

INFORMAL MOTOR SPEECH ASSESSMENT - CV & VC

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Directions: Video the assessment for your reference. Ask the child to repeat target words as you model. Assess each target at least twice, mark + if correct and consistent, if incorrect use cues (simultaneous production, slowing rate, visual cues, backward/forward chaining, etc.), to try to get the correct production, try 5 times then score CC (correct with cues) or O (incorrect) and note cues that helped with correct production. In notes document features of CAS using the abbreviations at the bottom of each page. Vowels should be scored + or O on **first production**. Circle incorrect stress if noted.

TARGET	Transcription	Production (+, CC, O)	Vowel (+, O)	Stress	Features Noted
CV					• VD • IE • V • S • G
boo	/bu/	bu pu cc	O		VD, IE, V
me	/mi/	mi +	+		
no	/nu/	nn dn dnn O	O		VD, IE, IS, G, S, C
pay	/peɪ/	be be m o	O		VD, IE, V
key	/ki/	t-i tik tgi O	+		S, IE, G
tie	/taɪ/	di di + (whisper)	O		V
VC					• VD • IE • V • S • G • IS
at	/æt/	edn et id O	O		VD, IE, G, V
in	/ɪn/	en nn	O		VD, G, S, IE
up	/ʌp/	up up +	+		
off	/ɔf/	vb n ob om O	O		IS, C, IE, VD
out	/aʊt/	et edn ed +	O		VD, IS, G, V
ice	/aɪs/	ε ε-s	O		VD, S
eat	/i/	eat eat +	+		

CHILD NAME: C.D. DOB: 05/29/2017 IE - inconsistent errors VD - vowel distortion TG - transitional gestures P - prosody errors
 DATE: 05/29/2020 THERAPIST: Jenni Bjorn G - groping SS - slow rate M - difficulty with multisyllabic words S - segmenting
 IS - intrusive schwa V - voicing errors C - consonant distortion

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CAS DECISION GUIDE

CHILD NAME: C.D. DOB: 05/29/2017
 DATE: 05/29/2020 THERAPIST: Jenni Bjorn

Speech Probe	Inconsistent errors	Vowel Distortion or Substitution	Transitional Gestures/Initial Articulation	Inappropriate Prosody or Stress Errors	Groping	Slow Speech Rate	Difficulty with multisyllabic words	Inappropriate pausing or segmenting	Intrusive Schwa	Voicing Errors	Consonant Distortions
	IE	VD	TG	P	G	SS	M	S	IS	V	C
#1	1 Syllable - CV										
	X	X			X			X		X	
#2	2 Syllable - VC										
	X	X			X			X	X	X	
#3	3 Syllable - CVCV										
	X	X						X		X	
#4	4 Syllable										
#5	Articulation Test										
#6	Speech Sample										
Check pink box if each feature is observed in 3 or more speech probes	X	X						X		X	
Scoring	# of speech probes given (minimum 3)										3 ≥ 3
	# features observed (add up X in pink boxes)										4 ≥ 4
	≥ 4 features and ≥ 3 speech probes = CAS+										1 -

IE - inconsistent errors VD - vowel distortion TG - transitional gestures P - prosody errors
 G - groping SS - slow rate M - difficulty with multisyllabic words S - segmenting
 IS - intrusive schwa V - voicing errors C - consonant distortion

Adapted from Overby, M.S., Casper, S.S., & Schreier, J. (2019). Variability, consonant emergence, and syllable structure in infants and toddlers later diagnosed with childhood apraxia of speech, speech sound disorder, and typical development: A retrospective video analysis. *Journal of Speech, Language, and Hearing Research*, doi: 10.1044/2019_JSLHR-S-19-0048
 A diagnostic marker to discriminate childhood apraxia of speech from Speech Delay "Diagnosis of CAS was confirmed using a version of the pediatric adaptation of the Mayo Clinic assessment for motor speech disorders ("Mayo10") (Shriberg and Strand, 2014; Shriberg, Potter, & Strand, 2011; Shriberg, Lehmler, Strand, & Jakielak, 2012).

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CONSIDER THIS...

Response To Treatment - Disorders with similar symptoms may not be distinguishable from one another without intervention. During intervention. Before making a differential diagnosis, the therapist is able to assess the treatment outcomes over time to help with distinguishing the difference. (Davis & Velleman, 2000; Strand, Shriberg, & Campbell, 2003).

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APRAXIA
Target selection

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1 CHOOSE
Fewer Targets

2 THINK
NaTural souNding

3 WHY
Did You choose
This Target?

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FEWER TARGETS?

