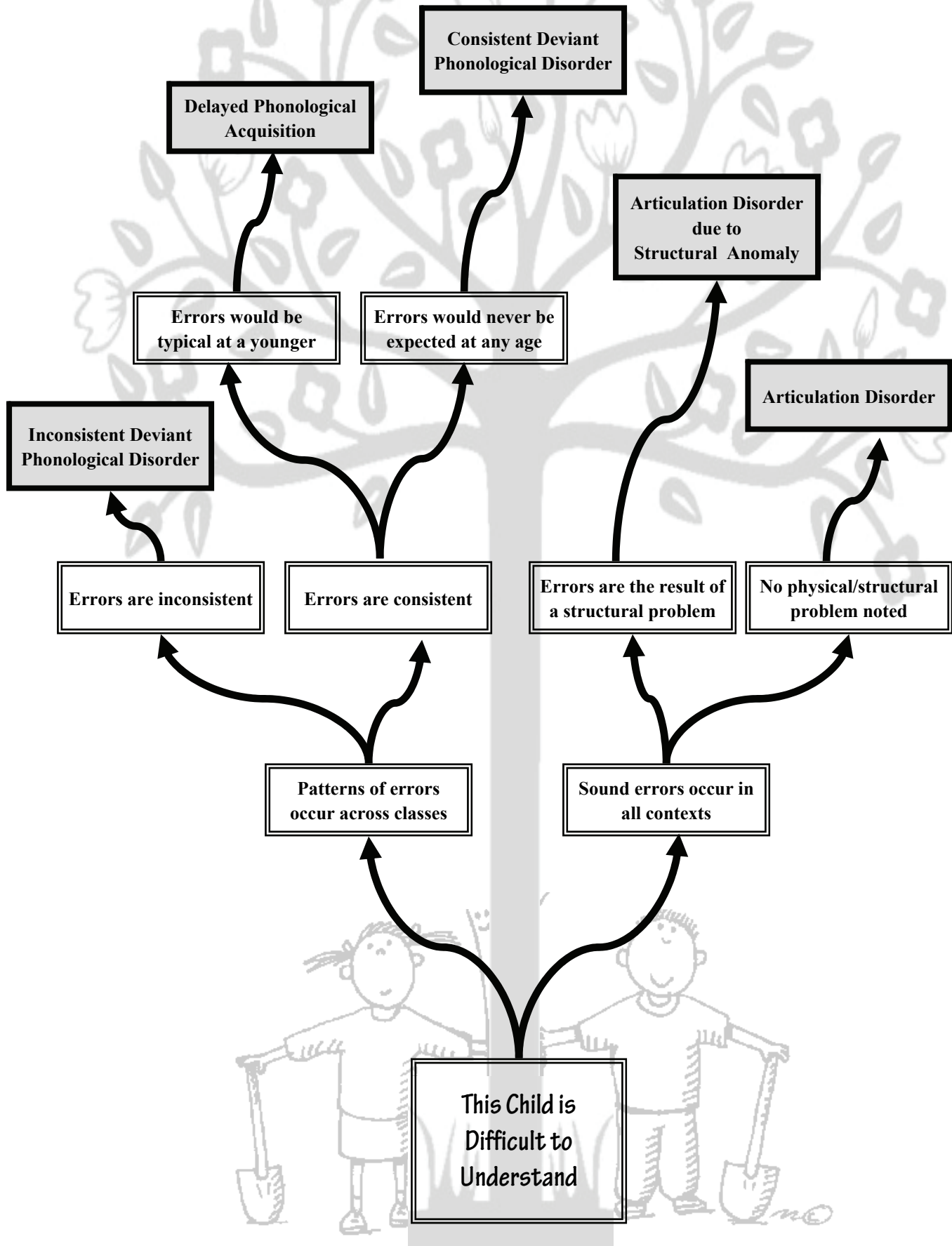


# Speech Sound Disorder Tree



	Definition	Description	Examples	Treatment
<b>Articulation Disorder</b>	An inability to produce a perceptually acceptable version of particular phonemes, either in isolation or in any phonetic context.	Single speech sound distortions, errors, or omissions	/r/, /s/, /l/	1. "Traditional Artic"/motor-based approaches 2. Van Riper approach 3. McDonald's sensory-motor approach 4. Multiple-phoneme approach
<b>Articulation Disorder due to Structural Anomaly</b>	Low intelligibility that is the result of or compromised by atypical physical development	Unintelligibility caused by a structural aberration.	Cleft Lip and Palate VPI Crouzon's Syndrome Hearing Impairment	1. Increase Vowel Repertoire 2. Increase Consonant Inventories 3. Increase Sounds in Context by building Vocabulary 4. Increase Oral Airflow 5. Decrease use of Nasal and Glottal Sounds
<b>Delayed Phonological Acquisition</b>	A phonological system similar to younger, normally developing children. Most phonemes can be articulated; however, there is a discrepancy between the processes observed and the child's age.	Developmental processes (errors) that you would expect to hear from a young child are still present at a later age.	Cluster Reduction Stopping Liquid simplification Fronting Weak Syllable Deletion Final Consonant Del.	Pattern-based approaches 1. Phonologically based intervention e.g., Cycles 2. Distinctive Feature approach
<b>Consistent Deviant Phonological Disorder</b>	Systemic use of deviant phonological rules (i.e., error patterns that are atypical of normal phonological development).	Errors that you would not expect from a child of any age are present and consistent.	Initial Consonant Del. Backing Denasalization Palatalization Metathesis	Phonologically Based Intervention Phonological Awareness
