

# **TRAFFORD ASSESSMENT OF SPEECH SOUNDS**

## INSTRUCTIONS

The Trafford Assessment of Speech Sounds (TASS) is an assessment designed to assess and gather information on a child's production of consonants in various word positions and can be delivered by parents as well as education and health staff.

This assessment consists of a set of 60 pictures and is ordered in a developmental order. The assessment also includes a photocopiable, easy-to-use scoring sheet to complete in the assessment. You may notice that several sections on the scoring sheet are 'coloured in'. This means that the particular sound does not occur in that word position in the regional accent of Trafford/Manchester.

You will also notice that the green letter in each word refers to the sound being observed. Please note that sometimes the written letter may not correspond to the sound e.g. in the word 'onion', the sound being assessed is 'yuh'.

The assessment should be presented in a relaxed and easy-going manner. It should ideally be presented in a quiet and distraction-light environment, in order to make it easier for the tester to hear the child's production.

The child may be seated at a small table or placed on a parent/carer's lap during the assessment. For children with attention and listening difficulties, regular breaks for movement, additional visual supports and rewards are encouraged and the assessment can be delivered in multiple sessions.

The tester should ask the child to name the picture that they see and record their response on the scoring sheet. If the child does not know the name, the tester could help the child by giving some clues e.g. saying the first sound of the word or giving some information about the picture. The tester should try not to name the picture as we want the child to spontaneously produce the word rather than imitate a production they have heard. However, if the child is not able to name the picture, the tester can model the word and ask the child to repeat it. It might be useful to record repeated or modelled words using a symbol such as ®

Once the assessment is completed, the tester should refer to the accompanying guide sheet to identify the presence of common speech sound processes and expected ages for when the process should stop.

If the child's speech appears disordered or significantly delayed, we would advise you to consult with a Speech and Language Therapist via phone (0161 912 2592) or via Facebook ([www.facebook.com/traffordchildrensSLT](https://www.facebook.com/traffordchildrensSLT)); however, please do not provide child's details on social media. The Speech and Language Therapist will be able to give advice on appropriate activities and whether a referral for specialist assessment is needed.

## SCORING SHEET

Child's Name:  Date of Birth:  Date of Test:

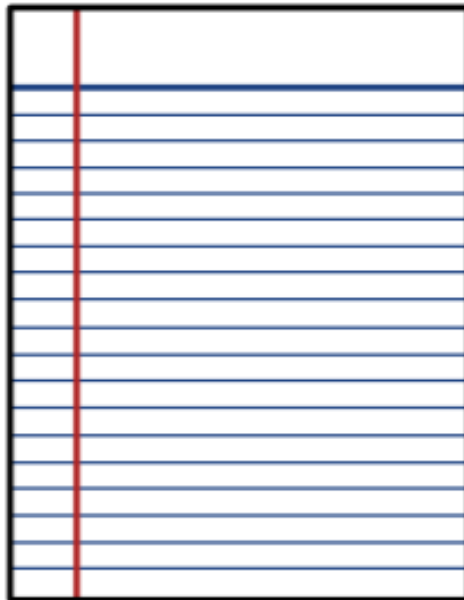
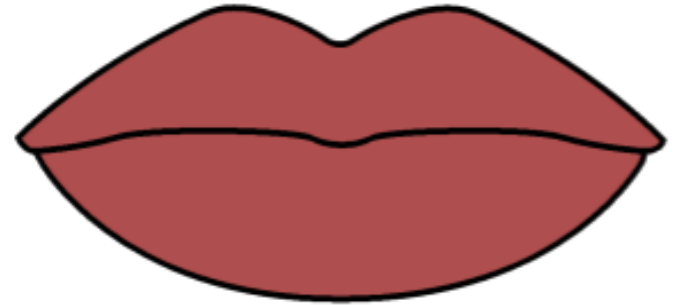
Tester's name:  School/Nursery:

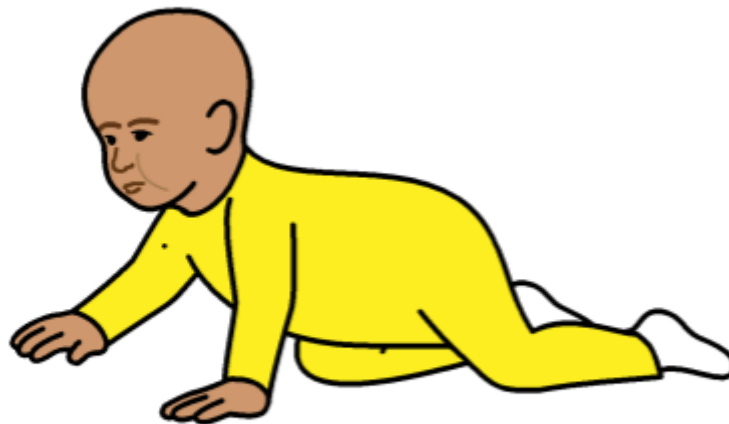
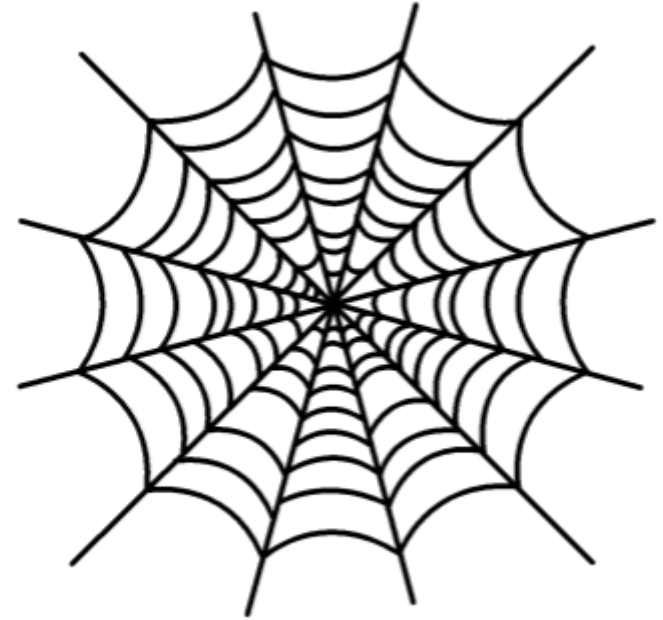
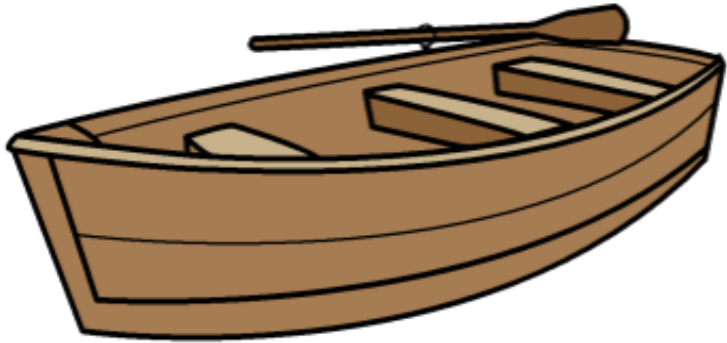
Please tick if the child produces the sound correctly or place a circle around an incorrect production and make a note of the child's actual production. If the child omits the sound, place a symbol ( / ) in the box.

