Determining Targets for Phonological Intervention

- Sample child's speech and analyze it
- List ALL phonological and phonetic patterns of sound change
  - k→t, s→s̬, etc
- Evaluate each pattern in terms of all the relevant factors (listed on worksheet)
- Rank order the patterns based on the number of factors identified

Frequency of Target Sound(s) (see table)

- How frequently does the sound the child produces in error occur in English?
- Need to consider occurrence in both singleton and cluster contexts
- We presume that frequency is predictive of impact on intelligibility

Consistency of Error (see PROPH profile)

- Does the error occur in only one or two words?
  - frozen form?
  - inadequate sample?
- Is the phonological pattern variable (optional)?
  - look at process usage statistics on profile
- Is there evidence of process bleeding?
  - look at percentage other error on profile

Logical Teaching Order

- Is there a phonetic dependency among two or more of the target units produced in error?
  - teach palatal fricatives prior to affricates
  - teach singleton elements prior to clusters containing those elements
    - Hodson believes that certain clusters can't be taught *prior* to their related singletons

Contribution to Homonymy

- Homonyms result from the collapse of phonemic contrasts
- Processes/patterns most responsible:
  - segment deletion (FCD, ICD, MCD)
  - cluster reduction
  - sound preference (many to one substitution)
- These patterns should be targeted first

Feature Distance Between Error and Target

- Most listeners can more easily understand common/natural patterns of simplification
- In natural processes the substituted sound is featurally similar to the target sound, e.g., k→t, s→t, r→w
- Omission errors, though sometimes common (FCD), can't be analyzed in terms of features, but we know they have a significantly adverse effect on intelligibility
- Distortion errors also can't be analyzed in terms of features, but we know they have relatively little effect on intelligibility

Number of Positions Affected

- Do the target units occur in initial, medial, and final position?
- In how many of the possible positions does the error occur?
- When it does not occur, is the target produced correctly (suggesting process suppression is underway) or is the process being bled by another pattern (in which case the pattern should be considered to exist in that position)?

Order of Acquisition (see Sound Accuracy profile)

- Which sounds in which positions would we expect the child to have mastered by his age?
- Compare the target sounds produced in error to the phoneme mastery data
- Treat first those sounds were a developmental "lag" exists

Stimulability

- Is the child stimulable for some or all of the target sounds affected by a pattern?
- At what level of input and what level of structure is he stimulable?
- Work first on those sounds where stimulability is most advanced?
- Postpone work on sounds for which child is stimulable and delegate practice of those sounds to others (parents, CDAs, etc.)

Ease of Teaching

- Is the target sound(s) easily visible?
- Is the target sound(s) a continuant, so that it can be prolonged and thereby made more salient?
- Is the target sound(s) meaningful to the child? Does it occur in words he knows and uses frequently (his own or other proper names, names of favorite foods or activities, etc.)?

Morphological status

- Target units that are bimorphemic (final /s, z, t, d/ singletons and clusters)
  - add to the linguistic "load" a child must learn
  - add to the linguistic "function" achieved by that learning
- Bimorphemic targets might therefore be
  - worked on later for children with morphological learning difficulties
  - worked on earlier for children without

Phonological knowledge

- Evidence of phonological knowledge about target units can come from
  - attempts to create a phonemic contrast via allophonic variation (e.g., vowel lengthening)
  - external discrimination of target unit (Locke's SP-PT)
- Suggests that treatment can focus on production only

Resources available

- Caretakers with time and ability to implement activities at home
- Technology that can be used to provide feedback or motivation to child, e.g., Speechviewer
- Greater number of materials (pictures, games, etc.) available for a particular target pattern
- Child can be placed in group of children already working on one of his patterns