<b>Inconsistent Deviant Phonological Disorder</b>	Variable productions of the same words or phonological features in the same contexts and across contexts.	Longer, unintelligible statements that vary with each new attempt. There is no or very little consistent pattern.	Child's utterances are typically many words long Say "butterfly" "Chutterdy" Again, say "butterfly" "sunnery"	1. Achieving consistency is paramount. Establish consistent productions at any level and build their consistency up to the word level. 2. Example of therapy approach: Core vocabulary (that focuses on <i>consistency</i> of whole-word production)

Great resources to therapy!  
Click below:



Curriculum-based Speech Therapy Activities: Pre-K / Kindergarten



Life Skills Speech and Language Enrichment Activities



Literacy-based Intervention



Language Intervention Strategies for Monolingual and Bilingual Children



Success with Speech Sound Disorders



Literacy-based Intervention Step-by-Step

# SLP IMPACT

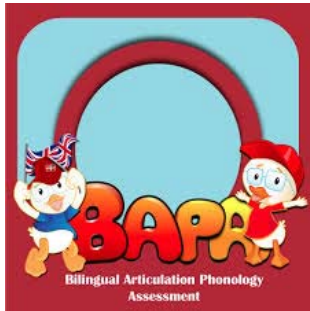
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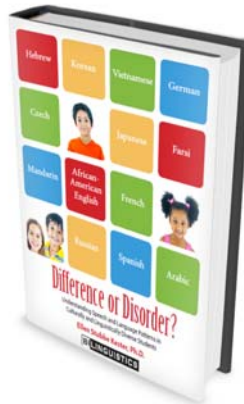


# Great Resources for Evaluations!

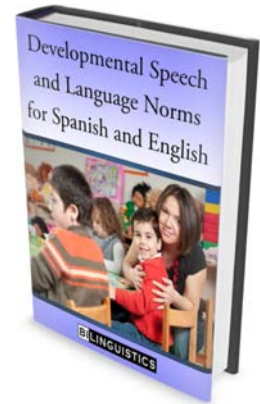
Click below:



Bilingual Articulation and Phonology Assessment (BAPA)



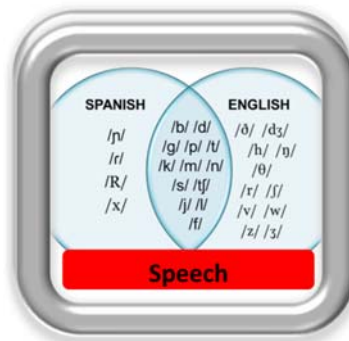
Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students



Developmental Speech and Language Norms for Spanish and English E-book



Test of Articulation and Phonology (iTap)



Difference or Disorder? Speech Course



Difference or Disorder? Language Course

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