	Initial		Middle		Final	
<b>p</b>	pen		paper		lip	
<b>b</b>	boat		baby		web	
<b>m</b>	milk		tomato		arm	
<b>n</b>	nose		banana		nine	
<b>w</b>	worm		flower			
<b>h</b>	horse					
<b>t</b>	toys		santa		cat	
<b>d</b>	dog		window		bird	
<b>k</b>	car		bucket		duck	
<b>g</b>	girl		yoghurt		egg	
<b>ng</b>			finger		swing	
<b>y</b>	yellow		onion			
<b>f</b>	fox		coffee		leaf	
<b>v</b>	van		TV		five	
<b>s</b>	sun		dinosaur		bus	
<b>z</b>	zip		scissors		bees	
<b>l</b>	lego		balloon		ball	
<b>sh</b>	sheep		spaceship		fish	
<b>ch</b>	cheese		kitchen		witch	
<b>j</b>	jam		gingerbread		orange	
<b>r</b>	rabbit		carrot			
<b>th</b>	thumb		feather		bath	

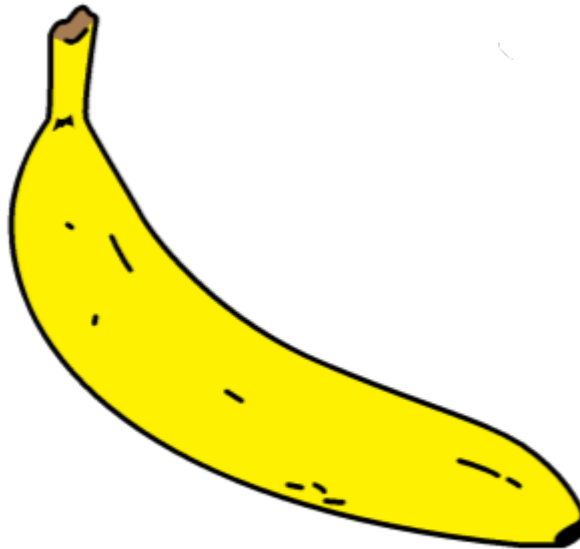
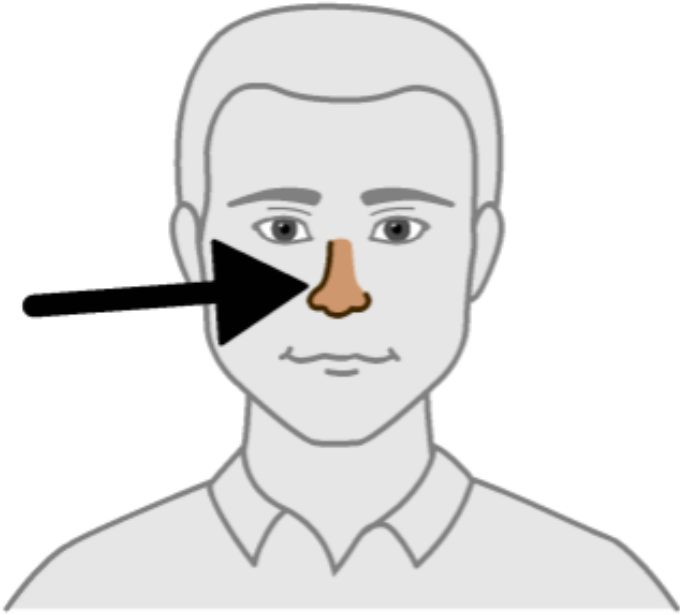
# **TRAFFORD ASSESSMENT OF SPEECH SOUNDS**

