Subject index

| abnormal phonological development | 47–8 |
| active listening | 127 |
| activities and participation | 6 |
| adoption, international | 142–4 |
| assessment implications | 145–7 |
| language acquisition | 144 |
| speech acquisition | 144–5 |
| aetiology of SSDs | 62 |
| definition | 63 |
| family concerns | 99 |
| genetic transmission of linguistic processing deficit | 99 |
| genetic transmission of speech | 99–100 |
| middle ear disease | 99 |
| age of first word | 89 |
| alleles, definition | 63 |
| alliterative stories and activities | 403–9 |
| allophones | 30 |
| amplified auditory stimulation (AAS) | 183 |
| analysis, independent and relational | 82–4 |
| Apps (application software) and SLP/SLT | 240–2 |
| guiding parents | 242–3 |
| software | 242–4 |
| apraxia of speech (AOS) | 13 |
| Apraxia-KIDS™ | 51–3 |
| articulation | 141–2 |
| articulation development | 31–2 |
| Apps and articulation therapy | 34–5 |
| Apps and EBP | 35 |
| case example | 33–4 |
| testing | 32–3 |
| articulation disorder | 62 |
| as a cover term | 67 |
| compared with phonological disorder | 74–5 |
| Assessment of Phonological Processes (Apps) | 22, 32, 34–5 |
| associative–imitative model | 25 |
| audiology | 457–8 |
| audiograms | 458–9 |
| collaboration between SLPs/SLTs and audiologists | 461 |
| intervention | 460–1 |
| research needs | 461 |
| tympanometry | 459 |
| auditory input therapy (AIT) | 184–5, 330 |
| comparative study | 186–7 |
| implementation | 185–6 |
| individuals and groups | 185 |
| small groups in community settings | 187–8 |
| Childhood Apraxia of Speech (CAS) | 4, 13, 62, 292, 343 |
| case history interview | 296 |
| characteristics and general observations | 310 |
| contextual changes in articulatory proficiency | 311 |
| disturbed temporal–spatial relationships | 311 |
| phonetic characteristics | 310 |
| phonological awareness (PA) | 311–12 |
| receptive language | 312 |
| segmental characteristics | 310 |
| sound sequencing difficulties | 310–1 |
| suprasegmental (prosodic) characteristics | 310 |
| timing disturbances | 311 |
| characteristics in common with phonological disorder | 293, 295 |

Subject index

Childhood Apraxia of Speech (CAS) (Continued)
compared with dysarthria 315
controversial interventions 376
Dynamic Assessment (DA) 353
motor speech skill 355
role in differential diagnosis 353–4
role in goal-setting 354–5
dynamic temporal and tactile
cueing (DTTC) 351–3
integration between integral
stimulation 355–6
early days 371–3
features 66, 386–7
finding right level of intervention 344–7, 350
case examples 348–50
chart reading 347–8
homework and homework habit 374
integral stimulation 350–1
intervention goals in common with phonological disorder 293–6, 295
key areas for further research 305–6
KP and KR feedback 344–5
motor speech examination worksheet 296–300
neuropsychological investigations 306–7
EEG and ERP 308–9
neural underpinnings of speech sound disorders 309
typical language development 307–8
Nuffield Dyspraxia Programme, Third Edition (NDP3) 356–8, 367
dosage 358
incorporating new CVs into repertoire 362
introducing sequencing 361
moving beyond CV words 362–7
new developments 358–9
oro-motor activities 359
single sounds and CV words 359–61
sound-cue pictures 359
teaching new CV words 361–2
teaching new sounds 361
word combinations 367
practice schedules compared 344
blocked practice versus random practice 344
massed practice versus distributed practice 344
principles of motor learning 343–4
prosodic emphasis in intervention 367–71
rating speech characteristics 312–13
diagnosis and reporting 318
key assessment elements 313
speech characteristics rating form (SCRF) 314–16
structural–functional evaluation procedures 317–18
reading and reviewing literature 300–2
application of technical reports 303–5
assessment 304–5
core characteristics 303–4
keeping up to date 302–3
recognition as a clinical disorder 303
treatment 305
repetitive practice 344
symptomatic treatment techniques auditory input therapy 330
backward build-ups 334–5
backward chaining 335–6
conversational speech production drill 334
CV syllable and word drills 324–5
information for families 323–4
melodic intonation therapy (MIT) 330–2
metalinguistic approaches 329
minimal contrast therapy 330
phonemic placement 322–4
phonetic placement techniques 322
phonotactic therapy 325–9
pre-practice 321
progressive approximations 333
prolongation of vowels 333
reading 330
self-monitoring techniques 334
shaping 322
singing 322–3
single word production drill 333–4
slowed rate of production 333
stimulability training 322
thematic play 330
symptoms and treatments 319–20
goals, approaches and techniques 321
treatment principles 320
taking responsibility 373–4
ten tips for intervention 375–6
testing for and observations 294
treating symptoms 292–3
video observations 82
Childhood Apraxia of Speech Association of North America (CASANA) 51–4
Children with Delayed or Defective Speech 23
Chomsky, Noam 22, 26
classification of SSDs 64–7
classification of SSDs, clinicians’ usage 67
articulation disorder 67
Dodd’s speech subtypes 65–66
phonological disorder 67–8
Speech Disorders Classification System (SDCS) 64–5
speech sound disorder (SSD) 68–9
cleft palate 136–8
articulation 141–2
compensatory errors 393–4
acquisition 394–5
auditory masking 396
automatisation 395–6
caregiver involvement 396–7
competence, focus and motivation 397
imagery 395
imitative modelling 394
intrinsic motivation 397–8
nasal occlusion 395
non-speech oral motor exercises (NS-OME) 397
non-speech sound stimulation 394–5
self-monitoring 396
speed drills 395–6
treatment techniques 394
hearing 138
voice 138–9
clinical decision-making 461–4
clinical intuition 462
Subject index

<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical linguistics</td>
<td>28–31</td>
</tr>
<tr>
<td>Clinical phonology</td>
<td>27</td>
</tr>
<tr>
<td>Clinical problem solving</td>
<td>261–5</td>
</tr>
<tr>
<td>Cochlear implants (CIs)</td>
<td>457, 460</td>
</tr>
<tr>
<td>Cognitive grammar</td>
<td>29</td>
</tr>
<tr>
<td>Cognitive linguistic approaches</td>
<td>29–30</td>
</tr>
<tr>
<td>Cognitive linguistic therapy</td>
<td>93</td>
</tr>
<tr>
<td>Cognitive model of phonological acquisition</td>
<td>46–7</td>
</tr>
<tr>
<td>Cognitive stage of phonological acquisition</td>
<td>45</td>
</tr>
<tr>
<td>Collaboration between professional groups</td>
<td>10</td>
</tr>
<tr>
<td>Communicating with clients</td>
<td>111–13</td>
</tr>
<tr>
<td>Communication science and disorders (CSD) programs</td>
<td>257–8</td>
</tr>
<tr>
<td>Communities of practice</td>
<td>258–9</td>
</tr>
<tr>
<td>Communities of research practice (CoRP)</td>
<td>259–61</td>
</tr>
<tr>
<td>Competence</td>
<td>272</td>
</tr>
<tr>
<td>Complex treatment targets</td>
<td>106–7, 401, 402–3</td>
</tr>
<tr>
<td>Complexity</td>
<td>108–11</td>
</tr>
<tr>
<td>Identification</td>
<td>111</td>
</tr>
<tr>
<td>Implicational relationships/uni-versals</td>
<td>107</td>
</tr>
<tr>
<td>Linguistic universals</td>
<td>107</td>
</tr>
<tr>
<td>Markedness</td>
<td>107, 386–7, 388–9</td>
</tr>
<tr>
<td>Sonority</td>
<td>107–8, 388–9</td>
</tr>
<tr>
<td>Complexity of language</td>
<td>108–11</td>
</tr>
<tr>
<td>Complex articulatory phonetic factors</td>
<td>110</td>
</tr>
<tr>
<td>Complex linguistic structures</td>
<td>109</td>
</tr>
<tr>
<td>Complex psycholinguistic structures</td>
<td>109–10</td>
</tr>
<tr>
<td>Complexity account of treatment efficacy (CATE)</td>
<td>109</td>
</tr>
<tr>
<td>Conventional clinical factors</td>
<td>110–11</td>
</tr>
<tr>
<td>Compliance</td>
<td>272</td>
</tr>
<tr>
<td>Consistency assessment</td>
<td>86</td>
</tr>
<tr>
<td>Consonant acquisition</td>
<td>155</td>
</tr>
<tr>
<td>Cluster</td>
<td>154–5</td>
</tr>
<tr>
<td>Singleton</td>
<td>154–5</td>
</tr>
<tr>
<td>Consonant category deficiencies</td>
<td>40</td>
</tr>
<tr>
<td>Constraints-based non-linear phonology</td>
<td>261–5</td>
</tr>
<tr>
<td>Contrastive pairs</td>
<td>32</td>
</tr>
<tr>
<td>Controversial practices</td>
<td>8–9</td>
</tr>
<tr>
<td>Conventional Minimal Pair model</td>
<td>195</td>
</tr>
<tr>
<td>Conversational speech (CS) analysis</td>
<td>82–3</td>
</tr>
<tr>
<td>Speech assessment</td>
<td>85, 86–7</td>
</tr>
<tr>
<td>Co-occurring phonetic error types</td>
<td>175–6</td>
</tr>
<tr>
<td>Co-occurring speech and language disorders</td>
<td>123–5</td>
</tr>
<tr>
<td>Core Vocabulary (‘power words’)</td>
<td>250</td>
</tr>
<tr>
<td>Core Vocabulary Therapy</td>
<td>205</td>
</tr>
<tr>
<td>Counselling and children with SSDs</td>
<td>133–6, 285–9</td>
</tr>
<tr>
<td>Cranial nerve examination</td>
<td>317–18</td>
</tr>
<tr>
<td>Cranialfacialanomalies(differences)</td>
<td>64, 136–8</td>
</tr>
<tr>
<td>Articulation</td>
<td>141–2</td>
</tr>
<tr>
<td>Hearing</td>
<td>138</td>
</tr>
<tr>
<td>Cued Articulation</td>
<td>250</td>
</tr>
<tr>
<td>Cultural parochialism</td>
<td>11–12</td>
</tr>
<tr>
<td>Culturally diverse settings</td>
<td>156–8</td>
</tr>
<tr>
<td>Case study</td>
<td>159–60</td>
</tr>
<tr>
<td>Humility in practice</td>
<td>158</td>
</tr>
<tr>
<td>ICF-CY</td>
<td>158–9</td>
</tr>
<tr>
<td>Cycles Approach</td>
<td>250</td>
</tr>
<tr>
<td>Cycles phonological patterns</td>
<td>14, 36, 183, 267</td>
</tr>
<tr>
<td>Defective in Speech, The</td>
<td>25</td>
</tr>
<tr>
<td>Developmental Apraxia of Speech (DAS)</td>
<td>67</td>
</tr>
<tr>
<td>Developmental Phonological Disorder</td>
<td>4</td>
</tr>
<tr>
<td>Developmental Verbal Dyspraxia (DVD)</td>
<td>4, 13</td>
</tr>
<tr>
<td>Diadochokinesis (DDK)</td>
<td>317</td>
</tr>
<tr>
<td>Diagnosis of SSDs</td>
<td>68, 80</td>
</tr>
<tr>
<td>Age 90</td>
<td></td>
</tr>
<tr>
<td>Difficult behaviour in children</td>
<td>125–7</td>
</tr>
<tr>
<td>Application to specific situations</td>
<td>129–32</td>
</tr>
<tr>
<td>Basic strategy</td>
<td>130</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>127</td>
</tr>
<tr>
<td>Family atmosphere</td>
<td>128</td>
</tr>
<tr>
<td>Listening</td>
<td>127–8</td>
</tr>
<tr>
<td>Mistaken goals of misbehaviour</td>
<td>128–9</td>
</tr>
<tr>
<td>Referral</td>
<td>132</td>
</tr>
<tr>
<td>Digital devices and SLP/SLT</td>
<td>240–2</td>
</tr>
<tr>
<td>Guiding parents</td>
<td>242–3</td>
</tr>
<tr>
<td>Software</td>
<td>242–4</td>
</tr>
<tr>
<td>DIVA model</td>
<td>9</td>
</tr>
<tr>
<td>DNA, definition</td>
<td>63</td>
</tr>
<tr>
<td>Dodd SSD classification system</td>
<td>65–6</td>
</tr>
<tr>
<td>Down syndrome</td>
<td>287</td>
</tr>
<tr>
<td>Duchan, Judith Felson</td>
<td>21, 25</td>
</tr>
<tr>
<td>Dynamic Assessment (DA)</td>
<td>353</td>
</tr>
<tr>
<td>Motor speech skill</td>
<td>355</td>
</tr>
<tr>
<td>Role in differential diagnosis</td>
<td>353–4</td>
</tr>
<tr>
<td>Role in goal-setting</td>
<td>354–5</td>
</tr>
<tr>
<td>Dynamic Evaluation of Motor Speech Skill (DEMSS)</td>
<td>353</td>
</tr>
<tr>
<td>Dynamic temporal and tactile cueing</td>
<td>351–3</td>
</tr>
<tr>
<td>Dysarthria</td>
<td>64</td>
</tr>
<tr>
<td>Compared with CAS 315</td>
<td></td>
</tr>
<tr>
<td>Dyslalia</td>
<td>26</td>
</tr>
<tr>
<td>Early intervention</td>
<td>88</td>
</tr>
<tr>
<td>Easy Does it for Articulation</td>
<td>9</td>
</tr>
<tr>
<td>Eclecticism in UK practice</td>
<td>251</td>
</tr>
<tr>
<td>Einstein Time</td>
<td>427</td>
</tr>
<tr>
<td>Eisenson, Jon</td>
<td>22, 25, 26</td>
</tr>
<tr>
<td>Eldridge, Margaret</td>
<td>21</td>
</tr>
<tr>
<td>Electroencephalography (EEG) for childhood apraxia of speech (CAS)</td>
<td>308–9</td>
</tr>
<tr>
<td>Embracing change</td>
<td>265–70</td>
</tr>
<tr>
<td>Empty Set (Unknown Set) approach</td>
<td>196</td>
</tr>
<tr>
<td>English as a second first language</td>
<td>143–4</td>
</tr>
<tr>
<td>Assessment implications</td>
<td>145–7</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>144</td>
</tr>
<tr>
<td>Speech acquisition</td>
<td>144–5</td>
</tr>
<tr>
<td>English feature contrasts</td>
<td>191–2</td>
</tr>
<tr>
<td>Entire World of R</td>
<td>9</td>
</tr>
<tr>
<td>Environmental factors</td>
<td>6–7</td>
</tr>
<tr>
<td>Definition</td>
<td>63</td>
</tr>
<tr>
<td>Ethical practice</td>
<td>270–4</td>
</tr>
<tr>
<td>Evaluating and Enhancing Children’s Phonological Systems</td>
<td>36</td>
</tr>
<tr>
<td>Event-related potentials (ERPs)</td>
<td></td>
</tr>
<tr>
<td>Childhood apraxia of speech (CAS)</td>
<td>308–9</td>
</tr>
<tr>
<td>Everyday practice in speech intervention</td>
<td>285</td>
</tr>
<tr>
<td>Counselling</td>
<td>285–9</td>
</tr>
<tr>
<td>New and potentially better ideas</td>
<td>289–91</td>
</tr>
<tr>
<td>Evidence-based practice</td>
<td></td>
</tr>
<tr>
<td>(EBP/E3BP)</td>
<td>3, 7–8, 227</td>
</tr>
<tr>
<td>Clinical problem solving</td>
<td>261–5</td>
</tr>
<tr>
<td>Embracing change</td>
<td>265–70</td>
</tr>
</tbody>
</table>
Subject index

