



Ελληνική Δημοκρατία
Τεχνολογικό Εκπαιδευτικό
Ίδρυμα Ηπείρου

Αγγλική Ορολογία

Ενότητα 1: Η Αγγλική Ορολογία των Διαταραχών
Φωνολογίας και Άρθρωσης.

Μελομένη (Μελίνα) Νησιώτη



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης





Τμήμα Λογοθεραπείας

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M.Sc., Καθηγήτρια Εφαρμογών

Ιωάννινα, 2015



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Σκοποί ενότητας

- Εισαγωγή στο βασικό λεξιλόγιο που αναφέρεται στις διαταραχές της φωνολογίας και της άρθρωσης.
- Η ανάπτυξή του γίνεται μέσω ασκήσεων ακρόασης (listening), αναγνωστικής κατανόησης επιστημονικών κειμένων (reading comprehension), συγγραφής (writing) και μετάφρασης (translation).



Περιεχόμενα ενότητας

- Άσκηση: Αναγνωστική Κατανόηση
Επιστημονικού Κειμένου (Reading
Comprehension)
- Άσκηση: Συγγραφή Περίληψης στην Αγγλική
Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)
- Άσκηση: Μετάφρασης (Translation)
- Άσκηση: Ακρόασης (Listening)



ΤΕΙ ΗΠΕΙΡΟΥ



ανοιτά μαθήματα
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Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (1 από 112)

- Please underline the terminology you can seek in the text, on the following templates.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (1 από 112)

- Speech sound disorders is an umbrella term referring to any combination of difficulties with perception, motor production, and/or the phonological representation of speech sounds and speech segments (including phonotactic rules that govern syllable shape, structure, and stress, as well as prosody) that impact speech intelligibility. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (2 από 112)

- **Speech sound disorders** is an umbrella term referring to any combination of difficulties with perception, motor production, and/or the **phonological representation** of speech sounds and **speech segments** (including **phonotactic rules** that govern **syllable shape, structure, and stress**, as well as **prosody**) that impact speech **intelligibility**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (3 από 112)

- Known causes of speech sound disorders include motor-based disorders (apraxia and dysarthria), structurally based disorders and conditions (e.g., cleft palate and other craniofacial anomalies), syndrome/condition-related disorders (e.g., Down syndrome and metabolic conditions, such as galactosemia), and sensory-based conditions (e.g., hearing impairment). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (4 από 112)

- Known causes of speech sound disorders include **motor-based disorders** (apraxia and dysarthria), **structurally based disorders** and conditions (e.g., cleft palate and other **craniofacial anomalies**), **syndrome/condition-related disorders** (e.g., Down syndrome and **metabolic conditions**, such as galactosemia), and **sensory-based conditions** (e.g., hearing impairment). [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (5 από 112)

- Speech sound disorders can impact the form of speech sounds or the function of speech sounds within a language. Disorders that impact the form of speech sounds are traditionally referred to as articulation disorders and are associated with structural (e.g., cleft palate) and motor-based difficulties (e.g., apraxia). Speech sound disorders that impact the way speech sounds (phonemes) function within a language are traditionally referred to as phonological disorders; [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (6 από 112)

- Speech sound disorders can impact the form of speech sounds or the function of speech sounds within a **language**. Disorders that impact the form of speech sounds are traditionally referred to as **articulation disorders** and are associated with structural (e.g., **cleft palate**) and motor-based difficulties (e.g., **apraxia**). Speech sound disorders that impact the way speech sounds (**phonemes**) function within a language are traditionally referred to as **phonological disorders**; [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (7 από 112)

- they result from impairments in the phonological representation of speech sounds and speech segments—the system that generates and uses phonemes and phoneme rules and patterns within the context of spoken language. The process of perceiving and manipulating speech sounds is essential for developing these phonological representations. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (8 από 112)

- they result from impairments in the phonological **representation** of speech sounds and speech **segments**—the system that generates and uses **phonemes** and phoneme rules and **patterns** within the context of spoken language. The process of perceiving and **manipulating** speech sounds is essential for developing these phonological **representations**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (9 από 112)

- Often, it is not possible to determine the underlying cause of a speech sound disorder or to differentiate articulation from phonological etiology. Nevertheless, this Portal Page maintains the distinction for descriptive purposes and because distinguishing each error type may have practical applications for diagnosis and treatment approaches. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (10 από 112)

- Often, it is not possible to determine the underlying **cause** of a speech sound disorder or to differentiate **articulation** from **phonological etiology**. Nevertheless, this Portal Page maintains the distinction for descriptive purposes and because distinguishing each error type may have **practical** applications for **diagnosis** and **treatment approaches**. [\[1\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (11 από 112)

Prevalence data on speech sound disorders are problematic for a number of reasons:

- Various studies have relied on teacher, parent, and/or speech-language pathologist (SLP) reports in varying combinations. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (12 από 112)

