Speech Sound Disorder Tree

This Child is Difficult to Understand

Patterns of errors occur across classes

Sound errors occur in all contexts

Delayed Phonological Acquisition

Errors are inconsistent

Errors would be typical at a younger age

Consistent Deviant Phonological Disorder

Errors are consistent

Errors would never be expected at any age

Articulation Disorder due to Structural Anomaly

Articulation Disorder

Errors are the result of a structural problem

Inconsistent Deviant Phonological Disorder

Errors are inconsistent

No physical/structural problem noted

Inconsistent Deviant Phonological Disorder
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| **Articulation Disorder**                                                 | An inability to produce a perceptually acceptable version of particular phonemes, either in isolation or in any phonetic context. | /r/, /s/, /l/              | 1."Traditional Artic"/motor-based approaches  
2.Van Riper approach  
3. McDonald’s sensory-motor approach  
4. Multiple-phoneme approach                                                                 |
| **Articulation Disorder due to Structural Anomaly**                       | Low intelligibility that is the result of or compromised by atypical physical development | 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 |
| **Delayed Phonological Acquisition**                                      | 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. | 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 |
| **Consistent Deviant Phonological Disorder**                              | Systemic use of deviant phonological rules (i.e., error patterns that are atypical of normal phonological development). | Initial Consonant Del. Backing  
Denasalization Palatalization Metathesis | Phonologically Based Intervention  
Phonological Awareness |
| **Inconsistent Deviant Phonological Disorder**                            | Variable productions of the same words or phonological features in the same contexts and across contexts. | Child’s utterances are typically many words long Say “butterfly” “Chutterdy” Again, say “butterfly” “sunnerny” | 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 consistency of whole-word production) |
Great Resources for Intervention!

Click below to find out more.

- Language Intervention Strategies for Monolingual and Bilingual Children
- Curriculum-based Speech Therapy Activities: Pre-K / Kindergarten: English & Spanish Edition (Volume 1)
- Curriculum-based Speech Therapy Activities: Pre-K / Kindergarten: English & Spanish Edition (Volume 2)
- Maximizing Treatment Effects with VPI and Cleft Lip and Palate
- Life Skills Speech and Language Enrichment Activities: Volume 1
- Life Skills Speech and Language Enrichment Activities: Volume 2
- Success with Speech Sound Disorders
- The Gigantic Turnip Lit Kit
- The Gigantic Turnip Lit Kit Spanish-English Bilingual

www.bilinguistics.com
Great Resources for Evaluations!

Click below to find out more.

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)

Assessment with English Language Learners: A Bilingual Approach

Effectively Evaluating Young Children

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