

Student/Child: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Miccio Probe Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ SLP: \_\_\_\_\_



**VIRGINIA IS FOR LEARNERS**

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

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											

## MICCIO STIMULABILITY PROBE

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.

1. Miccio, A. (2002) Clinical Problem Solving: Assessment of Phonological Disorders. AJSLP. Volume 11, Issue 3. Pages 221 - 229