# Peripheral Oral Mechanism Examination

**Client:** ____________________________  **Age:** __________

**Examiner:** ____________________________  **Date:** __________

<table>
<thead>
<tr>
<th>WFL</th>
<th>Comments</th>
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</thead>
</table>

## Facial Symmetry

## Jaw:
- Closure
- ROM

## Teeth
- Condition
- Occlusion

## Lips
- Closure
- Clamping
- Protrusion
- Retraction
- Appearance at rest

## Tongue
- Protrusion
- Pointing
- Retraction
- Elevation
  - Internal
  - External
- Lateralization
  - Internal
  - External
- Appearance at rest

## Palate
- Appearance
- Cheek puffing
- Speech resonance
- Other (tonsils, nasal emission, etc.)

## Diadochokinesis
- Adults: List # of times within 5 sec. (norms: 25r-35r AMR/13r-37.5r SMR)
- Child: List how many seconds per 20 reps. See norms on back.
- \( p^+ p^+ p^+ \)
- \( t^+ t^+ t^+ \)
- \( k^+ k^+ k^+ \)
- \( p^+ t^+ k^+ \) (SMRs)

Updated Spring, 2012
Diadochokinetic Assessment Protocol

Prior to obtaining diadochokinetic syllable rates it is important that the child is presented with adequate instruction and given an opportunity to practice. You want the results to represent the child’s best attempt at the task. Ask the child to take a deep breath and say /pʌpʌpʌ. . . / as quickly as possible, for as long as he or she can. Record the number of repetitions and the number of seconds. Repeat for /tʌtʌtʌ. . . /, /kʌkʌkʌ. . . /, /pʌtǝpʌtǝpʌ. . . /, and /pʌtǝkǝpʌtǝkǝpʌtǝkǝ. . . /

Calculate repetitions per second.

/pʌ/ __________ ÷ ________ = ________ repetitions per second

/tʌ/ __________ ÷ ________ = ________ repetitions per second

/kʌ/ __________ ÷ ________ = ________ repetitions per second

/pʌtǝ/ __________ ÷ ________ = ________ repetitions per second

/pʌtǝkǝ/ __________ ÷ ________ = ________ repetitions per second

Comment on the accuracy and consistency of the child’s productions:

Typical diadochokinetic rates (repetitions per second) for Children, 6 to 13 years old. Adapted from Fletcher (1972). The data presented in this table can be used as a guideline for “normalcy,” however it is important to note that with young children the accuracy and consistency of their productions may tell us more than just calculating the rate.

<table>
<thead>
<tr>
<th>Age in years</th>
<th>/pʌ/</th>
<th>/tʌ/</th>
<th>/kʌ/</th>
<th>/pʌtǝ/</th>
<th>/pʌtǝkǝ/</th>
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<tr>
<td>6</td>
<td>4.1</td>
<td>4.0</td>
<td>3.6</td>
<td>2.0</td>
<td>.97</td>
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<tr>
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<td>3.7</td>
<td>2.9</td>
<td>1.0</td>
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<td>4.5</td>
<td>4.1</td>
<td>2.4</td>
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<td>4.6</td>
<td>2.7</td>
<td>1.4</td>
</tr>
<tr>
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<td>5.5</td>
<td>5.0</td>
<td>3.1</td>
<td>1.5</td>
</tr>
<tr>
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<td>5.9</td>
<td>5.7</td>
<td>5.1</td>
<td>3.1</td>
<td>1.5</td>
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<tr>
<td>13</td>
<td>6.0</td>
<td>6.0</td>
<td>5.4</td>
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Hedge, 2008