Assessment Procedures to Support Target Selection
in Intervention for children's Speech Sound Disorders

First: Audiogram - Oral musculature examination - History

Then: A Core Speech Assessment Battery

INDEPENDENT ANALYSIS: ALL THE INVENTORIES AND ALL THE CONSTRAINTS
The Independent Analysis is a view of the child's unique system without reference to the target adult phonology. It comprises a <u>consonant</u> inventory, a <u>vowel</u> inventory, a syllable-word shapes or <u>phonotactic</u> inventory CV, VC, CVC…, and a syllable <u>stress</u> patterns inventory. Grunwell 1985 suggested this convention for summarising a child's syllable-word shapes phonotactics: $C_{0-2}VC_{0-2}$. This means that a child's sample shows that s/he is able to produce monosyllables containing zero to two consonants to the left of a vowel, and zero to two consonants to the right of a vowel.

Syllable stress is recorded as S = strong W = weak. Look for spondees SS, iambs WS, trochees SW, dactyls SWW and anapaests WWS and words with more than three feet e.g., helicopter.

By looking at what is NOT in the speech sample, the examiner develops an account of inventory constraints absent phones/phonemes, positional constraints e.g., /k/ might occur only word finally, and sequential or phonotactic constraints the C and V combinations not used by the child.

RELATIONAL ANALYSIS: ALL THE PERCENTAGES
Includes PCC, PVC, %-occurrence of processes, PVM analysis and SODA analysis if desired

The Relational Analysis is a normative comparison between the child's system and an idealised version of the target adult phonology with each sound pronounced 'perfectly':

o   Percentage of Consonants Correct in SW and CS
o   Percentage of Vowels Correct in SW and CS
o   Phonological Processes in SW and CS % occurrence

Combining elements of traditional analysis and PVM place-voice-manner analysis, mismatches 'errors' are identified by sound class and word position. Error patterns are described in terms of phonological processes. Alternatively, they are described in terms of phoneme collapses.

ERROR TYPES
Some children experience more than one type of problem concurrently. In the same child, some errors may have: a phonetic basis; a phonological basis; a perceptual basis; an anatomic/structural basis; a motor planning basis; or, a motor execution basis.

FURTHER EVALUATION
The outcome of the **Core Speech Assessment Battery** may prompt more assessment to rule in/out, for example, perceptual difficulties, motor speech disorder a dysarthria and /or CAS.