

Codes and Criteria for Phonology Disability

Impairment Code: Y = Yes; N = No; N/A = Not Applicable

Evidence Code: 1 = speech sample 2 = contextual probe 3 = structured observation
4 = classroom/curriculum work samples 5 = standardized speech tests**
6 = teacher report/interview 7 = child report/interview
8 = parent report/interview

Note: Numbers 6, 7 and 8 are not sufficient evidence, by themselves, of impairment. They must be supported by objective data.

* When standardized speech tests are used the threshold of impairment is 1.5 standard deviations below the mean of the test. The threshold for other procedures will vary according to the procedure selected.

Adverse Effect on Educational Performance Code:

1 = oral participation 2 = oral reading 3 = spelling
4 = other curriculum/academic results** 5 = social-emotional adjustment/
behavior
6 = reaction of self, peers, teachers, parents

** including curriculum standards for effective communication (language arts) and CMT/CAPT

Note: Numbers 5 and 6 are not sufficient evidence, by themselves, of an adverse educational impact.

Eligibility: The child exhibits impairments in connected speech*** in both of the following areas, with accompanying adverse effects on educational performance in each area.

- (1) **SOUND PRODUCTION** (Articulation or Phonological Processes)
- (2) **OVERALL INTELLIGIBILITY**

*** If the child does not use connected speech, judge intelligibility at the typical length of utterance.

The impairments must not be related primarily to limited exposure to communication building experiences, the normal process of acquiring English as a second language, or dialect usage, or lack of instruction in reading or mathematics.

School District:

Summary of Evaluation/Reevaluation Findings: Phonology

NOTE: *When completed, this worksheet becomes part of the child's education record.*

Date _____ SLP _____

Child _____ DOB _____

School _____ Grade _____

Teacher _____

Record areas assessed. The assessment should reflect areas of concern described in the referral and those that arise during the evaluation. Areas not assessed should be marked N/A. Remember that eligibility may not be determined solely on the basis of standardized tests.

Phonology Area	Impairment	Evidence	Adverse Effect on Educational Performance
SOUND PRODUCTION			
Articulation			
Isolation			
Syllables*			
Words*			
Spontaneous speech* (including babbling, jargon, as appropriate)			
Oral reading in initial, medial, final positions, blends, vowels			
Phonological Processes			
Final consonant deletion			
Cluster reduction			
Weak syllable deletion			
Glottal replacement			
Labial assimilation			
Alveolar assimilation			
Velar assimilation			
Prevocalic voicing			
Final consonant devoicing			

School District:

Child _____ Date _____

Phonology Area	Impairment	Evidence	Adverse Effect on Educational Performance
Affrication			
Fronting			
Gliding of fricatives			
Gliding of liquids			
Vocalization			
Stopping			
Other			
STIMULABILITY			
Sounds			
Syllables			
Words			
Spontaneous speech			
PHONOLOGICAL/ PHONEMIC AWARENESS			
OVERALL INTELLIGIBILITY			
Messages understood by familiar partners			
Messages understood by unfamiliar partners			
Messages understood in context			
Messages understood out of context			
Manner of production distracts from content			
AUDITORY DISCRIMINATION			
ORAL MECHANISM			
Structure			
Function			

* in initial, medial, final positions, blends, vowels