

9. SACHL Summary and Diagnosis Form

This form is to assist speech pathologists in summarising key findings from both Vietnamese and English speech assessments, and questions to consider that guide diagnostic decision-making.

Areas of assessment	Key findings
Case history	
Language history (e.g., language proficiency, age of acquisition, exposure, daily use, dominance)	
Oral structure and function	
Hearing	
Other assessment findings (e.g., phonological awareness)	

Speech assessment

	Vietnamese	English
Strengths		
Areas of need		
Similarities in speech production		
Differences in speech production		
Intelligibility		



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Tips for using normative data

If multilingual norms are available: Check characteristics of multilingual normative sample – e.g., age, exposure, proficiency and if it matches your client before using them in diagnostic decision-making.

Monolingual norms available: Use these as a list of possible features / developmental progression that **may** be present in your client's speech. Do not use these as set criteria to distinguish between typical speech and SSD.

No norms available: Consider general speech development norms that are consistent across many languages. Children can correctly produce most consonants by 5 years old (McLeod & Crowe, 2018) and be understood by everyone by 5 years old

Comments about child's speech in relation to known and relevant norms:

Speech in both languages in their everyday life

- a) Is there evidence of SSD in each language that the child speaks, or only one language?
- b) Is the child's current speech abilities impacting their ability to effectively communicate with everyone in their life? (e.g., consider results of Intelligibility in Context Scale – ICS)
- c) Is their speech limiting their ability to take part in daily activities and participate across all their environments? (e.g., consider results of Speech Participation and Activity Assessment of Children - SPAA-C)
- d) Are their family concerned and would they like to improve their speech?

Family and/or interpreter's comments:

Assessment summary, diagnosis and recommendations:

Goals for intervention:

