Selecting target phonemes: Considerations before starting...

- sounds that are functional for the child;
- sounds that are stimulable;
- sounds that occur in key words/contexts;
- sounds that are more visible;
- sounds that occur more frequently;
- sounds that affect intelligibility the most;
- sounds least affected by physical deviations;

...more considerations...

- sounds inconsistently mispronounced;
- sounds that are acquired earlier;
- sounds that are part of child’s inventory;
- sounds that may generalize to others (see next slide);
- exemplars that are part of a rule pattern, e.g., P-V-M, Distinctive features, Phonological processes

Edwards (1983)
Principles for selection of target sounds

- Choose target sounds that are in the child’s phonetic repertoire
- Choose sounds for which the child is stimulable
- Choose sounds that should improve intelligibility
- Choose frequently occurring sounds
- Choose sounds that are acquired early
- Choose high-value sounds
- Choose sounds that should be relatively easy to produce

Weiss, Gordon and Lillywhite (1987)
Select the error phoneme that:

- is the earliest to develop
- is the most stimulable
- is produced correctly in a key word
- occurs most frequently in speech
- is most consistent
- is visible
- has resulted in criticism
- The client most desires to correct
- is least likely to be affected by physical deviations
- is the same for a group of clients

Hegde and Davis (1995)
Guidelines for selection of potential target behaviors:

- select behaviors that will make an immediate and socially significant difference (improves intelligibility the most);
- select the most useful behaviors that may be produced and reinforced at home and in other natural settings (easily understood and reinforced by family);
- select behaviors that help expand communicative skills; practice words should be meaningful and appropriate.
- select behaviors that are linguistically and culturally appropriate for the individual client; practice words and materials, suggested follow-up activities must be appropriate.

Edwards (1983)
Principles for selection of target processes

- Choose processes that result in early success or that would be relatively easy to remediate. For example, select processes that occur only in certain phonetic environments, or processes that affect sounds that are within the child’s phonetic inventory, or select processes that affect sounds for which the child is stimulable.
- Choose processes that are crucial for the child, i.e., those that draw considerable attention to the child’s speech (e.g., velarization, lateralization, frication of stops, glottal replacement).
- Choose early processes or processes that affect early sounds (e.g., gliding of stops).
- Choose processes that interact, i.e., involve more than one rule (e.g., stopping of fricatives in final word position, which impacts plurals, possessives, 3rd person singular.)