Prevalence data on speech sound disorders are problematic for a number of reasons:

- Various studies have relied on teacher, parent, and/or **speech-language pathologist (SLP)** reports in varying combinations. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (13 από 112)

- Most of the prevalence research that has been published has come from the United Kingdom, Australia, and Canada and often focuses on specialized populations in those countries or in the United States; thus, it can be difficult to determine the extent to which those data can be generalized to the United States population overall. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (14 από 112)

- Most of the prevalence research that has been published has come from the United Kingdom, Australia, and Canada and often focuses on **specialized populations** in those countries or in the United States; thus, it can be difficult to **determine** the extent to which those data can be **generalized** to the United States population overall. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (15 από 112)

- The most widely cited summary of speech sound disorder prevalence is a systematic review conducted by Law, Boyle, Harris, Harkness, & Nye (2000). They reported prevalence estimates ranging from 2% to 25% of children ages 5 to 7 years.
- The limited epidemiologic data that are available suggest that prevalence is slightly higher in boys than girls, and has a low positive correlation with socioeconomic status. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (16 από 112)

- The most widely **cited** summary of speech sound disorder prevalence is a **systematic review** conducted by Law, Boyle, Harris, Harkness, & Nye (2000). They reported **prevalence estimates** ranging from 2% to 25% of children ages 5 to 7 years.
- The limited **epidemiologic data** that are available suggest that prevalence is slightly higher in boys than girls, and has a low positive **correlation** with **socioeconomic status**. [\[2\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (17 από 112)

Signs and symptoms of speech sound disorders include

- omissions/deletions—certain sounds are not produced but omitted or deleted (e.g., "cu" for "cup" and "poon" for "spoon");
- substitutions—one or more sounds are substituted, which may result in loss of phonemic contrast (e.g., "dood" for "good" and "wabbit" for "rabbit"); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (18 από 112)

Signs and **symptoms** of speech sound disorders include

- **omissions/deletions**—certain sounds are not produced but omitted or deleted (e.g., "cu" for "cup" and "poon" for "spoon");
- **substitutions**—one or more sounds are **substituted**, which may result in loss of **phonemic contrast** (e.g., "dood" for "good" and "wabbit" for "rabbit"); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (19 από 112)

- additions—one or more extra sounds are added or inserted into a word (e.g., "buhlack" for "black");
- distortions—sounds are altered or changed (e.g., a lateral "s");
- whole-word/syllable-level errors—weak syllables are deleted (e.g., "tephone" for "telephone"), a syllable is repeated or deleted (e.g., "dada" for "dad" or "wawa" for "water"); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (20 από 112)

- **additions**—one or more extra sounds are **added** or **inserted** into a word (e.g., "buhlack" for "black");
- **distortions**—sounds are **altered** or **changed** (e.g., a lateral "s");
- **whole-word/syllable-level errors**—**weak syllables** are **deleted** (e.g., "tephone" for "telephone"), a syllable is **repeated** or **deleted** (e.g., "dada" for "dad" or "wawa" for "water"); [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (21 από 112)

- prosody errors—errors occur in stress, intensity, rhythm, and intonation.
- Signs and symptoms may occur independently or as rule-based error patterns (e.g., deletion of final consonants, reduction of consonant clusters from two elements to one, or substitution of fricatives and affricates with stops). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (22 από 112)

- **prosody errors**—errors occur in **stress**, **intensity**, **rhythm**, and **intonation**.
- **Signs** and **symptoms** may occur independently or as **rule-based error patterns** (e.g., **deletion** of **final consonants**, **reduction** of **consonant clusters** from two elements to one, or **substitution** of **fricatives** and **affricates** with **stops**). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (23 από 112)

- In addition to these more common error patterns, children might also present with idiosyncratic error patterns, such as substituting many sounds with a favorite or default sound, resulting in considerable homonymy. For example, shore, sore, chore, and tore might all be pronounced as "door" (Grunwell, 1987; Williams, 2003a). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (24 από 112)

- In addition to these more common **error patterns**, children might also present with **idiosyncratic** error patterns, such as **substituting** many sounds with a favorite or **default sound**, resulting in considerable **homonymy**. For example, shore, sore, chore, and tore might all be pronounced as "door" (Grunwell, 1987; Williams, 2003a). [\[3\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (25 από 112)

Causes

- The cause of some speech sound problems is known; for example, speech difficulties can be the result of motor speech disorders (e.g., dysarthria), structural differences (e.g., cleft palate), or sensory deficiencies (e.g., hearing impairment). However, the cause of articulation and phonological speech sound disorders in most children is unknown. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (26 από 112)

Causes

- The cause of some speech sound problems is known; for example, **speech difficulties** can be the result of motor speech disorders (e.g., **dysarthria**), structural differences (e.g., **cleft palate**), or sensory deficiencies (e.g., **hearing impairment**). However, the cause of **articulation** and **phonological** speech sound disorders in most children is unknown. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (27 από 112)

Even so, a number of studies have identified risk and protective factors associated with speech sound disorders in children.

