

Teachers' QUICK SPEECH SCREENER

NAME _____ AGE ;

SINGLE-WORD SCREENING SAMPLE USING THE METAPHON STIMULUS VOCABULARY
 Dean, E., Howell, J., Hill, A., & Waters, D. (1990). Metaphon Resource Pack. Windsor, Berks: NFER Nelson

Date of Birth	Observer(s)
Today's date	Examiner / Phone

① completely intelligible ② mostly intelligible ③ somewhat intelligible ④ mostly unintelligible ⑤ completely unintelligible

#	TARGET WORD	TRANSCRIPTION	C	CC	#	TARGET WORD	TRANSCRIPTION	C	CC
1	cup	k ʌ p	2		23	jam	dʒ æ m	2	
2	gone	g ɒ n	2		24	house	h aʊ s	2	
3	knife	n aɪ f	2		25	path	p a θ	2	
4	sharp	ʃ a p	2		26	door	d ɔ	1	
5	fish	f ɪ ʃ	2		27	smoke	s moʊ k	3	
6	kiss	k ɪ s	2		28	bridge	b r ɪ dʒ	3	
7	sock	s ɒ k	2		29	train	t r eɪ n	3	
8	glass	g l a s	3		30	chair	tʃ ɛə	1	
9	watch	w ɒ tʃ	2		31	red	r ɛ d	2	
10	nose	n oʊ z	2		32	spoon	s p u n	3	
11	mouth	m aʊ θ	2		33	plane	p l eɪ n	3	
12	yawn	j ɔ n	2		34	fly	f l aɪ	2	
13	leaf	l i f	2		35	sky	s k aɪ	2	
14	thumb	θ ʌ m	2		36	sun	s ʌ n	2	
15	foot	f u t	2		37	wing	w ɪ ŋ	2	
16	toe	t oʊ	1		38	splash	s p læ ʃ	4	
17	snake	s n eɪ k	3		39	tent	t ɛ n t	3	
18	van	v æ n	2		40	salt	s ɒ l t	3	
19	fast	f a s t	3		41	crab	k r æ b	3	
20	girl	g ɜ l	2		43	sweet	s w i t	3	
21	stairs	s t ɛə z	3		43	sleeve	s l i v	3	
22	big	b ɪ g	2		44	zipper	z ɪ p ə	2	
	(boy)	b ɔɪ	-	-					
	(ear)	ɪə	-	-	Consonants correct /100 =				

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Five key indicators for speech referral

1. Note Intelligibility (speech clarity)

RATING 1 2 3 4 5

COMMENT

2. Run the 'Wow! Oh no! Really?' Test

DO YOU HAVE TO RELY ON 'CLUES' TO KNOW WHAT THE STUDENT SAYS?
DO YOU RESPOND AND THEN TRY TO FIGURE OUT WHAT THE STUDENT SAID?
OTHER OBSERVATIONS?

3. Note History

STUDENT'S DEVELOPMENT (Consider asking parent/s if this information is not on file)

SPEECH PATHOLOGY REFERRAL / ASSESSMENT / TREATMENT IN THE PAST?

THE STUDENT'S FAMILY (Consider asking parent/s if this information is not on file)

4. Note General Presentation

UNDULY QUIET / RETICENT / SHY / RELUCTANT TO TALK TO PEERS / ETC

5. Note Particular Speech Characteristics

Glottal replacement
Backing (g in place of d; k in place of t)
Initial Consonant Deletion
Final Consonant Deletion
Cluster reduction
Small phonetic inventory (few consonants)
Vowel errors
PCC < 50%
Persistent speech errors at > 6 year 9 months

Note other observations of speech, fluency, voice, language, social use of language