

Student/Child: _____ Date of Birth: ____/____/____

PCC Probe Date: ____/____/____ SLP: _____



Prompt: "Look at me, listen, and say what I say."

MICCIO STIMULABILITY PROBE

Sound	Isolation	_i	i_i	i_	_a	a_a	a_	_u	u_u	u_	% Correct
p											
b											
t											
d											
k											
g											
θ											
ð											
f											
v											
s											
z											
ʃ											
ʒ											
tʃ											
dʒ											
m											
n											
ŋ											
w											
j											
h											
l											
r											

The following is a summary of the process described in Clinical Problem Solving: Assessment of Phonological Disorders (Miccio, 2002).

1. Only sounds absent from the inventory are tested.
2. The student is asked to imitate these specific consonants in isolation and nonsense syllables. Those sounds imitated correctly some of the time (at least 30 percent of possible opportunities) are presumed to be stimulable.
3. Provide the student 10 opportunities to produce a sound: in isolation and in three word positions in three vowel contexts, [i], [u], and [ɑ]. The corner vowel contexts: a high (or close) unround front vowel, a high round back vowel, and a low unround vowel usually reveal any consonant-vowel dependencies.
Pronunciation key: /i/ as in me, /ɑ/ as in mom, /u/ as in hoop
4. If multiple sounds are absent from the inventory, the probe may be shortened by administering only one vowel context during the initial assessment.

Permission was granted by the American Speech-Language Hearing Association to reprint this work by Miccio, A. (2002). Clinical Problem Solving: Assessment of Phonological Disorders. American Journal of Speech-Language Pathology, 11:3, 221-229. Additional thanks to the Virginia Department of Education.