If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

No part of the materials available through the continued.com site may be copied, photocopied, reproduced, translated or reduced to any electronic medium or machine-readable form, in whole or in part, without prior written consent of continued.com, LLC. Any other reproduction in any form without such written permission is prohibited. All materials contained on this site are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of continued.com, LLC. Users must not access or use for any commercial purposes any part of the site or any services or materials available through the site.
Technical issues with the Recording?

- Clear browser cache using these instructions
- Switch to another browser
- Use a hardwired Internet connection
- Restart your computer/device

Still having issues?

- Call 800-242-5183 (M-F, 8 AM-8 PM ET)
- Email customerservice@SpeechPathology.com
Complexity in Action: The Therapy Session Routine for Severe Phonological Disorders

Teresa Farnham, MA, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com

Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod
How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of 80% or higher
  - Within 7 days for live webinar; within 30 days of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

Simple Complexity: Facilitating Rapid Change for Severe Phonological Disorders

Teresa Farnham, M.A., CCC-SLP
Clarity for Communication LLC
Part 3: Complexity in Action: The Therapy Session Routine

Learner Outcomes

After this course, participants will be able to:

- Describe and list phonemes that have maximal phonetic contrast.
- Identify 3 types of practice word choices that have been found to facilitate production of unknown phonemes.
- Describe 4 activities that support acquisition of new phonemes.
Recap

- Target later developing phonemes

Recap

- Target phonemes for which the child has little or no productive knowledge
Recap

- Target non-stimulable phonemes

Recap

- Target complex phonemes, possibly even clusters
Recap

• Teaching two new sounds promotes greater generalization than one

Recap

• Maximal differences in place-voice-manner between the two target sounds promote greater generalization than few differences
Recap

- Major Class difference promotes greater generalization than within-class differences

Highest Contrast?

Consonant Chart can help you find phonemes that maximally differ in:
- place
- manner
- major sound class
Sometimes we need to reconsider targets

- Especially for young children, onsets are essential to the task.
- Is there a phoneme that has better high frequency word choices?
- Is there a better (greater) contrast in phonetic place between error phonemes?

### Consonant Chart

<table>
<thead>
<tr>
<th>Obstruent</th>
<th>bilabial</th>
<th>labiodental</th>
<th>interdental</th>
<th>alveolar</th>
<th>palatal</th>
<th>velar</th>
<th>glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>p, b</td>
<td>t, d</td>
<td>k, g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td>f, v</td>
<td>θ, ð</td>
<td>s, z</td>
<td>j, ʒ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affricates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Sonorant  | m         | n           | ŋ           | l, r     | j, h    |       |        |

Maximal phoneme contrasts differ in
- place,
- manner,
- voice,
- AND
- major sound class (obstruent/sonorant)

1. Least Productive Phonological Knowledge
[θ, ð, k, g, s, z, j, 3, ʧ, ʤ, r] + final consonants

2. Non-stimulable Phonemes
[s, z, j, 3, ʧ, ʤ, r] + final consonants

3. Later Acquired Phonemes
[s, z, j, 3, ʧ, ʤ, r] + final consonants

4. Most Linguistically Complex Phonemes
[ʧ, ʤ, r] +
final consonants
OR [θ, r]

5. Number of Contrast Pairs
Possible

- Practical consideration - how many possible pairs using these consonants are there?
How many pairs? (Step 5) (need at least 12)

- those/rose
- think/rink
- thick/Rick
- thought/rot
- thank/rank
- than/ran
- thaw/raw
- thief/reef
- though/row
- thug/rug
- they/ray
- thigh/rye

FINAL CONSONANTS

- rule/Ruth
- rage/rail
- coach/coal
- pooch/pool
- catch/Cal
- hatch/Hal
- rage/wraith
- Sage/sail
- much/mull
- Mitch/mill
- match/math
- rouge/Ruth
Sources for Contrast Pairs

- www.lessonpix.com
- slpath.com
- apps - SCIP by EBS Learning
- teacherspayteachers.com - Clarity SLP

6. High Frequency Words with targets

Practical consideration:
Are there common words that contain the target sounds and can be used in therapy?

