Presenter Disclosures

Course Content

• Focuses on KLPA-3

Financial: The presenter receives a royalty from the sale of KLPA-3 and related products.

Non-Financial: There are no relevant non-financial relationships to disclose.

Pearson Assessment is the publisher of the KLPA-3 and is hosting this workshop. No other assessments will be discussed during this session.
Today’s Webinar continues from an earlier introductory KLPA-3 Speech & Language Webinar presented by Nancy Lewis.
Agenda

Case Study: OLIVER, age 5:6
From assessment through treatment planning

1. GFTA-3 results
2. KLPA-3: Phonological Process Analysis
3. Treatment Goals from KLPA-3 pp 11-12
4. Go DIGITAL!
Agenda

Case Study: OLIVER, age 5:6

1. GFTA-3 results
2. KLPA-3: Phonological Process Analysis
3. Treatment Goals from KLPA-3 pp 11-12
4. Go DIGITAL!
Plan ahead! Will you be completing the KLPA-3?

1. Very young child
2. Multiple misarticulations
3. Poor intelligibility
When expecting to complete a phonological analysis...

...be sure to capture the full transcriptions on the GFTA-3 Record Form.
Oliver, 5:6

Kindergarten teacher referral
“Sounds young for age”
“Difficult to understand”
1. Very young child
   ➢ 2. Multiple misarticulations
   ➢ 3. Poor intelligibility
<table>
<thead>
<tr>
<th>Item</th>
<th>Target Word</th>
<th>IPA Transcription</th>
</tr>
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<tbody>
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<td>1</td>
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<td>h əu s</td>
</tr>
<tr>
<td>2</td>
<td>DOOR</td>
<td>d ɔr</td>
</tr>
<tr>
<td>3</td>
<td>PIG</td>
<td>p ɪɡ</td>
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<tr>
<td>4</td>
<td>CUP</td>
<td>k ʌp</td>
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<tr>
<td>5</td>
<td>BOY</td>
<td>b ɔɪ</td>
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<tr>
<td>6</td>
<td>APPLE</td>
<td>æ p ə l</td>
</tr>
<tr>
<td>7</td>
<td>GO</td>
<td>g o</td>
</tr>
<tr>
<td>8</td>
<td>DUCK</td>
<td>d ʌ k</td>
</tr>
<tr>
<td>9</td>
<td>QUACK</td>
<td>k w æ k</td>
</tr>
<tr>
<td>10</td>
<td>TABLE</td>
<td>t e b ə l</td>
</tr>
<tr>
<td>11</td>
<td>MONKEY</td>
<td>m ʌ n ə k i</td>
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</table>
Scoring the GFTA-3 (Manual, Chapter 2)

4 errors:
-/g
w/l
θ/s
θ/z
Scoring the GFTA-3: Adapted for later KLPA-3 Analysis

<table>
<thead>
<tr>
<th></th>
<th>LION</th>
<th>CHAIR</th>
<th>SOAP</th>
<th>GLASSES</th>
<th>TIGER</th>
<th>PUZZLE</th>
<th>FINGER</th>
</tr>
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<td></td>
<td>j</td>
<td>a</td>
<td>e</td>
<td>n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>t</td>
<td>s</td>
<td>r</td>
<td>o</td>
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<td>26</td>
<td></td>
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<td>o</td>
<td>p</td>
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<td>e</td>
<td>θ</td>
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<td>g</td>
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<td>θs</td>
<td>θs</td>
<td></td>
<td>θs</td>
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</tr>
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<td>30</td>
<td></td>
<td>f</td>
<td>θs</td>
<td>θs</td>
<td></td>
<td>θs</td>
<td></td>
</tr>
</tbody>
</table>

- “/” for omission
- error transcription overlying target phoneme

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GFTA-3 Results

GFTA-3
Raw Score 64
%ile: <0.1

Confirmed:
Continue on to the KLPA-3
Agenda

Case Study: OLIVER, age 5:6

1. GFTA-3 Results
2. KLPA-3: Phonological Process Analysis
3. Treatment Goals from KLPA-3 pp 11-12
4. Go DIGITAL!
KLPA-3 Analysis Form Cover

Linde Khan and Nancy Lewis

Name: Oliver
Grad. Level: K
School/Age: SLP
Language Spoken in the Home: English
Reason for Testing: "Sounded young for age."

