	[tʃu]	--	[dʒu]	--	
	S R		S R		S R		S R	
[æŋ]	--	[ræ]	--	[æŋk]	--	[æŋg]	--	
[ɪŋ]	--	[rɪ]	--	[ɪŋk]	-- or	[ɪŋg]	--	
[ʌŋ]	--	[rʌ]	--	[ʌŋk]	--	[ʌŋg]	--	
	S R		S R		S R		S R	
Can alternate [ri-gi] -- [tʃa-ra] -- [su-gu] -- [ræ-læ] --								
Can produce syllables in this step in a loud voice _____ quiet voice _____ whisper _____ .								
Can vary pitch of voice over at least eight semitones when repeating these syllables.								

SIMPLE CONSONANTS: Step 4

				Immediate Teaching Goals				
Can alternate:								
	S R		S R					
[ba-pa]	--	[æb-æp]	--	[fi-vi]	--	[tʃai-dʒai]	--	
[da-ta]	--	[æd-æt]	--	[θi-ði]	--			
[ga-ka]	--	[æg-æk]	--	[ʃi-ʒi]	--			
				[si-zi]	--			
			S R					
	[pʌ-tʌ-kʌ]		--					
	[bʌ-dʌ-gʌ]		--					
	[fʌ-θʌ-fʌ]		--					
Can differentially produce ats-aiz _____ kæp-kæb _____ in whisper.								
Can vary pitch of voice over eight semitones when repeating these syllables _____ .								

Evaluation by:



Comments

WORD-INITIAL BLENDS

Rate each blend according to criteria set for simple consonants.

Step 1. Two-organ sequential blends.

S R	S R	S R
[sma-smi-smu] - -	[spa-spi-spu] - -	[swa-swi-swu] - -

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 2. Single-organ sequential blends.

S R	S R	S R
[ska-ski-sku] - -	[sla-sli-slu] - -	[sna-sni-snu] - -

S R	S R
[sta-sti-stu] - -	[θra-θri-θru] - -

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 3. Two-organ coformulated blends.

S R	S R	S R
[bla-bli-blu] - -	[bra-bri-bru] - -	[fla-fli-flu] - -
[fra-fri-fru] - -	[kwa-kwi-kwu] - -	[pla-pli-plu] - -
[pra-pri-pru] - -	[twa-twi-twu] - -	

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Immediate Teaching Goals

Step 4. Single-organ coformulated blends.

S R	S R	S R
[dra-dri-dru] - -	[gla-gli-glu] - -	[gra-gri-gru] - -
[kra-kri-kru] - -	[fra-fri-fru] - -	[tra-tri-tru] - -

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 5. Complex blends.

S R	S R	S R
[skra-skri-skru] - -	[skwa-skwi-skwu] - -	[spra-spri-spru] - -
[stra-stri-stru] - -		

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Evaluation by:



WORD-FINAL BLENDS

Rate each blend according to criteria set for simple consonants.

Step 1. Continuant-continuant blends.

S R	S R	S R	S R	S R	S R
[ɪfs]	-- [ɪlm]	-- [ɪln]	-- [ɪlz]	-- [ʌmz]	-- [ʌns]
[ɪnz]	-- [ʌɪz]	-- [ʌsɪ]	-- [ɪθs]	-- [ɪsŋ]	-- [ɪvz]

Comments

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 2. Continuant-stop blends.

S R	S R	S R	S R	S R	S R
[aft]	-- [ald]	-- [ʌlp]	-- [alt]	-- [ʌmp]	-- [and]
[ant]	-- [ʌŋk]	-- [ask]	-- [ʌsp]	-- [ʌvd]	-- [ʌzd]

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 3. Stop-continuant blends.

S R	S R	S R	S R	S R	S R
[ɪbɪ]	-- [æbz]	-- [ɪdɪ]	-- [ɪdz]	-- [ɪgɪ]	-- [ɪgz]
[ɪkɪ]	-- [æks]	-- [ɪpɪ]	-- [æps]	-- [ɪtɪ]	-- [ɪtŋ]

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 4. Stop-stop blends.