1. Least Productive Phonologic Knowledge
2. Nonstimulable Phonemes
3. Later Acquired Phonemes
4. Most Linguistically Complex Phonemes
5. Number of Contrast Pairs Available for Contrasting Sound Classes
6. High Frequency Words
How many high frequency words? (Step 6)

* first grade sight word lists

Top 850 words - [ʧ]
- chalk
- chance
- change
- touch
- much*
- such

Top 850 words - [r] (limited to single syllable)
- rain
- ray
- run
- red
- rub
- rice
- ring
- right
- rule
- road
- root
- round*
- range
- roll
- rod
- rough

Top 1000 words - [ʤ]
- job
- join
- just*

First targets:
[θ, ð] v [r] initial
[ʧ, ðʒ] v. [l, θ] final position

- Maximal contrast:
  - place
  - voice
  - manner
  - sonorant v. obstruent

Individual Plan
Based on child’s knowledge of system
A Winning Formula for Therapy (Rvachew, 2004)

- traditional articulation therapy
- + perceptual training
- + training in letter identification
- + training in sound-symbol relationships
- + onset identification
  - = greater progress than in articulation therapy alone
A Winning Formula for Therapy *(Ruchew, 2004)*

- Auditory development/ Phonologic awareness
- Initial contrasts
- Bridge to phonics

4 Essential Principles for Language Intervention *(Gillam and Loeb, 2010)*

- Intensity
- Active Attention
- Immediate Feedback
- Rewards
Additional Principles for Speech Sound Disorders

- Use targets in meaningful language (Hoffman, Norris, and Monjure, 1990)
- Develop stimulability (Rvachew and Nowak, 2001)

Global Therapy Plan Principles

- Target multiple phonemes simultaneously (selected for each individual)
- Develop stimulable phonemes, because stimulable sounds are more like emerge without direct intervention
- Build a bridge to phonics
Global Therapy Plan
Principles

- Use real language applications - such as meaningful contrast pairs and use of sounds in high frequency words in sentences
- Plan for active attention, high rate of response, feedback, and rewards

Here’s what 30 minutes of therapy looks like
Developing Stimulability
Building a Bridge to Phonics

"Magic" Wand/Phoneme Inventory

m b p w
f v th th
t d n l
ts z sh zh
ch j y r

Video 1
Developing Phonemic Awareness

- Adapted from Road to the Code - Say-It-and-Move-It
- Evidence-based practice for phonemic awareness
- Challenging task for young children
- Highlights the single phoneme difference between the members of the maximal pair

video 2
Real Language and A Bridge to Phonics

- Modeled and independent use of contrast pairs in simple games and formulaic practice sentences
Influence of Word Selection on Phonological Change

- High frequency words = change (Morrisette & Gierut, 2002)
- Use of non words in treatment may facilitate acquisition of phonemes with no phonological knowledge (Gierut et al., 2010)
- Teaching novel words may have a generalization effect (Storkel, 2001)

Concurrent Task Sequencing (Skelton, 2004)

- Inter-mixes multiple levels of difficulty for the same task (phoneme) in each session
- Results in more rapid sound acquisition and generalization
- “Variability of practice.. results in flexible skill acquisition”

- We will use high frequency words in sentences!
Real Language + Concurrent Sequencing
High Frequency Words

Video 4
How does this work in the real SLP world?

- Gierut: 19-23 sessions
- My experience: weekly for full school year

A Typical Session

1. Stimulability and Phonics - 2-3 minutes
   - Phonetic Inventory (the "Magic Wand")
2. Phonologic Awareness and Maximal Contrast Practice - 5-8 minutes
   - Say-It and Move-It
A Typical Session

3. Maximal Contrast Practice in an activity context - 10 minutes
   • Bingo or rhyme matching
4. Practice target phonemes in high frequency words in sentences - 10 minutes

Next time - how do I put all this into an IEP?
clarityforcommunication@gmail.com
www.clarityforcommunication.com