**AGE CALCULATION**
- Year: 2015
- Month: 10
- Day: 1
- Birth Date: 2010
- Month: 3
- Day: 17
- Age: 5
- Age: 6
- Age: 14

**KLPA-3 SCORE SUMMARY**
- Total Raw Score: 86
- Standard Score: 40
- 90% Confidence Interval: 37 - 51
- Percentile Rank: < 0.1
- Age Equivalent: < 2.0

**PERCENT OCCURRENCE FOR CORE PHONOLOGICAL PROCESSES**

<table>
<thead>
<tr>
<th>Phonological Process</th>
<th>Number of Occurrences</th>
<th>Total Possible Occurrences</th>
<th>Percent of Occurrences</th>
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<tbody>
<tr>
<td>Articulation (AF)</td>
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<td>8</td>
<td>13%</td>
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<tr>
<td>Gliding of liquids (FL)</td>
<td>18</td>
<td>20</td>
<td>90%</td>
</tr>
<tr>
<td>Shifting of vowels and affricates (STV)</td>
<td>13</td>
<td>46</td>
<td>27%</td>
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<tr>
<td>Stabilization (SST)</td>
<td>17</td>
<td>42</td>
<td>40%</td>
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<tr>
<td>Voicing (VQ)</td>
<td>15</td>
<td>15</td>
<td>100%</td>
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<tr>
<td>Palatal fronting (PF)</td>
<td>11</td>
<td>12</td>
<td>92%</td>
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<tr>
<td>Year fronting (VF)</td>
<td>6</td>
<td>20</td>
<td>4%</td>
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<tr>
<td>Cluster simplification (CG)</td>
<td>1</td>
<td>20</td>
<td>2%</td>
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<tr>
<td>Elision of final consonant (DF)</td>
<td>2</td>
<td>36</td>
<td>6%</td>
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**VOWEL ALTERATIONS**
- Rules: /a, a, e, e, e, e → e
- Dialectal Influence: Yes

**OVERALL INTELLIGENCE**
- Notes: Good

Copyright © 2015. NCS Pearson Inc. All rights reserved.
<table>
<thead>
<tr>
<th>CORE Phonological Processes</th>
<th>Manner</th>
<th>Place</th>
<th>Vowel</th>
<th>Recast</th>
<th>Iteration</th>
<th>Verbal</th>
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<tr>
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<th>Manner</th>
<th>Place</th>
<th>Vowel</th>
<th>Recast</th>
<th>Iteration</th>
<th>Verbal</th>
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<tr>
<td>23. door</td>
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<tr>
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<tr>
<td>26. box</td>
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<tr>
<td>27. apple</td>
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<tr>
<td>28. go</td>
<td>g</td>
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<tr>
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<tr>
<td>30. quack</td>
<td>k</td>
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</tr>
<tr>
<td>31. tabo</td>
<td>b</td>
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<tr>
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<tr>
<td>36. spider</td>
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<td>41. slide</td>
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</tbody>
</table>

Subtotal: CORE = 3, 5, 2, 3, 1; SUPPLEMENTAL = 2, 5, 19

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Locate the sound Change: house /haus/  s → [θ]

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Target Word</th>
<th>IPA Transcription</th>
<th>Individual’s Response</th>
<th>Target Sound</th>
<th>Sound Change</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>house</td>
<td>haus</td>
<td>hau θ</td>
<td>h</td>
<td>s → θ</td>
</tr>
<tr>
<td>2</td>
<td>door</td>
<td>dor</td>
<td>dr</td>
<td>d</td>
<td>r → c</td>
</tr>
<tr>
<td>3</td>
<td>pig</td>
<td>pig</td>
<td>✓</td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>cup</td>
<td>kəp</td>
<td>✓</td>
<td>k</td>
<td>p</td>
</tr>
</tbody>
</table>
• The KLPA-3 Sound Change Booklet lists phonological processes for possible sound changes
Find #1 house.
Look for $s \rightarrow [\theta]$ in the Sound Change Booklet

| Item | Target Word | Target Sound | Syllable Del. | Cluster Del. | Single Consonant Del. | $p$ | $b$ | $t$ | $d$ | $k$ | $g$ | $?m$ | $n$ | $nj$ | $nf$ | $fv$ | $\theta$ |
|------|-------------|--------------|---------------|--------------|-----------------------|-----|-----|-----|-----|-----|-----|-------|-----|------|------|-----|
| 1    | house       |              |               |              |                       |     |     |     |     |     |     |       |     |      |      |     |

Close-up view of the $s \rightarrow [\theta]$ cell
Mark the processes on the Analysis Form:

\[ s \rightarrow [\theta] \]

STR, NDEN

**STR** = Stridency Deletion
**NDEN** = Interdentalization
12 CORE Phonological Processes

- Deaffrication
- Gliding of Liquids
- Stopping
- Stridency Deletion
- Vocalization of Liquids
- Palatal Fronting
- Velar Fronting
- Cluster Simplification
- Deletion of Final Consonant
- Syllable Reduction
- Final Devoicing
- Initial Voicing
<table>
<thead>
<tr>
<th>Target Sound</th>
<th>Sound Change</th>
<th>Manner</th>
<th>Place</th>
<th>Reduction</th>
<th>Voicing</th>
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<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td>g</td>
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<tr>
<td>k</td>
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</table>
# Core Phonological Process Definitions

