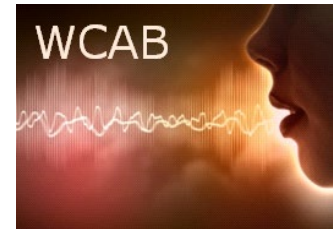


# Woodcock-Camarata Articulation Battery English Edition

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## Examinee Information

Name: **Example, Ellen** ID: \_\_\_\_\_ Gender: **F** Parent/Guardian: **Excellent Example**  
 Date of Testing: **09/03/2019** Date of Birth: **06/02/2012** Age: **7-3** Grade/Education: **2**  
 Examiner: **Stephen Camarata, PhD** School/Agency/Clinic: **Nashville Public Schools**  
**CCC-SLP**

Dominant Language: **English** Language/s Spoken in Home: **English** Dialect: **Southern American**  
 Has hearing aid  Hearing aid worn during testing

**Reason for Examination:**

Speech Disorder: **Lisp, r errors**  Neurological Disorder:  
 Language Disorder:  Cranio-Facial:  
 Diagnosed Syndrome:  Hearing:  
 Head Injury:  Other: **r colored vowels produced with Southern Dialect**

## WCAB Test Scores: Norm-Referenced Results

	Number of Observations	Developmental Level			Proficiency/Mastery			Standing In Group	
		GS <sup>1</sup>	GS SEM	AE <sup>2</sup>	GS DIFF <sup>3</sup>	Func'l Level <sup>†</sup>	RMI <sup>4</sup>	PR	SS
<b>1 Diagnostic Speech Articulation</b>									
<b>Total Test 1 (651)</b>	247	445	1.52	2-11	-49	5	4/90	1	62
Word Intelligibility (75)	75	447	2.43	3-3	-45	5	6/90	1	62
Single Syllable Words (59)	59	444	2.72	3-0	-48	5	4/90	1	62
Multisyllabic Word Items (16)	16	460	5.14	4-7	-31	5	23/90	1	62
(See Articulation Matrix for individual phoneme performance.)									
<b>2 Word Intelligibility (67)</b>	10	435	8.77	2-7	-26	5	33/90	1	66
Single Syllable Words (54)	10	435	8.77	2-7	-26	5	33/90	1	66
Multisyllabic Word Items (13)	-	-	-	-	-	-	-	-	-
<b>3 Isolated Phonemes (71)</b>	-	-	-	-	-	-	-	-	-
<b>Total Test 2 and 3 (138)</b>	-	-	-	-	-	-	-	-	-

<sup>1</sup>GS Growth Scale (W Ability) <sup>2</sup>AE Age Equivalent <sup>3</sup>GS DIFF=GS-GS(P50) <sup>4</sup>RMI Relative Mastery Index (Average=90/90)

<sup>†</sup>Functional Level (based on GS DIFF): 1 Above WNL (+6 and above); 2 Within Normal Limits (WNL) (-5 to +5); 3 Mild Impairment (-15 to -6); 4 Moderate Impairment (-25 to -16); 5 Severe Impairment (-26 and below)

Examiner Comments: Teacher referral

## Test Session Observations: Criterion-Referenced Information

Do you believe this testing session provides a fair estimate of the examinee's articulation?

Yes  No If "No", these results may not be a fair estimate because:

Were any modifications made to the standardized test procedures during this administration?  Yes  No  
If "Yes", what were the modifications?

**Observation Checklist:**

Administration setting

- Table top
- Floor
- Bedside
- Sat on parent's lap

General conversational ability

- Above average
- Average
- Below average
- Minimal

Relative to other individuals at this person's age level, how cooperative was the examinee during testing?

- Much more cooperative than others
- More cooperative than others
- Approximately the same as others
- Much less cooperative than others

What level of prompting was required to elicit responses?

- Extensive prompting
- Some prompting
- Rare prompting
- No prompting

**Diagnostic Implications and Recommendations: Criterion-Referenced Information**

**Diagnosis:** Speech Disorder characterized by s and z lisp and w/r errors

**Trigger:** /s/

**Deficit:** voiceless alveolar fricative error

**Clinical Recommendations:** Teach correct production of /s/ in word initial and word final position in CV, VC and CVC syllables and words. Practice stop-fricative contrast with /t/. Practice articulation drill on this phoneme with those students able to cooperate with direct instruction on articulator placement and fricative manner.

