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| Articulation and Phonology Video Assessment Tool (VAT) Score Report

|  |  |  |
| --- | --- | --- |
| Student NameTristan H | Student's Age4 | Student’s GenderMale |
| Date7/23/2025 | BirthDate7/22/2021 | Clinician NameSLP SLP |

When children and adults have difficulty saying a sound clearly, the sound may be substituted for another sound, be left out, or be changed/distorted (ASHA, 2016). In order to evaluate Tristan’s speech (articulation and phonology), the *Articulation and Phonology VAT* (Lavi & Gamarnik, 2020) was administered. This is a standardized and norm-referenced articulation and phonology assessment for children and young adults ages 2:9 through 21 years old. It is video-based and composed of short video segments where individuals are asked to name or label items while the clinician listens to, and notes any articulatory or phonological errors. The *Articulation and Phonology VAT* (Lavi & Gamarnik, 2020) provides a standard score that can be compared to a normative sample based on age and gender. A percentile rank is also provided, which indicates the percentage of individuals in the population that performed at or below a specific score.In order to investigate specific aspects of Tristan's articulation and phonology, the Articulation and Phonology VAT was administered and yielded the following results:

|  |  |
| --- | --- |
| Articulation and Phonology Raw Score | Standard Score/Percentile Rank |
| 23 | **Standard Score =93, Percentile Rank = 31** |

\*\*Standard scores falling at or below 77 are considered 1.5 standard deviations below the mean.

|  |
| --- |
| Description of Standard Scores |
| Average85-115Below Average78-84Clinically Significant; Mildly Affected76-77Clinically Significant; Moderately Affected71-75Clinically Significant; Significantly Affected<70 |

**Articulation**The following is the summary of the consonant error analysis in words. The table below lists any consonant errors that were observed in the initial, medial and/or final position of words.

|  |  |  |  |
| --- | --- | --- | --- |
| TargetSound | INITIAL | MEDIAL | FINAL |
| b |  |  |  |
| p |  |  |  |
| m |  |  |  |
| n |  |  |  |
| ŋ |  |  |  |
| w |  |  |  |
| h |  |  |  |
| d |  |  |  |
| t |  |  |  |
| g |  |  |  |
| k |  |  | Final /k/ in “**duck**”/k/ -> /t/ |
| f | Initial /f/ in “**farm”**/f/ -> /t/ | Medial /f/ in “**muffin**”/f/-> /t/ |  |
| s |  |  |  |
| z | Initial /z/ in “**zipper”**  |  | Final /s/ in “**nose**”  |
| l |   |  |  |
| ʃ |  |  | Final /ʃ/ in “**fish**”/ʃ/-> /t/ |
| ʤ |  |  |  |
| tʃ |  |  |  |
| v | Initial /v/ in “**volcano**”/v/-> /b/ |  |  |
| j |  |  |  |
| θ |  |  |  |
| r |  |  |  |
| ar |  |  |  |
| ɚ |  |  |  |

The table below lists any consonant cluster errors noted during this test administration:

|  |  |  |  |
| --- | --- | --- | --- |
| Consonant Cluster | INITIAL | MEDIAL | FINAL |
| kw | Initial /kw/ in “**quack**”/kw/ -> /w/ |  |  |
| pl |  |  |  |
| bl |  |  |  |
| st |  |  |  |
| sp | Initial /sp/ in “**spider**”/sp/ -> /s/ |  |  |
| sw |  |  |  |
| sn | Initial /sn/ in “**snail**”/sn/-> /n/ |  |  |
| sk | Initial /sk/ in “school”/sk/-> /k/ |  |  |
| dr |  |  |  |

The table below lists any vowel errors that were noted during this test administration:

|  |  |  |  |
| --- | --- | --- | --- |
| TargetVowel | INITIAL | MEDIAL | FINAL |
| æ |  |  |  |
| ɒ |  |  |  |
| ɪ |  |  |  |
| ʊ |  |  |  |
| i |  |  |  |
| e |  |  |  |
| ɛ |  |  |  |
| ɔ |  |  |  |
| o |  |  |  |
| u |  |  |  |
| ʌ |  |  |  |

 |
| PhonologyPhonological processes are speech patterns that children use to simplify speech as they are learning to speak. The table below lists any phonological errors that were noted during this test administration:

|  |  |  |  |
| --- | --- | --- | --- |
| Phonological Processes | Description of Errors | Examples of Errors  | Percentage of Occurrences |
| Final Consonant Deletion  | Final Consonant Deletionoccurswhen the final consonant in a word is left off. For e*xample: “Gi me my ca toy ba” (Give me my cat toy back)* | Not observed |  |
| Stopping | Stoppingoccurs when acontinuous sound is replaced by a stop sound. *For example: “Da dog is beside da debra” (The dog is beside the zebra)*  | ObservedStoppingFISH - ObservedJUICE - SUN - ObservedNOSE - ObservedZOO - PEACH - LEAF - MOUSE - ObservedSHIP - ObservedFARM - Observed | 60% |
| Backing | Backing -replacing sounds made at the front of the mouth, with sounds made at the back of the mouth. *For example: The goat’s name is Katty (The boat’s name is Patty)* | Not Observed |  |
| Cluster Reduction | **Cluster Reduction**- replacing a group of consonants with one sound. *For example: “That’s a cary pider” (That’s a scary spider)* | Not Observed |  |
| Initial Consonant Deletion | **Initial Consonant Deletion**occurs when the initial consonant of a word is left off. *For example: “om went at way” (Tom went that way)* | Not Observed |  |
| Fronting | **Fronting -** replacing sounds made at the back of the mouth, with sounds made at the front of the mouth. *For example: “I tan’t find any edds” (I can’t find any eggs)* | Not Observed |  |
| Syllable Reduction | **Syllable Deletion** – omission of an unstressed syllable in a word. *For example: “ Can I have a bella please?” ( Can I have an umbrella please?)* | Not Observed |  |

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Behavioral Observations

Throughout the administration of this assessment, Tristan demonstrated adequate engagement and interaction with the examiner;remained focused on tasks;participated actively and responded appropriately to questions;displayed prompt task initiation and persistence;

**End of Report**