## Manner

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<tr>
<th>Process</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>DF</strong></td>
<td>Deaffrication: deleting the stop feature of an affricate, with retention of the continuant, or fricative, feature</td>
</tr>
<tr>
<td></td>
<td>chair → [zɛr] /tʃ/ → [s]</td>
</tr>
<tr>
<td><strong>GL</strong></td>
<td>Gliding of liquids: producing the liquids /l/ and /r/ as glides /w/ and /j/</td>
</tr>
<tr>
<td></td>
<td>giraffe → [dʒəwæf] /r/ → [w]</td>
</tr>
<tr>
<td><strong>ST</strong></td>
<td>Stopping of fricatives and affricates: stopping a fricative, resulting in an affricate, stop, or glottal stop; stopping an affricate, resulting in a stop or glottal stop</td>
</tr>
<tr>
<td></td>
<td>pajamas → [paˌdəmæs] /dʒ/ → [d]</td>
</tr>
<tr>
<td><strong>STR</strong></td>
<td>Stridency deletion: deleting stridency from strident consonants either through deletion or replacement</td>
</tr>
<tr>
<td></td>
<td>chair → [tɛɾ] /tʃ/ → [t]</td>
</tr>
</tbody>
</table>
### CORE Phonological Processes

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Initial Phoneme</th>
<th>Individual's Response</th>
<th>Target Phoneme</th>
<th>Sound Change</th>
<th>Symbol (if applicable)</th>
</tr>
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<td>house</td>
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<td>h</td>
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<td></td>
<td></td>
</tr>
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<td>pg</td>
<td>p</td>
<td>p</td>
<td></td>
<td>p</td>
<td></td>
</tr>
<tr>
<td>cap</td>
<td>k</td>
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<td></td>
</tr>
<tr>
<td>boy</td>
<td>b</td>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td>a</td>
<td>o</td>
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<td>watch</td>
<td>w</td>
<td>t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spider</td>
<td>s</td>
<td>p</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>web</td>
<td>w</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drum</td>
<td>d</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plate</td>
<td>p</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knife</td>
<td>n</td>
<td>f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoe</td>
<td>s</td>
<td>s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slide</td>
<td>s</td>
<td>s</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subtotals**

- Initial Phoneme: 3
- Final Phoneme: 2531
### Phonological Processes: Total Raw Score

<table>
<thead>
<tr>
<th>Word</th>
<th>Phoneme</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>juice</td>
<td>djas</td>
<td>6</td>
</tr>
<tr>
<td>zoo</td>
<td>zu</td>
<td>2</td>
</tr>
<tr>
<td>star</td>
<td>stao</td>
<td>4</td>
</tr>
<tr>
<td>five</td>
<td>faf</td>
<td>4</td>
</tr>
<tr>
<td>seven</td>
<td>leben</td>
<td>6</td>
</tr>
</tbody>
</table>

**Subtotals**:
- Subtotal 1: 3 2 5 3 1
- Subtotal 2: 1 5 4 6 7 4 1
- Subtotal 3: 10 5 5 2 3 1 1 2
- Subtotal 4: 4 4 1 1

**Sums of Subtotals**:
1 18 13 17 15 11 1 6 2 2

**Total Raw Score**: 86
Oliver, 5:6

RS: 86
SS: 40
%ile: <0.1
AE: <2:0
Olivia, 2:10

RS: 86  
SS: 69  
%ile: 2  
AE: >2:0
**CORE Phonological Process**

**SUMS**

Transfer Oliver’s subtotals to Cover Page

<table>
<thead>
<tr>
<th>Subtotal 2</th>
<th>10</th>
<th>5</th>
<th>5</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtotal 3</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Subtotal 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUMS OF SUBTOTALS**

18 13 17 15 11 1 6 2 2

**TOTAL RAW SCORE**

86
**Analysis Form Cover Page**

Enter PP Sums under “Number of Occurrences”
Convert “Number of Occurrences” to “Percent of Occurrence”

Manual Table C.2
12 Supplemental Phonological Processes

- Affrication
- Frication
- Gliding (Other)
- Glottal Replacement
- Liquidization
- Stopping (Other)
- Backing to Velars
- Deletion of Initial Consonants
- Deletion of Medial Consonants
- Initial Devoicing
- Medial Devoicing
- Medial Voicing
## 12 Supplemental Phonological Processes

<table>
<thead>
<tr>
<th>Manner</th>
<th>Place</th>
<th>Reduction</th>
<th>Voicing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affrication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gliding (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glottal replacement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquidization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stopping (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backing to velars or /r/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deletion of initial consonant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deletion of medial consonant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial devoicing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medial devoicing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medial voicing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supplemental Phonological Process Definitions: AF p. 10

**Manner**

- **AFF** Affrication: adding a stop feature to the continuant feature of a fricative
  - brushing → [brʌʃɪŋ] /ʃ/ → [ʃ]

- **FRC** Frication: changing any nonfricative or nonaffricate consonant to a fricative
  - quack → [kwæk] /w/ → [v]

- **GL(Oth)** Gliding of consonants other than liquids: changing a nonliquid consonant to a glide in a position other than word-finally
  - shoe → [ʃu] /ʃ/ → [ʃ]

- **GR** Glottal replacement: using a glottal stop to replace any consonant
  - vacuum → [va?um] /kj/ → [?]
**Oliver used no Supplemental PPs**
Also on p 9

- Vowel Alterations
- Other phonological processes
- Processes per word (PPW)
Vowel Alterations

SUM of VOWEL ALTERATIONS

$$8 \div 82 = 0.1 \times 100 = 10\%$$
**Vowel Alterations**

**Front Page/Summary Data**

...and on the front page of the Analysis Form.
More details about **Vowel Alterations** later in this Webinar.

