

IDENTIFICATION OF COMPENSATORY ARTICULATION BY STUDENTS IN A SPEECH-PATHOLOGY PROGRAM

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OBJECTIVE: The ability to identify compensatory articulation is an important aspect in the training of students to diagnose and treat speech disorders related to cleft palate. The objective of this study was to compare ability of students in a Speech-Pathology Program do identify compensatory articulation before and after a cleft palate course. **METHOD:** Before the course, 20 students rated 28 speech samples and indicated their auditory-perceptions regarding the articulatory productions. During the course, general aspects of speech disorders related to cleft palate were addressed and types of compensatory articulation related to cleft and velopharyngeal dysfunction were presented. After the course, the students rated again the 28 samples. The data before and after the course was compared to the ratings of a group of specialists to establish the percentage of correct identification of glottal stop, pharyngeal fricative and pharyngeal plosive. **RESULTS:** The sample studied included 28 phrases analyzed by 20 students resulting in 560 ratings for the pre-course and the post-course conditions, for a total of 1120 ratings. During the pre-course condition the students identified correctly the compensatory articulations for 25% of the samples (N=143) compared to 32% during the post-course condition (N=177). Only a 6% improvement on the student's ability to identify glottal stop, pharyngeal fricative and pharyngeal plosive was observed. **CONCLUSION:** While student's ability to identify compensatory articulation improved after the course, the improvement was not relevant suggesting the need for a training specifically guided to auditory-perceptual identification of compensatory articulation related to cleft palate and velopharyngeal dysfunction.

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