

**Supplemental Material S4. Suggested pretreatment assessment protocol.**

Category	Assessment tool	Required measure
Oral motor skills	Oral and Speech Motor Control Protocol <sup>a</sup>	Oral function score
Speech	GFTA-3 Sounds-In-Words	SS
	Single Word Test of Polysyllables <sup>b</sup>	PVC PCC
	DEAP Inconsistency Assessment	% inconsistency
Language	CELF-P3 or CELF-4/CELF-5	Receptive Language Index <sup>c</sup> Expressive Language Index <sup>c</sup>
	PPVT-5	PPVT-5 SS
Working memory	CTOPP/CTOPP-2 Memory for Digits or TAPS-3 Number Memory Forward	Forward digit span SS

*Note 1.* This table includes current versions of the tools. Previous versions were used in the studies included in the paper.

*Note 2.* GFTA-3 = Goldman-Fristoe Test of Articulation–Third Edition (Goldman & Fristoe, 2015); SS = standard score; PVC = percentage of vowels correct; PCC = percentage of consonants correct; DEAP = Diagnostic Evaluation of Articulation and Phonology (Dodd et al., 2006); CELF-P3 = Clinical Evaluation of Language Fundamentals Preschool–Third Edition, Australian and New Zealand Standardised Edition (Wiig et al., 2021); CELF-4 = Clinical Evaluation of Language Fundamentals–Fourth Edition, Australian Standardised Edition (Semel et al., 2006); CELF-5 = Clinical Evaluation of Language Fundamentals–Fifth Edition, Australian and New Zealand Standardised Edition (Wiig et al., 2017); PPVT-5 = Peabody Picture Vocabulary Test–Fifth Edition (Dunn, 2018); CTOPP = Comprehensive Test of Phonological Processing (Wagner et al., 1999); CTOPP-2 = Comprehensive Test of Phonological Processing–Second Edition (Wagner et al., 2013); TAPS-3 = Test of Auditory Processing Skills–Third Edition (Martin & Brownell, 2005).

<sup>a</sup>Robbins & Klee, 1987. <sup>b</sup>Gozzard et al., 2006. <sup>c</sup>Receptive and Expressive Language Index scores are standard scores.

## Outcome Measures

Data should be collected for a child’s performance on treated pseudowords and untreated real words at baseline, 1 week post-treatment, and 4 weeks post-treatment.

Performance is defined by the percentage of responses perceptually judged to be correct (i.e., all of correct sounds, stress patterns, and smooth transitions between syllables).

Readers are recommended to look at the ReST website for more information on creating and collecting treatment and outcome data.

[www.rest.sydney.edu.au](http://www.rest.sydney.edu.au)

## References

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