

# Improving Overall Intelligibility™

Skills	Ages	Grades
■ articulation    ■ phonology    ■ speech intelligibility	■ 3 through 12	■ PreK through 7
<b>Evidence-Based Practice</b>		
<ul style="list-style-type: none"><li>■ Typical speech intelligibility criteria suggests that speech should be 26-50% intelligible by 2;0; 51-70% intelligible by 2;6; and 71-80% intelligible by 3;0 (Weiss, 1982). Children who are not understood by unfamiliar adults by age 3, even with some lingering speech-sound errors, need further diagnostic testing by a speech-language pathologist.</li><li>■ Gordon-Brannan and Hodson (2000) studies pre-school children's intelligibility. The children ranged from nearly 100% intelligible to those with less than 50% intelligibility in running conversation. They suggested that any child above the age of 4 with a speech intelligibility score of less than 66% (i.e., less than two-thirds of utterances understood by unfamiliar listeners) should be considered a candidate for speech therapy.</li><li>■ Speech-sound intervention should include assessment, discrimination, and production. Treatment should facilitate carryover of newly-acquired skills to a variety of listening, speaking, and literacy-learning contexts (ASHA, 2004).</li><li>■ Older children with unresolved speech-sound disorders and language disorders have a high probability of reading failure (both decoding and comprehension). Older children need speech therapy to improve speech intelligibility and reduce their risk of reading disabilities (Wellman et al., 2011).</li></ul> <p><i>Improving Overall Intelligibility</i> incorporates these principles and is also based on expert professional practice.</p> <b>References</b> <p>American Speech-Language-Hearing Association (ASHA). (2004). <i>Preferred practice patterns for the profession of speech-language pathologist</i>. Retrieved January 8, 2014, from <a href="http://www.asha.org/uploadedFiles/PP2004-00191.pdf">www.asha.org/uploadedFiles/PP2004-00191.pdf</a>.</p> <p>Gordon-Brannan, M., &amp; Hodson, B. (2000). Intelligibility/severity measurements of prekindergarten children's speech. <i>American Journal of Speech-Language Pathology</i>, 9, 141-150.</p> <p>Weiss, C.E. (1982). <i>Weiss intelligibility test</i>. Tigard, OR: CC Publications.</p> <p>Wellman, R.L., Lewis, B.A., Freebairn, L.A., Avrich, A.A., Hansen, A.J., &amp; Stein, C.M. (2011). Narrative ability of children with speech sound disorders and the prediction of later literacy skills. <i>Language, Speech, and Hearing Services in Schools</i>, 42, 561-579.</p>		



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