**Case Study 2: Treating Severe Speech Delay with a Phonetic-Based Approach**

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**Treatment Program**

**Objective**

- Production of /p/, /t/, /k/, /b/, /d/, /m/, /n/, /l/ in syllables and words. Later, production of additional consonants.
- Use of targeted keywords and phrases to communicate with parent at the end of the session.

**Structure of the Practice**

- Use of the Phonetic-Based Approach.
- Keyword practice in which a single word with the target sound is used repeatedly to encourage the child to produce the sound.
- Use of two-syllable utterances (e.g., "What does this word mean?") when a single-syllable sound was asked.
- At the end of each session, the child engaged in a "show and tell" with his parent and the task materials.
- The SLP supported his responses.

**Parental Input that Informed Treatment Decisions**

- When parents reported the production of /f/ in a child's name during Week 9 of the first semester, /f/ was added as a target.
- When parents observed occasional production of /m/ as /w/ in words such as "water" during Week 1 of the second semester, /m/ was added as a target.
- The child met the criteria for "outcomes"; a three-syllable unit, during Week 2 of the second semester; keyword practice (e.g., "money") was then expanded to two-word utterances (e.g., "more money").

**Learning Challenges and Effective Strategies**

**Inconsistency in production**

- Strategy: Exploratory feedback distinguished between correct production (or best production for new sounds) and all other responses, with only the correct or best production receiving the reinforcer.

**Prophylaxis in the Beginning of Treatment**

- Targeted sounds: /m/, /n/, /l/, /t/, /d/, /b/, /p/, /k/, /g/, /j/, /w/, /n/, /l/.
- Practice contexts: Minimal context, natural context, and targeted context.

**Efficacy of a Phonetic-Based Approach**

**Proposed Solution**

**Phonetic-Based Approach**

- Includes a two-phase practice sequence for each targeted consonant:
  - Phase I: Drills to shape production, beginning at the sound level, and moving to the CV and VC syllable levels and then to words in imitation, built on each successful syllable as the child develops skill.
  - Phase II: Drills to shape production, form correct or best form, and then expanded to the CV and VC syllable levels.

**Subject**

- 4·2-year-old male
- Seat-time weekly for treatment at a university clinic; studied two consecutive semesters.

**Pro-Studio Profile**

- Good contextual comprehension for familiar activities and routines.
- Ability to understand simple directions.
- Communicative intent demonstrated through nonspeech vocalizations.
- Social interest in participating in treatment tasks.

**Challenges**

- Use of pauses during two-syllable words and two-word utterances.
- Variations in loudness and pitch.
- Pausing of up to 5 seconds between sounds when producing syllables and words.

**Programs for Consistency**

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