(p 12 of the KLPA-3 Analysis Form)
● Vowel Alterations

● Other phonological processes

● Processes per word (PPW)

Also on p 9
Other Phonological Processes

- Record “Other” Phonological Processes on the Analysis Form

<table>
<thead>
<tr>
<th>Affrication</th>
<th>Frication</th>
<th>Gliding (other)</th>
<th>Glottal replacement</th>
<th>Liquidization</th>
<th>Stopping (other)</th>
<th>Backing to velars or [-v]</th>
<th>Deletion of initial consonant</th>
<th>Deletion of medial consonant</th>
<th>Initial devoicing</th>
<th>Medial devoicing</th>
<th>Medial voicing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowel alterations</td>
<td>Other phonological processes</td>
<td>Processes per word (PPW)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Sound</td>
<td>Target Word</td>
<td>ITEM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>house</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>door</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>pig</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Phonological Processes

• “Other” than the Core and Supplemental Processes

• Look them up in the Sound Change Booklet
Questions about KLPA-3 SUPPLEMENTAL and OTHER Phonological Processes?
● Vowel Alterations

● Other phonological processes

● Processes per word (PPW)
PPW:
Processes Per Word

-an average
-a severity measure
-a growth/progress measure
1. Count the number of consonant cells X’d (L to R) for each word’.

1. Add any additional processes that were noted in the “Other” column
Count the “X’s” for each WORD and add any “Other”

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Target Word</th>
<th>IPA Transcription</th>
<th>Individual’s Response</th>
<th>Target Sound</th>
<th>Sound Change</th>
<th>Deaffrication</th>
<th>Gliding of liquids</th>
<th>Stopping of fricatives and affricates</th>
<th>Stridency deletion</th>
<th>Vocalization</th>
<th>Palatal fronting</th>
<th>Manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>house</td>
<td>haus</td>
<td>hauθ</td>
<td>h</td>
<td>θ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total PPs for house = 2: 1 CORE process and 1 “Other”
### PPW: Comparison

<table>
<thead>
<tr>
<th>SLIDE → [wa]</th>
<th>SLIDE → [swad]</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFC</td>
<td>GL</td>
</tr>
<tr>
<td>CS</td>
<td>(Vowel monophthongization)</td>
</tr>
<tr>
<td>STR</td>
<td>(Vowel monophthongization)</td>
</tr>
<tr>
<td>GL (Vowel monophthongization)</td>
<td>4 PPs</td>
</tr>
<tr>
<td>4 PPs</td>
<td>1 PP</td>
</tr>
<tr>
<td>Target Sound</td>
<td>Target Word</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>$d_{z}$</td>
<td>juice</td>
</tr>
<tr>
<td>$s$</td>
<td>zoo</td>
</tr>
<tr>
<td>$g$</td>
<td>star</td>
</tr>
<tr>
<td>$r$</td>
<td>five</td>
</tr>
<tr>
<td>$s$</td>
<td>seven</td>
</tr>
</tbody>
</table>

**SUM of PHONOLOGICAL PROCESSES (Example)**

\[
114 \div 60 = 1.9
\]

**Average PPW**

1.9
Questions about PPW?
Consonant Analysis p 11

Vowel Analysis p 12

For Treatment Planning and Progress Monitoring
Consonants

Vowels
- Phonetic Inventory for Consonants and Consonant Clusters
- Core Phonological Process Analysis Table
- Summary Box
Consonant Analysis: Phonetic Inventory

If the child used any phoneme, circle it. List any clusters. This is an **Inventory** of what the child produced, correct or incorrect.

<table>
<thead>
<tr>
<th>Consonant Clusters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>kw, dw, pw, sw,</td>
</tr>
<tr>
<td>bw, fw, gw, tw,</td>
</tr>
<tr>
<td>st</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Consonant Clusters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>nk, kj, nθ</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Consonant Clusters:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

---
Order of Suppression Table

Ages at which 90% of sample had < 15% usage

Circle PPs used 15% or more

<table>
<thead>
<tr>
<th>Age</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:0–2:5</td>
<td>FDV, IV</td>
<td>DF, FDV, IV</td>
</tr>
<tr>
<td>2:6–2:11</td>
<td>SR</td>
<td>SR</td>
</tr>
<tr>
<td>3:0–3:5</td>
<td>DFC, ST, VF</td>
<td>DFC, VF</td>
</tr>
<tr>
<td>3:6–3:11</td>
<td>DF</td>
<td></td>
</tr>
<tr>
<td>4:0–4:5</td>
<td>STR</td>
<td>CS, ST, STR</td>
</tr>
<tr>
<td>4:6–4:11</td>
<td>CS, PF</td>
<td>PF</td>
</tr>
<tr>
<td>5:0–5:11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:0–6:11</td>
<td>VOC, GL</td>
<td></td>
</tr>
<tr>
<td>7:0–7:11</td>
<td></td>
<td>GL</td>
</tr>
<tr>
<td>8:0–8:11</td>
<td></td>
<td>VOC</td>
</tr>
</tbody>
</table>
Circle PPs with greater than 15% occurrence.