- Risk factors include
 - male sex;
 - pre- and perinatal problems;
 - oral sucking habits (e.g., excessive sucking of pacifiers or thumb) [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (28 από 112)

Even so, a number of studies have identified risk and protective factors associated with speech sound disorders in children.

- **Risk factors** include
 - male sex;
 - **pre-** and **perinatal** problems;
 - oral sucking habits (e.g., **excessive sucking** of **pacifiers** or **thumb**) [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (28 από 112)

- Risk factors include
 - ear, nose, and throat problems;
 - a more reactive temperament;
 - family history of speech and language problems;
 - low parental education;
 - lack of support for learning in the home. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (29 από 112)

- Risk factors include
 - ear, nose, and throat problems;
 - a more reactive temperament;
 - family history of speech and language problems;
 - low parental education;
 - lack of support for learning in the home. [\[4\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (30 από 112)

- Protective factors may include
 - a more persistent and sociable temperament,
 - a higher level of maternal well-being. [\[4\]](#)

(Campbell et al., 2003; Fox, Dodd, & Howard, 2002; Harrison & McLeod, 2010)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (31 από 112)

- **Protective factors** may include
 - a more **persistent** and **sociable temperament**,
 - a higher level of **maternal well-being**. [\[4\]](#)

(Campbell et al., 2003; Fox, Dodd, & Howard, 2002; Harrison & McLeod, 2010)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (32 από 112)

Roles and Responsibilities

- Speech-language pathologists play a central role in the screening, assessment, diagnosis, and treatment of persons with speech sound disorders. The professional roles and activities in speech-language pathology include clinical/educational services, prevention and advocacy, and education, administration, and research. See ASHA's Scope of Practice in Speech-Language Pathology (ASHA, 2007a). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (33 από 112)

Roles and Responsibilities

- Speech-language pathologists play a central role in the **screening, assessment, diagnosis, and treatment** of persons with speech sound disorders. The professional roles and activities in speech-language pathology include **clinical/educational** services, **prevention** and **advocacy**, and **education, administration, and research**. See **ASHA's Scope of Practice** in Speech-Language Pathology (ASHA, 2007a). [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (34 από 112)

Appropriate roles for SLPs include:

- providing prevention information to individuals and groups known to be at risk for speech sound disorders, as well as to individuals working with those at risk;
- educating other professionals on the needs of persons with speech sound disorders and the role of SLPs in diagnosing and managing speech sound disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (35 από 112)

Appropriate roles for SLPs include:

- providing **prevention** information to **individuals** and groups known to be at risk for speech sound disorders, as well as to individuals working with those at **risk**;
- **educating** other professionals on the needs of persons with speech sound disorders and the role of SLPs in **diagnosing** and **managing** speech sound disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (36 από 112)

Appropriate roles for SLPs include:

- screening individuals who present with speech sound difficulties and determining the need for further assessment and/or referral for other services;
- conducting a culturally and linguistically relevant comprehensive assessment of speech, language, and communication; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (37 από 112)

Appropriate roles for SLPs include:

- **screening** individuals who present with speech sound difficulties and **determining** the need for further **assessment** and/or **referral** for other services;
- **conducting** a **culturally** and **linguistically** relevant **comprehensive** assessment of **speech, language, and communication**; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (38 από 112)

Appropriate roles for SLPs include:

- diagnosing the presence or absence of a speech sound disorder;
- referring to and collaborating with other professionals to rule out other conditions, determine etiology, and facilitate access to comprehensive services;
- making decisions about the management of speech sound disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (39 από 112)

Appropriate roles for SLPs include:

- **diagnosing** the presence or absence of a speech sound disorder;
- **referring** to and **collaborating** with other professionals to rule out other **conditions**, determine etiology, and **facilitate** access to **comprehensive** services;
- making **decisions** about the **management** of speech sound disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (40 από 112)

Appropriate roles for SLPs include:

- making decisions about eligibility for services, based on the presence of a speech sound disorder;
- developing treatment plans, providing intervention and support services, documenting progress, and determining appropriate service delivery approaches and dismissal criteria; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (41 από 112)

Appropriate roles for SLPs include:

- making decisions about **eligibility** for services, based on the presence of a speech sound disorder;
- developing **treatment plans**, providing **intervention** and **support services**, **documenting progress**, and determining appropriate service **delivery approaches** and **dismissal criteria**; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (42 από 112)

Appropriate roles for SLPs include:

