

## ABSTRACT

### THE EFFICACY OF CONCURRENT ARTICULATION TREATMENT TO IMPROVE SINGLE PHONEME PRODUCTION IN CHILDREN WITH DECREASED SPEECH INTELLIGIBILITY

As the second investigation of this treatment technique, the current study served to systematically duplicate, and subsequently strengthen, the results obtained in the original study, which proved Concurrent Treatment effective. Three children, ages 4:8 to 5:11, participated in the study, one receiving therapy for /k/ and the other two for /s/. A multiple baseline across subjects research design was utilized. Multiple baseline measures and clinical conversation samples were obtained for each participant before therapy was initiated. Throughout treatment, the 17-exemplar types were taught in a randomized order, which was revised every session. Non-treatment stimuli and clinical conversation probes were conducted intermittently, as per the predetermined probe schedule, to monitor progress toward the dismissal criterion. Independent scorers established interjudge reliability via real-time evaluations. The proposed hypothesis was, once again, validated as the participants quickly advanced to accurate productions of their respective target phoneme and displayed significant generalization to untaught stimuli.

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