Speech Sound Disorder Tree

This Child is Difficult to Understand

Consistent Deviant Phonological Disorder

Articulation Disorder due to Structural Anomaly

Articulation Disorder

Errors are consistent

Patterns of errors occur across classes

Inconsistent Deviant Phonological Disorder

Errors are inconsistent

Errors are the result of a structural problem

No physical/structural problem noted

Articulation Disorder

Errors would be typical at a younger age

Errors would never be expected at any age

Sound errors occur in all contexts

Delayed Phonological Acquisition

Patterns of errors occur across classes

Sound errors occur in all contexts

Articulation Disorder

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Articulation Disorder

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<th>Definition</th>
<th>Description</th>
<th>Examples</th>
<th>Treatment</th>
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<td>Articulation Disorder</td>
<td>An inability to produce a perceptually acceptable version of particular phonemes, either in isolation or in any phonetic context.</td>
<td>Single speech sound distortions, errors, or omissions /r/, /s/, /l/</td>
<td>1. &quot;Traditional Artic&quot;/motor-based approaches 2. Van Riper approach 3. McDonald’s sensory-motor approach 4. Multiple-phoneme approach</td>
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<td>Articulation Disorder due to Structural Anomaly</td>
<td>Low intelligibility that is the result of or compromised by atypical physical development</td>
<td>Unintelligibility caused by a structural aberration.</td>
<td>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</td>
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<td>Delayed Phonological Acquisition</td>
<td>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.</td>
<td>Developmental processes (errors) that you would expect to hear from a young child are still present at a later age.</td>
<td>Pattern-based approaches 1. Phonologically based intervention e.g., Cycles 2. Distinctive Feature approach</td>
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<tr>
<td>Consistent Deviant Phonological Disorder</td>
<td>Systemic use of deviant phonological rules (i.e., error patterns that are atypical of normal phonological development).</td>
<td>Errors that you would not expect from a child of any age are present and consistent.</td>
<td>Phonologically Based Intervention Phonological Awareness</td>
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<td>Inconsistent Deviant Phonological Disorder</td>
<td>Variable productions of the same words or phonological features in the same contexts and across contexts.</td>
<td>Longer, unintelligible statements that vary with each new attempt. There is no or very little consistent pattern.</td>
<td>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)</td>
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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

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Bilingual Articulation and Phonology Assessment (BAPA)

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

Test of Articulation and Phonology (iTap)

Difference or Disorder? Speech Course

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

Difference or Disorder? Language Course

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