

## INDEX

In this index, the following abbreviations are used: *b* for text box, *f* for figure, and *t* for table.

### A

- AAC. *See* alternative and augmentative communication (AAC)
- AAE. *See* African American English (AAE)
- Abducens nerves, 43, 44*t*
- Accessory nerves, 42, 45
- Accountability. *See* documentation; evidence-based practice
- Acoustic aspects of speech production, 68–69
- Acoustic nerve, 327
- Acoustic phonetics, 62
- Acoustic reflex, 32
- Acoustic theory of speech production, 53–54, 57
- Adapted cueing techniques (ACT), 384
- Adenoids, 188
- Advanced forms, 152
- Advocacy, for children with CAS, 386*b*
- Aerodynamic aspects of speech production, 65, 68
- Affricates
- acoustical qualities of, 68, 69
  - age of mastery of, 168
  - anatomy and physiology for, 23
  - in Asian languages, 244, 245
  - depalatalization and, 96
  - distinctive features of, 83
  - hearing impairments and, 394
  - markedness constraints and, 116, 117
  - overview of, 76
  - in Spanish-influenced English, 253
  - in SSL, 142, 160, 166–167, 168, 178, 191
  - stopping and, 95, 103, 120
- African American children
- prevalence and risk factors of SSDs and, 2
  - SSL in, 215, 217–218
- African American English (AAE). *See also* American English dialects
- assessment and treatment of SSD in, 218–222
  - lessons in Huck Finn’s English, 211*b*
  - overview of, 209–210, 212–213
  - phonological characteristics of, 213, 214*t*, 215, 216*t*
- Age ranges
- for cleft lip and palate repair, 390
  - for consonant clusters mastery, 162–164, 163*t*
  - for consonant mastery, 155*t*, 156*t*, 157, 158*t*, 159, 160–161, 161*t*
  - for diadochokinetic rates, 266*t*
  - of distinctive features mastery, 168–169
  - for infraphonological stages, 144–146
  - for phonological awareness, 459, 460
  - for PP disappearances, 170–173, 172*t*, 173*t*
  - prognosis and, 301
  - of sound classes mastery, 167–168
  - for speech intelligibility, 175, 293
  - for speech perception conditioning, 141–143
  - for SSL in AAE, 217–218
  - for SSL in Asian languages, 246–247
  - for SSL in Latino children, 232–233
  - for vowel mastery, 164–165
- Airflow and air pressure, 23, 26, 27, 388, 392
- Alliteration, 456, 457, 459, 460, 466
- Allographs, 64
- Allophones. *See* phonemes and allophones
- Alphabetic letters. *See also* International Phonetic Alphabet (IPA), 458
- Alternate response mode (ARM). *See also* contextual testing, 219

- Alternating motion rates (AMRs). *See also* diadochokinetic rates and testing, 265, 313
- Alternative and augmentative communication (AAC), 385, 386*b*, 389
- Alveolar assimilation, 99
- Alveolar ridge, 29
- Alveolars. *See* lingua-alveolars; velar fronting (VF)
- American English dialects. *See also* African American English (AAE), 124, 210, 211*b*, 248–250
- American English language. *See also* Mainstream American English (MAE)
- Arabic language versus, 79, 245–247
  - Chinese languages versus, 239–241, 253
  - Czech language versus, 457
  - East Asian languages versus, 243–245
  - German language versus, 458
  - Greek language versus, 457
  - Italian language versus, 235, 253, 457
  - Portuguese language versus, 235, 253
  - South Asian languages versus, 241
  - Southeast Asian languages versus, 242–243
  - Spanish language versus, 229–230, 232, 233, 236
  - Swedish language versus, 235
  - Turkish language versus, 235, 253, 457
- American Speech-Language-Hearing Association, 8, 188, 210, 249, 268, 306–307
- AMRs. *See* alternate response mode (ARM)
- Anatomic variables in SSL. *See* speech anatomic variables in SSL
- Anatomy of speech and hearing. *See specific mechanisms or structures*
- Anesthetization, as an articulation assessment, 183, 184, 381
- Angular gyrus, 39
- Animal research, 147, 196
- Ankyloglossia, 177
- Antecedent stimuli, 367, 394
- Anticipatory assimilation, 100
- Apert syndrome, 322
- Applicator sticks. *See also* tongue depressors, 265
- Applied phonetics, 62
- Approximants, 83
- Approximations, 359–360
- Apraxia Profile*, 313
- Aprosody, 308
- Arabic language versus English, 79, 245–247
- Arawakan language, 224
- Arcuate fasciculus, 43, 46
- Arizona Articulation Proficiency Scale–Third Edition* (Arizona-3), 154–156, 162, 163*t*, 165, 218–219, 267, 268
- ARM. *See* alternate response mode (ARM)
- Arresting sounds, 73
- Articulation disorders. *See also* speech sound disorders (SSDs); *specific PP or disorder*, 3, 4, 5, 6–7, 12, 298, 299
- Articulator bound and articulator free, 123
- Articulators, 28*f*
- Articulatory gestures, 126, 275
- Articulatory groping, 309
- Articulatory mechanism, 28–30, 28*f*, 30*f*
- Articulatory phonetics, 62
- Articulatory position diagrams, 358
- Articulatory theory, 126
- Arytenoid cartilage, 24, 24*f*, 25*f*
- Arytenoid muscles, 26, 26*f*
- Asian and Pacific Islander languages, 229–230, 237–247, 239*t*, 240*t*, 246–248
- Assessment of Phonological Processes–Spanish*, 234
- Assessments. *See also* screening instruments; *specific assessments*; *specific procedures*
- alternate response mode (ARM), 219
  - analysis and interpretation of, 280–297
  - authentic assessment, 219
  - baseline establishment versus, 349
  - of children speaking AAE, 218–221
  - of children speaking Asian and Pacific Islander languages, 247
  - of children with CAS, 310–314
  - of children with CP, 318–321
  - of Latino children, 233–236
  - of Native American children, 225–227
  - diadochokinetic testing in, 179–180, 265–266, 266*t*, 290
  - dynamic, 464–465