evidence-based practice (EBP/E3BP) (Continued)
ethical practice 270–4
family and speech acquisition 228, 231–2
history of family involvement in speech intervention 228–9
parental support for family involvement in speech intervention 231
rationale of family involvement in speech intervention 230–1
typical parental involvement in speech intervention 229–30
New Zealand Speech–Language Therapy (SLT) and education 236–40
NS-OME in Alberta 232–6
NS-OME in North America 252–3
awareness 255
part–whole training and transfer 253–4
relevance 255
research evidence 255–6
responsibilities 256–7
strengthening of articulators 254–5
task specificity 255
theoretical issues 253–5
student experience in USA 257–8, 261
communities of practice 258–9
communities of research practice (CoRP) 259–61
participation 258
technology, tablets and Apps 240–2
guiding parents 242–3
software 242–4
UK practice 244–6
assessment 247–8
eclecticism 251
generic versus specialist SLTs 246–7
implications of survey 251–2
parents and intervention 250–1
survey respondents 246
therapy selection 249–50
therapy, clinician confidence and evidence 248–9
typical day 247

evolution of current practices 21
from theory to intervention 47–50
Childhood Apraxia of Speech Association of North America (CASANA) 51–4
communication with advocacy 50
intervention hierarchy 49
terminology 54–5
historical perspective
articulation development 31–2
clinical phonology 27
differences between theory, therapy and practice 25
dyslalia and functional articulation disorder 25–6
linguistic theory and sound patterns 26
phonological pattern approach 36–40
phonological revolution or not 35–6
timeline 22–3
understanding of ‘normal’ and ‘deviant’ speech 21–5
phonological acquisition models 40–1
behaviourist model 41
biological model 45
cognitive/Stanford model 46–7
levels of representation 47
natural phonology model 45–6
prosodic model 46
structuralist model 41–2
exclusive practices 9
Facebook groups 9, 409
Fairbanks, Grant 22
family and speech acquisition 228, 231–2
history of family involvement in speech intervention 228–9
parental support for family involvement in speech intervention 231
rationale of family involvement in speech intervention 230–1
typical parental involvement in speech intervention 229–30
parent education (family education) in PACT 432
Josie’s family 436
family atmosphere 128

family concerns about SSD
aetiology of SSDs 99
genetic transmission of linguistic processing deficit 99
motor control deficit 99–100
middle ear disease 99
delay or disorder 100–1, 104
acquisition based upon word complexity 103–4
intersect between PCC and PWP 103
PCC versus pCC 101–2
phonological mean length of utterance (pMLU) 102
Proportion of Whole-word Proximity (PWP) 102–3
intervention selection 105–6
prevalence of SSDs 98–9
prognosis 104
targets, goals and generalisation 106
fantasy 400
feature contrasts in English 191–2
Ferguson, Charles 22, 26
Fey, Marc 22, 23
final consonant deletion (FCD) 81, 325–6
first word age 89
fixed-up-one routine 210, 402, 425–6
focused auditory input 183–4
Functional Articulation Disorder 4, 26
functional SSD, definition 62, 64
future directions 452
audiology 457–8
audiograms of speech 458–9
collaboration between SLPs/SLTs and audiologists 461
intervention 460–1
research needs 461
sociophonetics 452–5
consequences of variation 455
implications for practice 455–7

gene expression, definition 63
genes, definition 63
genetic transmission of linguistic processing deficit 99
motor control deficit 99–100
Subject index

475

gene, definition 63
genotype, definition 63
Goldman–Fristoe Test of Articulation 90
Goldstein, Kurt 22, 26
Grunwell, Pamela 22, 26, 27
phonemic interventions 192–3

