

Speech Acquisition Sequence* (SAS) Checklist

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Purpose

To find an appropriate starting point for speech training target selection

	Level 1	Vocalizations						
		Pitch		Loudness		Duration		Hi voc BL

	Level 2 Vowels & Diphthongs									
	a	i	u							
						ai		oi		au

	Level 3	Consonants in 1-syllable combos				
		C-V		V-C		C-V-C

	Level 4 Consonants in 2-syllable combos		
	Reduplicated		<i>E.g., ma-ma, bye-bye</i>
	Mixed		
	CV-CV	A – same C, diff V	<i>baby, cookie, daddy</i>
		B – diff C, same V	<i>boo-hoo, tee-pee</i>
		C – diff C, diff V	<i>potty, taco, funny</i>
	CVC-CVC	A – diff 1 st C, same V	<i>cat hat, put foot</i>
		B – diff last C, same V	<i>cop car, pack pan</i>
		C – diff 1 st /last C, diff V	<i>take bath, wash dog</i>

Level 5	Consonant blends in 1-syllable combos
CCV, VCC	blue, play, oops, ask, oink
CCCV, VCCC	spray, straw, asked
CCVC	green, clap, school
CCCVC, CCCVCC	street/streets, scratch/scratched

Note: Consonants and consonant blends occurring in multi-syllabic combinations could also be evaluated. Consult a speech pathologist (SLP) for further guidance.

* Sequence based on Ling speech teaching system (D. Ling, 1976).

Instructions for completing the SAS Checklist

General

- ★ Level 1: Observe in any environment where vocalization is likely to occur.
- ★ Levels 2-5: Echoic models are acceptable to use but are not required.
- ★ Examples are for reference only. Any exemplars of the skill are acceptable.

Testing

- At each Level, assess skills in blue/green boxes.
- Check blue/green box if skill is acquired (i.e., skill occurs reliably).

Level 1

Note: Vocalizations refer to “outloud” sounds (requiring vocal cord movement). Exclude unvoiced sounds (such as p, t, k, s, f, sh, ch) from scoring in this category.

Pitch	Look for hi/lo variations; not monotone
Loudness	Can voice be heard easily? Can speaker vary?
Duration	Can speaker easily vocalize any sounds for at least 3s?
Hi voc BL	In general, does speaker vocalize often (hi baseline)? Observe for 30 min in free play. Divide period into 30s intervals. Mark (+ –) if vocalizing occurs during interval. Is there vocalizing in at least 80% of the intervals?

Level 2

Write in acquired vowel sounds, even if they are not listed (see *Phonetics Cue Card* for other Level 2 sounds to test). Any vowels/diphthongs are acceptable as long as they occur reliably and frequently.

Level 3

Any combos are acceptable, but consult “developmental” guides (e.g., *Vowel-Consonant Chart*). Typical acquisition of consonants varies widely.

Levels 4 and 5

See *Echoic Phrases List* for additional syllables in these categories.

- If all blue/green boxes are marked, check the yellow Level box. A check mark in the yellow box indicates that the entire Level skill has been acquired and thus supports skills at the next Level(s).
Exception: At Level 2, any 3 blue boxes are sufficient to check yellow.

Teaching

- After SAS, find lowest Level of an unmarked yellow box and select speech targets from blue or green boxes at this Level. In some cases (e.g., between Levels 4 & 5), higher Level targets may be appropriate; consult an SLP for guidance.
- Caution: Targets at Levels 3-5 are often selected prematurely, before vowel production is strong. Be sure Level 1 and Level 2 skills are occurring reliably and frequently before selecting higher Level targets.