- ethnocultural variables in, 212  
 LPTs versus NPTs and, 9  
 for phonological awareness, 465*t*  
 portfolio assessments, 220  
 standardized test administration, 262,  
 267–273
- Assimilation patterns, 71, 98–100, 170, 172  
 Association fibers, 42–43  
 Ataxic CP, 315  
 Ataxic dysarthria, 316  
 Athetosis, 50  
 Attention deficits, 318  
 Audiological screenings. *See* hearing screen-  
 ings  
 Audiologists, 266, 267, 328, 329, 393–394  
 Audiometers, 267  
 Audiotaping, 275, 294  
 Auditory bombardment, 183, 416  
 Auditory discrimination. *See also* hearing  
 impairments and hearing loss; speech  
 discrimination testing, 139, 182–183,  
 192–197  
 Auditory discrimination training. *See also*  
 sensory–perceptual training (ear  
 training), 279–280  
 Auditory mechanism. *See also* hearing im-  
 pairments and hearing loss, 30–33, 30*f*  
 Auditory nerve, 30*f*  
 Authentic assessments, 219  
 Autism spectrum disorder, 439  
 Autosegmental theory, 121–122  
 Axons and axon terminals, 34–36, 35*f*
- B**
- Babbling, 144, 145, 147–151, 150*b*, 164–165,  
 198, 202–203  
 Babies. *See* infants  
 Backing, 96–97  
 Basal ganglia, 39–40, 39*f*  
 Baselines, 348–351, 402*b*  
 Basilar membrane, 32  
 Behavioral theories of SSL, 201–206  
 Behavioral treatment approaches. *See also*  
 corrective feedback; modeling; posi-  
 tive reinforcement; sound shaping,  
 335, 337, 389, 392, 409
- Bernoulli effect, 27  
 Bilabials, 68, 74, 77, 145, 176  
 Bilingualism. *See also* ethnocultural vari-  
 ables; second language acquisition;  
*specific languages*, 235–236, 237, 238,  
 252, 258–259, 298, 457  
 Binary system, 79, 81–83, 82*t*, 85–86  
 Birth order, 186  
 Black English. *See* African American English  
 (AAE)  
 Blackfoot language, 224  
 Blends. *See* consonant cluster production  
 Booster treatment, 357, 379  
 Bound morphemes, 63  
 Boys. *See* gender differences  
 Bradykinesia, 50  
 Brain. *See* central nervous system (CNS);  
*specific brain structures*  
 Brain stem, 40*f*, 41–42, 41*f*  
 Breath indicators, 358  
 Broad phonetic transcriptions, 65, 276  
 Broca’s area. *See also* cerebral initiation,  
 37–38, 43
- C**
- Canonical babbling (infraphonological stage  
 4). *See also* babbling, 144, 145–146, 147,  
 149  
 Cantonese dialect. *See also* Chinese languag-  
 es versus English, 246, 253  
 Caregivers. *See also* families; mothers; par-  
 ents, 203, 204, 221  
 Carrier phrases, 368  
 Carryover. *See* home program (cycles ap-  
 proach); maintenance programs;  
 transfer and carryover, in traditional  
 approach  
 Case histories. *See also* family histories, 264,  
 290–291  
 Caseloads. *See* school caseloads  
 Caudate nucleus, 39, 39*f*  
 Central nervous system (CNS). *See also* neu-  
 romotor control of speech; neurons,  
 34, 36–43, 37*f*, 38*f*, 39*f*, 40*f*, 41*f*, 48–49  
 Central sulcus, 36, 37*f*, 38*f*  
 Cerebellum, 40–41, 40*f*  
 Cerebral cortex, 36, 37*f*

