

LING PHONETIC-PHONOLOGIC SPEECH EVALUATION FORM

Child's name _____

Age _____ Date of birth _____

Teacher/Clinician _____

Program _____

Evaluation carried out by _____

Date _____

**SECTION 1. NONSEGMENTAL AND SUPRASEGMENTAL VOCALIZATION
AND VOICE PATTERNS**

	<i>Produced spontaneously</i>	<i>Evoked through imitation</i>	<i>Uses with intent to communicate</i>	<i>Uses in familiar words and phrases</i>	<i>Uses appropriately in conversation</i>	Comments and targets
BREATHING						
Adequate breath flow _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOCALIZATION						
Uses voice _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOICE PATTERNS						
Duration _____						
Long (>5 seconds) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Short _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Varied _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intensity _____						
Moderate _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Loud _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quiet _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Varied _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Whispered _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pitch _____						
Moderate _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Low _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
High _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Varied _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SECTION 2. VOWELS AND DIPHTHONGS

	Uses in spontaneous vocalizations	Imitates in repeated syllables	Alternates syllables and words	Uses accurately in familiar phrases	Uses accurately in spontaneous discourse	
Step 1.						
a (pa) _____	 	 	 	 	 	Comments and targets
i (fee) _____						
u (boo) _____						
au (how) _____						
ai (eye) _____						
Step 2.						
ɔ (awe) _____	 	 	 	 	 	
ɔɪ (boy) _____						
e (red) _____						
ʊ (look) _____						
ɪ (fit) _____						
Step 3.						
æ (cat) _____	 	 	 	 	 	
ʌ (cut) _____						
ɒ (pot) _____						
o (toe) _____						
Step 4.						
ə (again) _____	 	 	 	 	 	
ɜ* (her) _____						
ɝ** (mother) _____						

*stressed

**unstressed r-colored central vowels.

SECTION 3. SIMPLE CONSONANTS

	Imitates in repeated syllables, all vowels	Alternates with other syllables, all vowels	Uses accurately in familiar phrases	Uses accurately in conversation	Uses accurately in spontaneous discourse	Comments and targets
Step 1.						
w (we) _____						
m (me) _____						
h (house) _____						
p or b (pad - bad) _____						
f or v (fairy - very) _____						
θ or ð (thin - this) _____						
Step 2.						
ʃ or ʒ (shh! - azure) _____						
n (no) _____						
j (you) _____						
l (low) _____						
s or z (see - zoo) _____						
t or d (to - do) _____						
Step 3.						
k or g - (cot - got) _____						
tʃ or dʒ (chew - joe) _____						
-ŋ (wing) _____						
r- (ring) _____						
Step 4.						
-s from -z (hiss - his) _____						
-b from -p (cub - cup) _____						
-d from -t (bud - but) _____						
-g from -k (pig - pick) _____						

SECTION 4. COMMON WORD-INITIAL CONSONANT CLUSTERS (BLENDS)

		<i>Imitates in repeated syllables, all vowels</i>	<i>Alternates with other syllables, all vowels</i>	<i>Uses accurately in familiar phrases</i>	<i>Uses accurately in conversation</i>	<i>Uses accurately in spontaneous discourse</i>	Comments and targets
Step 1.							
sm	(small) _____	 	 	 	 	 	
sp	(spot) _____						
sw	(sway) _____						
tw	(twice) _____						
kw	(quick) _____						
Step 2.							
sk	(skip) _____	 	 	 	 	 	
sl	(slip) _____						
sn	(snap) _____						
st	(stop) _____						
θr	(three) _____						
Step 3.							
bl	(black) _____	 	 	 	 	 	
br	(brown) _____						
fl	(fly) _____						
fr	(fry) _____						
pl	(play) _____						
pr	(pray) _____						
Step 4.							
dr	(dry) _____	 	 	 	 	 	
gl	(glad) _____						
gr	(grin) _____						
kr	(crib) _____						
ʃr	(shrink) _____						
tr	(try) _____						
Step 5.							
skr	(scratch) _____	 	 	 	 	 	
skw	(squash) _____						
spr	(spring) _____						
str	(string) _____						

SECTION 5. COMMON WORD-FINAL CONSONANT CLUSTERS (BLENDS)

		<i>Imitates in repeated syllables, all vowels</i>	<i>Alternates with other syllables, all vowels</i>	<i>Uses accurately in familiar phrases</i>	<i>Uses accurately in conversation</i>	<i>Uses accurately in spontaneous discourse</i>	Comments and targets
Step 1.							
lm	(elm) _____						
sl	(whistle) _____						
sn	(listen!) _____						
fs - vz	(ifs - lives) _____						
ns - nz	(once - bins) _____						
Step 2.							
lt - ld	(bolt - bald) _____						
nt - nd	(ant - and) _____						
ft - vt	(lift - lived) _____						
sp	(lisp) _____						
ms	(sums) _____						
Step 3.							
b	(able) _____						
gl	(wigg e) _____						
ks	(six) _____						
tp	(button) _____						
gs	(hugs) _____						
Step 4.							
pt	(lapped) _____						
kt	(act) _____						
bd	(fibbed) _____						
gd	(hugged) _____						
Step 5.							
kts	(acts) _____						
nds	(winds) _____						
trd	(buttoned) _____						
plz	(apples) _____						

SUMMARY OF RESULTS

ORAL-PERIPHERAL ORGANIC FEATURES

Items to be checked if normal and described if abnormal either in structure or function.

Breathing () _____

Larynx () _____

Hard Palate () _____

Soft Palate () _____

Jaw () _____

Teeth () _____

Tongue () _____

Facial structure () _____

Lips () _____

Evaluation carried out by _____ Date _____

Note: The author is indebted to Vicki Kozak and Ellen Rajtar for their suggestions on creating a more user-friendly format, to Sandy North, who has continued to provide me with valuable insights, and to Sylvia Rotfleisch for her criticisms and comments.