

## Notes on assessment of younger children - further suggestions:

(i.e.: children with very limited language, vocabulary, attention, cooperation on formal testing)

- transcribe words child uses
- get parent to list child's words and approximate articulation
- name familiar objects/toys, including a variety of syllable structures and sounds
- imitation of a basic range of consonants /p b m t d n k g f s h w j (ʃ) (l)/
- imitation of as many vowels as possible, but start with basics /i a u ai iə əu/
- symbolic noises
- imitation of CV syllables in play
- attempt 2-3 words from CVCV, CVC, multisyllabic and cluster lists, if possible, for comparison with subsequent assessments
- observe oral skills and feeding, and attempt imitation of oral movement in play
- note use of voice
- bear in mind child's age/developmental level, when interpreting results

## Notes on assessment of older children - further suggestions:

(i.e. children who cope well with most items on the word lists, but still have problems with intelligibility)

- Start by listening to connected speech, and assessing intelligibility
- Work backwards to discover reasons for breakdown in intelligibility
- Check wider range of words at each level
- Check harder consonants /ʃ tʃ dʒ v z ʒ θ ð r/
- Check imitation of complex unfamiliar words and nonwords
- Check vowels, especially half-open postures
- Check problematic sound sequences, shown on treatment records
- Check oro-motor and sequencing skills
- Check voice and airstream
- Check prosodics: intonation, stress, rate of speech, fluency
- Check syllable/word joining strategies
- Note compensatory strategies
- Bear in mind the influence of language difficulties
- Assess phonological awareness and manipulation