- Cerebral hemispheres, 36
- Cerebral initiation, 46–47
- Cerebral palsy. *See also* developmental dysarthria (DD), 179, 290–291, 314–315
- Cerebrum, 36
- Cervical nerves, 22*t*
- Cheyenne language, 224
- Childhood apraxia of speech (CAS)  
 advocacy for children with, 386*b*  
 assessment of, 266, 268, 306–314  
 genetic factors and, 187  
 overview of, 179  
 treatment approaches for, 381–385
- Chinese languages versus English, 239–241, 253
- Chorea, 50
- Chromosomes. *See* genetic factors
- Cilia, 32
- Cineradiography, 271
- Citation form, 70
- Cleft lip and palate. *See also* hard palate; lips; phonatory mechanism; soft palate, 176, 178, 290, 321–326, 389–393
- Client-specific procedures, 465
- Clinical Evaluation of Language Fundamentals—Fourth Edition*, 464
- Clinical Evaluation of Language Fundamentals—Preschool—Second Edition*, 464
- Clinical phonetics, 62
- Clinical practice and reasoning. *See also* ethnocultural variables; evidence-based practice  
 analysis approaches in, 281–284, 291–292, 296–297  
 behavioral theories of SSL in, 203  
 CAS diagnosis in, 309–310  
 connected speech samples in, 276–277  
 LPTs versus, 104–105  
 natural phonological theory and, 110–111, 112  
 NPTs versus, 89, 105, 120–121, 287  
 NSOME and, 448  
 PAI and, 467–468, 470–471, 471*b*  
 parental input on assessments in, 220  
 phonological theories versus, 124, 127, 128–129, 130, 133–134  
 prognosis in, 300–302  
 speech sound norms in, 174, 174*b*  
 SSD subtypes and, 16–18  
 standardized test administration in, 272–273  
 target behavior selection guidelines, 345–348  
 theoretician versus, 133–134  
 treatment practices in, 177–178, 302–303, 333, 371–372, 402*b*
- Clinical significance, 89
- Closed-syllable words, 92
- Closing interviews, 303–304
- Cluster reductions (CR). *See also* error patterns; phonological patterns (PP), 93–94, 117, 120, 170, 235, 287
- Clusters. *See* cluster reductions (CR); consonant cluster production
- CNS. *See* central nervous system (CNS)
- Coarticulation, 70–71
- Cochlea, 30*f*, 32, 32*f*
- \*CODA. *See also* final consonant deletion (FCD), 103, 117, 121
- Coda of syllables, 73
- Code switching, 210
- Cognate pairs, 79
- Cognitive theories, 199–200, 256
- Commissural fibers, 43
- Common and uncommon phonological patterns across languages, 235
- Comorbidity, as a classification, 10
- Compensatory articulatory movements, 388, 392
- Compensatory errors, 322–323
- Complementary distribution, 63
- \*COMPLEX. *See also* consonant cluster production, 102, 117, 120
- Complexity approach. *See also* maximal contrast approach, 427, 429–432
- Complex targets, 355
- Concurrent treatment approach, 347, 352–353, 382, 409–412
- Conditioning. *See also* operant conditioning methods, 139–143, 150*b*, 151, 203
- Conductive hearing loss, 181, 327
- Connected speech samples, 272–277, 274*b*, 285, 293
- Connecting fibers (CNS), 42–43
- Connectionist and spreading activation models, 56–57

- Connectionist view, 204
- Consistency. *See* error consistency
- Consistency approach. *See* core vocabulary approach
- Consistent deviant phonological disorders, 13
- Consonant cluster production  
 in AAE, 215, 217, 220  
 age of mastery of, 162–164, 163*t*  
 in Asian languages, 243, 244  
 error patterns in, 162–164, 167  
 overview of, 72, 79, 80*t*–81*t*  
 PAS learning and, 457  
 Spanish versus English, 230, 232
- Consonant harmony, 99
- Consonant omissions, in AAE, 213–214, 217
- Consonant production. *See also* consonant cluster production  
 acoustic theory of speech production and, 54  
 age ranges of mastery of, 155*t*, 156*t*, 157, 158*t*, 159, 160–161, 161*t*  
 error patterns in, 166–167  
 initial, medial, and final sounds in, 72–73  
 overview of, 74, 75*t*, 76–79, 80*t*–81*t*, 81–83, 82*t*  
 percentage of consonants correct (PCC), 294–295, 438  
 pressure consonants, 178  
 Spanish versus English, 230, 233  
 during transition from babbling, 148–149
- Consonant sequence reduction. *See* cluster reductions (CR)
- Constraints. *See also* faithfulness constraints; markedness constraints, 101, 114, 115, 132
- Context. *See also* environments; facilitative phonetic context, 175
- Contextual Probes of Articulation Competence–Spanish*, 234, 278, 312
- Contextual testing. *See also* alternate response mode (ARM), 277–278, 295–296
- Contiguous assimilation, 100
- Contingency priming, 378
- Continuous reinforcement schedule, 364
- Contralateral motor control, 36, 47
- Contrastive features, in AAE, 214*t*, 216*t*, 219–220
- Contrastive features, in Native American languages, 225
- Contrastive stress, 69
- Contrastive stress drills, 384–385
- Conversational levels, 370
- Conversational probes, 376
- Conversational speech. *See also* speech samples  
 interpreters and, 249  
 in Latino children, 234  
 natural recasts within, 440–441  
 open-ended questions in, 370  
 standardized testing versus, 220–221, 272, 273  
 target behavior selection and, 340  
 treatment session guests and, 377–378
- Conversation stage, in sound stabilization training, 406
- Core vocabulary approach, 436–439
- Corniculate cartilage, 24
- Coronal place nodes. *See also* lingua-alveolars, 103, 123
- Corpus callosum, 36, 43
- Corpus striatum, 39
- Correct/incorrect recordings, 270
- Corrective feedback, 365–366, 367, 383, 394, 440
- Corrective set, 406
- Corticobulbar tracts, 47, 48*f*, 50
- Corticospinal tracts, 47, 48*f*, 50
- Costal cartilage, 20
- Cotton gauze pads, 265
- Covert contrasts, 125
- CPAC-S. *See Contextual Probes of Articulation Competence–Spanish*
- Cranial nerves, 33, 42, 43–45, 44*t*, 46–48, 327
- Craniofacial clinics, 391
- Creole dialect, 210
- Cricoarytenoid muscles, 26, 26*f*, 27*f*
- Cricoid, arytenoid, and cricoarytenoid joints, 25*f*
- Cricoid cartilage, 23, 24, 24*f*, 25*f*, 26*f*, 27*f*
- Cricothyroid muscles, 26, 27*f*
- Cross-sectional methods of research, 153–157, 155*t*, 156*t*