**Medical, other Specialty, Recommendations:** Rule out oral motor conditions such as dysarthria.

**Educational Recommendations:** Practice the /s/ consonant in text for vocabulary and phonemic awareness.

**Home/Caregiver Recommendations:** 30-minute daily practice on /s/ words in books. Provide a list of books to parent/caregiver that include /s/ in the text. Practice producing the target sound(s) in students or patients able to cooperate with direct instruction on how to articulate this sound. Consult with speech pathologist on the goals and procedures.

**Three-month Target:** 90% or better correct production of /s/ in CVC words.

**Trigger:** /z/

**Deficit:** voiced alveolar fricative error

**Clinical Recommendations:** Teach correct production of /z/ in word initial and word final position in CV, VC and CVC syllables and words. Practice voiced-voiceless contrast with /s/ and stop-fricative contrast with /d/. Practice articulation drill on this phoneme with those students able to cooperate with direct instruction on articulator placement and fricative manner.

**Medical, other Specialty, Recommendations:** Rule out oral motor conditions such as dysarthria.

**Educational Recommendations:** Practice the /z/ consonant in text for vocabulary and phonemic awareness.

**Home/Caregiver Recommendations:** 30-minute daily practice on /z/ words in books. Provide a list of books to parent/caregiver that include /z/ in the text. Practice producing the target sound(s) in students or patients able to cooperate with direct instruction on how to articulate this sound. Consult with speech pathologist on the goals and procedures.

**Three-month Target:** 90% or better correct production of /z/ in CVC words.

**Trigger:** /sm/, /sp/, /st/, /sk/, /sw/, /sn/, /stu/, /sl/, /spl/, /spj/

**Deficit:** word initial /s/ blends

**Clinical Recommendations:** These blends are usually treated after individual phonemes have been mastered. Rule out frank motor problems associated with decreased tongue mobility (e.g., dysarthria). Teach correct production of /sm/, /sp/, /st/, /sk/, /sw/, /sn/, /stu/, /sl/, /spl/, and /spj/ in word initial position in CCV, CCVC, and CCCVC words using modeling and practice (such as picture naming). Initiate intervention on /s/ plus stop (e.g., /st/) and then /s/ plus liquid (e.g., /sl/). Target two phoneme blends (e.g., /sk/) followed by three phoneme blends (e.g., /stu/). Practice producing the target blends in isolation using drill with children able to cooperate with elicited production of isolated phonemes and blends.

**Medical, other Specialty, Recommendations:** Check for nasal emission and rule out cleft palate and sub-mucous cleft. Rule out frank motor problems associated with decreased tongue mobility (e.g., dysarthria). Rule out velopharyngeal incompetence (VPI).

**Educational Recommendations:** Highlight fricative blends /sm/, /sp/, /st/, /sk/, /sw/, /sn/, /stu/, /sl/, /spl/, and /spj/ in vocabulary and in phonemic awareness and text.

**Home/Caregiver Recommendations:** 30-minute daily practice on /s/ blends with words in books using modelling and production of these blends. Provide a list of books to parent/caregiver that include /sm/, /sp/, /st/, /sk/, /sw/, /sn/, /st

**Three-month Target:** 90% or better correct production of /s/ plus stop blends in CCVC words in initial position. Additional blends will require a longer intervention period.