- serving as an integral member of an interdisciplinary team working with individuals with speech sound disorders and their families/caregivers;
- counseling persons with speech sound disorders and their families/caregivers regarding communication-related issues and providing education aimed at preventing further complications related to speech sound disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (43 από 112)

Appropriate roles for SLPs include:

- serving as an **integral** member of an **interdisciplinary** team working with individuals with speech sound disorders and their families/caregivers;
- counseling persons with speech sound disorders and their **families/caregivers** regarding communication-related issues and providing education aimed at preventing further complications related to speech sound disorders; [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (44 από 112)

Appropriate roles for SLPs include:

- consulting and collaborating with professionals, family members, caregivers, and others to facilitate program development and to provide supervision, evaluation, and/or expert testimony; [\[5\]](#)
- remaining informed of research in the area of speech sound disorders, helping advance the knowledge base related to the nature and treatment of these disorders, and using evidence-based research to guide intervention;



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (45 από 112)

Appropriate roles for SLPs include:

- **consulting** and **collaborating** with professionals, family members, **caregivers**, and others to facilitate program development and to provide **supervision**, **evaluation**, and/or expert **testimony**; [\[5\]](#)
- remaining informed of research in the area of speech sound disorders, helping advance the knowledge base related to the nature and **treatment** of these disorders, and using **evidence-based research** to guide **intervention**;



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (46 από 112)

Appropriate roles for SLPs include:

- Advocating for individuals with speech sound disorders and their families at the local, state, and national levels.
- As indicated in the Code of Ethics (ASHA, 2010), SLPs who serve this population should be specifically educated and appropriately trained to do so. [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (47 από 112)

Appropriate roles for SLPs include:

- **Advocating** for individuals with speech sound disorders and their families at the **local**, **state**, and **national** levels.
- As indicated in the **Code of Ethics** (ASHA, 2010), SLPs who serve this population should be **specifically educated** and **appropriately** trained to do so. [\[5\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (48 από 112)

Screening

Screening is conducted whenever a speech sound disorder is suspected or as part of a comprehensive speech and language evaluation for a child with communication concerns. The purpose of the screening is to identify those who require further speech-language/communication assessment or referral to other professional services. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (49 από 112)

Screening

Screening is conducted whenever a speech sound disorder is **suspected** or as part of a **comprehensive** speech and language **evaluation** for a child with communication **concerns**. The purpose of the screening is to identify those who require further **speech-language/communication** assessment or **referral** to other professional services. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (50 από 112)

Screening typically includes

- formal screening measures that have normative data and/or cutoff scores,
- informal measures, such as those designed by the clinician and tailored to the population being screened (e.g., for older students, screening procedures might include reading sentences and/or passages containing speech sounds to be assessed or obtaining a conversational speech sample), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (51 από 112)

Screening typically includes

- **formal** screening measures that have normative data and/or cutoff scores,
- **informal** measures, such as those designed by the clinician and **tailored** to the population being screened (e.g., for older students, **screening** procedures might include **reading** sentences and/or **passages** containing speech sounds to be assessed or obtaining a **conversational** speech sample), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (52 από 112)

Screening typically includes

- comprehension and production of spoken and written language (as age-appropriate), hearing screening to rule out hearing loss as a possible contributing factor to speech difficulties, screening of oral motor functioning, orofacial exam to identify structural bases for speech sound disorders (e.g., submucous cleft palate, malocclusion, ankyloglossia) and to assess facial symmetry. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (53 από 112)

Screening typically includes

- **comprehension** and **production** of spoken and written language (as **age-appropriate**), **hearing** screening to rule out hearing loss as a possible contributing factor to speech difficulties, screening of oral **motor functioning**, **orofacial exam** to identify **structural** bases for speech sound disorders (e.g., **submucous cleft palate**, **malocclusion**, **ankyloglossia**) and to assess **facial symmetry**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (54 από 112)

Screening may result in

- suggestions to encourage normal speech sound development and the prevention of speech-language impairment;
- plans to monitor speech and language development;
- referral for multi-tier system of supports such as response to intervention (RTI) services when appropriate; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (55 από 112)

Screening may result in

- **suggestions** to encourage **normal** speech sound development and the **prevention** of speech-language impairment;
- plans to **monitor speech** and **language development**;
- **referral** for multi-tier system of supports such as response to **intervention** (RTI) services when appropriate; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (56 από 112)

Screening may result in

- referral for further speech and language assessment, including, a comprehensive speech sound assessment, if the child's speech sound system is not appropriate for his/her age and/or linguistic community, a comprehensive language assessment, a complete audiologic assessment,
- a comprehensive oral motor/oral musculature assessment; referral to other professional services. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (57 από 112)

Screening may result in

- **referral** for further speech and language assessment, including, a comprehensive speech sound assessment, if the child's speech sound system is not appropriate for his/her age and/or **linguistic community**, a **comprehensive language** assessment, a complete **audiologic assessment**,
- a **comprehensive** oral motor/oral **musculature** assessment; **referral** to other professional services. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (58 από 112)

