Publication Summary Form
Publication Data

Instrument name/abbreviation	Goldman-Fristoe Test of Articulation – Second Edition (GFTA-2)

Author	Dr. Ronald Goldman and Dr. Macalyne Fristoe
Publisher/address	American Guidance Service, Inc., Circle Pines, MN 55014-1796
Copyright date	2000
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:		
	Females	**Males**
Age/Gender	11 age groups totaling 1,175	11 age groups totaling 1,175
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.