

ABSTRACT

AN EXPERIMENTAL COMPARISON OF CONCURRENT AND INCREMENTAL TASK SEQUENCING FOR THE TREATMENT OF SINGLE SPEECH-SOUND ERRORS IN CHILDREN

The relative effects of concurrent task sequencing vs. incremental task sequencing in treating children's speech-sound errors is investigated in this alternating treatment design study. Incremental task sequencing relies on a hierarchical progression from presumed-easy tasks, such as making sounds in syllables, to presumed-hard tasks, such as making sounds in sentences. Concurrent task sequencing relies on a variable randomized practice of all tasks. The study, which uses two 5-year-old males, shows that an incremental treatment sequence is not more effective than concurrent treatment, and that concurrent treatment can result in accurate production of speech-sound errors more quickly than incremental treatment.

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