Abstract

Thirty-one preschoolers, aged 3-5 years, with an education diagnosis of articulation impairment, participated in five, once weekly, 45-minute individual speech intervention sessions administered by a second year graduate speech-language pathology student with direct supervision by a certified supervising speech-language pathologist. Standardized testing and parent report indicated substantial gains.

Method

Each intervention session consisted of five 8-minute activity stations that reflect multiple interests and intelligences: art, technology, sensory, movement and pretend play. Students transitioned across stations, requesting a single target word selected based on the complexity approach, phonetic inventory, and ability to produce the target accurately.

Dynamic, tactile, temporal cueing (DTTC) methodology was used based on individual errors, incorporating cues from the Kaufman Approach, PROMPT, Easy Does It For Apraxia, and Mucci Stimulability Cues.

Immediately following each session, caregivers were provided direct modelling, a hands-on, home activity and emailed a YouTube therapy video clip with explanation.

Evidence-Based Intervention Strategies to Effectively Treat Preschoolers With Speech Sound Disorders Kelly Vess, Laura Hansen, Megan Mae Smith, Mary Ridella & Emily Steinberg **2015 ASHA Annual Convention in Denver, Colorado Session: 8140** Barnes Early Childhood Center of Grosse Pointe Public Schools & Wayne State University





Preschoolers in Order of Level of Baseline Severity Based on CAAP-2 Standard Score (N=31 Preschoolers)



Performance on Clinical Assessment of Articulation and Phonology-2: Pre & Post

Decrease in Errors on and Age Equivalent Growth on CAAP-2 Following Five Therapy Sessions

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Clinical Assessment of Articulation and Phonology-2: Pre- and Post-Intervention Standard Scores

Boden is self-cueing to "slide" 4.5 4on each 3.5 topping of p 2.5 his favorite 2 food, pizza, 1.5 as a take 0.5 home, Enjoys Home Projects Generalizes to Home Communication Gains Enjoys Therapy hands-on Parent's Rating of Child's Enjoyment of Therapy, Home Projects, Generalization and Gains 3D project.

Parent Rating of Child Engagement and Intervention Effectiveness





Pre-Intervention Post-Interventior

Group averages indicate a Standard Score increase of nine from an average of 85 to 94 on the **Clinical** Assessment of Articulation and **Phonology-2** following 5 sessions.





Key Components

Pivotal Target Sounds: Select later developing, maximally distinct consonant clusters.

Multi-Modal Prompting: Dynamically provide prompts using visual, verbal, tactile, and spatial cueing depending on child's error.

Promote Self-Efficacy: Teach students to self-cue and fade verbal, visual, tactile and spatial cues with 80% accuracy.

Quality and Quantity: Present activities that are engaging with multiple opportunities for natural reward. Pieces=practice.

Generalization of Learning: Instruct caregiver through direct modelling, video clips, email and provision of a hands-on activity.

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