Comprehensive Assessment

Individuals suspected of having a speech sound disorder based on screening results are referred to an SLP for a comprehensive assessment. The assessment protocol may include an evaluation of language and literacy skills, if indicated, and takes into account cultural and linguistic speech differences across communities, including: [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (59 από 112)

Comprehensive Assessment

Individuals suspected of having a speech sound disorder based on screening results are referred to an SLP for a comprehensive assessment. The **assessment protocol** may include an evaluation of language and **literacy skills**, if indicated, and takes into account **cultural** and **linguistic** speech differences across **communities**, including: [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (60 από 112)

Comprehensive Assessment

- current research and best practice in the assessment of speech sound disorders in the language(s) and/or dialect(s) used by the client; phonemic and allophonic variations of the language(s) and/or dialect(s) used in the community and how variations affect a determination of a disorder or a difference; differences among SSD, accents, dialects, patterns of transfer from one language to another, and typical developmental patterns. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (61 από 112)

Comprehensive Assessment

- current research and best practice in the assessment of speech sound disorders in the language(s) and/or dialect(s) used by the **client**; **phonemic** and **allophonic** variations of the **language(s)** and/or **dialect(s)** used in the **community** and how **variations** affect a **determination** of a disorder or a difference; differences among SSD, **accents**, **dialects**, patterns of **transfer** from one language to another, and typical developmental patterns. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (62 από 112)

Comprehensive assessment for speech sound disorders typically includes

- case history;
- oral mechanism examination;
- hearing screening; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (63 από 112)

Comprehensive assessment for speech sound disorders typically includes

- case history;
- oral mechanism examination;
- hearing screening; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (64 από 112)

Speech sound assessment (single-word testing and connected speech sampling), including

- severity, intelligibility,
- stimulability, speech perception;
- spoken-language testing, including
- receptive and expressive language assessment,
- phonological processing;
- literacy assessment. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (65 από 112)

Speech sound assessment (single-word testing and connected speech sampling), including

- severity, intelligibility,
- stimulability, speech perception;
- spoken-language testing, including
- receptive and expressive language assessment,
- phonological processing;
- literacy assessment. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (66 από 112)

Assessment may result in:

- diagnosis of a speech sound disorder, description of the characteristics and severity of the disorder,
- recommendations for intervention targets,
- identification of factors that might contribute to the speech sound disorder,
- diagnosis of a spoken language (listening and speaking) disorder [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (67 από 112)

Assessment may result in:

- **diagnosis** of a speech sound disorder, **description** of the characteristics and severity of the disorder,
- **recommendations** for intervention targets,
- **identification** of **factors** that might contribute to the speech sound disorder,
- diagnosis of a spoken language (**listening** and **speaking**) disorder [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (68 από 112)

Assessment may result in:

- identification of literacy problems,
- monitoring of literacy learning progress in students with identified speech sound disorders by SLPs and other professionals in the school setting,
- recommendations for response to intervention (RTI) services in the schools to support speech and language development,
- referral to other professionals as needed. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (69 από 112)

Assessment may result in:

- identification of **literacy** problems,
- **monitoring** of **literacy** learning progress in students with identified speech sound disorders by **SLPs** and other professionals in the school setting,
- **recommendations** for response to **intervention** (RTI) services in the schools to **support** speech and **language development**,
- **referral** to other professionals as needed. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (70 από 112)

Case History

The case history typically includes gathering information about

- family's concerns about the child's speech;
- history of middle ear infections;
- history of speech, language, and/or literacy difficulties in the family;
- languages used in the home; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (71 από 112)

Case History

The case history typically includes gathering information about

- family's **concerns** about the **child's speech**;
- history of **middle ear infections**;
- **history** of speech, language, and/or **literacy** difficulties in the family;
- languages used in the home; [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (72 από 112)

Case History

The case history typically includes gathering information about

- primary language spoken by the child;
- teacher's perception of the child's intelligibility and participation in the school setting and how the child's speech compares with that of peers in the classroom;
- family's and other communication partners' perception of intelligibility.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (73 από 112)

Case History

The case history typically includes gathering information about

- **primary language** spoken by the child;
- **teacher's perception** of the child's **intelligibility** and participation in the school setting and how the child's speech compares with that of peers in the classroom;
- family's and other **communication partners'** perception of **intelligibility**.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (74 από 112)

Oral Mechanism Examination

The oral mechanism examination evaluates the structure and function of the speech mechanism to assess whether the system is adequate for speech production:

- occlusion and specific tooth deviations; hard and soft palate (clefts, fistulas, bifid uvula); function (strength and range of motion) of the lips, jaw, tongue, and velum; placement of the tongue at rest and during speech to rule out tongue thrust, an oral myofunctional phenomenon, that can affect production of some sounds. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (75 από 112)