**Trigger:** /gʌ/, /tʌ/, /kʌ/, /dʌ/, /bʌ/, /fʌ/, /pʌ/, /stʌ/, /ʃʌ/, /spʌ/, /θʌ/

**Deficit:** word initial /ʌ/ blends

**Clinical Recommendations:** These blends are usually treated after individual phonemes have been mastered. Rule out frank motor problems associated with decreased tongue mobility (e.g., dysarthria). Teach correct production of /gʌ/, /tʌ/, /kʌ/, /dʌ/, /bʌ/, /fʌ/, /pʌ/, /stʌ/, /ʃʌ/, /spʌ/, and /θʌ/ in word initial position in CCV, CCCVC, and CCVC words using modeling and practice (such as picture naming). Initiate intervention on stop plus /ʌ/ (e.g., /tʌ/) and then fricative plus /ʌ/ (e.g., /fʌ/). Start with /f/ blends followed by /s/ blends and then /ʃ/ and /θ/. Target two phoneme blends (e.g., /kʌ/) followed by three phoneme blends (e.g., /stʌ/). Practice producing the target blends in isolation using drill with children able to cooperate with elicited production of isolated phonemes and blends.

**Medical, other Specialty, Recommendations:** Check for nasal emission and rule out cleft palate and sub-mucous cleft. Rule out frank motor problems associated with decreased tongue mobility (e.g., dysarthria). Rule out velopharyngeal incompetence (VPI).

**Educational Recommendations:** Highlight /ʌ/ blends /gʌ/, /tʌ/, /kʌ/, /dʌ/, /bʌ/, /fʌ/, /pʌ/, /stʌ/, /ʃʌ/, /spʌ/, and /θʌ/ in vocabulary and in phonemic awareness and text.

**Home/Caregiver Recommendations:** 30-minute daily practice on /ʌ/ blends with words in books using modelling and production of these blends. Provide a list of books to parent/caregiver that include /gʌ/, /tʌ/, /kʌ/, /dʌ/, /bʌ/, /fʌ/, /pʌ/, /stʌ/, /ʃʌ/, /spʌ/, and /θʌ/ in the text. Practice producing the target blends in children able to cooperate with direct instruction on how to articulate these sounds in isolation. Consult regularly with speech pathologist on the goals and procedures.

**Three-month Target:** 90% or better correct production of /ʌ/ plus stop blends in CCVC words in initial position. Additional blends will require a longer intervention period.

**Trigger:** /sm/, /sn/

**Deficit:** word initial nasal blends

**Clinical Recommendations:** These blends are usually treated after individual phonemes have been mastered. Rule out frank motor problems associated with decreased tongue mobility (e.g., dysarthria). Teach correct production of /sm/ and /sn/ in word initial position in CCV and CCVC words using modeling and practice (such as picture naming). Initiate intervention on fricative plus bilabial nasal (e.g., /sm/) and then fricative plus alveolar nasal (e.g., /sn/). Practice producing the target blends in isolation using drill only with children able to cooperate with elicited production of isolated phonemes and blends.

**Medical, other Specialty, Recommendations:** Check for nasal emission and rule out cleft palate and sub-mucous cleft. Rule out frank motor problems associated with decreased tongue mobility (e.g., dysarthria). Rule out velopharyngeal incompetence (VPI).

**Educational Recommendations:** Highlight nasal blends /sm/ and /sn/ in vocabulary and in phonemic awareness and text.

**Home/Caregiver Recommendations:** 30-minute daily practice on nasal blends with words in books using modeling and production of these blends. Provide a list of books to parent/caregiver that include /sm/ and /sn/ in the text. Practice producing the target blend(s) in children able to cooperate with direct instruction on how to articulate these sounds in isolation. Consult regularly with speech pathologist on the goals and procedures.

**Three-month Target:** 90% or better correct production of nasal stop blends in CVC words in initial position.

## WCAB Articulation Matrix: Criterion-Referenced Information

Target Sounds		Developmental Age (AE) in Population		Intelligibility			Isolation		Proficiency		
				Words			Phonemes		Observed Phoneme Proficiency	Estimated Speech Proficiency	
				Initial	Medial	Final	Initial	Final			
IPA <sup>1</sup>	AHD <sup>2</sup>	50% Mastery	90% Mastery								
b	b	1-0	2-0	2/3		1/1	6/6			100%	99%
m	m	1-0	2-2	2/2		2/3	4/4	2/2		100%	99%
h	h	1-2	2-7	1/2			4/4			100%	97%
w	w	1-2	2-8	2/2			3/3			100%	100%
p	p	1-4	2-9	2/2		0/2		2/2		100%	89%
d	d	1-6	2-10	1/1		1/3	3/3	2/2		100%	95%
j	y	1-8	2-11	2/2						100%	100%
g	g	1-10	3-0	2/2		1/2	5/5	2/2		100%	99%