Halle, Morris 22, 26
Handbook of Clinical Pathology 23
hearing 138
hereditary, definition 63
Hill-Young, Edna 22
history interviews 80
childhood apraxia of speech (CAS) 296
phonological disorder 296
red flags 81
Holder, William 22
homologous chromosomes, definition 63
humanitarian SLP/SLT 156–8
case study 159–60
humility in practice 158
ICF-CY 158–9
hypermusality 139
hyponasality 139
Imagery Therapy 203–4
implicational relationships/universals 107
incidence, definition 63
incidence proportion, definition 63
incidence rate, definition 63
inconsistent deviant phonological disorder 66
independent analysis 82–3
single word (SW) sample 86
individualized education programs (IEPs) 381–2
goals 382–3
knowledge types 390
target selection 383–9, 391
informal intelligibility ratings 98
Ingram, David 22, 26, 27, 36
inheritance, definition 63
initial consonant deletion (ICD) 325
integral stimulation integration between DTTC 355–6
integrity 272
international adoption 142–4
assessment implications 145–7
language acquisition 144
speech acquisition 144–5
International Classification of Functioning, Disability and Health – children and youth version (ICF-CY) 5–7
activities and participation 6
body function 6
body structure 6
environmental factors 6–7
Nicaraguan example 158–9
personal factors 7
International Classification of Impairment, Disabilities and Handicaps (ICIDH) 5
international practice 11–14
interventions 174–5
auditory input 182–3
amplified auditory stimulation (AAS) 183
Cycles Phonological Patterns Approach (CPPA) 183
focused auditory input 183–4
PACT 184
auditory input therapy (AIT) 184–5
comparative study 186–7
implementation 185–6
individuals and groups 185
small groups in community settings 187–8
developmental dysarthria 14
limited stimulability 176
Stimulability Therapy 177–82
training 176–7
multilingual children with SSDs 151–2
parental involvement 250–1
perceptually based interventions 188–9
alternatives 190
case example 190–1
efficacy 189–90
SAILS software 188–91
phonemic interventions 191
Concept Level of Metaphon 193–4
Core Vocabulary Therapy 205
feature contrasts in English 191–2
Grunwell approach 192–3
Imagery Therapy 203–4
Metaphon 193
minimal pair approaches 195–8
psycholinguistic framework 205–10
sound contrasts 198–9
Sound Level of Metaphon 194
substitution processes 194
syllable structure processes 194
Whole Language Therapy 204–5
phonetic approaches 175
cognitive error types 175–6
phonological disorder 92
cognitive linguistic therapy 93
lexical intervention 92
parent administered language intervention program 92–3
selection 105–6
terminology 69–70
therapy selection 249–50
phonological therapy discussion group 409
interviews 80
childhood apraxia of speech (CAS) 296
phonological disorder 296
red flags for speech impairment 81
intrinsic motivation 398–9
attributions 400
fantasy 400
meaningful goals 400
praise 399–400
self-efficacy 400–1
iPads for Apraxia program (CASANA) 54
Jakobson, Roman 22
Jolly Phonics 250
knowledge of performance (KP) 344–5
knowledge of results (KR) 344–5
knowledge types (phonological knowledge) 390
laryngeal function 317
lexical intervention 92
linguistic parochialism 11–12
linguistic theory 26
linguistic universals 107
### Subject index

**linguistically diverse settings** 156–8  
*case study* 159–60  
humility in practice 158  
ICF-CY 158–9  
listening 127–8  
*Listening Program, The* 9  
literature on SSD  
keeping up with 10–11  
locus, definition 63  
Locke’s speech perception task 391–2