## **Picture Materials**

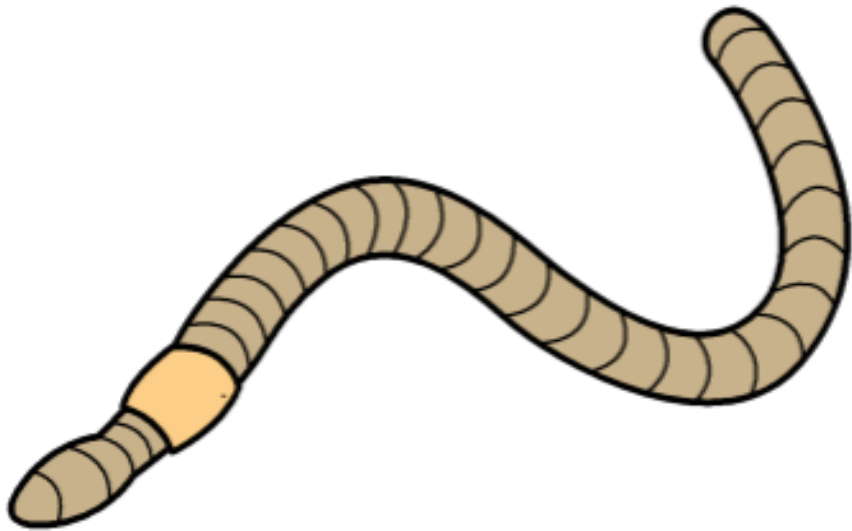


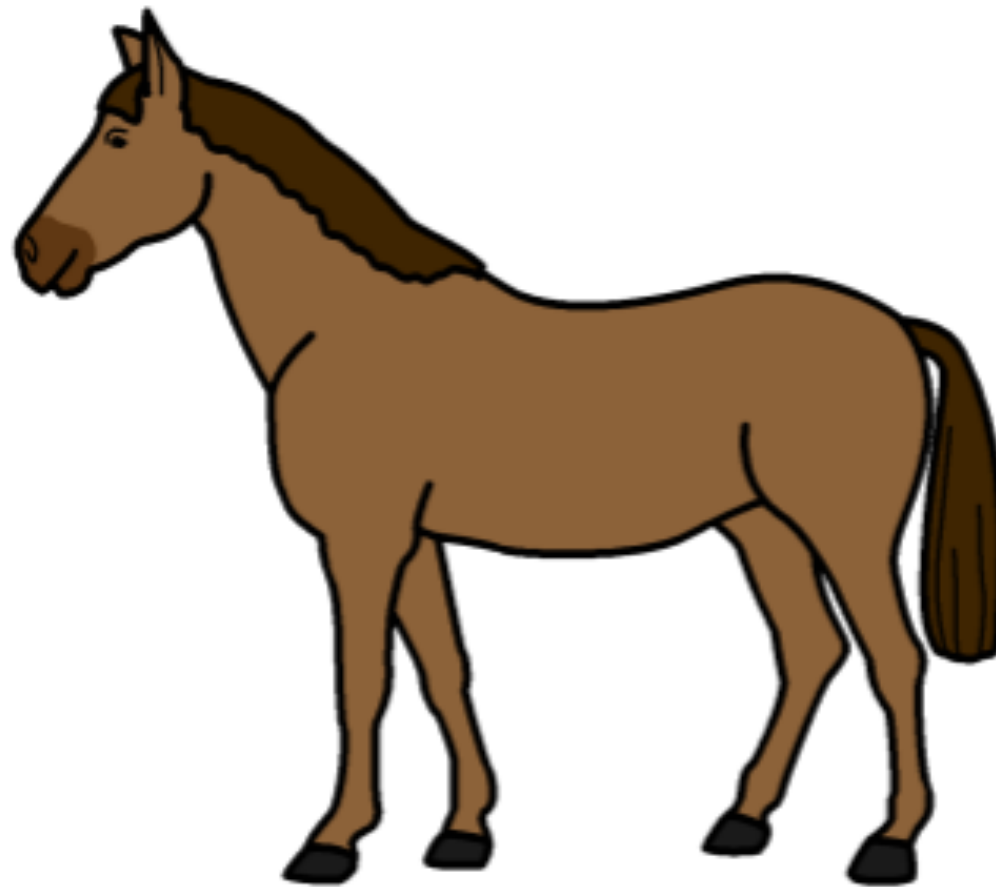




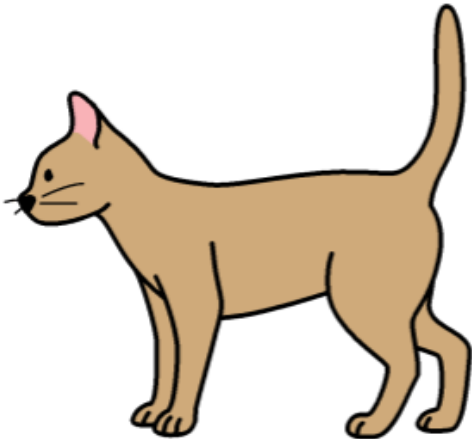
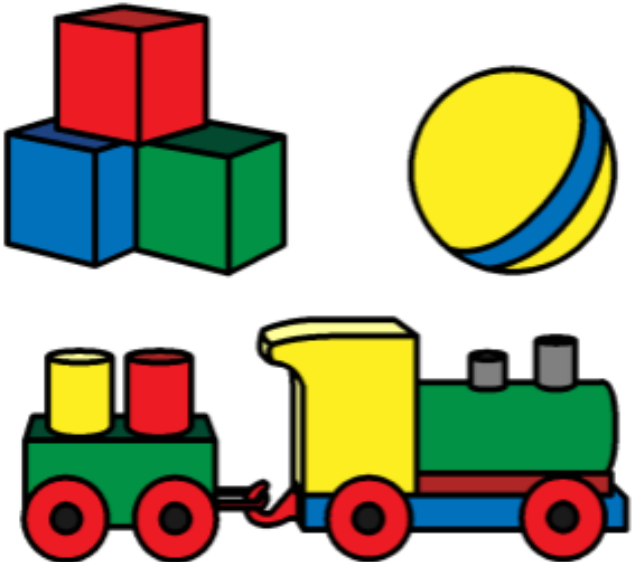


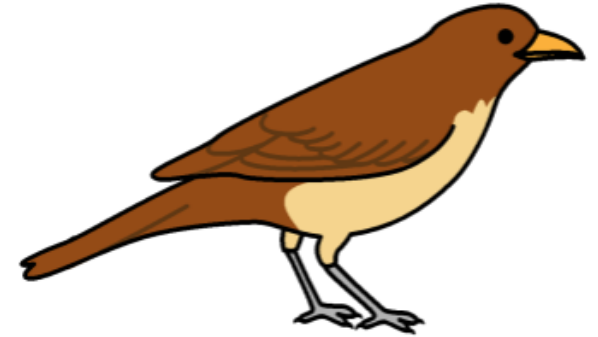
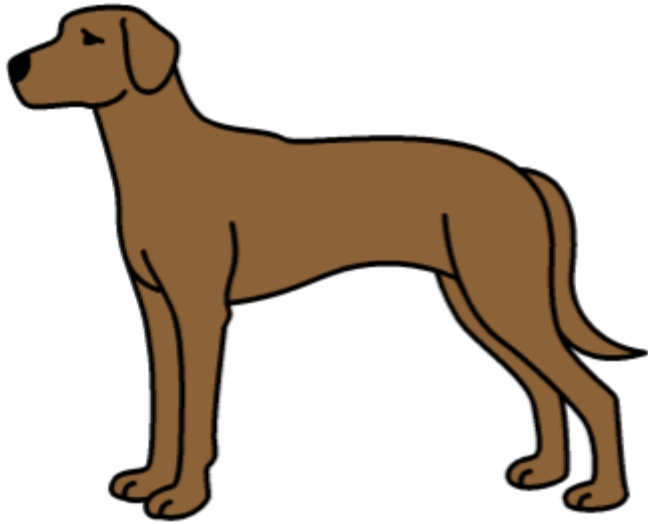


