

## Case Study

From the speech screen we know that Erin is:-

- Fronting – using front sounds ‘t’ and ‘d’ instead of back sounds ‘k’ and ‘g’
- Stopping – using short sounds t/p/b/d instead of long sounds f/v/s/z
- Missing some sounds off the ends of words.
- Erin also has limited awareness of syllables, rhyme and where sounds are in words.

From the speech screen we know that Rosie is:

- Rosie has a severe speech sound disorder
- Final consonant deletion – missing lots of different sounds of the ends of words
- Preferred sound ‘d’ – she uses ‘d’ at the beginning of lots of words instead of sounds such as k, g, f, s etc.

Use the speech screen to:

1. Think of two activities that you can do to start help Erin or Rosie.
2. Identify which part of the speech chain each activity links to
3. Describe the activities you will do and give examples of words e.g. minimal pairs, final/initial sound listening, rhyme, syllables, words to practice saying a sound
4. Think about cues that you will use to help Erin or Rosie
5. Think about praise and feedback you will need to use
6. Think about how to make it fun, what games that you might use

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**Answers:**  
**Activity 1**

**Activity 2**

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### ERIN SCREENING RESULTS

Age	Sound	Initial ✓	Final ✓
2 Years	p	✓	✓
	b	✓	✓
	m	✓	✓
	n	✓	✓
	w	✓	
	t	✓	✓
	d	✓	t
2:06-3:11	k	t	t
	g	d	d
	ing		n
	h	✓	
	s	t	t
	f	p	p
	sh	t	t
4:00- 4:11	v	b	∅
	z	d	∅
	r	w	
	l	w	w
	y	✓	
	j	d	d
	ch	t	t
5:00- 5:11	th		
	Th		
	zh		

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### ROSIE SCREENING RESULTS

Age	Sound	Initial ✓	Final ✓
2 Years	p	b	✓
	b	✓	✓
	m	✓	∅
	n	✓	∅
	w	✓	
	t	∅	∅
2:06-3:11	d	✓	∅
	k	d	∅
	g	d	∅
	ing		∅
	h	glottal	
	s	d	∅
4:00- 4:11	f	d	∅
	sh	d	∅
	v	d	∅
	z	d	∅
	r	w	
	l	w	∅
5:00- 5:11	y	✓	
	j	d	∅
	ch	d	∅
	th		
	Th		
	zh		

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