markedness 107, 386–7  
Maximal Oppositions intervention 195–6  
*melodic intonation therapy* (MIT) 330–2  
metalinguistic approaches 329  
metalinguistic training 424–7  
*Metaphon* 15, 23, 193, 250  
final phase 194–5  
Phase-1 193  
Concept Level 193–4  
*Sound Level* 194  
Phase-2 194  
Core Activity 194  
Miccio character cards 180  
middle ear disease 99  
Milisen, Robert 350  
minimal contrast therapy 330  
minimal pair interventions  
*Conventional Minimal Pairs* 195  
Empty Set (Unknown Set) 196  
Maximal Oppositions 195–6  
Multiple Oppositions 196–200  
specific procedures 200–3  
treatment phases 202  
minimal pairs 402–3  
monogenic disorders, definition 63  
Morley, Muriel 22  
motivation 398–9  
*attributions* 400  
fantasy 400  
*meaningful goals* 400  
*praise* 399–400  
self-efficacy 400–1  
motor speech disorders 64, 67  
motor speech examination  
*worksheet* 296–300  
*multilingual children with SSDs* 147–9, 152–3  
*assessment* 150–1  
*interventions* 151–2  
speech development in 150  
typical speech development in  
*multilinguals* 149–50  
multiple exemplar training 427–30  
Maximal Oppositions approach 196–200  
specific procedures 200–3  
treatment phases 202  
multiple oppositions therapy 14  
*multisyllabic words* (XSWs) 439–40  
assessment implications 442  
*asymmetric relationship* 440  
caveat 442  
*phonological representations* 440  
therapy 442–3  
uniqueness 440–1  
metrical structure 441–2  
Myklebust, Helmur 22, 26  
natural phonology model of  
*phonological acquisition* 45–6  
*Natural Process Analysis* 22  
near minimal pairs 403  
negative transfer 149–50  
Nicaraguan case example 156–8  
*case study* 159–60  
humility in practice 158  
ICF-CY 158–9  
NILPOD (Nichtlineare phonologische Diagnostik) 264–5  
non-English speaking children 153–4  
cluster consonant acquisition 155  
research need 156  
singleton consonant acquisition 154–5  
syllable-shape/phonotactic acquisition 155–6  
vowel acquisition age 154  
vowel acquisition order 154  
non-linear phonology,  
*constraints-based* 261–5  
non-maleficence 271  
non-speech oral motor exercises  
(NS-OME) 9, 23, 25  
Albertan survey 232–6  
ethical practice 270–4  
North American practice 252–3  
awareness 255  
part–whole training and transfer 253–4  
relevance 255  
research evidence 255–6  
responsibilities 256–7  
strengthening of articulators 254–5  
task specificity 255  
theoretical issues 253–5  
non-speech oral motor treatments  
(NS-OMT) 9  
*Normal and Disordered Phonology in Children* 23  
*Normal Speech and Speech Deviations* 21–3  
normative data 98  
*Nuffield Dyslexia Programme, Third Edition* (NDP3) 356–8, 367  
dosage 358  
incorporating new CVs into repertoire 362  
introducing sequencing 361  
moving beyond CV words 362–7  
new developments 358–9  
oromotor activities removed from NDP3 359  
single sounds and CV words 359–61  
sound-cue pictures 359  
teaching new CV words 361–2  
teaching new sounds 361  
word combinations 367  
*Nuffield Dyspraxia Program* 250  
oligogenic disorders, definition 63  
oral motor therapy 25  
oral motor treatment 25  
oral resonance 139  
oromotor exercises 25  
Orton, Samuel T. 22  
Osgood, Charles 22, 26  
*otitis media with effusion* (OME) 81, 459–60  
Paden, Elaine Pagel 22  
parents  
guidance in digital technology 242–3  
involved in therapy 250–1  
parent-administered language intervention program 92–3  
typical involvement in speech intervention 229–30
subject index

phonological disorder (Continued)
  intervention type 92
  cognitive linguistic therapy 93
  lexical intervention 92
  parent administered language intervention program 92–3
  justification for service provision 92
  measuring development 89–90
  motor speech examination worksheet 296–300
  neurophysiological investigations 306–7
  neural underpinnings of speech sound disorders 309
  typical language development 307–8
  principles 71
  rating speech characteristics 312–13
  diagnosis and reporting 318
  structural–functional evaluation procedures 317–18
  reading and reviewing literature 300–2
  keeping up to date 302–3
  signs 380
  marking 381
  puzzle phenomenon 381
  symptomatic treatment techniques
    auditory input therapy 330
    backward build-ups 334–5
    backward chaining 335–6
    conversational speech production drill 334
    CV syllable and word drills 324–5
    information for families 323–4
    melodic intonation therapy (MIT) 330–2
    metalinguistic approaches 329
    minimal contrast therapy 330
    phonemic placement 322–4
    phonetic placement techniques 322
    phonotactic therapy 325–9
    pre-practice 321
    progressive approximations 333
    prolongation of vowels 333
    reading 330
    self-monitoring techniques 334
    shaping 322
    singing 322–3
  single word production drill 333–4
  slowed rate of production 333
  stimulability training 322
  thematic play 330
  symptoms and treatments 319–20
  goals, approaches and techniques 321
  treatment principles 320
  testing for and observations 293
  Toddler Phonology Test (TPT) 91–2
  treating symptoms 292–3
  phonological mean length of utterance (pMLU) 102
  phonological pattern approach (CPPA) 36–7
  clinical session structure 40
  consonant category deficiencies 40
  incorporating complexity 38–40
  optimal primary phonological patterns 39
  targeting phonological patterns 38
  theoretical considerations and underlying concepts 37
  two-year olds 38
  phonological principles 70–1
  Phonological Process Analysis 22
  phonological processes 72
  ages of elimination 73
  phonological representations (PRs) 210
  assessment of skills 212
  content of therapy and therapist 213–14
  development 211
  importance of 211–12
  integration into speech work 214
  status in children with SSDs 212
  targeting in therapy 213
  phonotactic acquisition 155–6
  phonotactic therapy 14, 325
  cluster reduction 329
  final consonant deletion (FCD) 325–6
  increasing syllable production 328–9
  initial consonant deletion (ICD) 325
  monosyllables 326–7
  reduplication 326
  replacing VC with diphthong 326
  weak syllable deletion 327
  Photo Articulation Test 33
  place–voice–manner (PVM) chart 84, 193
  polygenic disorders, definition 63
  Poole, Irene 22, 31
  population screening 78
  positive transfer 149
  Powers, Margaret Hall 22, 25
  pragmatic stage of phonological acquisition 45
  praise as motivation 399–400
  prevalence of SSDs
    definition 63
    family concerns 98–9
  primary phonological patterns 38
    optimal 39
  professional learning network (PLN) 300
  prognosis for SSD 104
  progressive approximations 333
  PROMPT 230
  Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) 9
  Proportion of Whole-word Proximity (PWP) 100–1,
    102–3
  intersect with percentage of consonants correct (PCC) 103
  PCC versus pCC 101–2
  prosodic model of phonological acquisition 46
  protracted phonological development (PPD) 261, 262
  psycholinguistic approach 14
  psycholinguistic framework for interventions 205–6, 210
  everyday SLPSLT practice 207
  input processing 207
  output processing 207–8
  input 208–9
  model definition 206–7
  recognising children’s processing online 208
  speech and literacy 209–10
  pure tone audimetry (PTA) 459