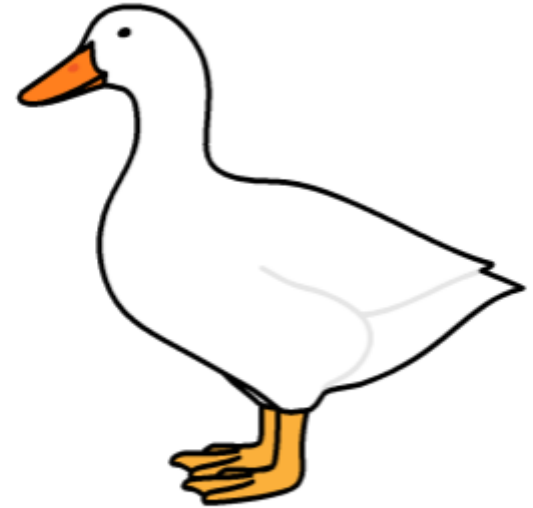
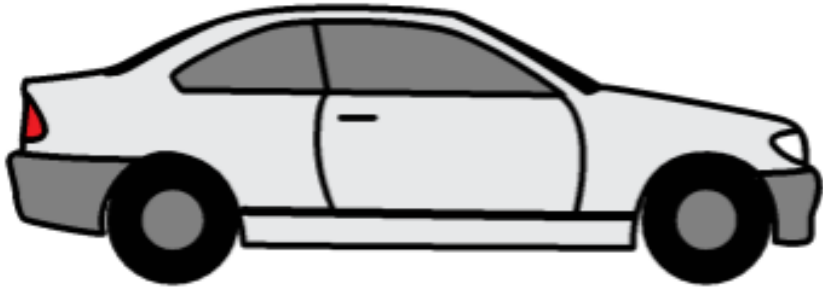




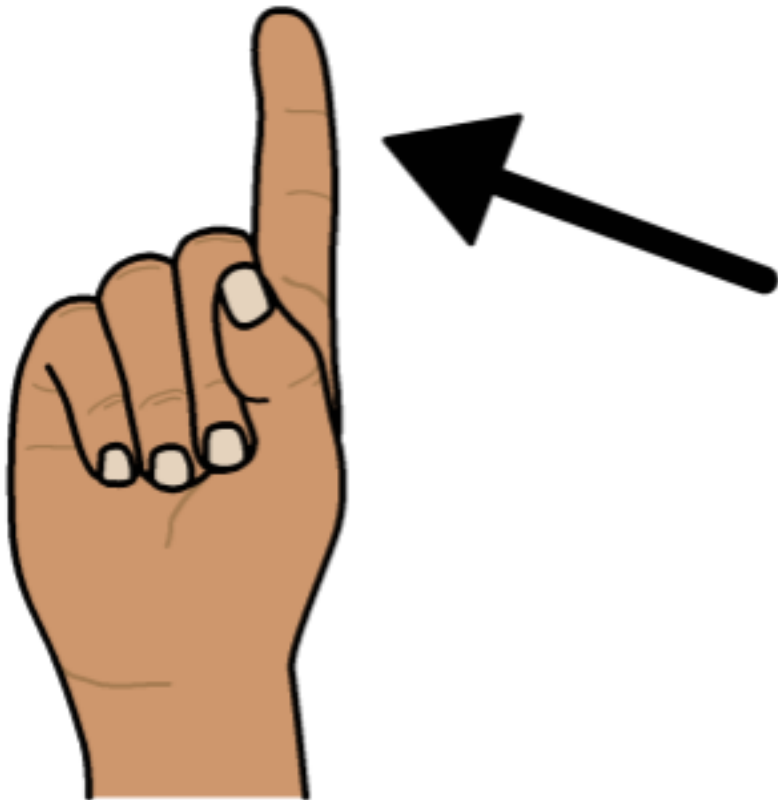
Trafford Assessment of Speech Sounds

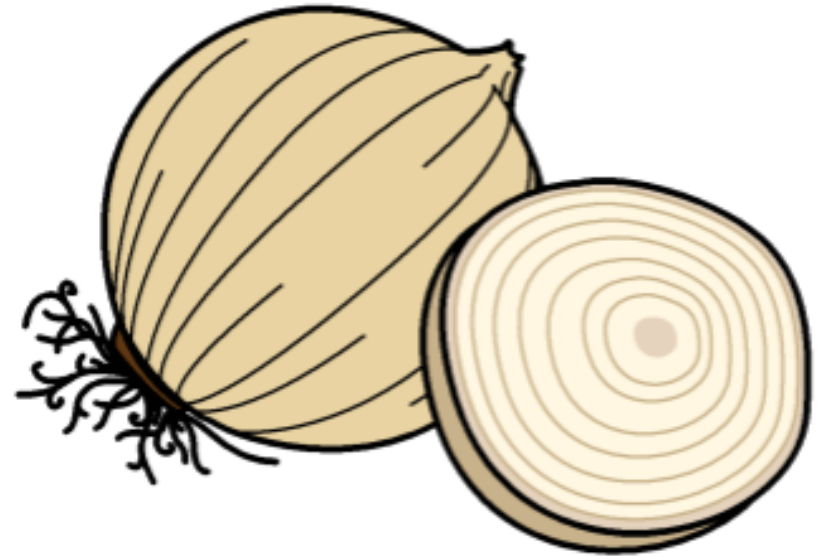
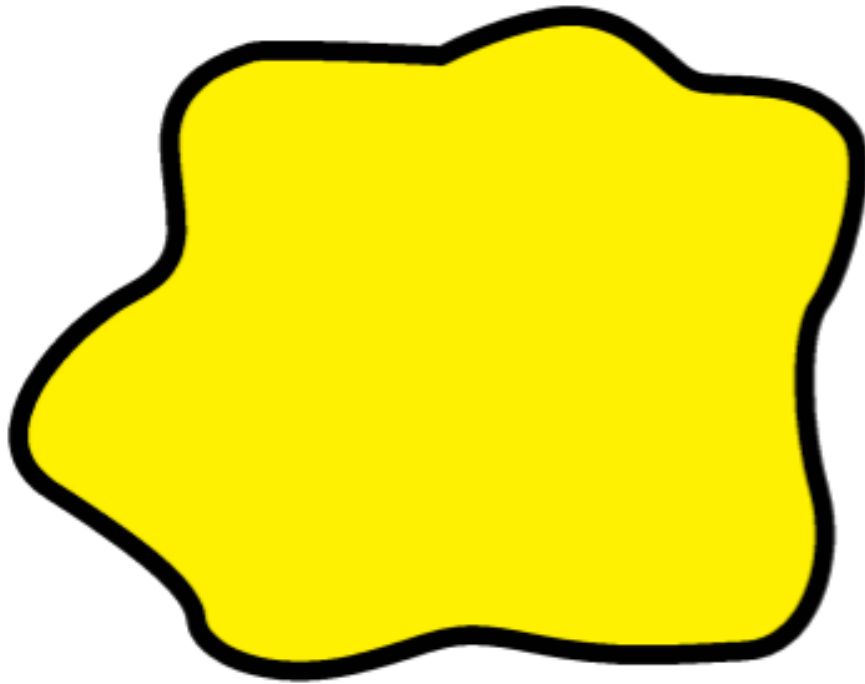






