

Pattern:	Possible Treatment Plan
Phoneme collapse	Maximal oppositions (Gierut, 1998)
Many phonological patterns, low intelligibility	Cycles (Hodson, 2018)
Student has multiple speech sound errors both early and late developing	Complexity Approach (Storkel, 2018)
Phonological error patterns	Minimal Pairs (Barlow & Gierut, 2002)
Inconsistent Speech Disorder	Core Vocabulary Approach (Dodd et. al., 2016)
Non developmental errors (ex: lisp)	Traditional Articulation Therapy with Principles of Motor Learning (Maas et. al., 2008)
Errors are marked and unmarked sounds	Target marked sounds which may lead to the unmarked sound coming in without specifically targeting it (Dodd et. al., 2008)
Lots of early developing speech sounds are missing	Target early developing speech sounds according to the (McLeod & Crow, 2018) article, consider the complexity model and other factors as well.
Sound errors are mostly in one place/manner	If sounds are all in one place or manner you may want to target the latest developing sound with the complexity approach. (Storkel, 2018)
Student is highly unintelligible, frustrated with not being able to communicate	AAC (Beukelman & Mirenda, 2013), core vocabulary approach (Crosbie, Holm & Dodd, 2005)
Student is not stimuable for sounds, gets very frustrated	If a student is not stimuable and gets easily frustrated, you may want to target sounds that are really visible, meaning it's easy to see and copy the speech movements (ex: a /p/ sound is more visible than a /k/ sound) or high value sounds for the child. (DeVeney, Cabbage, & Mourey, 2020).
Student is not stimuable for sounds and does not get	Select non-stimuable sounds (Miccio & Elbert, 1996)

frustrated when practicing	
Over all intelligibility is reduced (ex: students with childhood dysarthria due to cerebral palsy)	Compensatory strategies (ex: slow rate, increased volume) (Levy, 2014), conversational repair strategies (Julien et. al., 2014), self advocacy, AAC (Smith & Hustad 2015)