bɹ	br	3-3	5-8	0/1			0/1		0/1	0%	0%
gɹ	gr	3-3	5-8	0/2			0/2		0/2	0%	0%
pɹ	pr	3-3	5-8	0/1			0/1		0/1	0%	0%
sn	sn	3-4	5-9	0/1			0/1		0/1	0%	0%
tɹ	tr	3-4	5-10	0/2			0/2		0/2	0%	0%
fɹ	fr	3-4	5-10	0/1			0/1		0/1	0%	0%
ʃɹ	shr	3-6	6-0	0/1			0/1		0/1	0%	0%
sl	sl	3-7	6-2	0/1			0/1		0/1	0%	0%
spl	spl	3-8	6-2	0/1			0/1		0/1	0%	0%
spɹ	spr	3-8	6-3	0/1			0/1		0/1	0%	0%
stɹ	str	3-9	6-4	0/2			0/2		0/2	0%	0%
ks	ks	3-10	6-4			0/1			0/1	0%	0%
θɹ	thr	4-6	6-10	0/1			0/1		0/1	0%	0%

Target Sounds		Developmental Age (AE) in Population		Intelligibility			Isolation		Proficiency		
				Words			Syllables		Phonemes		Observed Phoneme Proficiency
IPA <sup>1</sup>	AHD <sup>2</sup>	50% Mastery	90% Mastery	Initial	Medial	Final	Initial	Final			
i	ē	1-0	2-0		2/5	1/4	3/4	6/9	4/4	100%	85%
e	ā	1-0	2-1		1/6		5/6	4/6	3/3	100%	85%
ɑ	ä	1-0	2-2		4/7		2/2	3/7	4/4	100%	88%
u	ō	1-0	2-3		1/3	2/2		3/6	3/3	100%	87%
o	ō	1-0	2-4		1/5	1/1	3/4	3/4	2/2	100%	86%
ə	ǔ	1-0	2-6		3/5		2/3	2/5	4/4	100%	88%
æ	ǎ	1-1	2-7		1/2		6/6	1/7	6/6	100%	89%
ɛ	ě	1-6	2-10		4/5			1/1		100%	97%
ɪ	ĩ	1-7	2-10		2/6		8/8	2/7	5/5	100%	88%
ʊ	ü	1-10	3-0		2/3		1/1	1/2	1/1	100%	92%

Target Sounds		Developmental Age (AE) in Population		Intelligibility			Isolation		Proficiency		
				Words			Syllables		Phonemes		Observed Phoneme Proficiency
IPA <sup>1</sup>	AHD <sup>2</sup>	50% Mastery	90% Mastery	Initial	Medial	Final	Initial	Final			
ɑɹ	īr	3-0	4-6			1/1				100%	100%
oɹ	ōr	3-1	4-9			1/1				100%	100%
ɪ	îr	3-1	4-9			0/1	0/1		1/1	100%	56%

ɑɪ	är
ɛɪ	âr
əɪ	ûr

3-1	4-10
3-2	5-0
3-4	5-10

	1/1				
		1/1			
	2/2	2/3		1/1	

100%	100%
100%	100%
100%	97%

Target Sounds

IPA<sup>1</sup> AHD<sup>2</sup>  
Diphthongs

Developmental  
Age (AE) in  
Population  
50% 90%  
Mastery Mastery

aɪ	ī
aʊ	ou
ɔɪ	oi

1-0	1-11
1-0	2-6
1-7	2-10

**Intelligibility**

**Words** **Syllables** **Phonemes**  
Initial Medial Final Initial Final

	1/3		3/4	2/4	3/3
	1/3			2/2	
		1/1			

**Isolation**

**Proficiency**  
**Observed Phoneme Proficiency** **Estimated Speech Proficiency**

100%	87%
100%	84%
100%	100%

<sup>1</sup>International Phonetic Alphabet <sup>2</sup>American Heritage Dictionary