Oral Mechanism Examination

The oral mechanism examination evaluates the structure and function of the speech mechanism to assess whether the system is adequate for speech production:

- **occlusion** and specific **tooth deviations**; **hard** and **soft palate** (**clefts**, **fistulas**, **bifid uvula**); function (**strength** and **range of motion**) of the **lips**, **jaw**, **tongue**, and **velum**; placement of the tongue at rest and during speech to rule out tongue thrust, an oral **myofunctional phenomenon**, that can affect production of some sounds. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (76 από 112)

Hearing Screening

If not completed during the speech sound screening, a hearing screening is conducted during the comprehensive speech sound assessment. The screening typically includes:

- otoscopic inspection of the ear canal and tympanic membrane,
- puretone audiometry,
- immittance testing to assess middle ear function. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (77 από 112)

Hearing Screening

If not completed during the speech sound screening, a hearing screening is conducted during the comprehensive speech sound assessment. The screening typically includes:

- otoscopic inspection of the ear canal and tympanic membrane,
- puretone audiometry,
- immittance testing to assess middle ear function. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (78 από 112)

Speech Sound Assessment

The acquisition of speech sounds is a developmental process, and children often demonstrate "typical" errors and phonological patterns during this acquisition period. For example, it is considered typical and acceptable for younger children to replace later-acquired sounds, such as /s/, with earlier-acquired sounds, such as /t/, up until a certain age range. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (79 από 112)

Speech Sound Assessment

Developmentally appropriate errors and patterns are taken into consideration during assessment for speech sound disorders in order to differentiate typical errors from those that are unusual or not age-appropriate. The speech sound assessment **typically employs** both **standardized assessment** instruments and a variety of **sampling procedures**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (80 από 112)

Speech Sound Assessment

Single-Word Testing—provides identifiable units of production and allows all sounds in the language to be elicited in a number of contexts; however, it may or may not accurately reflect production of the same sounds in connected speech.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (81 από 112)

Speech Sound Assessment

Single-Word Testing—provides **identifiable** units of production and allows all sounds in the language to be elicited in a **number of contexts**; however, it may or may not accurately reflect production of the same sounds in **connected speech**.



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (82 από 112)

Speech Sound Assessment

Connected Speech Sampling—provides information about production of sounds in connected speech using a variety of talking tasks (e.g., storytelling or retelling, describing pictures, normal conversation about a topic of interest) and communication partners (e.g., peers, siblings, parents, clinician). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (83 από 112)

Speech Sound Assessment

Connected Speech Sampling —provides information about production of sounds in connected speech using a variety of talking tasks (e.g., **storytelling** or **retelling**, **describing pictures**, **normal conversation** about a topic of interest) and communication partners (e.g., **peers**, **siblings**, **parents**, **clinician**). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (84 από 112)

Speech Sound Assessment

Assessment procedures typically evaluate the child's speech sound system, including

- sounds, sound combinations, and syllable shapes produced accurately, including
- sounds in various word positions (e.g., initial, within word, and final word position) and in different phonetic contexts,
- phoneme sequences (e.g., vowel combinations, consonant clusters, and blends), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (85 από 112)

Speech Sound Assessment

Assessment procedures typically evaluate the child's speech sound system, including

- sounds, **sound combinations**, and **syllable shapes** produced **accurately**, including
- sounds in various word positions (e.g., **initial**, within word, and final **word position**) and in different **phonetic contexts**,
- **phoneme sequences** (e.g., **vowel combinations**, **consonant clusters**, and **blends**), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (86 από 112)

Speech Sound Assessment

Assessment procedures typically evaluate the child's speech sound system, including

- syllable shapes (e.g., simple CV to complex CCVCC);
- speech sound errors, including
- error type(s) (e.g., deletions, omissions, substitutions, distortions, additions),
- error distribution (e.g., position of sound in word), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (87 από 112)

Speech Sound Assessment

Assessment procedures typically evaluate the child's speech sound system, including

- **syllable shapes** (e.g., **simple** CV to **complex** CCVCC);
- speech sound errors, including
- error type(s) (e.g., **deletions**, **omissions**, **substitutions**, **distortions**, **additions**),
- error **distribution** (e.g., position of sound in word), [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (88 από 112)

Speech Sound Assessment

- articulation errors—relatively consistent errors, with preserved phonemic contrasts (e.g., /l/ and /r/ are consistently distorted, but clearly different from one another; (Bauman-Waengler, 2012);
- error patterns (i.e., phonological patterns)—systematic sound changes or simplifications that affect a class of sounds (e.g., fricatives), sequences of sounds (e.g., consonant clusters), or syllable structures (e.g., complex syllable structures or multisyllabic words. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (89 από 112)