Crouzon syndrome, 322  
 Culture. *See* ethnocultural variables; *specific languages*  
 Cuneiform cartilage, 24  
 Curriculum, treatment sequencing and, 352  
 Cycles approach. *See* phonological cycles approach  
 Cytoplasm, 34  
 Czech language versus English, 194, 457

## D

Danish speech production, 79  
 Data collection, 372–373, 402*b*  
 Deaffrication. *See also* error patterns; phonological patterns (PP), 95–96  
 Deafness. *See also* hearing impairments and hearing loss, 180, 196, 326, 461  
 DEAP. *See Diagnostic Evaluation of Articulation and Phonology* (DEAP)  
 Decibels, 180–181  
*Deep Test of Articulation*, 278, 312  
 Delabialization, across languages, 235  
 Delayed imitation, 269  
 Delayed reinforcement, 377  
 Deletions and delinking. *See also specific types*, 103  
 DELV-Norm Referenced. *See Diagnostic Evaluation of Language Variance–Norm Referenced* (DELV-Norm Referenced)  
 DELV-Screening Test. *See Diagnostic Evaluation of Language Variation–Screening Test* (DELV-Screening Test)  
 Dendrites, 34, 35*f*, 36  
 DEP, 104, 115, 120, 287  
 Depalatalization (Dep). *See also* error patterns; phonological patterns (PP), 96, 173  
 Developmental analysis, 291  
 Developmental apraxia of speech. *See* childhood apraxia of speech (CAS)  
 Developmental dysarthria (DD), 179, 266, 268, 314–321, 385–389, 439  
 Developmental norms. *See also* age ranges, 291, 341  
 Devoicing, 99  
 Diacritical markers, 65, 67*t*  
 Diadochokinetic rates and testing, 180, 265–266, 266*t*, 290, 309, 313  
 Diagnosis. *See* assessments; *specific conditions*  
 Diagnostic audiological evaluations, 266  
*Diagnostic Evaluation of Articulation and Phonology* (DEAP), 268, 289, 437  
*Diagnostic Evaluation of Language Variance–Norm Referenced* (DELV-Norm Referenced), 220  
*Diagnostic Evaluation of Language Variation–Screening Test* (DELV-Screening Test), 220  
 Diagnostic report writing, 299–300, 304  
 Dialectal variations, 219, 236, 239, 249, 298  
 Dialects. *See* American English dialects; Spanish language and dialects  
 Dialect-sensitive assessments. *See Arizona Articulation Proficiency Scale–Third Edition* (Arizona-3)  
 Dialect Sensitive Language Test, 217  
 Diaphragm, 20, 20*f*, 22*t*, 23  
 Differential diagnosis, 261, 297–300, 309  
 Diminutization (Dim), 91, 172  
 Diphthong reduction, in AAE, 213, 217  
 Diphthongs. *See also* vowel production, 72, 86–87  
 Diplegia, 314  
 Discrete trial probes, 376  
 Discrete trials, 350–351, 366, 367–370  
 Discrimination. *See* auditory discrimination  
 Discrimination training. *See* auditory discrimination training  
 Dismissal from treatment, 357, 379  
 Distinctive features  
   age of mastery of, 168–169  
   of consonants, 79, 80*t*–81*t*, 81–83, 82*t*  
   error frequency and distribution analysis versus, 285  
   generalized production and, 374  
   of vowels, 85–86  
 Distinctive features theory, 3, 88, 419  
 Distortions, 6, 270  
 Documentation. *See also* phonetic transcriptions; speech samples  
   audio and videotaping, 275, 294  
   of baselines, 348–351  
   correct/incorrect recordings, 270  
   data collection, 372–373, 402*b*  
   diagnostic report writing, 299–300, 304



measurable objectives in, 353–356  
 prognostic statements, 300, 302  
 \*DORSAL. *See also* velar fronting (VF), 103, 120  
 Dorsal place nodes. *See also* linguavelars, 103, 123  
 Doubling. *See also* reduplication (Redup), 172  
 Down syndrome, 291, 436, 439  
 Dravidian languages. *See* South Asian languages versus English  
 DTTC. *See* Dynamic Temporal and Tactile Cueing for Speech Motor Learning (DTTC)  
 Dynamic assessments, 464–465  
 Dynamic sphincteroplasty, 390  
 Dynamic Temporal and Tactile Cueing for Speech Motor Learning (DTTC), 384  
 Dysarthria. *See* developmental dysarthria (DD)  
 Dyskinesias, 50  
 Dyskinetic CP, 315  
 Dyslexia, 460  
 Dysprosody, 308  
 Dystonia, 50