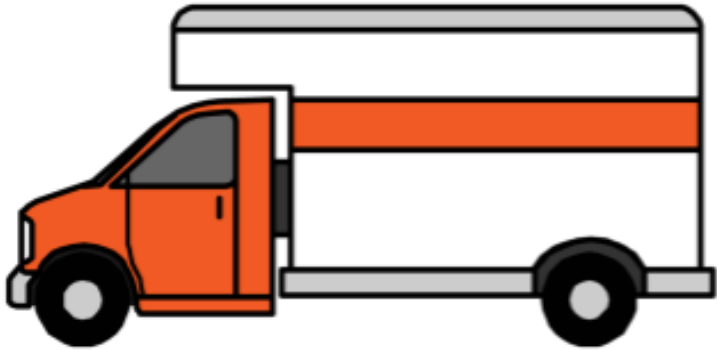






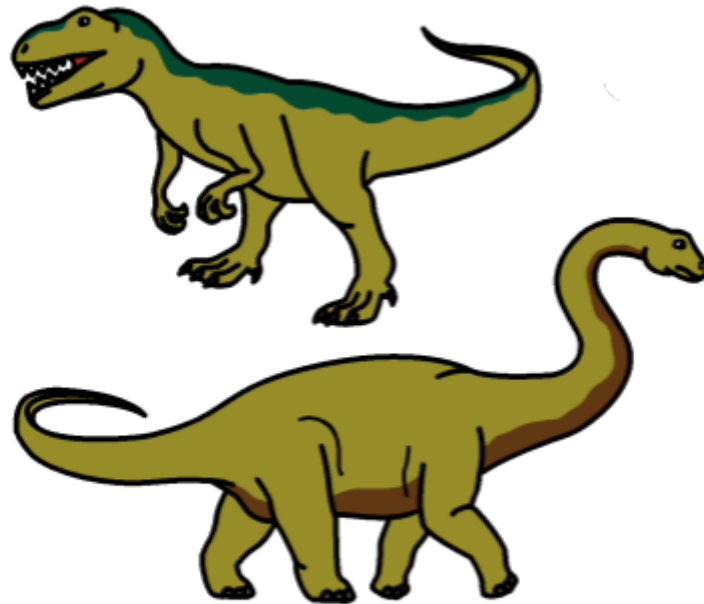
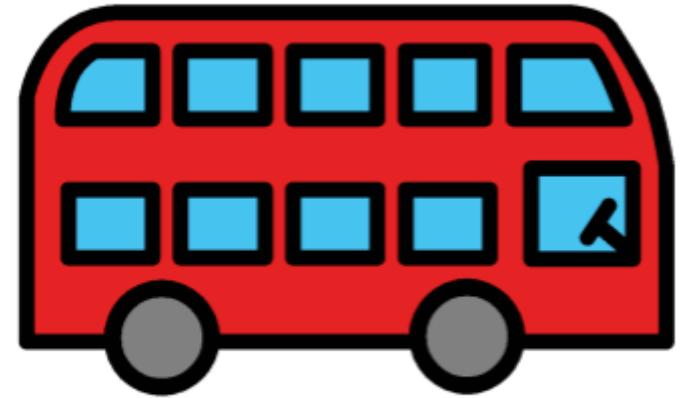


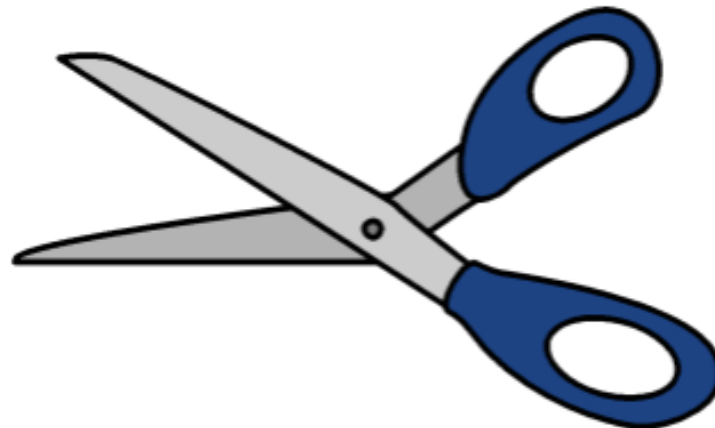
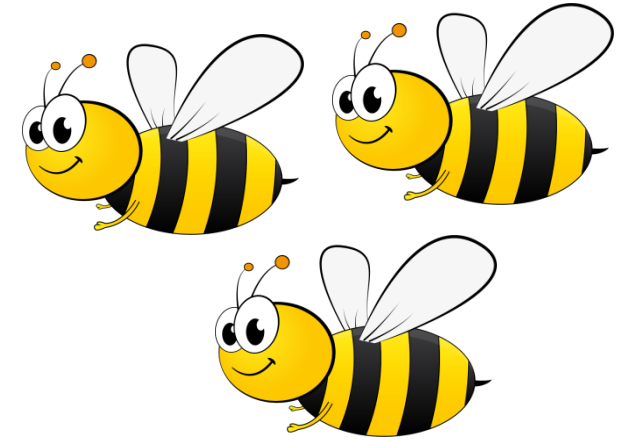
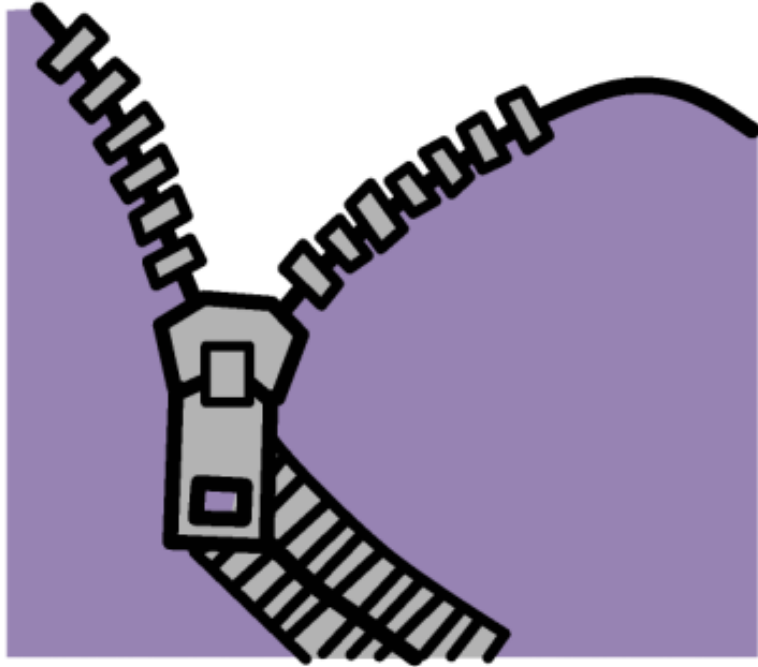