Speech Sound Assessment

- **articulation errors** —relatively consistent errors, with preserved **phonemic contrasts** (e.g., /l/ and /r/ are **consistently distorted**, but clearly different from one another; (Bauman-Waengler, 2012);
- **error patterns** (i.e., **phonological patterns**)—systematic sound changes or simplifications that affect a class of sounds (e.g., **fricatives**), sequences of sounds (e.g., **consonant clusters**), or syllable structures (e.g., **complex syllable structures** or **multisyllabic words**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (90 από 112)

Severity

Severity is a qualitative judgment made by the clinician that indicates the significance of the speech sound disorder on the child's communication functioning in daily activities. It is typically defined along a continuum from mild to severe or profound. There is no clear consensus regarding the best way to determine the severity of a speech sound disorder. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (91 από 112)

Severity

Severity is a **qualitative judgment** made by the clinician that indicates the **significance** of the speech sound disorder on the child's communication functioning in daily activities. It is typically defined along a **continuum** from **mild** to **severe** or **profound**. There is no clear **consensus** regarding the best way to determine the severity of a speech sound disorder. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (93 από 112)

Severity

A numerical scale or continuum of disability is often used, because it is time-efficient and because of the lack of more definitive ways to make this determination. Prezas and Hodson (2010) utilize a continuum from mild (omissions are rare; few substitutions) to profound (extensive omissions and many substitutions; extremely limited phonemic and phonotactic repertoires), with distortions and assimilations occurring in varying degrees at all levels of the continuum. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (94 από 112)

Severity

A **numerical scale** or **continuum** of **disability** is often used, because it is time-efficient and because of the lack of more definitive ways to make this **determination**. Prezas and Hodson (2010) utilize a continuum from mild (**omissions** are rare; few **substitutions**) to **profound** (**extensive omissions** and many **substitutions**; extremely limited **phonemic** and **phonotactic repertoires**), with distortions and **assimilations** occurring in varying degrees at all levels of the continuum. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (95 από 112)

Severity

Shriberg and Kwiatkowski (1982a, 1982b) proposed a quantitative approach in which the percentage of consonants correct (PCC) is used to determine severity on a continuum from mild to severe. This type of calculation most closely aligns with the listener's perceptions of severity. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (96 από 112)

Severity

Shriberg and Kwiatkowski (1982a, 1982b) proposed a quantitative approach in which the percentage of **consonants correct** (PCC) is used to determine **severity** on a continuum from mild to severe. This type of **calculation** most closely aligns with the listener's **perceptions of severity**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (97 από 112)

Severity

For example, a PCC of 85-100 is considered "mild," while a PCC of less than 50 is considered "severe." This approach has been modified to include a total of 10 such indices, including percent vowels correct (PVC; Shriberg, Austin, Lewis, McSweeny, & Wilson, 1997). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (98 από 112)

Severity

For example, a PCC of 85-100 is considered "mild," while a PCC of less than 50 is considered "severe." This approach has been modified to include a total of 10 such indices, including percent vowels correct (PVC; Shriberg, Austin, Lewis, McSweeney, & Wilson, 1997). [6]



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (99 από 112)

Treatment

Historically, the treatment of speech sound errors involved teaching the motor skills needed for the articulation of speech sounds. Since the 1970s, speech sound disorders have also been viewed from a linguistic or phonological perspective. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (99 από 112)

Treatment

Historically, the **treatment** of speech sound errors involved teaching the **motor skills** needed for the **articulation** of speech sounds. Since the 1970s, speech sound disorders have also been viewed from a **linguistic** or **phonological perspective**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (100 από 112)

Treatment

Some treatment approaches have traditionally focused on articulation production and others have been more phonological/language-based. Articulation approaches target each sound deviation and are often selected by the clinician when the child's errors are assumed to be motor-based; the aim is correct production of the target sound(s). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (101 από 112)

Treatment

Some **treatment approaches** have traditionally **focused** on articulation production and others have been more **phonological/language-based**. Articulation approaches target each **sound deviation** and are often selected by the clinician when the child's errors are **assumed** to be **motor-based**; the aim is correct production of the target sound(s). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (102 από 112)

Treatment

Phonological approaches target a group of sounds with similar error patterns, although the actual treatment of exemplars of the error pattern may target individual sounds. Phonological approaches are often selected in an effort to help the child internalize phonological rules and generalize these rules to other sounds within the pattern (e.g., final consonant deletion, cluster reduction). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (103 από 112)

Treatment

Phonological approaches target a group of sounds with similar **error patterns**, although the actual treatment of exemplars of the error pattern may target **individual sounds**. Phonological approaches are often selected in an effort to help the child **internalize phonological rules** and **generalize** these rules to other sounds within the pattern (e.g., **final consonant deletion, cluster reduction**). [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (104 από 112)

