## Overview of Contrastive Phonological Intervention Approaches

<table>
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<tbody>
<tr>
<td>Description</td>
<td>Single contrastive pairings of child’s error with target sound (known ~ unknown)</td>
<td>Single contrastive pairings of maximally distinct comparison sound with target sound (known ~ unknown)</td>
<td>Single contrastive pairings of 2 target sounds (unknown ~ unknown)</td>
<td>Multiple contrastive pairings of child’s error with several target sounds from across a rule set (known ~ 2–4 unknown)</td>
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</table>
| Example | g - d / #_ | m - d / #_ | r - d / #_ | g  
| Treatment Set | go ~ doe  
gate ~ date  
gown ~ down | moo ~ dew  
more ~ door  
mate ~ date | row ~ doe  
ray ~ day  
rye ~ dye | dew  
Fu  
chew  
stew  
goo  
doore  
lour  
store  
door  
lour  
store  |
| Assumptions | 1. Adult-based categories (e.g., backing) are the basis for the child’s error and sound organization | 1. Phonemic distinctiveness (i.e., salience) of comparison sound will facilitate learning | 1. Phonemic distinctiveness (i.e., salience) of 2 target sounds will facilitate learning | 1. The size and nature of linguistic “chunks” presented to child will facilitate learning (learning of the whole is greater than the sum of its parts) |
| | 2. Child will fill in the gap between what is trained and what still needs to be learned across the rule set | 2. Child will fill in the gap of missing phonemic features (i.e., frication, voicing, coronal) based on distinctiveness of contrastive pairing | 2. Child will fill in the inventory gaps based on distinctiveness of contrastive pairings and learning 2 new sounds simultaneously | 2. Learning is a dynamic interaction between child’s unique sound system and intervention |
| Rationale | Predicts target contrast will generalize to other phonetically similar sounds affected by child’s error pattern | Predicts that target contrast will create systemwide change on basis of child filling in phonemic gaps | Predicts that target contrast will create greater systemwide change on basis of child filling in phonemic gaps and learning more than one phoneme at a time | Predicts learning will be generalized across a rule set |

Note: "-" stands for “contrasts with”, "#" denotes position within a word; "#_" represents word-initial position