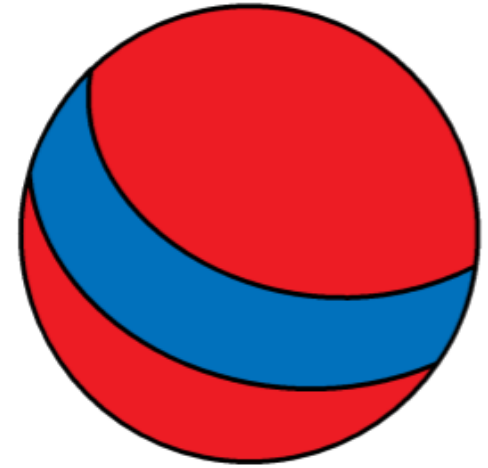
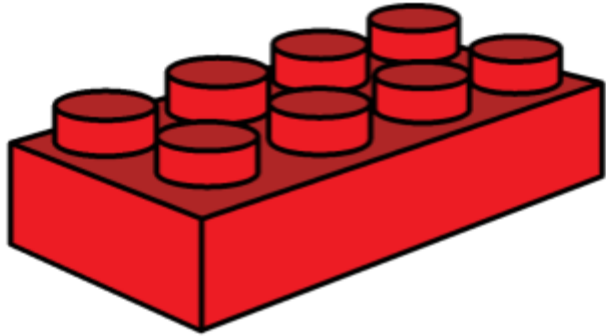


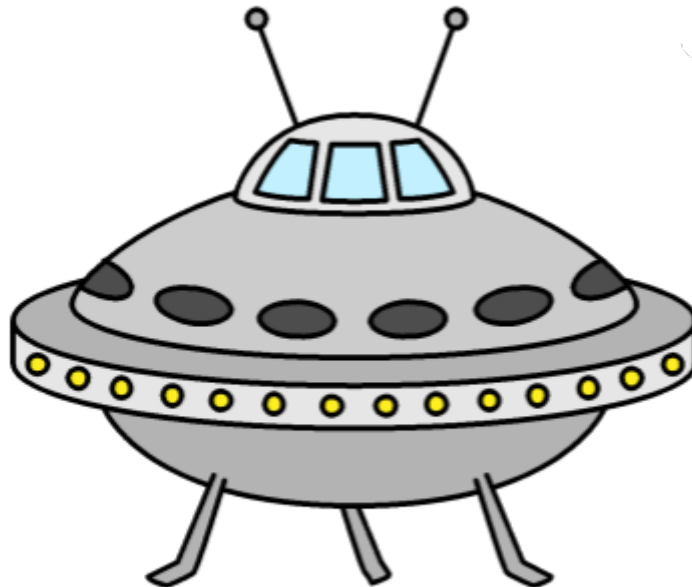
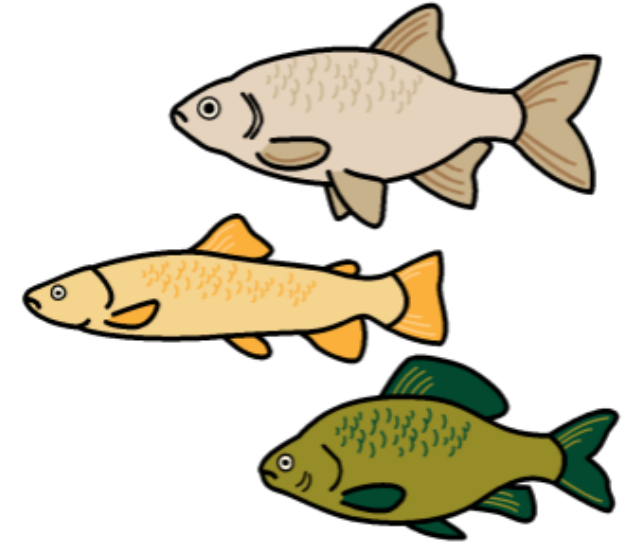
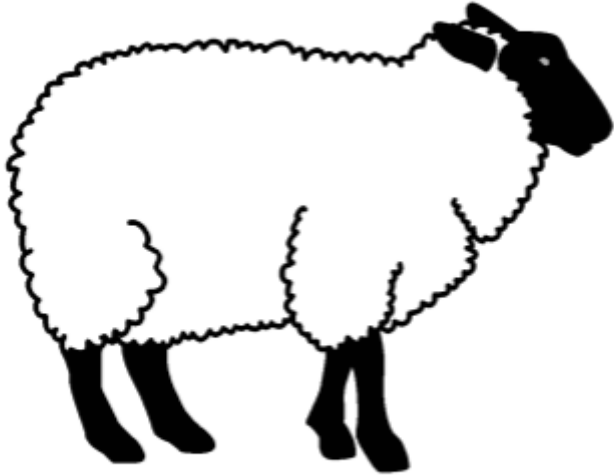
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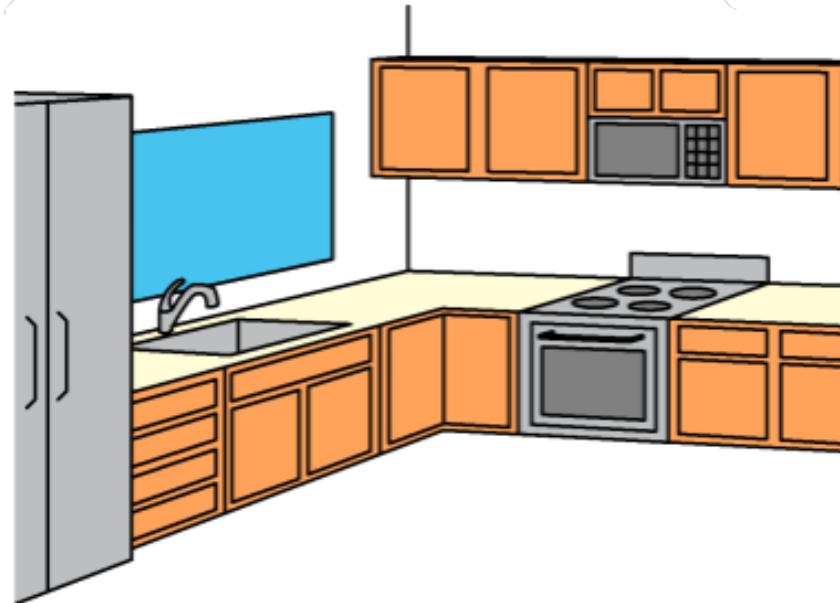
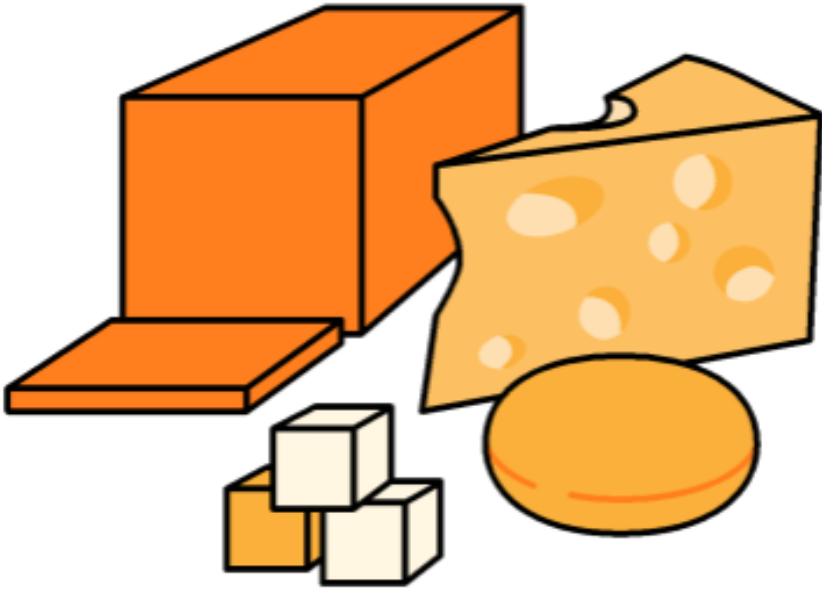