Quick Screener 416–18
Quick Vowel Screener 218, 294
Subject index 479

Reading, Writing and Speech
Problems in Children 22, 23
red flags during case history interviews 81
Rehabilitation of Speech, The 22, 23
relational analysis 83–4
single word (SW) sample 86
research–practice gaps 9–10
resilience in the workplace 465
respect 271
respiratory function 317
ReSt program 367–71
RNA, definition 64
SoundContrastsinPhonology(SCIP) software 198–9
sound patterns 26
Sound Patterns of English, The (SPE) 26
sound therapies 9
special populations of children 121
children learning more than one language 147–9, 152–3
assessment 150–1
interventions 151–2
SSD development 150
typical development 149–50
cleft palate, craniofacial abnormalities and velopharyngeal dysfunction 136–8
articulation 141–2
associated syndromes 138
hearing 138
hypernasality 139
hyponasality 139
learning errors 140–1
oral resonance 139
voice 138–9
coccurring speech and language disorders 123–5
counselling 133–6
culturally and linguistically diverse settings 156–8
case study 159–60
humility in practice 158
ICF-CY 158–9
difficult behaviour 125–7
application to specific situations 129–32
basic strategy 130
diagnosis 127
family atmosphere 128
listening 127–8
mistaken goals of misbehaviour 128–9
referral 132
international adoption 142–4
assessment implications 145–7
language acquisition 144
speech acquisition 144–5
issues and concerns 164
non-English speaking children 153–4
cluster consonant acquisition 155
research need 156
singleton consonant acquisition 154–5
syllable-shape/phonotactic acquisition 155–6
vowel acquisition age 154
vowel acquisition order 154
parents’ initial perceptions of SSD 121–2
speech and literacy difficulties 160–4
tree special populations 122–3
velopharyngeal insufficiency 139–40
specific language impairment (SLI) 89
speech acquisition in the family environment 228
speech and language therapy (SLT) New Zealand practice 236–40
speech and literacy difficulties 160–4
speech assessment 84–5, 88
consistency assessment 86
conversation speech (CS) sample 85
data analysis 86
comparing SW and CS 87
CS analysis 86–7
looking further 87
SW independent analysis 86
SW relational analysis 86
interpreting results 87–8
screening 75–7
case example 80
PhonemeFactory software 78–80
case example 80
population screening 78
secondary phonological patterns 38
self-efficacy 400–1
sensorineural hearing loss (SNHL) 459, 460
sensory impairments 64
severity of SSD measuring 94–5
imitative PCC 96
limitations of PCC 95–6
percentage consonants correct (PCC) 95
parents’ concerns 97
Shriberg, Lawrence 23, 31
SSD classification system 64–5
singing 332–3
single word (SW) analysis 82–3
speech assessment 85
independent analysis 86
relational analysis 86
single word production drill 333–4
social media and SLPs/SLTs 409
sociolinguistic variation 453–4
consequences 455
implications for practice 455–7
sociophonetics 452–5
consequences of variation 455
implications for practice 455–7
SODA (substitution, omission, distortion and addition) 25, 31
soft palate movement 317
sonority 107–8
sonority hierarchy 108, 388–9
sonority sequencing principle 108, 388–9
SoundAssessmentandInteractiveLearningSystem(SAILS) 188–9
alternatives 190
case example 190–1
efficacy 189–90
speech characteristics rating form (SCRF) 314
administration 314–15
comments section 315
pitch/loudness 316
prosody 315–16
rate/fluency 316
voice quality/resonance/glottal fry 316
Subject index