## E

Early, middle, and late sounds (EML), 160–161, 161*t*  
 Ear structures. *See* auditory mechanism  
 Ear training, 183, 402–403  
 East Asian languages versus English, 243–245  
 Echo speech, 406  
 Eight-Step Continuum, 384  
 Electropalatography (EPG), 125–126, 271, 358  
 EML. *See* early, middle, and late sounds (EML)  
 Empirical variables, missing, 132  
 Empty sets, 426, 430  
 Endolymph, 32  
 Endophenotypic classifications of SSDs, 10  
 English as a second language. *See* bilingualism; second language acquisition  
 English language. *See* American English dialects; American English language; Mainstream American English (MAE)  
 Environments. *See also* conditioning  
 behavioral theories of SSL and, 202–203, 204, 205  
 generalized production across, 375, 377, 378, 406–407  
 genetic factors versus, 187, 190  
 learned versus innate behavior and, 194, 195, 196  
 natural, 339, 340, 350, 366, 376  
 PAS learning and, 457  
 second language acquisition and, 254–255, 258  
 socioeconomic status and, 186  
 Epenthesis. *See also* error patterns; phonological patterns (PP), 92, 104, 172  
 EPG. *See* electropalatography (EPG)  
 Epiglottis, 23, 24*f*, 28*f*  
 ERPs. *See* event-related potentials (ERPs)  
 Error consistency, 343–344, 345  
 Error frequency and distribution analysis, 285–286  
 Error inconsistency, 301, 381  
 Error patterns. *See also* phonological patterns (PP); *specific types*  
 articulation versus phonological disorders and, 9  
 compensatory errors, 322–323  
 consistent versus inconsistent, 15  
 historical perspectives on nomenclature of, 4  
 idiosyncratic, 345  
 natural phonological theory and, 111, 112  
 occurrence analysis in, 283–284  
 prognosis and inconsistency of, 301  
 recording of, 269, 270  
 SSL as inversely proportional to, 169  
 in standardized testing, 270  
 typical versus atypical, 16  
 Error rate, 184–185  
 Ethnocultural variables  
 African American English (AAE), 209–210, 211*b*, 212–213, 214*t*, 215, 216*t*, 217–222  
 Asian and Pacific Islander languages, 237–248, 239*t*, 240*t*  
 client-specific procedures and, 465  
 English dialects, 248–250

- generalized production and, 346  
 Native American languages, 222–228, 227*b*  
 overview of, 207–209  
 Spanish language and dialects, 228–237, 230*t*, 231*t*  
 stimulus items and, 349, 350  
 target behavior selection and, 340, 346
- Etiological classifications of SSDs, 10, 11*t*, 13–15
- Eustachian tubes, 30*f*
- Evaluator (EVAL), 113, 114, 115, 119, 119*f*
- Event-related potentials (ERPs), 140
- Evidence-based practice  
 behavioral treatment approaches, 335, 337–338  
 CAS treatment, 382  
 cleft lip and palate treatment, 392  
 complexity approach, 428–429  
 concurrent treatment approach, 352–353, 382, 409–410  
 core vocabulary approach, 439  
 DD treatment, 387  
 different treatment approaches, 399  
 generalization and generalized production, 343–344  
 high versus low frequency words, 345  
 language-based treatment approaches, 443–444  
 maximal opposition training, 424  
 minimal contrast approach, 420–421  
 naturalistic speech intervention approach, 442  
 norms as target behaviors, 341  
 NSOME, 445, 446–448  
 perceptual training, 422  
 phonological awareness (PA), 454–455, 471–472  
 phonological cycles approach, 418–419  
 PROMPT, 383–384  
 secondary reinforcers, 364  
 stimulability, 432–433, 436  
 traditional approach, 402–403
- Evoked trials, 350–351, 372
- Evoking procedures, 263, 269, 274–275, 274*b*, 403
- Exemplars. *See also* key words; target behaviors, 282, 340, 344, 371, 372, 377
- Expansion (infraphonological stage 3), 145, 149
- Experiential-play activities. *See also* play activities, 417
- Experimental phonetics, 62
- Explanatory status of phonological concepts, 129–132
- Explicit learning, 258
- External auditory meatus, 30*f*, 31
- Extrapyramidal system, 39, 49–51, 49*f*
- Eye contact, 212, 227*b*
- F**
- Facial nerves, 42, 44–45, 44*t*, 47
- Facial symmetry, 265
- Facilitative phonetic context, 277
- FAITH, 103
- Faithfulness constraints. *See also* nonlinear optimality phonological analysis, 101, 102, 115–116, 120–121
- False (floating) ribs, 20–21
- Familial prevalence (aggregation), as SSL variable, 186–188, 190
- Families, 297–298, 301, 304, 340, 378
- Family histories, 2, 309
- FCD. *See* final consonant deletion (FCD)
- Feature geometry, 122–124
- Feedback. *See* corrective feedback; informative feedback
- Feedback and feedforward models, 52–53
- Females. *See* gender differences
- Fijian language, 102, 118
- Final consonant deletion (FCD). *See also* phonological patterns (PP); vocalization (Voc), 92, 117, 120, 170, 230, 240, 287
- Final consonant deletion rule, 103
- Final devoicing, 173
- First words. *See also* protowords, 143, 151–152, 152*b*
- Fisher-Logemann Test of Articulation Competence*, 234, 282
- Fishing for Sounds*, 369–370
- Fissures, 36
- Fistula, 390