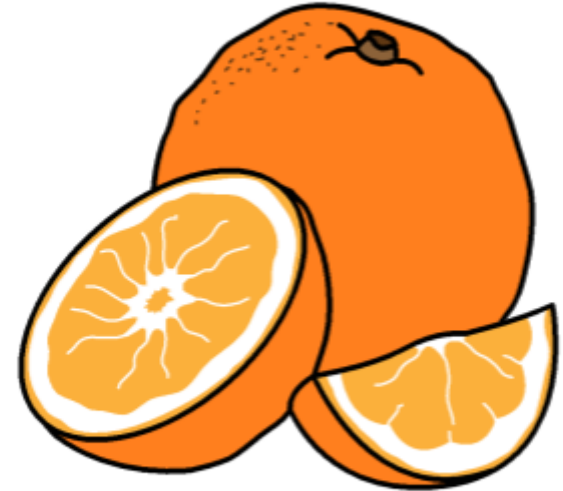




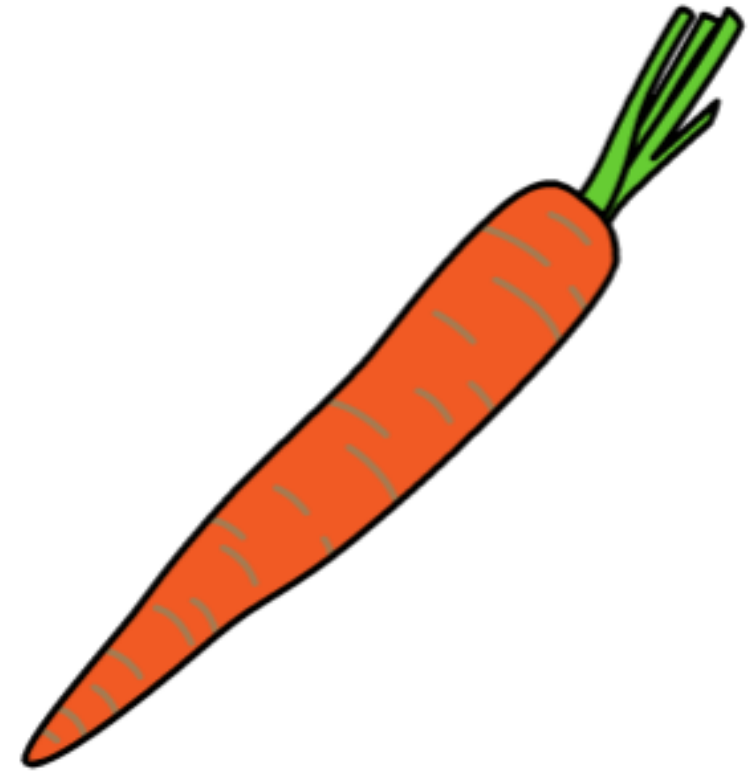


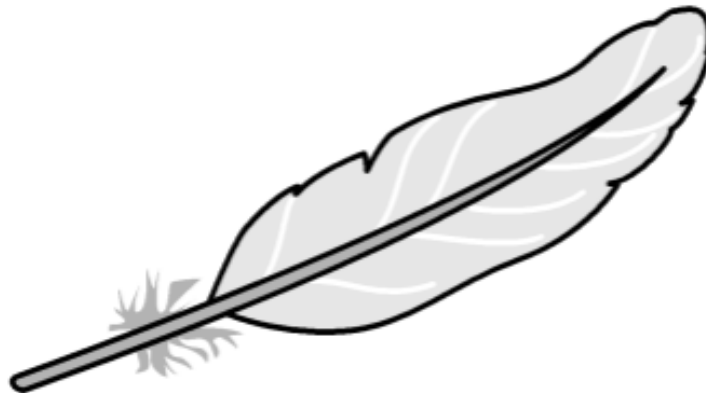












# **TRAFFORD ASSESSMENT OF SPEECH SOUNDS**

**Guidance Sheets**

## GUIDE SHEET (1)

**This guide sheet is a useful reference resource to guide your decision-making following the administration of the TASS.**

**Some children may have difficulty with their speech and produce articulation errors or have a phonological delay or disorder. Below is a further explanation of these terms:**

### Speech sound delay:

A child has a speech sound delay (also known as a phonological delay) if the errors they are producing have not resolved by the expected age e.g. if a child is still producing a 'k' as 't' at the age of 5 years old.

### Speech sound disorder:

A child has a speech sound disorder if their speech sound (pronunciation) errors do not follow the typical pattern of development for speech sounds and atypical processes are present.

### Articulation difficulty:

Difficulties with the positioning of articulators, for example tongue, lips, palate. A common example of an articulation difficulty is a lisp.

### Verbal Dyspraxia:

This is a speech disorder characterised by motor co-ordination/planning difficulties for speech sounds, in the absence of any physical/structural cause. Speech sounds do not follow a typical pattern of development and errors are often inconsistent.

**The table below outlines the approximate ages that speech sounds are expected to emerge and may be used to further understand if a child has a speech sound difficulty.**

Age	Sounds
2 - 3 years	p b m n w
2 - 4 years	k g t d h
2.5 - 4 years	f y
3 - 6 years	l s
4 - 7 years	r j dg v
3.5 - 7 years	sh ch z
4.5 - 7 years	th (e.g. <u>thing</u> ) th (e.g. <u>the</u> ) zh (e.g. <u>vision</u> ) clusters: bl gl sp st

## GUIDE SHEET (2)

This guide sheet provides an overview of typical and atypical phonological processes and associated ages. Please use this chart to identify the child's speech sound errors.

Typical Process	Example	Age expected to resolve
<b>Context Sensitive Voicing</b>	<b>pig → big</b>	<b>3;0 years</b>
<b>De-voicing</b>	<b>pig → pick</b>	<b>3;0 years</b>
<b>Final Consonant Deletion</b>	<b>house → hou</b>	<b>3;6 years</b>
<b>Consonant Harmony</b>	<b>mine → mime kittycat → tittytat</b>	<b>3;9 years</b>
<b>Weak Syllable Deletion</b>	<b>elephant → efant television → tevision banana → nana</b>	<b>4:0 years</b>
<b>Fronting</b>	<b>car → tar girl → dirl</b>	<b>4:0 years</b>
	<b>shoe → sue ship → sip</b>	<b>4;11 years</b>
<b>Stopping</b>	<b>fish → bish sock → dock van → ban</b>	<b>4;0 years</b>
	<b>shop → dop juice → duice cheese → teese</b>	<b>4;11 years</b>
<b>Cluster Reduction</b>	<b>spoon → boon clean → keen</b>	<b>5;0 years</b>
<b>Gliding</b>	<b>leg → weg welly → yelly</b>	<b>6;0 years</b>
<b>Atypical Process</b>	<b>Example</b>	
