

ABSTRACT

USING CONCURRENT THERAPY IN TREATMENT OF PHONOLOGIC DISORDERS

Traditional therapy of speech sound disorders involves treating speech sound in a progression from presumed easy teaching tasks to harder tasks. In two studies (Skelton, 2004; Skelton & Funk, 2004) a speech sound was taught with the presumed easy and hard teaching tasks randomly intermixed (Concurrent Therapy); this resulted in rapid speech sound learning by the children. In the current study, multiple speech sounds were taught using Concurrent Therapy. A multiple-baseline-across-subjects design was used with 3- to 6-year-old participants presenting with phonologic disorder (multiple sound errors with reduced speech intelligibility). Three out of the four participants rapidly acquired the four taught sounds and showed generalization within the clinic. The fourth participant also showed rapid progress, but dropped out of the research before generalization could be established. Results further expand the scope of application for Concurrent Therapy to children with severe speech sound disorders needing treatment of multiple speech sounds.

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