Flaccid dysarthria, 315  
 Flashlights, 265  
*Flubarty Preschool Speech and Language Screening Test—Second Edition*, 263  
 fMRI. *See* functional magnetic resonance imaging (fMRI)  
 Follow-up after treatment, 357, 379  
 Foot, 122  
 Foreign language exposure. *See also* bilingualism; second language acquisition, 194  
 Foreign languages. *See specific languages*  
*FOXP2*, 187, 190  
 Fragile X syndrome, 291  
 Free morphemes, 63  
 Free variation, 63  
 French-English bilingualism, 457  
 French language. *See also* Khmer language, 111  
 Frequency of occurrence analysis, 283  
 Frequency of vibrations. *See also* pitch, 68  
 Fricative gliding, 97  
 \*FRICATIVES. *See also* stops and stopping, 103, 104, 117, 120, 121  
 Fricatives  
   in AAE versus MAE, 217, 218  
   acoustical qualities of, 68, 69  
   age of mastery of, 168  
   anatomy and physiology for, 23, 65  
   in Asian languages, 243, 244  
   in cleft lip and palate, 79, 392  
   depalatalization and, 96  
   distinctive features of, 81, 83  
   generalized production of, 341, 343, 374–375  
   hearing impairments and, 394  
   markedness constraints and, 116, 117, 121  
   overview of, 74, 76, 178  
   place of articulation in, 78  
   in Spanish-influenced English, 253  
   in SSL, 142, 150, 152, 159, 160, 166–167, 168, 191  
   stopping and, 95, 103, 120, 121  
   voicing and, 116  
 Frontal lobe, 36–38, 37f  
 Fronting. *See also* velar fronting (VF), 103, 120, 170, 286

Frozen forms, 152  
 Functional magnetic resonance imaging (fMRI), 140  
 Functional speech sound disorders, 265, 299

## G

GAD. *See* General American Dialect (GAD)  
 Games. *See also* play activities; *specific games*, 370–371, 423, 438, 440  
 GEN. *See also* generator (GEN), 118, 119, 119f  
 Gender differences  
   in CAS, 307  
   in cleft lip and palate, 321  
   in consonant mastery, 157, 158t, 163t  
   phonological awareness and, 457  
   prevalence and risk factors of SSDs and, 2  
   in SSL, 185  
 General American Dialect (GAD). *See also* Mainstream American English (MAE), 210  
 Generalization, in second language acquisition, 257  
 Generalization and generalized production. *See also* transfer and carryover, in traditional approach, 343–344, 346, 373–378, 406–407, 409, 410  
 Generative grammar approach, 88, 107  
 Generator (GEN), 113, 114, 115  
 Genetic factors, 13–14, 184, 186–188, 190, 265  
 German alphabet, 458  
 German language versus English, 458  
 Gestural theory, 126  
 Gestures. *See* articulatory gestures; pro-towords; undifferentiated lingual gestures  
 GFTA-2. *See Goldman-Fristoe Test of Articulation—Second Edition* (GFTA-2)  
 Gibberish, 146  
 Girls. *See* gender differences  
 Glides. *See also* liquid gliding (LG)  
   acoustical qualities of, 68  
   age of mastery of, 168  
   anatomy and physiology for, 23, 68  
   distinctive features of, 83  
   markedness constraints and, 116  
   overview of, 76–77

in Spanish-influenced English, 229  
 in SSL, 142, 146, 149, 152, 159, 166, 168, 191  
 stopping and, 95  
 Globus pallidus, 39, 39*f*  
 Glossectomy, 177–178  
 Glossing, 275  
 Glossopharyngeal nerves, 42, 44*f*, 45  
 Glottals, 79  
 Glottal stops, 178, 224  
 Glottis. *See also* subglottic air pressure; supraglottic air pressure, 25, 25*f*  
 Gloves, 265  
 Goals, long-term. *See also* target behaviors, 339, 353, 357  
 Goal statements, 300  
*Goldman-Fristoe Test of Articulation—Second Edition* (GFTA-2)  
 age of mastery in, 154–156, 155*t*  
 consonant clusters in, 162  
 dialect-sensitivity in, 219  
 gender differences in, 157, 158*t*  
 in hearing impairments, 330  
 in Native American languages, 225  
 overview of, 267, 268  
 Goos, 145  
 Government agencies. *See* third-party payers  
 Grammar. *See* universal grammar (UG)  
 Grammars, 115, 118  
 “Grandfather Passage,” 263  
 Grapheme-phoneme consistency, 458  
 Greek language versus English, 457  
 Gyri, 36, 37, 38

