

Jill Slee, PhD. Reprinted with permission.

Auditory Deletion Analysis

Directions: Say to student, "I am going to say a word and I want you to repeat it. Then I will ask you to say the word with a part missing. Ready?" (If the student misses items A and B, model and explain, then continue. Discontinue if the test is extremely frustrating. Speak clearly.

Item	Question	Correct Response	Child's Response
A. Say popcorn.	Now say it again, but don't say 'corn.'	pop	_____
B. Say football.	Now say it again, but don't say 'foot.'	ball	_____
1. Say mailman.	Now say it again, but don't say 'man.'	mail	_____
2. Say napkin.	Now say it again, but don't say 'nap.'	kin	_____
3. Say potato.	Now say it again, but don't say 'po.'	tato	_____
4. Say cat.	Now say it again, but don't say /k/.	at	_____
5. Say seat.	Now say it again, but don't say /s/.	eat	_____
6. Say heart.	Now say it again, but don't say /h/.	art	_____
7. Say rake.	Now say it again, but don't say /k/.	ray	_____
8. Say nose.	Now say it again, but don't say /z/.	no	_____
9. Say flight.	Now say it again, but don't say /f/.	fly	_____
10. Say slip.	Now say it again, but don't say /s/.	lip	_____
11. Say blow.	Now say it again, but don't say /b/.	low	_____
12. Say stack.	Now say it again, but don't say /t/.	sack	_____
13. Say smoke.	Now say it again, but don't say /m/.	soak	_____
14. Say left.	Now say it again, but don't say /f/.	let	_____
15. Say silk	Now say it again, but don't say /l/.	sick	_____

SCORING

Subtotal 1-3 = _____
 Subtotal 4-9 = _____
 Subtotal 10-11 = _____
 Subtotal 12-13 = _____
 Subtotal 14-15 = _____

TASK EXPECTED FOR CHILDREN IN

Syllable deletion - Kindergarten
 Initial and final phoneme deletion - Grade 1
 Initial sound deletion from an initial blend - Grade 2
 Medial sound deletion from an initial blend - Grade 3
 Medial sound deletion from a final blend - Grade unknown

Total Score = _____

Adapted from Felton (2003) and Rosner, J. (1979). *Test of auditory analysis (TAAS) in Helping children overcome learning difficulties: A step-by-step guide for parents and teachers* (pp. 77-80). New York: Academic Therapy.