

Target Word	Client's Response	Phonological Process
/stov/ /brið/ /ʃuz/ /noz/ /twɪnz/ /θrɛd/ /dʒʌb/	/stof/ /brɪf/ /sus/ /nos/ /twɪms/ /flet/ /dʒʌp/	Devoicing
/wɪtʃ/ /kɛdʒ/	/wɪʃ/ /kæʒ/	Deaffrication
/θʌ/ /ðʌoz/ /dʒʌs/	/dʌ/ /dos/ /dʌs/	Stopping
/fɔɹk/	/fak/	Vowelization
/fræg/ /skræm/ /fɔɹk/	/fæ/ /skæm/ /fak/	Cluster reduction
/lɪf/ /glʌv/ /blaks/ /splæʃ/ /rɛkʌmɛnd/ /æktʃuʌli/	/rɪf/ /grov/ /brʌ/ /spʌræʃ/ /lɛkʌmɛnd/ /æktʃuʌri/	Substitution
/dɑg/ /slɑd/ /flæg/ /zɪpkod/ /blaks/	/dɑ/ /slɑ/ /fræ/ /zɪpkɔ/ /brʌ/	Final consonant deletion

word and sentence levels. Results of the POEC Screen were essentially aligned with those derived from the COMPTON. K achieved a percentile score of 77 and exhibited specific difficulty discriminating between voiced and voiceless sounds. Variant productions exhibited were consistent with those typical of Asian American speech.

Informal Assessment

Articulation was informally assessed through a variety of linguistic contexts to include oral reading and spontaneous conversational interaction. Results of informal testing were essentially aligned with those derived from the COMPTON and POEC Screen. It is noteworthy that intelligibility deteriorated in connected discourse, seemingly due to the effects of coarticulation,

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/wɪtʃ/ /twɪnz/ /lʊk/ /bʊk/	/wɪʃ/ /twɪms/ /lʊk/ /bʊk/	Vowel raising
/skɛt/ /kɛdʒ/ /pɪg/ /drʌm/ /tɔɪ/	/skæt/ /kæʒ/ /pɛg/ /drʌm/ /tɑɪ/	Vowel lowering
/glʌv/ /pʊt/	/grov/ /pʊt/	Vowel backing
/klaʊn/ /ʃɔn/ /mæp/	/krʌm/ /ʃʌm/ /mʌp/	Vowel centralization

restricted prosody, limited articulatory range of motion, restricted vocabulary, and deviations in language form.

Suprasegmental features of speech were characterized by limited variation in vocal inflection and intonation, deficient phrasing and pausing, and alterations in word and sentence stress. K's prosody was compromised by a staccato-like rhythm, and she tended to end the majority of her utterances with rising inflection. All of the aforementioned components were typical and consistent with Asian American speech and suggest a speech difference rather than a disorder.

Language

Informal Assessment

Informal assessment of linguistic skills included a spontaneous speech sample, oral reading, a reading comprehension task, and analysis of figurative language.

To informally assess oral reading comprehension, K was instructed to read a passage aloud. K accurately summarized the main idea and included relevant details. Thus, the client demonstrated good reading comprehension skills.

While summarizing the passage, the client exhibited morphosyntactic patterns characteristic of bidialectism, to include the following: omission of the article "the" ("Go to store"); deletion of regular past tense marker *-ed* (e.g., "I graduate"); omission of the plural *-s* marker (e.g., "I have two dog"); and omission of the copula (e.g., "She eating"). These