- we are working in high repetitions
- Targets can Take awhile To acquire
- Too MaNY will Take Too long
- we can add new Targets To The list when a word is well rehearsed

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**OKAY, SO GIVE ME A
NUMBER...**

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CONSIDER COARTICULATION

- Coarticulation is when a sound is impacted by all the sounds that surround it! Sounds can change just because of the sound it is hanging out with!
- **When we talk... our lips, tongue, jaw, palate and vocal folds motor plan FAST! Speech is a musical of speech movements. For the flow to occur, sounds must MOVE together so that our speech sounds like a well-oiled machine. Otherwise we would sound like robots... do you see where this is a problem for children with CAS?**

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LET'S PRACTICE...

SaY These Targets ouT loud

I dON'T kNOW

I duNNO

WaTeR

Wader

I do iT

I do WiH

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WHY?

You should To be able To aNswer
WHY You chose a Target For eVerY
Target ON Your list!

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WE NEED TO KNOW...

Sound Inventory - sounds within the inventory

Syllable Shape - variety of ss if the child is able

Word Lists - wish list, power words & well rehearsed words

Functional & Natural - can you answer why? Sound like?

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TARGET SELECTION PRACTICE

Child has the following sounds in his repertoire

- Consonants: /p/ /b/ /m/ /t/ /d/ /n/ /h/ /w/ /s/ /g/
- Vowels: long a, e, i, o, u short: a, o, u

Child is at the CV, VC, VCV, CVCV and CVC


Core Words: go, no, bye

Power Words: mama, dada – on parents list to learn

Choose 10 **FUNCTIONAL** targets

You should be able to answer, "WHY did you choose that target?"

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 8-POINT SCALE SCORING RUBRIC							
Unable to produce target word.	Able to produce in simultaneous production, vary prosody and appropriate transitions.	Able to produce target correctly in direct imitation with multi-sensory cueing	Able to produce the target in direct imitation without cueing, correct stress and prosody.	Able to produce the target in delayed imitation with multi-sensory cueing.	Able to produce the target in delayed imitation without cueing, correct stress and prosody.	Able to produce the target spontaneously with multi-sensory cueing.	Able to correctly produce target spontaneously.
8	7	6	5	4	3	2	1
Unable to produce target word.	Able to produce in simultaneous production, vary prosody and appropriate transitions.	Able to produce target correctly in direct imitation with multi-sensory cueing	Able to produce the target in direct imitation without cueing, correct stress and prosody.	Able to produce the target in delayed imitation with multi-sensory cueing.	Able to produce the target in delayed imitation without cueing, correct stress and prosody.	Able to produce the target spontaneously with multi-sensory cueing.	Able to correctly produce target spontaneously.

Rubric based on DTTC Hierarchy and created by Bjorem Speech Publications

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WHAT IS OUR GOAL?

- Our goal is written differently than traditional speech goals targeting a particular sound or process. Instead, the goal targets movement over syllable shape incorporating all of the child's motor repertoire. This helps us focus on the movement and sequencing of movement instead of rather than sounds and particular positions of words.
- Our goal is written to increase the flexibility and reliability of the child's motor speech system with emphasis on co-ordination transitions between sounds and syllables.

100%

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ONE GOAL

Junie will use **correct planning and programming of movement sequences** for CV, VC, VCV, CVC and CVCV targets **using sounds in their phonemic repertoire** scoring a 1 for each target word or phrase as judged by the scoring rubric.

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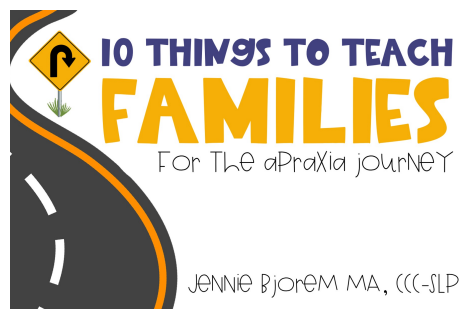
HOMEWORK

- When a child can spontaneously produce the target with minimal cueing – Rubric Score of 2
- When parent training has occurred.
- The target stays within therapy in random/varied practice for twice the number of sessions it took the child to get the target with minimal cueing

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FAMILY & SUPPORT

- Refer to www.apraxia-kids.org or www.childapraxiatreatment.org
- Apraxia Kids has an SLP directory – educate yourself about apraxia and get on this list!
- Involve families as much as possible
- Educate Teachers and Peers about apraxia
- SSD Series – www.bethebrightest.com



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