## H

Hard of hearing, 180, 326  
 Hard palate. *See also* cleft lip and palate, 28*f*, 29, 30*f*, 178  
 Harmony, 118–119  
 HAS. *See* high-amplitude sucking method (HAS)  
 Head turn method, 140  
 Hearing. *See* auditory mechanism  
 Hearing acuity, 180–181  
 Hearing impairments and hearing loss. *See also* deafness, 2, 180–182, 318, 324, 326–330, 393–395

Hearing screenings, 266–267  
 Hemiplegia, 314  
 Heschl’s gyri, 38  
 High-amplitude sucking method (HAS), 139–140, 193–194  
 Hindi language. *See also* Asian and Pacific Islander languages, 118, 194, 241  
 Hispanics. *See* Spanish language and dialects  
 Historical phonetics, 62  
 Histories. *See* case histories; family histories  
 Hmong language, 242–243  
*Hodson Assessment of Phonological Patterns: Third Edition*, 268, 330  
 Home program (cycles approach), 416  
 Homework. *See* speech assignments  
 Homonymy, 345, 355, 420, 424  
 Huck Finn’s English, 211*b*  
 Huntington’s disease, 50  
 Hyperkinesia, 50  
 Hyperkinetic dysarthria, 316  
 Hypernasality, 308, 392–393  
 Hypoglossal nerves, 42, 44*f*, 45  
 Hypokinesia, 50  
 Hypokinetic dysarthria, 316  
 Hyponasality, 308  
 Hypothesis of discontinuity, 147, 198

## I

ICD. *See* initial consonant deletion (ICD)  
 IDENT, 115–116  
 IDENT-FEATURE, 120, 287  
 Idiopathic speech sound disorders, 265, 307  
 Idiosyncratic error patterns, 345  
 Idiosyncratic phonological patterns, 283  
 IEP. *See* Individualized Education Program (IEP)  
 IFSP. *See* Individualized Family Service Plan (IFSP)  
 Illiteracy. *See also* literacy skills, 460  
 Imitated speech. *See also* delayed imitation; stimulability testing, 203, 204, 360  
 Immovable articulators, 28, 29–30, 30*f*  
 Implicit learning, 204, 258  
 Inconsistency. *See* error inconsistency  
 Inconsistent deviant phonological disorders, 13

Incus, 31*f*, 32  
 Independent analysis, 280, 281  
 Indian languages. *See* Native American languages; South Asian languages versus English  
 Individualized Education Program (IEP), 268, 357, 402*b*, 447*b*  
 Individualized Family Service Plan (IFSP), 357  
 Individuals with Disabilities Education Act, 378  
 Infantile swallow. *See* tongue thrust  
 Infants. *See also* babbling, 138–149, 193–197  
 Inferior colliculi, 42  
 Inferior frontal gyrus, 37  
 Informative feedback, 364  
 Infraphonological stages, 144–146  
 Initial, medial, and final consonants, 156*t*, 159, 282, 394  
 Initial, medial, and final sounds, 72–73  
 Initial consonant deletion (ICD), 92–93, 235  
 Innate behavior. *See* learned versus innate behavior; universal grammar (UG)  
 Inner ear, 30*f*, 32–33, 32*f*  
 Instructions, verbal, 360–361  
 Insurance companies. *See* third-party payers  
 Integral stimulation, 384  
 Intellectual disabilities. *See also* mental retardation, 291  
 Intelligence, 2, 185–186  
 Intelligibility. *See* speech intelligibility  
 Interaction hypothesis, 256–257  
 Intercostal muscles, 21  
 Intercostal nerves, 22*t*  
 Interference patterns. *See also* rhythmic interferences, 236, 252–253  
 Interlanguage, 254, 257–258  
 Intermittent reinforcement schedule, 364  
 Internal capsule, 46  
 International Phonetic Alphabet (IPA), 64, 269–270, 271–272  
 Interpreters, 233–234, 247, 249  
 Intervocalic consonants, 72  
 Intonation, 69  
 Intraoral pressure, 322  
 Iowa-Nebraska Articulation Norms Project, 164

IPA. *See* International Phonetic Alphabet (IPA)  
 Isolation stage, in sound stabilization training, 404  
 Italian language versus English, 235, 253, 457

## J

Japanese language, 244–245  
 Jargon, 146  
 Jaw, 28*f*, 29, 37, 37*f*  
 Judgment of success, 301  
 Juncture, 70

## K

Kannada language. *See also* Asian and Pacific Islander languages, 118, 241  
*Kaufman Speech Praxis Test for Children* (KSPT), 313  
 Key words. *See also* exemplars; target behaviors, 278, 296, 362  
*Khan–Lewis Phonological Analysis: Second Edition*, 268, 296  
 Khmer language, 243  
 Kinesthetic sensation, 183  
 Korean language, 244, 252  
 KSPT. *See Kaufman Speech Praxis Test for Children* (KSPT)

