**Product Description**

**Brief description**
GFTA-2 is a systematic means of assessing an individual’s articulation of the consonant sounds of Standard American English. It provides a wide range of information by sampling both spontaneous and imitative sound production, including single words and conversational speech.

**Primary use/purpose**
The primary purpose of this test is to provide speech-language pathologists with a method of assessing an individual’s articulation of consonant sounds. Inherent in the GFTA-2 is the diagnostic potential for comparing articulation at different levels of complexity. The GFTA-2 can provide a record of growth in articulation skills across a broad time span.

**Age range covered**
2 years through 21 years

**Administration time**
5 to 15 minutes (depending on age)

**Individual vs. group**
Individually administered only

**User qualifications**
Policy I; Policy II, Level A

**Content**

**Domains**
Consonant phonemes in the English language

**Test names**
Sounds-in-Words (normed test)
Sounds-in-Sentences
Stimulability

**Composite names**
N/A

**Forms**
GFTA-2 Response Form

**Materials included in the kit**
Easel
Manual
Response Forms (pkg. of 25)
Canvas carry bag

**Item Information**

**Item types**
Sounds-in-Words--Spontaneous single-word elicitation in response to pictures
Sounds-in-Sentences--Content-controlled, conversational retelling of a story
Stimulability--Imitative speech sounds

**Response format**
Both single word and conversational speech production

**Item scoring**
Only on Sounds-in-Words
### Scoring Information

**Scoring options**  
Hand scoring and scoring ASSIST  
Two levels of scoring dependent on the qualifications of the examiner:  
- **Level 1:** Each sound production is judged only for presence of error. This level of evaluation can be completed by a speech-language pathology assistant.  
- **Level 2:** Each sound production is judged for presence and type of error. This type of discriminative evaluation should be done only by a trained speech-language pathologist.

**Derived scores available**  
Age-based standard scores (M = 100, SD = 15), percentiles, test-age equivalents

**Norm groups available**  
Age-based and gender-based

**Interpretive features**  
Yes

**Computerized scoring**  
Yes

### Technical Information

**Standardization**

**Description**  
Over 3,500 examinees aged 2 through 21 were tested at over 300 sites nationwide. A representative sample of 2,350 subjects was used for developing the normative scores.  

Because of the rapid changes in articulation development between the ages of 2-0 and 8-11, 1-year age intervals were specified for these early years. For the middle ages, where little change in articulation ability occurs, 2-year intervals were used. For ages 15 through 21, which usually reflect mastery of articulation ability, one multiyear age interval was selected for the testing plan.

**Date**  
1999

**Size**  
2,350 (1,175 each of males and females)  
Based on U.S. census data in the year 1998 (from machine-readable data file).

**Sample**

**Sample controlled for:**

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age/Gender</strong></td>
<td>11 age groups totaling 1,175</td>
<td>11 age groups totaling 1,175</td>
</tr>
</tbody>
</table>
| **Race**         | African American: 16.4% (U.S.15.7%)  
Hispanic: 15.7% (U.S. 15.7%)  
White: 64.1%; (U.S. 63.4%)  
Other: 3.8% (U.S. 5.1%) | African American: 14.6% (U.S.15.7%)  
Hispanic: 15.8% (U.S. 15.7%)  
White: 65.4%; (U.S. 63.4%)  
Other: 4.2% (U.S. 5.1%) |
| **Geographic region** | Northeast: 18.6% (U.S. 18.2%)  
North Central: 23.7% (U.S. 23.4%)  
South: 35.2% (U.S. 34.4%)  
West: 22.5% (U.S. 23.7%) | Northeast: 18.3% (U.S. 18.2%)  
North Central: 23.9% (U.S. 23.4%)  
South: 34.4% (U.S. 34.4%)  
West: 23.4% (U.S. 23.7%) |
| SES/Parent education | Mother's education level was used to indicate socioeconomic status. Grade 11 or less: 16.6% (U.S. 16.2%) High School Graduate: 34.0% (U.S. 34.0%) 1 to 3 Years of College or Technical School: 28.3% (U.S. 28.3%) 4 or More Years of College: 21.0% (U.S. 21.5%) | Mother's education level was used to indicate socioeconomic status. Grade 11 or less: 16.2% (U.S. 16.2%) High School Graduate: 34.4% (U.S. 34.0%) 1 to 3 Years of College or Technical School: 28.4% (U.S. 28.3%) 4 or More Years of College: 21.0% (U.S. 21.5%) |
| Community size | N/A |
| Special populations included | Yes, in approximately the same proportions in which they occur in the general population. Based on current IDEA definitions and regulations, preschool children were tracked noncategorically, while school-age children were tracked based on the four largest special education categories: specific learning disability, speech and/or language impairment, mental retardation, serious emotional disturbance. |

### Reliability

| Internal reliability | Median reliability for females is .96. Median reliability for males is .94. |
| Test-retest | Median test-retest reliability is .98 for initial, medial, and final sounds. |
| Interrater | Median percentages of agreement for initial, medial, and final sounds are 93, 90, and 90, respectively. |

### Validity

| Intercorrelations | N/A |
| Content | Sounds-in-Words was designed to sample 23 of the 25 consonant sounds recognized in Standard American English. |
| Construct | Sounds-in-Words claims to measure the ability to correctly articulate consonant and consonant cluster sounds. Evidence that Sounds-in-Words is measuring articulation is provided by the developmental progression of total raw scores and item scores. See Table 6.5 in the manual. |
| Concurrent | N/A |
| Predictive | N/A |
| Factor analysis | N/A |
| Clinical sample | No validity studies with the clinical sample |
| Canadian study | A special study was completed with 281 Canadian children to validate the use of Sounds-in-Words with English-speaking children in Canada. |

### Other

| Developmental history | Pilot study July – October 1998 National standardization May – November 1999 (See Chapter 5 in manual for complete development information.) |
| **Special features** | Target words for questionable images and for culturally specific content dropped  
New artwork  
Age range expanded from 2-0 through 21-11  
Age-based standard scores available for males and females  
User-friendly color coding of original maintained  
Multiple testing of sounds per plate whenever possible |
| **Federal mandates met** | GFTA-2’s age-based norms can be used to meet the requirements of PL 94-142 and PL 99-457 (now incorporated into IDEA, reauthorized as PL 105-17). |
| **Adaptation of special needs** | Requires no reading or writing on the part of the examinee. |
| **Sensitivity to other cultures** | Independent consultants representing the perspectives of African Americans, Asians, Hispanics, Native Americans, and women reviewed the target words and artwork of GFTA-2 during development, and modifications were made following these reviews. All items in the GFTA-2 are presented with attractive artwork that is balanced for racial and gender representations. |
| **Training options available** | ASHA-sponsored CEU presentations available, call Lisa Dunham at 800-328-2560 for more information. |

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