Speech Correction: Principles and Methods 23
Speech Disorders Classification System (SDCS) 64–7
speech perception 391–2
speech sound disorders (SSD)
as a cover term 68–9
features 3–4
PCC severity scale 4
theoretical background 42–5
speech sound system disorders (SSSDs) 68
Speech Sounds on Cue 242, 243
speech–language pathology (SLP)
Stanford model of phonological acquisition 46–7
Stampe, David 22, 26
standard substitutions 32
stimulability assessment 85–6
Stimulability 176
Limited stimulability in children 176
Stimulability Therapy 177–82
training 176–7
Stimulability Therapy 177
case example 179–82
stimulability assessment 178
targeting stimulability 178–9
treatment research 182
stimulus characters 179
Stinchfield, Sara 22
structural errors (syllable structure errors) 70
structuralist model of phonological acquisition 41–2
student experience in USA 257–8, 261
communities of practice 258–9
committees of research practice (CoRP) 259–61
participation 258
substitution errors (systemic errors) 70
substitution processes (systemic processes) 194
subtypes of SSD 64–7
survival kit, Rosenthal’s 464–6
sustained phonation 317
syllable–final–within word (SFWW) 33
syllable–final–word–final (SFWF) 33
syllable–initial–within word (SIWW) 33
syllable–initial–word–initial (SIWI) 33
syllable–shape acquisition 155–6
syllable structure processes 194
symptoms, definition 64
systemic errors 70
Systemic Phonological Analysis of Child Speech (SPACS) 200
systemic stage of phonological acquisition 45
tablet computers and SLP/SLT 240–2
guiding parents 242–3
software 242–4
TalkTools. Oral Placement Therapy 250, 256
Targeting Intelligible Speech 22
Target Selection 383
apply sonority sequencing principle 388–9
high-frequency words 389
lexical properties of therapy words 389
low neighbourhood density words 389–91
minimal feature contrasts in treatment 384
non-developmental errors 385–6
prioritise least knowledge sounds 389
socially important targets 384
systemic approach to rule analysis 388
targeting sounds most destructive of intelligibility 385
unfamiliar words 384–5
use maximal feature contrasts 388
work in developmental sequence 383–4
work on inconsistently erred sounds 385
work on later developing sounds and structures first 386
work on marked consonants first 386–7
work on non-stimulable phonemes first 387–8
work on phonemes that are stimulable 384
technology and SLP/SLT 240–2
guiding parents 242–3
software 242–4
Templin, Mildred 22
Terminology for Speech Pathology 25
terminology of SSD 62–4
clinicians’ usage 67
articulation disorder 67
phonological disorder(s) 67–8
sound system disorders 68
speech sound disorder(s) (SSD/SSDs) 68–9
easily confused terms, “phon words” 71–4
functional 64
intervention-related misuse of terms 71
phonological principles 70–1
sub-groups 75
subtypes 64–7
web questions 74
difference between articulation disorder and phonological disorder 74–5
Thelwall, John 22
thematic play 330
teacher-/therapy gaps 9–10
Toddler Phonology Test (TPT) 91–2
Tomatis 9
tonsils 139
transmission, definition 64
Travis, Lee Edward 21–3
treatment targets and strategies for SSD 380
alliterative stories and activities 403–9
compensatory errors in cleft palate population 393–4
acquisition 394–5
auditory masking 396
automatisation 395–6
caregiver involvement 396–7
competence, focus and motivation 397
imagery 395
imitative modelling 394
intrinsic motivation 397–8
nasal occlusion 395
non-speech oral motor exercises (NS-OME) 397
non-speech sound stimulation 394–5
Subject index

self-monitoring 396
speed drills 395–6
treatment techniques 394
individualised education programs (IEPs) 381–2
goals 382–3
target selection 383–91
intrinsic motivation 398–9
attributions 400
fantasy 400
meaningful goals 400
praise 399–400
self-efficacy 400–1
online inspiration 409
phonological disorder signs 380
marking 381
puzzle phenomenon 381
speech perception 391–2
words and pictures 401–2
consonants, clusters and vowels 402
minimal pairs 402–3
near minimal pairs 403
tympanometry 459

Unknown Set (Empty Set) approach 196
untested practices 9
usage-based language 29–30

Van Riper, Charles 22, 23–5
velo-cardiofacial syndrome (VCFS) 138

velopharyngeal dysfunction (VPD) 136–8
associated syndromes 138
compensatory errors 393–4
acquisition 394–5
auditory masking 396
automatisation 395–6
caregiver involvement 396–7
competence, focus and motivation 397
imagery 395
imitative modelling 394
intrinsic motivation 397–8
nasal occlusion 395
non-speech oral motor exercises (NS-OME) 397
non-speech sound stimulation 394–5
self-monitoring 396
speed drills 395–6
treatment techniques 394
voice 138–9
velopharyngeal function and resonance 317
velopharyngeal insufficiency (VPI) 139–40
video observations in childhood apraxia of speech (CAS) 82
Visual Reinforcement Audiometry (VRA) 459
vocabulary acquisition 89
voice characteristics 138–9
voice onset time (VOT) 459
vowel acquisition
age 154
order 154
vowel–consonant (VC) combinations 33
vowel targeted intervention (VTI) 214–16
clinical implications 217–19
diagnosis and therapy 216–17
direct versus indirect therapy targets 217
service delivery implications 219
Walk for Children with Apraxia movement 54
Weiner, Frederick 22
West, Robert 22, 23
Whole Language Therapy 204–5
whole word measures 100–1, 104
acquisition based upon word complexity 103–4
intersect between PCC and PWP 103
PCC versus pCC 101–2
phonological mean length of utterance (pMLU) 102
Proportion of Whole-word Proximity (PWP) 102–3
within normal limits (WNL) speech 121
word complexity 103–4
World Health Organization (WHO) 4–7