

| Sound | Word    |        |       |
|-------|---------|--------|-------|
|       | Initial | Medial | Final |
| 1 p   |         |        |       |
| 2 m   |         |        |       |
| 3 n   |         |        |       |
| 4 w   |         |        |       |
| 5 h   |         |        |       |
| 6 b   |         |        |       |
| 7 g   | 40      | 35     | 41    |
| 8 k   | 42      | 36     | 40    |
| 9 f   | 40      |        | 42    |
| 10 d  | 41      | 39     |       |
| 11 t  |         |        | 39-41 |
| 12 j  | 38      |        |       |
| 13 l  | 38      |        | 38    |
| 14 ʃ  | 37-40   | 37-40  | 42    |
| 15 tʃ | 41      | 40     | 35-42 |
| 16 ɪ  | 38-42   | 38     | 32    |
| 17 r  | 40      | 35     | 36-42 |
| 18 ɔɪ | 33-43   | 37     | 41    |
| 19 θ  | 42      | 37     | 36    |
| 20 v  | 42      | 39     | 42    |
| 21 s  | 38      | 40     | 43    |
| 22 z  | 40      | 36     | 33-41 |
| 23 ʊ  | 42      | 40     |       |
| 24 bl | 37      |        |       |
| 25 br | 37      |        |       |
| 26 dr | 33      |        |       |
| 27 fl | 36      |        |       |
| 28 fr | 40      |        |       |
| 29 gl |         |        |       |
| 30 gr |         |        |       |
| 31 kl |         |        |       |
| 32 kr |         |        |       |
| 33 kw |         |        |       |
| 34 pl | 35      |        |       |
| 35 sl | 39      |        |       |
| 36 sp |         |        |       |
| 37 st |         |        |       |
| 38 sw |         |        |       |
| 39 tr |         |        |       |

# Goldman Fristoe 2

## Test of Articulation

By Ronald Goldman, PhD, and Macalynne Fristoe, PhD

### RESPONSE FORM

#### IDENTIFYING INFORMATION

Name Freddy Phonology  
 School/Agency \_\_\_\_\_  
☒ Male ☐ Female Grade/Ed. Level PreK  
 Language Spoken in the Home English  
 Examiner Julie Speech  
 Reason for Testing \_\_\_\_\_

#### AGE CALCULATION

|                    | Year | Month | Day |
|--------------------|------|-------|-----|
| Test Date          | 2012 | 11    | 1   |
| Birth Date         | 2008 | 11    | 1   |
| Chronological Age* | 4    | 0     |     |

\* Use age in years and months only; do not round up.

#### SOUNDS-IN-WORDS SCORE SUMMARY

☐ Male Norms ☐ Female Norms See Table B.1.

| Raw Score* | Standard Score | Confidence Interval<br><input type="checkbox"/> 90% <input type="checkbox"/> 95% | Percentile | Test-Age Equivalent |
|------------|----------------|----------------------------------------------------------------------------------|------------|---------------------|
| 60         | 48             | —                                                                                |            |                     |

\*Raw score equals total number of articulation errors. See Chapter 4.

#### COMMENTS:

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11-12-B-C-D-E

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# Goldman Fristoe Test Score Manual

**Bruce E Murdoch**



## **Goldman Fristoe Test Score Manual:**

*Translational Speech-Language Pathology and Audiology* Robert Goldfarb, 2012-04-05      Clinical Management of Articulatory and Phonologic Disorders Mary Ellen Gordon-Brannan, Curtis E. Weiss, 2007 This revised Third Edition serves as the primary textbook for introductory courses in articulation and phonological disorders The text focuses on articulation and phonological development and disorders their management and the many approaches techniques of current treatment Features of this clear text include chapter subheadings that lead students throughout the material boxed questions about important information case examples to illustrate practical applications chapter content summaries and study suggestions for instructors and 100 illustrations Chapters on treatment feature quick reference protocols of various treatments for students to use in planning intervention for case study projects observations of clinicians or their own clients      Concise Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-16 The Concise Encyclopedia of Special Education Second Edition is a comprehensive resource for those working in the fields of special education research and practice Featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike Named an American Library Association Top 25 Reference of the Year in its First Edition The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children Written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law Additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act IDEA and the Americans with Disabilities Act Cultural competence in Special Education including new material on culturally linguistically diverse students Many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the Internet in research and service delivery Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury      **Speech-Language Pathologists in Early Childhood Intervention** Kathleen D. Ross, 2017-11-01 *Speech Language Pathologists in Early Childhood Intervention Working with Infants Toddlers Families and Other Care Providers* presents practicing clinicians and graduate students with the skills necessary to provide evidence based best practice services to young clients struggling to gain functional communication skills and their families It

