NAME AGI

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			

ay's date		<u> </u>						
ompletely int	elligible ② mostly intelligibl							
WORD	TRANSCRIPTION		CC		WORD	TRANSCRIPTION		СС
cup	k∧p	2		23	jam	dʒ æ m	2	
gone	gαn	2		24	house	h aʊ s	2	
knife	n aɪ f	2		25	path	раθ	2	
sharp	∫ар	2		26	door	d ɔ	1	
fish	fɪʃ	2		27	smoke	s moʊ k	3	
kiss	kıs	2		28	bridge	brīdʒ	3	
sock	s p k	2		29	train	trein	3	
glass	glas	3		30	chair	t∫ εə	1	
watch	w b t∫	2		31	red	rεd	2	
nose	n ou z	2		32	spoon	spun	3	
mouth	m aυ θ	2		33	plane	p l eɪ n	3	
yawn	jοn	2		34	fly	flaɪ	2	
leaf	lif	2		35	sky	s k aī	2	
thumb	θ ∧ m	2		36	sun	s∧n	2	
foot	fυt	2		37	wing	wıŋ	2	
toe	t oʊ	1		38	splash	s p læ∫	4	
snake	s n eī k	3		39	tent	tεnt	3	
van	væn	2		40	salt	splt	3	
fast	fast	3		41	crab	kræb	3	
girl	gзl	2		43	sweet	swit	3	
stairs	s t ɛə z	3		43	sleeve	sliv	3	
big	bīg	2		44	zipper	zıpə	2	
(boy)	lc d	-	-					
(ear)	IÐ	-	-	Consonants correct /100 =				
	ompletely int TARGET WORD cup gone knife sharp fish kiss sock glass watch nose mouth yawn leaf thumb foot toe snake van fast girl stairs big (boy)	ompletely intelligible ② mostly intelligible TARGET TRANSCRIPTION CUP	TARGET TRANSCRIPTION CUP KAP 2 gone gpn 2 knife naIf 2 sharp ʃap fish fIʃ 2 kiss kIS 2 sock spk 2 glass glas 3 watch wptʃ 2 mouth mauθ 2 yawn jon 2 leaf lif 2 thumb θ A m 2 foot fut 2 toe tou 1 snake sneIk 3 girl g3l stairs steez 3 big bIg (boy) bol TARGET TRANSCRIPTION C Cup k Ap 2 mostly intelligible ③ some Cup 2 mouth mau full cup 2 mouth mau θ 2 mouth mau θ 2 mouth mau θ 2 mouth mau θ 2 mouth foot fut 2 mouth fulligible ③ mostly intelligible ③ some full foot full foot full foot full foot full foot foot foot full foot full foot foot foot full foot foot foot full foot foot full foot foot foot full foot foot full foot foot foot foot foot foot foot fo	TARGET WORD TRANSCRIPTION C CC Cup k Λ p 2 gone g p n 2 knife n aɪ f 2 sharp ∫ a p 2 fish f ɪ ∫ 2 kiss k ɪ s 2 sock s p k 2 glass g l a s 3 watch w p t ∫ 2 nose n ou z 2 mouth m au θ 2 yawn j o n 2 leaf l i f 2 thumb θ Λ m 2 foot f u t 2 toe t ou 1 snake s n eɪ k 3 van væ n 2 fast f a s t 3 girl g 3 l 2 stairs s t εə z 3 big b ɪ g 2 (boy) b or -	ompletely intelligible $\cent{@}$ mostly intelligible $\cent{@}$ somewhat intelliging \cent{TargeT} Transcription \cent{C} \cent{C} \cent{C} \cent{C} \cent{C} \cent{B} \cent{C} \cent{C} \cent{B} \cent{C} \cent{C} \cent{B} \cent{C} \cent{C} \cent{C} \cent{B} \cent{C} \cent{C} \cent{C} \cent{C} \cent{B} \cent{C} \cen{C} \cent{C} \cent{C} \cent{C} \cent{C} \cent{C} \cen	TARGET WORD TRANSCRIPTION C CC # TARGET WORD CUP k Λ p 2 23 jam gone g p n 2 24 house knife n aɪ f 2 25 path sharp ʃ a p 2 26 door fish f ɪ ʃ 2 27 smoke kiss k ɪ s 2 28 bridge sock s p k 2 29 train glass g l a s 3 30 chair watch w p t ʃ 2 31 red nose n ou z 2 32 spoon mouth m au θ 2 33 plane yawn j o n 2 34 fly leaf l i f 2 35 sky thumb θ ∧ m 2 35 sky toe t ou 1 38 splash <td>TARGET TWORD TRANSCRIPTION WORD C CC # TARGET WORD TRANSCRIPTION TRANSCRIPTION C CC # TARGET WORD TRANSCRIPTION cup k ∧ p 2 23 jam d3 æ m gone g p n 2 24 house h au s knife n ar f 2 25 path p a θ sharp ∫ a p 2 26 door d o fish f l ∫ 2 27 smoke s mou k kiss k l s 2 28 bridge b r l d3 sock s p k 2 29 train t r e in glass g l a s 3 30 chair t ∫ εθ watch w p t ∫ 2 31 red r ε d nose n ou z 2 32 spoon s p u n yawn j o n 2 34 fly f l ar leaf l i f 2 35<</td> <td>TARGET TARGET TRANSCRIPTION WORD C C C C F TARGET WORD TRANSCRIPTION TARGET WORD C C C F TARGET TRANSCRIPTION C C TARGET TRANSCRIPTION C C WORD TRANSCRIPTION C C TARGET TRANSCRIPTION C C TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD C C C F TARGET TRANSCRIPTION C C WORD</td>	TARGET TWORD TRANSCRIPTION WORD C CC # 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Teachers'	OHICK	SPEECH	SCREENER
i caciici s	QUICK	SFLLCII	SCKLLINLK

NAME	AGE
A/ VIVIL	/\UL

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 <u>THEN</u> 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