Treatment

- The sequence of most treatment approaches for speech sound disorders are reflected in the following phases of therapy:
- Establishment—eliciting target behaviors and stabilizing production on a voluntary level. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (105 από 112)

Treatment

- The sequence of most treatment approaches for speech sound disorders are reflected in the following phases of therapy:
- **Establishment**—eliciting target behaviors and **stabilizing** production on a **voluntary** level. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (106 από 112)

Treatment

- Generalization—facilitating carry-over of sound productions at increasingly challenging levels (e.g., syllables, words, phrases/sentences, conversational speaking).
- Maintenance—stabilizing target behaviors and making production more automatic; encouraging self-monitoring of speech and self-correction of errors. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (107 από 112)

Treatment

- **Generalization—facilitating** carry-over of sound productions at **increasingly** challenging levels (e.g., **syllables**, words, **phrases/sentences**, **conversational speaking**).
- **Maintenance—stabilizing** target behaviors and making production more **automatic**; encouraging **self-monitoring** of speech and **self-correction** of errors. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (108 από 112)

Treatment Approaches

The following are brief descriptions of both general and specific treatments for children with speech sound disorders. These approaches, listed alphabetically, can be utilized to treat speech sound problems in a variety of populations, including children with apraxia of speech, structurally based disorders, syndrome-based disorders, and hearing impairment. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (109 από 112)

Treatment Approaches

The following are **brief** descriptions of both general and specific treatments for children with speech sound disorders. These approaches, listed alphabetically, can be utilized to treat speech sound problems in a variety of **populations**, including children with apraxia of speech, **structurally** based disorders, **syndrome-based** disorders, and **hearing impairment**. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (110 από 112)

Treatment Approaches

Treatment selection will depend on a number of factors, including the child's age, the type of speech sound errors, the severity of the disorder, and the degree to which the disorder affects overall intelligibility (Williams, McLeod, & McCauley, 2010). Note that this list is not exhaustive, and inclusion does not imply an endorsement from ASHA. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (111 από 112)

Treatment Approaches

Treatment selection will depend on a number of **factors**, including the child's age, the type of speech sound errors, the **severity** of the disorder, and the degree to which the disorder **affects** overall **intelligibility** (Williams, McLeod, & McCauley, 2010). Note that this list is not exhaustive, and inclusion does not imply an **endorsement** from ASHA. [\[6\]](#)



Άσκηση Αναγνωστική Κατανόηση Επιστημονικού Κειμένου (Reading Comprehension) (112 από 112)

1. What are the symptoms that must be treated during therapy?
2. What are the symptoms of this disorder?
3. What is the impact of the disorder to patient's life?
4. Is there a final cure to this disorder or we just cope with it for life time?
5. In text what are the to evaluation and diagnostic procedures?



ΤΕΙ ΗΠΕΙΡΟΥ



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Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)



Άσκηση Συγγραφή Περίληψης στην Αγγλική Γλώσσα Βασισμένη σε Κείμενο (Writing Abstract)

Please make a summary/abstract of the text given in templates No 90 till No 98.



Άσκηση Μετάφρασης (Translation)



Άσκηση Μετάφρασης (Translation)

Please translate templates No 10 till No 18.



Άσκηση Ακρόασης (Listening)



Άσκηση Ακρόασης (Listening) (1 από 3)

- Speech Therapy Techniques for F and V Sounds

<https://www.youtube.com/watch?v=Gbd1LpIKicA>



Άσκηση Ακρόασης (Listening) (2 από 3)

1. Please collect all the terminology you can here during this video.
2. What is the end point of this video?
3. What are the techniques that there used during therapy?
4. What are the symptoms of this disorder?
5. What is the impact of the disorder to client's life?
6. What are the causes of this disorder?



Άσκηση Ακρόασης (Listening) (3 από 3)

7. What are the clinical symptoms of this disorder?
8. Is there a final cure to this disorder or we just cope with it for life time?
9. In this video the speakers referred to evaluation and diagnostic procedures?
10. What are the benefits of speech and language therapy upon the disorder mentioned in these videos?



Αναφορές Κειμένων

1. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Overview>
2. [http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Incidence and Prevalence](http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Incidence_and_Prevalence)
3. [http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Signs and Symptoms](http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Signs_and_Symptoms)
4. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Causes>
5. [http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Roles and Responsibilities](http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Roles_and_Responsibilities)
6. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Assessment>
7. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=Treatment>
8. <http://www.asha.org/PRPSpecificTopic.aspx?folderid=8589935321§ion=References>



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Σημείωμα Αναφοράς

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Επεξεργασία: Ταφιάδης Διονύσιος
Ιωάννινα, 2015



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Ευρωπαϊκό Κοινωνικό Ταμείο



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ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



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Οποιαδήποτε αναπαραγωγή ή διασκευή του υλικού θα πρέπει να συμπεριλαμβάνει:

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