### PERCENT OF OCCURRENCE FOR CORE PHONOLOGICAL PROCESSES

<table>
<thead>
<tr>
<th>Phonological Process</th>
<th>Number of Occurrences</th>
<th>Total Possible Occurrences</th>
<th>Percent of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaffrication (DF)</td>
<td>1</td>
<td>of 8 =</td>
<td>13%</td>
</tr>
<tr>
<td>Gliding of liquids (GL)</td>
<td>18</td>
<td>of 20 =</td>
<td>90%</td>
</tr>
<tr>
<td>Stopping of fricatives and affricates (ST)</td>
<td>13</td>
<td>of 48 =</td>
<td>27%</td>
</tr>
<tr>
<td>Stridency deletion (STR)</td>
<td>17</td>
<td>of 42 =</td>
<td>40%</td>
</tr>
<tr>
<td>Vocalization (VOC)</td>
<td>15</td>
<td>of 15 =</td>
<td>100%</td>
</tr>
<tr>
<td>Palatal fronting (PF)</td>
<td>11</td>
<td>of 12 =</td>
<td>92%</td>
</tr>
<tr>
<td>Velar fronting (VF)</td>
<td>1</td>
<td>of 23 =</td>
<td>4%</td>
</tr>
<tr>
<td>Cluster simplification (CS)</td>
<td>6</td>
<td>of 23 =</td>
<td>26%</td>
</tr>
<tr>
<td>Deletion of final consonant (DFC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllable reduction (SR)</td>
<td>2</td>
<td>of 25 =</td>
<td>8%</td>
</tr>
<tr>
<td>Final devoicing (FDV)</td>
<td>2</td>
<td>of 35 =</td>
<td>6%</td>
</tr>
<tr>
<td>Initial voicing (IV)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consonant Analysis: Summary

Summary of Consonant Analysis

• Phonetic Inventory: clusters available, fricatives available, stridents available, no palatal obstruents, no liquids
  CS, ST, STR, PF, GL, VOC

• Core Phonological Processes: Ø

• Supplemental Phonological Processes

• Other Phonological Process: NDEN, *LAB, *PAL, +STR

• Processes Per Word (PPW): 1.9

(*w, j for L, R)
Questions about p 11: Consonant Analysis?
• Eight Vowel PPs

• Vowel Phonetic Inventory

• Vowel Usage Section

• Vowel Summary Box
8 Vowel Phonological Processes

- Backing
- Fronting
- Centralization
- Decentralization
- Raising
- Lowering
- Diphthongization
- Monophthongization
**Vowel Analysis: Definitions**

<table>
<thead>
<tr>
<th>Process</th>
<th>Definition</th>
<th>Example</th>
<th>Original Vowel</th>
<th>New Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Back ing</strong></td>
<td>Producing a front vowel as a back vowel</td>
<td>monkey → [məŋku]</td>
<td>/i/ → [u]</td>
<td></td>
</tr>
<tr>
<td><strong>Front ing</strong></td>
<td>Producing a back vowel as a front vowel</td>
<td>frog → [frəɡ]</td>
<td>/o/ → [e]</td>
<td></td>
</tr>
<tr>
<td><strong>Centralization</strong></td>
<td>Producing a front or back vowel as a central vowel</td>
<td>cookie → [kuki]</td>
<td>/i/ → [a]</td>
<td></td>
</tr>
<tr>
<td><strong>Decentralization</strong></td>
<td>Producing a central vowel as a front or back vowel</td>
<td>cup → [kəp]</td>
<td>/ʌ/ → [o]</td>
<td></td>
</tr>
<tr>
<td><strong>Raising</strong></td>
<td>Altering vowel production by raising vowel height</td>
<td>giraffe → [dʒərəf]</td>
<td>/æ/ → [ɨ]</td>
<td></td>
</tr>
<tr>
<td><strong>Lowering</strong></td>
<td>Altering vowel production by lowering vowel height</td>
<td>blue → [bla]</td>
<td>/u/ → [ɑ]</td>
<td></td>
</tr>
<tr>
<td><strong>Diphthongization</strong></td>
<td>Producing a monophthong as a diphthong</td>
<td>go → [ɡə]</td>
<td>/o/ → [ɨ]</td>
<td></td>
</tr>
<tr>
<td><strong>Monophthongization</strong></td>
<td>Producing a diphthong as a monophthong</td>
<td>boy → [bɔ]</td>
<td>/ɔ/ → [o]</td>
<td></td>
</tr>
</tbody>
</table>
## Vowel Analysis: Inventory and Usage

