

Grading Rubric for SPLH 880 Clinical Treatment of Phonological Disorders
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1. Diagnosis
 - a. Clear (i.e., normal vs. delayed)
 - b. Indicate severity (e.g., mild, moderate, severe, profound)
 - c. Accurate
 - d. Justified with reference to multiple pieces of information
 - i. Score on standardized test
 - ii. Specific sounds misarticulated combined with developmental norms
 - iii. Specific patterns observed combined with normative information
 - iv. Impact of errors on communication

2. Recommendation
 - a. Clear (i.e., treatment, monitoring, no treatment)
 - b. Detailed (e.g., number of sessions, length of session)
 - c. Justified relative to the diagnosis
 - d. Other services recommended if warranted from preliminary test results

3. Sound selection for treatment
 - a. Limited number of sounds selected for treatment
 - b. Justified with reference to evidence reviewed in class
 - i. Stimulability
 - ii. Consistency of substitute
 - iii. Child's knowledge
 - iv. Developmental norms
 - v. Complexity
 - c. Justified with reference to other factors
 - i. Impact of the error pattern on communication
 - ii. Representative of a larger error pattern in the child's system

4. Selection of word position for treatment
 - a. Word position for treatment must be specified
 - b. Justified with reference to evidence reviewed in class
 - i. Consistency of substitute
 - ii. Complexity (markedness of position)
 - iii. Developmental norms for position
 - c. Justified with reference to other factors
 - i. Impact of error pattern on communication
 - ii. Representative of a larger error pattern in the child's system
 - iii. Ease of teaching and/or finding treatment stimuli

5. Selection of treatment words/nonwords
 - a. Must provide words/nonwords that target the selected sound in the selected word position
 - b. Justified with reference to evidence reviewed in class

- i. Lexical characteristics (frequency, density)
 - c. Justified with reference to other factors
 - i. Familiar to children this age
 - ii. Picturable
 - iii. Other sounds correctly articulated by the child
 - iv. Diversity of preceding/following sounds so child practices target in a range of contexts
 - v. Diversity of part of speech (noun, verb, adjective, etc.)
6. Selection of treatment elements
 - a. All elements of the treatment approach need to be described including:
 - i. Goal attack
 - ii. Criterion for advancement through stages of the program or discharge
 - iii. Treatment activities (e.g., modalities targeted)
 - iv. Clinician antecedents
 - v. Production criterion
 - vi. Clinician feedback
 - b. Each element should be justified with reference to the evidence reviewed in class or other practical considerations
7. Selection of sounds to be monitored
 - a. Must list sounds to be monitored
 - b. Sounds should include the treated sound and untreated sounds within and across class to determine breadth of change
 - c. All sounds in error should be monitored
 - d. Justification of the above should relate to predictions about what the child will learn based on the research evidence
8. Scoresheet and Data Evaluation
 - a. Scoresheet must be included
 - b. Scoresheet must be easy to read and support efficient recording of data
 - c. Description of evaluation must be included (e.g., how will the data be displayed?)
 - d. Evaluation method should clearly show whether treatment is effective