also serves to broaden the understanding of early intervention within the field of speech language pathology Through research real life scenarios and practical documents the text presents positive advocacy for this population The text begins with a general overview of the history and rationale for early childhood intervention including the Individuals with Disabilities Education Act IDEA Part C program and Early Head Start as well as a description of the need for speech language pathologists in early intervention The majority of the text offers assessment and intervention strategies and tools including specific tests and curricula training resources and the importance of using ongoing assessment for this young age Strategies for coaching parents and collaborating with professional colleagues as well as working within daily routines in natural environments for the child all integral components of the Part C early intervention program are interwoven throughout The text concludes with the importance of viewing children holistically taking into consideration all aspects of a child s being and acknowledging the interrelatedness of their developing skills as well as the importance of family in their development Speech language pathologists have a critical role in evaluation assessment and intervention for young children with or at risk for communication disorders Speech Language Pathologists in Early Childhood Intervention creates a pathway for investing in the principles and activities of early intervention that can lead to best practice and positive outcomes for this young population Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

**Planning and Administering Early Childhood Programs** Celia Anita Decker, John R. Decker, 1988 This structured book offers a solid overview of the types of early childhood programs available today and explores all aspects of their administration Rooted in the philosophy that thoughtful planning and administration are essential to the success of early childhood programs it examines how specific program bases affect decisions in all areas of program planning It is designed to equip readers with the necessary strategies tactics and resources to make better judgements in administering early childhood programs Chapter topics include an overview of these programs and detailed information pertaining to operationalizing and implementing of them such as considering regulations and establishing policies leading and managing personnel planning the physical facility financing and budgeting and working with families For administrators of early childhood programs

**Acquired Neurological Speech/Language Disorders In Childhood** Bruce E Murdoch, 2017-07-28 The long held belief that acquired aphasia in children is primarily of the non fluent type has been challenged in recent years This book discusses language problems arising from cerebro vascular accidents occurring in childhood and from other

**Language Disorders from Infancy Through Adolescence** Rhea Paul, 2007-01-01 This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments The book covers language development from birth to adolescence

**The ... Mental Measurements Yearbook** Oscar Krisen Buros, 1985

*Handbook of Child Language Disorders* Richard G.

Schwartz, 2017-02-03 The acquisition of language is one of the most remarkable human achievements When language

acquisition fails to occur as expected the impact can be far reaching affecting all aspects of the child's life and the child's family. Thus research into the nature, causes and remediation of children's language disorders provides important insights into the nature of language acquisition and its underlying bases and leads to innovative clinical approaches to these disorders. This second edition of the Handbook of Child Language Disorders brings together a distinguished group of clinical and academic researchers who present novel perspectives on researching the nature of language disorders in children. The handbook is divided into five sections: Typology, Bases, Language Contexts, Deficits, Assessment and Intervention, and Research Methods. Topics addressed include autism, specific language impairment, dyslexia, hearing impairment and genetic syndromes and their deficits along with introductions to genetics, speech production and perception, neurobiology, linguistics, cognitive science and research methods. With its global context, this handbook also includes studies concerning children acquiring more than one language and variations within and across languages. Thoroughly revised, this edition offers state-of-the-art information in child language disorders together in a single volume for advanced undergraduate students and graduate students. It will also serve as a valuable resource for researchers and practitioners in speech language pathology, audiology, special education and neuropsychology as well as for individuals interested in any aspect of language acquisition and its disorders.

**Diagnostic Methods in Speech Pathology** Frederic L. Darley, D. C. Spriestersbach, 1978

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