Using GFTA-3 Spanish Scores and Phoneme Emergence/Mastery Data to Inform Diagnostic Decisions and Recommendations

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Abstract

GFTA-3 Spanish research data showing age of emergence vs. mastery of speech sounds, combined with test score information, provide clinicians with data needed to make appropriate interpretations of test results and convey results in a meaningful way to stakeholders.

Learner Outcomes

- Describe why it is important to examine an individual’s speech sound productions in multiple contexts rather than in a single instance in each position of a word.
- Explain how to use age- and sex-based information provided by GFTA-3 Spanish Manual or Record Form to determine if the individual is beginning to produce developmentally-appropriate speech sounds at either an emerging or mastery level.
- Explain how to use information in the GFTA-3 Spanish Manual or Record Form to identify the age at which speech sounds should be produced correctly at least 85% of the time.

Method

Development of the Spanish Test

Multiple phase process
- Input from SLPs who are users of Spanish assessments
- Review of current research
- Bias review
- Pilot (n=34); National tryout (n=262); Standardization (n=860)

Sample
- Standardization: collected in 2016 and 2017
- 62% of the sample collected with individuals whose primary caregiver had 0–12 years of education (41% with less than 12 years education; 21% earned a high school diploma)
- 38% of the sample included individuals whose primary caregiver had some college or technical training (21%) or a college degree (16%)
- Countries of origin: Argentina, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela

Findings: Emergence and Mastery Data by Age and Gender

![Findings Image]

How This Data Informs Diagnostic Decisions and Recommendations

All errors are counted in the raw score, not ignored

How many errors are made? Are there facilitating contexts?

Is dialect a factor?

Is the child stimulable?

Is the child intelligible?

Score Differences Between Typically Developing Individuals and Those Identified with an Articulation Disorder

Recommendations/Programming Options
- Re-evaluate at a later date (time to develop phonemes without need for special services)
- Monitor at regular intervals to identify additional correct productions
- Practice in-classroom / articulation lab / home
- Internal therapy
- Traditional therapy