### Phonetic Inventory for Vowels in Single Words

<table>
<thead>
<tr>
<th>Vowels Produced</th>
<th>Vowel Phonological Processes</th>
<th>Individual’s Vowel Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front</td>
<td>Backing</td>
<td>e, æ → ə</td>
</tr>
<tr>
<td>Central</td>
<td>Fronting</td>
<td></td>
</tr>
<tr>
<td>Back</td>
<td>Centralization</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Decentralization</td>
<td>e → ə</td>
</tr>
<tr>
<td>Mid</td>
<td>Raising</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>Lowering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diphthongization</td>
<td>ai, au → ə</td>
</tr>
<tr>
<td></td>
<td>Monophthongization</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diphthongs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>ai, knife</td>
<td></td>
</tr>
<tr>
<td></td>
<td>boy</td>
<td></td>
</tr>
</tbody>
</table>
Summary of Vowel Analysis

- Vowels Produced: All in Inventory
- Vowel Alterations: 10%

- Vowel Phonological Processes Used:
  - Backing (e, æ)
  - Lowering (e)
  - Monophthongization (æ, ə)
Questions about p 12: Vowel Analysis?
Agenda

Case Study: OLIVER, age 5:6

1. GFTA-3 Results
2. KLPA-3: Phonological Process Analysis
3. Treatment Goals from KLPA-3, pp 11-12
4. Go DIGITAL!
Planning Treatment Goals

Circle PPs used 15% or more of opportunities (from cover page).

Oliver has six:
CS
ST
STR
PF
GL
VOC
Next: Compare each circled PP to Oliver’s Phonetic Inventory.
Planning Treatment Targets: CS

Look for any clusters.
### Planning Treatment Targets: CS

**Select Target Words - CS: Cluster Simplification**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Probable Successful Words</th>
<th>Possible Contrasts</th>
<th>Auditory Bombardment Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>sp → p</td>
<td>pill</td>
<td>pill-spill</td>
<td>SPot SPike</td>
</tr>
<tr>
<td>br → b</td>
<td>bake</td>
<td>bake-break</td>
<td>BRead BRight</td>
</tr>
<tr>
<td>-nt → n</td>
<td>ten</td>
<td>ten-tent</td>
<td>weNT plaNT</td>
</tr>
</tbody>
</table>
Planning Treatment Targets: ST

Look for any fricatives or affricates.
Planning Treatment Targets: STR

Look for any stridents.
Planning Treatment Targets: **ST, STR**

Check AF grid.
Look in the ST and STR columns.

### Core Phonological Processes

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Target Word</th>
<th>IPA Transcription</th>
<th>Individual's Response</th>
<th>Target Sound</th>
<th>Sound Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>swing</td>
<td>swɪŋ</td>
<td>✓</td>
<td>s</td>
<td>w</td>
</tr>
<tr>
<td>23</td>
<td>guitar</td>
<td>gɛtər</td>
<td>gata</td>
<td>g</td>
<td>t</td>
</tr>
<tr>
<td>24</td>
<td>lion</td>
<td>laɪən</td>
<td>joɪən</td>
<td>l</td>
<td>j</td>
</tr>
<tr>
<td>25</td>
<td>chair</td>
<td>fɜr</td>
<td>tɛəʊ</td>
<td>f</td>
<td>t</td>
</tr>
<tr>
<td>26</td>
<td>soap</td>
<td>sop</td>
<td>top</td>
<td>s</td>
<td>p</td>
</tr>
</tbody>
</table>

Further details in the table include categories for various phonological processes such as deaffrication, gliding of liquids, stopping of fricatives and affricates, stridency deletion, and vocalization.
Planning Treatment Goals: PF

Look for any palatals
### Planning Treatment Targets: ST, STR and PF*

**Select Target Words**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Probable Successful Words</th>
<th>Possible Contrasts</th>
<th>Auditory Bombardment Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>$s \rightarrow t$</td>
<td>“T”</td>
<td>“T”-see</td>
<td>sun, same</td>
</tr>
<tr>
<td>$ʃ \rightarrow s$</td>
<td>seat</td>
<td>sheet-seat*</td>
<td>she*, shoe*</td>
</tr>
<tr>
<td>$tʃ \rightarrow t$</td>
<td>tip</td>
<td>tip-chip* (tsip)</td>
<td>chain*, cheep*</td>
</tr>
</tbody>
</table>
Planning Treatment Goals: GL

Look for any consonantal or cluster R or L.
## Planning Treatment Targets: GL

### Select Target Words

<table>
<thead>
<tr>
<th>Targets</th>
<th>Probable Successful Words</th>
<th>Possible Contrasts</th>
<th>Auditory Bombardment Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>r → w</td>
<td>wake</td>
<td>wake-rake</td>
<td>race ride</td>
</tr>
<tr>
<td>l → j</td>
<td>yes</td>
<td>yes-less</td>
<td>lip loud</td>
</tr>
<tr>
<td>tr → tw</td>
<td>tweet</td>
<td>tweet-treat</td>
<td>treat train</td>
</tr>
</tbody>
</table>
## Planning Treatment Targets: GL

