Phonological Analysis Summary and Management Plan
(after Baker, 2004)

Client: _____   Date: _____

	1. SUMMARY OF PHONOLOGICAL ANALYSIS (choose one)	
Position	Phoneme Collapses (~ 2-4 predominant across positions)	Phonological Processes (~ 2-4 predominant across positions)
WORD-INITIAL		
WORD-FINAL		

Vowel Errors? Yes / No

      Patterns? ☐ Backing   ☐ Fronting   ☐ Centering   ☐ Tensing

☐ Inconsistent errors

      ☐ Word inconsistency   ☐ Phoneme Inconsistency

☐ Prosody errors

☐ Increased errors in multisyllabic words

☐ Increased errors in conversation than in single words

☐ Stimulable for sounds OUT of phonetic inventory?

      List stimulable sounds: _____

      List non-stimulable sounds: _____

ADDITIONAL INFORMATION:

Child's motivation: High / Low

Language impairment? Yes / No

      Expressive language impairment? Yes / No

      Receptive language impairment?   Yes / No

Phonological Awareness Deficit / Reading Difficulty? Yes / No

2. CLINICAL IMPRESSIONS	
Differential Diagnosis	Classification (Dodd, 2005)

Phonological Impairment (PI)
☐ PI only
☐ PI/LI
  ☐ expressive / receptive / both
  ☐ phonological awareness / literacy
	☐ Phonological Delay
	☐ Consistent Deviant Phonological Disorder
	☐ Inconsistent Deviant Phonological Disorder
	☐ Other _____

Articulation Impairment (AI) ☐ AI ☐ AI Residual Errors ☐ AI Compensatory Errors	☐ Articulation Disorder ☐ Other _____
Motor Speech Disorders (MSD) ☐ CAS ☐ Dysarthria	☐ Childhood Apraxia of Speech ☐ Other _____

3. TARGET SELECTION		
Phonological Rule/Error Pattern (listed by priority order)	**Target Selection Approach** ☐ **Traditional** ☐ **Phonological Complexity** ☐ **Distance Metric**	**Intervention Target(s) / Position(s)**

4. INTERVENTION APPROACH	
Intervention Group	**Approach**
Homonymy: Contrastive Approaches	☐ Minimal Pairs ☐ Multiple Oppositions ☐ Maximal Oppositions ☐ Empty Set
Limited Phonetic Inventory: Approaches for Young Children (2-4 years)	☐ Stimulability Approach ☐ EMT-PE ☐ Cycles ☐ PACT
Phonological Awareness / Literacy	☐ Metaphonological Approach ☐ Psycholinguistic Approach
Integrated Intervention Approaches	☐ Morphosyntax Phonological Approach ☐ NSIT ☐ Dynamic Systems (Whole Language) ☐ Non-Linear Phonological Approach
Phonetic (Motor Planning) Intervention Approaches	☐ Core Vocabulary ☐ DTTC ☐ PROMPT ☐ Nuffield Dyspraxia Approach ☐ Developmental Dysarthria Intervention ☐ Traditional Articulation Approach
Other	

5. Treatment Stimuli

List 5 treatment exemplars that you would use in intervention for <u>each goal</u> (e.g., 5 minimal pair contrasts to address STOPPING for /s/ ~ /t/ word-initially: "see-tea," "sip-tip," "Sue-two," "sack-tack," and "sew-toe"). *This will reflect your understanding of the chosen intervention goals, the intervention approach, and selection of appropriate stimuli to use in your therapy sessions.*

Goal	Treatment Exemplars

6. EVALUATION PLAN		
Measurement	Frequency	Criterion
☐ single-word probe ☐ conversational sample		

Speech-Language Pathologist: _____   Date: _____