<b>Initial Consonant Deletion</b>	<b>dog → og fish → ish</b>	<b>Atypical</b>
<b>Backing</b>	<b>teddy → geggy dog → gog</b>	<b>May be linked to dummy use</b>
<b>Vowel Errors</b>	<b>cat → cet dog → dig</b>	<b>Atypical</b>



# **TRAFFORD ASSESSMENT OF SPEECH SOUNDS**

## **Strategies**

## STRATEGIES

### Strategies to support the child's speech

- **Repeat words to your child that they have difficulty producing.**
- **Say the words for your child to hear e.g. "tat", "yes, it's a cat" Accept what your child says.**
- **Praise the child for good trying even if they aren't using the correct sounds.**
- **Make comments about the content of what they are saying, rather than how they say it. Avoid overcorrecting or asking your child to say it "properly". This could affect their confidence with talking. Use alternative communication methods.**
- **Ask your child to tell you in another way or show you what they mean if you are struggling to understand what they say.**
- **Show your child how you make a sound, if you know that they are having difficulties with a particular one. For example, 'look at my mouth when I say 'f'... see my teeth are on my bottom lip.'**
- **Avoid asking your child to say words again or asking them to produce words correctly.**
- **Stop dummy and bottle use after 1 year old. This will affect speech sound production.**
- **Don't use baby forms of words e.g. "bic-bic" for biscuits.**
- **Avoid background noise, e.g. turn off TVs and radios.**

### Activities to develop speech sounds: Listening to sounds

- **Copy a rhythm: You clap a rhythm and see if your child can copy. Repeat several times.**
- **Let's listen: This is a listening game that works best outdoors. Stand still and ask everyone to close their eyes. Listen to the sounds that you hear. One player names a sound that they can hear. Everyone points to the sound. Then on the count of 3 everyone opens their eyes. Are you all pointing in the same direction?**
- **I spy: 'I spy' is a familiar game, but it is great for learning language and phonics as well as filling in time on journeys. On the bus or in the car one player looks around and thinks of one item. He /she then gives a clue 'I spy with my little eye, something beginning with (and says letter).'** All other players guess the item.
- **Listening walk: When walking down the street stop talking for a moment. Spend a short time listening.**
- **When you have stopped listening talk about what you heard. What was making all those noises? If one person heard a noise that others didn't then spend a few more seconds listening. Can you hear it now?**
- **Remember: For children to develop listening skills they need to practice them. In busy family lives there is often little quiet time. Try and reduce distracting noise. If no one is watching the TV, turn it off.**
- **Do a little every day to develop listening skills.**