### Select Target Words – L & R Clusters

<table>
<thead>
<tr>
<th>Targets</th>
<th>Probable Successful Words</th>
<th>Possible Contrasts</th>
<th>Auditory Bombardment Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>kr → kw</td>
<td>quack</td>
<td>quack-crack</td>
<td>crack cream</td>
</tr>
<tr>
<td>sl → sw</td>
<td>swing</td>
<td>swing-sling</td>
<td>slip slam</td>
</tr>
<tr>
<td>tr → tw</td>
<td>tweet</td>
<td>tweet-treat</td>
<td>treat train</td>
</tr>
</tbody>
</table>
Planning Treatment Goals: **VOC**

Look for **any vocalic ER or EL**.
### Planning Treatment Targets: VOC

#### Select Target Words

<table>
<thead>
<tr>
<th>Targets</th>
<th>Probable Successful Words</th>
<th>Possible Contrasts</th>
<th>Auditory Bombardment Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>er → o, u, ʊ</code></td>
<td></td>
<td></td>
<td><code>over</code> <code>under</code></td>
</tr>
<tr>
<td><code>el → o</code></td>
<td></td>
<td></td>
<td><code>table</code> <code>beetle</code></td>
</tr>
</tbody>
</table>

Lots of Auditory Bombardment alongside more traditional articulation therapy.
Some Mid and Low front vowels and diphthongs are lowered and backed to [ɑ].
## Select Target Words - VOWELS

<table>
<thead>
<tr>
<th>Targets</th>
<th>Probable Successful Words</th>
<th>Possible Contrasts</th>
<th>Auditory Bombardment Lists</th>
</tr>
</thead>
<tbody>
<tr>
<td>e → a</td>
<td>plot</td>
<td>plot-plate</td>
<td>cake same</td>
</tr>
<tr>
<td>au → a</td>
<td>otter</td>
<td>otter-outer</td>
<td>cow mouse</td>
</tr>
<tr>
<td>aɪ → a</td>
<td>top</td>
<td>pop-pipe</td>
<td>smile cry</td>
</tr>
</tbody>
</table>
Treatment Planning

Consonant Analysis

Vowel Phonological Process Definitions

Vowel Analysis

Summary of Vowel Analysis
KLPA-3 was developed by clinicians for clinicians

- Constructed to be an efficient yet reliable way to derive a speech sound error & phonological process profile for individuals with speech sound disorders

- Designed to facilitate treatment planning and progress monitoring
Questions about TREATMENT PLANNING?
Agenda

Case Study: OLIVER, age 5:6

1. GFTA-3: Administer and Score Articulation
2. KLPA-3: Phonological Process Analysis
3. Treatment Goals from KLPA-3 pp 11-12
4. Go DIGITAL!
Digital and Print Choices

Paper & Pencil
Sample GFTA-3/KLPA-3 Score Report

<table>
<thead>
<tr>
<th>Name:</th>
<th>Ron Fristoe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td>Male</td>
</tr>
<tr>
<td>Birth Date:</td>
<td>10/10/2007</td>
</tr>
<tr>
<td>Test Date:</td>
<td>09/14/2015</td>
</tr>
<tr>
<td>Age:</td>
<td>7 years 11 months</td>
</tr>
<tr>
<td>Grade:</td>
<td>Second Grade</td>
</tr>
<tr>
<td>School/Agency:</td>
<td>Shawnee Elementary</td>
</tr>
<tr>
<td>Examiner:</td>
<td>Shannon Wang</td>
</tr>
<tr>
<td>Primary Language:</td>
<td>English</td>
</tr>
<tr>
<td>Dialect:</td>
<td></td>
</tr>
<tr>
<td>Reason for testing:</td>
<td>speech is difficult to understand</td>
</tr>
</tbody>
</table>
## KLPA-3 Score Summary

### KLPA-3 Score Summary

<table>
<thead>
<tr>
<th>Total Raw Score</th>
<th>Standard Score</th>
<th>95% Conf. Interval</th>
<th>Percentile Rank</th>
<th>Age Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>40</td>
<td>37-49</td>
<td>&lt;0.1</td>
<td>&lt;2.0</td>
</tr>
</tbody>
</table>