S R	S R	S R	S R
[ækt]	-- [æpt]	-- [ægd]	-- [æbd]

Immediate Teaching Goals

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 5. Complex blends.

S R	S R	S R	S R	S R
[ɪfts]	-- [ækts]	-- [ɛmbɪz]	-- [æmpɪ]	--
S R	S R	S R	S R	
[andz]	-- [ɔɪnts]	-- [æŋkɪ]	-- [ʌpɪz]	--
S R	S R	S R	S R	
[askt]	-- [ætŋd]	-- [ɪspt]	-- [ɪtŋz]	--

Can vary intensity ___ and pitch ___ of voice while repeating any of these syllables.

Evaluation by:



Phonologic Level Speech Evaluation

Name: _____ Age: ____ Date: _____

1. Stimuli used to elicit sample (toys, pictures, conversation).

Specify material or topic: _____

2. Mean number of syllables/utterance ____ . Mean number of syllables/sec. ____ .

3. **NONSEGMENTAL ASPECTS** Normal () Faulty ()

Breath control ____ Intensity control ____ Pitch control ____

Intonation ____ Duration of vowels ____

Duration of consonants ____ Phrasing ____ Stress ____

4. **SEGMENTAL ASPECTS** Indicate if sound is produced consistently (✓), inconsistently (+), or not at all (-).

a. **Vowels and diphthongs**

u ____ ʊ ____ o ____ ɔ ____ ɑ ____ a ____ ʌ ____

ɜ ____ ə ____ ɝ ____ æ ____ ε ____ e ____ i ____

i ____ ai ____ au ____ ɔɪ ____ eɪ ____ Other _____

b. **Simple consonants**

Plosives: b ____ d ____ g ____ p ____ t ____ k ____

Unreleased stops: p̚ ____ t̚ ____ k̚ ____ b̚ ____ d̚ ____ g̚ ____

Nasals: m ____ n ____ ŋ ____

Semivowels: w ____ j ____ ɹ ____

Liquids: l ____ r ____

Fricatives: h ____ f ____ θ ____ ʃ ____ s ____ v ____

ð ____ ʒ ____ z ____

Affricates: tʃ ____ dʒ ____

c. **Word-initial blends**

Two-organ sequential: sm ____ sp ____ sw ____

Single-organ sequential: sk ____ sl ____ sn ____ st ____

θr ____

Two-organ coformulated: bl ____ br ____ fl ____ fr ____

kw ____ pl ____ pr ____ tw ____

Single-organ coformulated: dr ____ gl ____ gr ____ kl ____

kr ____ fr ____ tr ____

Complex: skr ____ skw ____ spr ____ str ____



d. Word-final blends

Continuant-continuant: fs _____ lm _____ ln _____ lz _____
mz _____ ns _____ nz _____ ηz _____
sl _____ θs _____ sη _____ vz _____

Continuant-stop: ft _____ ld _____ lp _____ lt _____ mp _____
nd _____ nt _____ ηk _____ sk _____
sp _____ vd _____ zd _____

Stop-continuant: bl _____ bz _____ dl _____ dz _____ gl _____
gz _____ kl _____ ks _____ pl _____ ps _____
tl _____ tη _____ ts _____

Stop-stop: kt _____ pt _____ gd _____ bd _____

Complex: fts _____ kts _____ blz _____ mpl _____ ndz _____
nts _____ ηkl _____ plz _____ skt _____ tηd _____
spt _____ tηz _____ ntʃ _____

5. LINGUISTIC STRUCTURE Check if present.

Single words _____ Two-word phrases _____
Noun and verb phrases _____ Kernel sentences _____
Compound sentences _____ Complex sentences _____

6. INTELLIGIBILITY

Number of complete utterances _____ and number of words _____
agreed to be intelligible.

7. COMMON FAULTS

Nasality _____ Intrusive voicing _____ Other _____

8. OBSERVATIONS AND IMMEDIATE TEACHING GOALS as determined from above:

Evaluation carried out by:
