5 SIMPLE STEPS TO... SELECTING COMPLEX SPEECH TARGETS

SINGLE WORD SPEECH TEST

Identify phonological processes and single sound errors on a single-word assessment.

ASSESS CLUSTER STIMULABILITY

Step 1. Provide an imitation prompt. Step 2. Provide a MAXIMUM level of cueing for clusters that are not stimulable (with only an imitation prompt).

IDENTIFY MOST COMPLEX CLUSTERS CHILD CAN PRODUCE W/MAXIMUM CUEING

Make a list of all clusters containing r-blends; s-blends containing r, l, w; f-blends containing r, l. Affrciate blends tr-, dr-blends that the child can produce.

MATCH PHONOLOGICAL PROCESSES WITH MOST COMPLEX MAX SUPPORTED CLUSTERS

Select the most complex targets that address the child's phonological processes and/or individual articulation errors.

SELECT CLUSTERS THAT ADDRESS MORE THAN ONE PHONOLOGICAL PROCESS OR ERROR

Select clusters that address multiple processes (e.g., 'skr'-words for stopping, fronting, and gliding)

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Go through all words in the attached Stimulability Checklist with a simple imitation prompt, "Say___."
Then, go through all errored words with MAXIMUM cues you can provide.

Write down most complex (later-developing, 3-element cluster and complex 2-element clusters, maximally distinct s-blends, f-blends, r-blends, and l-blends that the child can say with maximum cues.

03.

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05.

Match child's errors and processes with complex clusters the child can do correctly provided maximum cues. Hold of on sounds that the child cannot produce with multiple cues.

Identify child's persistent phonological processes to address.

01.

02.

Select clusters
that can
efficiently
address multiple
phonological
processes.

5 STEPS TO SELECT SPEECH TREATMENT TARGETS THAT OPTIMIZE GAINS

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LEAST **CLUSTERS: MOST TO** COMPLEX EFFECTIVE

WITH MAXIMUM CUES: HOW TO SELECT TREATMENT TARGETS

SKR-Blends

SPR-Blends

STR-Blends

SPL-Blends

SKJ-Blends

SKW-Blends

DR-Blends

TR-Blends

SL-Blends

SW-Blends

FR-Blends

FL-Blends

Syllable & Initial/Final Consonant Deletion: Spontaneously develops with complex cluster target selection

Stopping:

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S-blends (containing 'r')

S-blends (containing 'l')

S-Blends (containing 'w')

Dr-Blend:

Tr-Blend:

Fr-Blend:

FI-Blend:

Shr-Blends

Fronting:

Skr-blends

kr-blends

gr-blends

Deapalatalization:

Dr-Blends

Tr-Blends

Shr-Blends

Deaffrication:

Dr-Blends

Tr-Blends:

Gliding:

Skr-blends:

Dr-blends

Tr-blends

Kr-blends

Gr-blends

Fr-Blends Fl-Blends

Cluster reduction is effectively addressed by working on any of the above blends.

Child is stopping, fronting, and gliding: SKR-Blends

Child is stopping, backing, and gliding: STR-Blend

Child is stopping, fronting, and gliding but cannot produce "R": SKJ-Blends
SKW-Blends

Child is depalatizing and gliding: Dr-Blends

Tr-Blends Shr-Blends

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Child is deaffricating and gliding:

Dr-Blends Tr-Blends

Child is stopping and gliding: SKR-Blends: Establishment level STR-Blends: Mid-difficulty

SPR-Blends: High-difficultiy

Generalization level

Child is stopping and gliding and cannot produces "R":

SPL-Blends SI-Blend

FI-Blends

Child is fronting & cannot produce "R":

KI-blends GI-Blends

Is this the Most Effective Speech Treatment Target? Five Questions to Ask About Your Speech Treatment Target

1-Is it a three element cluster? (Powerful ones: /skı/, /stı/,/spı/; weaker ones but still better than 2-element clusters: /skj/ or /skw/.)

2-Can the child produce it accurately provided a MAXIMUM level of cueing? If not, may have to 'shelf' it and work on neighboring sounds.

3-Is there MAXIMALLY distinct consonants in the cluster? (S-blends that contain glides (/w/ or /j/) or liquids (/l/ or /ɹ/ are ideal.)

4-Does the cluster efficiently treat multiple phonological processes? (e.g., /ski/=stopping, fronting, gliding)

5-Does the phonetic context facilitate accuracy in establishing the sound and challenge the target at the generalization phase? (e.g., /ski/ for establish /i/ and /spi/ for challenging /i/).

Child's Name:	Date:	DOB:	Age in Months:	Examiner:	
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BLEND SCREENER Say, "We're going to play a game. You say what I say. Ready? Say, wagon." Write exactly what the child says using IPA transcription. Then, score 1 point for accurate production and 0 for inaccurate production of the *initial consonant blend* only. After the child imitates all words with picture reference, close the book. No need to further assess these words because they are stimulable with only an imitation prompt. These clusters are generally expected to naturally develop.

Say, "Now we're going to say words super clearly like a teacher. You get to say these words with me." Provide maximum cueing 1-2 times for each word, speaking in unison, slowed speech with the child. Use all prompts available to you. Score 1 point for accurate productions and 0 for inaccurate productions of the *initial consonant blend* only. With maximum cueing, if a sound is *mildly* distorted, score it as a 1. If it is *moderately* distorted, score it as a .5. These are possible treatment targets in that they may be produced accurately with provided appropriate cueing and practice.

Item	Child's Response	Accurate? Y=1/N=0	Stimulable? Y=1/N=0
Example: "Say, Wagon"	Wagon	1Do not score	1Do not score
1.fries			
2.scribble			
3.drum			
4.queen			
5.three			
6.pl ane			
7.slide			
8.tree			
9.spray			
10.tweet			
11.star			
12.flashlight			
13.snake			
14.block			
15.grapes			
16.cl oud			
17.straw			
18.spoon			

Item	Child's Response	Accurate? Y=1/N=0	Stimulable? Y=1/N=0
19.sw ing			
20.square			
21.pretzel			
22.shrimp			
23.skate			
24.crown			
25.smoke			
26.gl ue			
27.splash			
28.broom			
29. puke			
30. beautiful			
31. tiara			
32. cute			
33. meow			
34. hyena			
35. skewer			
36. juice			
% Correct: Total imitated by 36 =			
% Stimulable: Total num stimulable divided by 3			