### Core Phonological Processes Summary

<table>
<thead>
<tr>
<th>Phonological Process</th>
<th>Number of Occurrences</th>
<th>Total Possible Occurrences</th>
<th>Percent of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaffrication (DF)</td>
<td>0</td>
<td>of 8 =</td>
<td>0%</td>
</tr>
<tr>
<td>Gliding of liquids (GL)</td>
<td>12</td>
<td>of 20 =</td>
<td>60%</td>
</tr>
<tr>
<td>Stopping of fricatives and affricates (ST)</td>
<td>6</td>
<td>of 48 =</td>
<td>13%</td>
</tr>
<tr>
<td>Stridency deletion (STR)</td>
<td>11</td>
<td>of 42 =</td>
<td>26%</td>
</tr>
<tr>
<td>Vocalization (VOC)</td>
<td>6</td>
<td>of 15 =</td>
<td>40%</td>
</tr>
<tr>
<td>Place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Palatal fronting (PF)</td>
<td>1</td>
<td>of 12 =</td>
<td>8%</td>
</tr>
<tr>
<td>Velar fronting (VF)</td>
<td>0</td>
<td>of 23 =</td>
<td>0%</td>
</tr>
<tr>
<td>Reduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cluster simplification (CS)</td>
<td>7</td>
<td>of 23 =</td>
<td>30%</td>
</tr>
<tr>
<td>Deletion of final consonant (DFC)</td>
<td>1</td>
<td>of 36 =</td>
<td>3%</td>
</tr>
<tr>
<td>Syllable reduction (SR)</td>
<td>0</td>
<td>of 25 =</td>
<td>0%</td>
</tr>
<tr>
<td>Voicing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final devoicing (FDV)</td>
<td>0</td>
<td>of 35 =</td>
<td>0%</td>
</tr>
<tr>
<td>Initial voicing (IV)</td>
<td>0</td>
<td>of 33 =</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Supplemental Phonological Processes Summary

<table>
<thead>
<tr>
<th>Phonological Process</th>
<th>Number of Occurrences</th>
<th>Total Possible Occurrences</th>
<th>Percent of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affrication</td>
<td>0</td>
<td>of 151 =</td>
<td>0%</td>
</tr>
<tr>
<td>Frication</td>
<td>0</td>
<td>of 111 =</td>
<td>0%</td>
</tr>
<tr>
<td>Gliding (other)</td>
<td>0</td>
<td>of 81 =</td>
<td>0%</td>
</tr>
<tr>
<td>Glottal replacement</td>
<td>0</td>
<td>of 159 =</td>
<td>0%</td>
</tr>
<tr>
<td>Liquidization</td>
<td>0</td>
<td>of 124 =</td>
<td>0%</td>
</tr>
<tr>
<td>Stopping (other)</td>
<td>0</td>
<td>of 59 =</td>
<td>0%</td>
</tr>
<tr>
<td>Place</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Backing to velars or /h/</td>
<td>0</td>
<td>of 134 =</td>
<td>0%</td>
</tr>
<tr>
<td>Reduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deletion of initial consonant</td>
<td>0</td>
<td>of 58 =</td>
<td>0%</td>
</tr>
<tr>
<td>Deletion of medial consonant</td>
<td>1</td>
<td>of 27 =</td>
<td>4%</td>
</tr>
<tr>
<td>Voicing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial devoicing</td>
<td>0</td>
<td>of 41 =</td>
<td>0%</td>
</tr>
<tr>
<td>Medial devoicing</td>
<td>0</td>
<td>of 22 =</td>
<td>0%</td>
</tr>
<tr>
<td>Medial voicing</td>
<td>0</td>
<td>of 11 =</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Vowel Inventory

<table>
<thead>
<tr>
<th>Phonological Process</th>
<th>Number of Occurrences</th>
<th>Total Possible Occurrences</th>
<th>Percent of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vowels</td>
<td>Vowel alterations</td>
<td>0</td>
<td>of 82 =</td>
</tr>
</tbody>
</table>
KLPA-3 Score Report Results

**Processes Per Word (PPW) Summary**

<table>
<thead>
<tr>
<th>Item</th>
<th>Target Word</th>
<th>Core Processes per Word</th>
<th>Supplemental Processes per Word</th>
<th>Total Processes per Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HOUSE</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>MONKEY</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>HAMMER</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>FISH</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>SPIDER</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>DRUM</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>SLIDE</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>SWING</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>26</td>
<td>SCARP</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>GLASSES</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>TIGER</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>FINGER</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>31</td>
<td>RING</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td>VACUUM</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>TEACHER</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>38</td>
<td>GIRAFFE</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>VEGETABLE</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>43</td>
<td>BROTHER</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>44</td>
<td>FROG</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>GREEN</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>46</td>
<td>THAT</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>52</td>
<td>PRINCESS</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>53</td>
<td>CROWN</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>54</td>
<td>TRUCK</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>55</td>
<td>RED</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>JUICE</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>50</td>
<td>STAR</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**NARRATIVE REPORT**

The Khan-Lewis Phonological Analysis-Third Edition (KLPA-3) is a norm-referenced analysis of an individual’s speech development and phonological process usage. The analysis is used to identify frequency of usage of twelve Core Phonological Processes grouped into four types of processes (manner, place, reduction and voicing Processes), twelve Supplemental, and other processes used by the individual. The KLPA-3 requires the administration of the 60 target words of the Sounds-in-Words test in the Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3). The target words are analyzed for sound changes and the sound changes are classified by phonological process(es). The total number of phonological processes included in the 12 Core Processes are converted into a series of scores (mean of 100 and a standard deviation of 15) based on age and gender-based norms.
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