

Chapter 1: Assessments & Scoring Tools

This chapter contains the assessments and scoring tools you will use to help determine your student's optimal starting point for efficient and effective therapy in the *Step Up to R* program. The assessments are purely intrinsic measures and, as such, do not include normative data or provide information to rank the student against any other student.

■ ASSESSMENTS

There are four assessments in the program:

1. The Initial /r/ Word Level Assessment tests 12 initial /r/ words in all vowel contexts. The cut-off score is 100%.
2. The Initial /r/ Blends Word Level Assessment tests nine initial blends: /gr/, /kr/, /skr/, /dr/, /tr/, /str/, /br/, /pr/, and /fr/. The cut-off score is 100%.
3. The Vocalic /r/ Word Level Assessment tests six vocalic /r/ patterns in the initial, medial, and final positions. The cut-off score is 100%.
4. The Reading Assessment is a passage that tests your student's /r/ production in reading. The passage contains words with initial /r/; initial blends; and all vocalic /r/ variations in the initial, medial, and final positions. The cut-off score is 80%.

Besides using these assessments to determine a starting place for therapy, you may also use them for periodic monitoring of your student's progress, as posttests to determine whether your student is still having trouble with a specific /r/ variation, and to document progress and aid in clinical decision-making.

■ SCORING TOOLS

There are four scoring tools in the program:

1. The Interpretation Chart gives suggestions on where to start therapy, based on the assessment results.
2. The Step Up to R Score Sheet is an at-a-glance overview of your student's performance for all the assessments. It shows the words your student pronounced correctly for each assessment and the number and percentage of correct answers. The format of the score sheet also allows you to view words your student pronounced incorrectly.

Record the results for the Initial /r/ Word Level Assessment, the Initial /r/ Blends Word Level Assessment, and the Vocalic /r/ Word Level Assessment directly on the score sheet. Use the Reading Assessment Inventory Sheet to record the results for the Reading Assessment.

3. The Reading Assessment Inventory Sheet is an easy tool for recording the results of the Reading Assessment. Once you finish the assessment, you will need to transfer the information on this sheet to the score sheet.
4. The Step Up to R Progress Chart provides a fun way for your student to monitor his progress as he masters his /r/ production. Each time he passes a lesson or finishes a chapter, he colors in the corresponding "brick" on the /r/ pyramid.

The Step Up to R Score Sheet, the Reading Assessment Inventory Sheet, and the Step Up to R Progress Chart are reproducible pages that are contained on the enclosed CD-ROM.

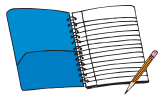


"air" Word Level Set 1

Goal Criterion: 80% correct

bear	high chair	tear	pear	share
carrot	marry	airship	haircut	mare
airbag	chair	dairy	there	stairs
fairy	parrot	berry	carry	fair

- Step 1: "Watch my mouth as I say a word. Then say the word after me."
- Step 2: "Look at the picture. Then say the word after me."
- Step 3: "Name each picture."
- Step 4: "Name the picture I point to." (vary order)
- Step 5: Move on to "air" Word Level Set 2 once the student reaches the goal criterion for each step.



Carryover: "air" 2 (CD-ROM, page 83)

Generalization: Interviews

- Step 1: Interview the student.

Question	Possible Strategies if the Student Answers “No”
Do you think your new /r/ sounds good? Does it sound better than your old pattern?	<ul style="list-style-type: none"> Record the student using the new pattern and replay it to him to show him the difference between his new /r/ and his old /r/ pattern. Ask the student to choose a friend he trusts to attend a speech session and give feedback on how the student’s new /r/ pattern sounds.
Do you remember to use your new pattern outside of speech time?	<ul style="list-style-type: none"> Give the student a token (e.g., ring, bracelet, string tied around his wrist) to serve as a visual and tactile reminder to use his new /r/ pattern. Give the student a homework assignment. Ask him to concentrate on using his new pattern during a specified time (e.g., during reading group, at dinner, when making a phone call to a friend or relative). Collaborate with other familiar adults to institute a visual signal as a prompt to use the new pattern (e.g., an ear tug, crossed fingers).
Do you have to concentrate to say /r/ or does it just flow out most of the time?	<ul style="list-style-type: none"> The student is likely not quite ready for complete dismissal if /r/ continues to require conscious effort. Periodic “check-ups” may be needed to support full generalization.

- Step 2: Interview other familiar adults (e.g., parent, teachers).

Question	Possible Strategies if the Adult Answers “No”
Do you think _____'s /r/ sounds good?	<ul style="list-style-type: none"> Record the student using the new pattern and replay it to him to show him the difference between his new /r/ and his old /r/ pattern. Ask the student to choose a friend he trusts to attend a speech session and give feedback on how the student’s new /r/ pattern sounds.
Does the student remember to use the new pattern most of the time?	<ul style="list-style-type: none"> Give the student a token (e.g., ring, bracelet, string tied around his wrist) to serve as a visual and tactile reminder to use his new /r/ pattern. Give the student a homework assignment. Ask him to concentrate on using his new pattern during a specified time (e.g., during reading group, at dinner, when making a phone call to a friend or relative).
Do you remind the student? How do you do that? Does _____ respond with good /r/'s.	<ul style="list-style-type: none"> Collaborate with the student to find a mutually agreeable way to cue him. Discourage punishment or forced repetitions of words in error and public embarrassment.