## L

Labial assimilation, 98, 170  
 Labial place nodes, 102, 123  
 Labials. *See also* bilabials, 149  
 Labiodentals, 78  
 Labyrinth, 32  
 Language. *See* linguistic theories of SSL  
 Language-based treatment approaches, 442–444  
 Language disorders and language impairments (LI), 8, 184–185, 318, 324, 328, 462  
 Language-related variables, in PAS learning, 457–458  
 Languages. *See specific languages*  
 Language variability, 205

- Laryngeal nodes, 102, 123
- Laryngeal structures, 23–24, 24*f*
- Laryngeal vibration, 358
- Larynx, 28*f*, 37, 37*f*
- Lateral sulcus, 37, 37*f*, 38*f*
- Latino children. *See also* Spanish language and dialects; Spanish-speaking children, 231–237
- Learned versus innate behavior. *See also* hypothesis of discontinuity; universal grammar (UG), 105, 109–110, 129–130, 193–197, 198–206
- Learning. *See* speech sound learning (SSL)
- Learning disorders, 318
- Let's Give It a Smile*, 371
- Let's Paste Spots on the Dalmatian*, 371
- LG. *See* liquid gliding (LG)
- LI. *See* language disorders and language impairments (LI)
- Ligature, 86
- Linear phonological error pattern analysis, 282–284
- Linear phonological theories (LPTs). *See also* distinctive features theory; natural phonological theory, 4, 8, 9, 108–113, 419
- Ling system, 394
- Lingua-alveolars. *See also* coronal place nodes
- acoustical qualities of, 68
  - depalatalization and, 96
  - overview of, 78
  - in SSL, 149, 159, 166–167, 176
  - stops and, 74
  - substitution patterns and, 94
- Linguodentals, 78
- Linguopalatals, 78
- Linguavelars. *See also* dorsal place nodes; velar assimilation; velar fronting (VF), 68, 78, 103, 120, 149, 159, 168
- Linguistic decoder, 195–196
- Linguistic rules, 132
- Linguistic theories of SSL, 197–201
- Linking, 103
- Lip rounding, 85
- Lips. *See also* cleft lip and palate, 28*f*, 29, 37, 37*f*, 176
- Liquid deviations, 171, 172
- Liquid gliding (LG). *See also* error patterns; phonological patterns (PP), 97, 117, 170, 172
- Liquid nasalizations, 235
- \*LIQUIDS, 117, 121
- Liquids. *See also* liquid gliding (LG)
- acoustical qualities of, 68
  - age of mastery of, 168
  - anatomy and physiology for, 68
  - in cluster deletions and substitutions, 93, 94
  - distinctive features of, 83
  - markedness constraints and, 116, 117
  - overview of, 77
  - place of articulation in, 78
  - in SSL, 142, 166, 168, 191
  - vocalization and, 97–98
  - vulnerability to, 297
- Liquid simplifications, 232, 235
- Lisps, 188, 297
- Literacy-based approach. *See* phonological awareness intervention (PAI)
- Literacy instruction, 458–459, 460–461
- Literacy skills
- articulation disorders and, 185
  - in developmental dysarthria, 389
  - hearing impairments and, 328
  - phonological awareness and, 454, 455, 457, 459, 462, 463, 464, 467
  - print awareness, 456
- Longitudinal methods of research, 157–159
- Lower motor neurons, 48
- LPTs. *See* linear phonological theories (LPTs)
- Lungs, 20, 20*f*, 23

## M

- MAE. *See* Mainstream American English (MAE)
- Magnetic resonance imaging, 271
- Mainstream American English (MAE)
- AAE versus, 213, 214*t*, 216*t*, 218, 219, 221–222
  - Native American languages versus, 228
  - overview of, 208, 210

- Maintenance programs, 357, 373, 376–378, 407–408
- Major class distinctions. *See* distinctive features
- Males. *See* gender differences
- Malleus, 31*f*, 32
- Malocclusions, 177, 177*f*, 188
- Mandarin dialect. *See* Chinese languages versus English
- Mandible. *See* jaw
- Manipulatives. *See* stimulus items
- Manner, place, voicing analysis (MPV), 282, 285, 374, 420
- Manner of articulation, 74–77, 75*t*
- Manual guidance, 358–359, 361
- Markedness constraints. *See also* nonlinear optimality phonological analysis, 101, 102, 116–117, 120–121, 129, 130, 429
- Marked phonological features, 116
- Matches, 8
- Maternal education, 2
- \*MAX, 120, 121
- MAX, 104, 115
- Maxilla, 29
- Maximal contrast approach, 355
- Maximal opposition training. *See also* complexity approach, 343, 349–350, 421, 423–424
- Mean length of utterance, 288–289
- Mechanical feedback, 365
- Medical histories. *See* case histories
- Medulla, 41*f*, 42, 43
- Mental retardation. *See also* intellectual disabilities, 318
- MET. *See* multidisciplinary evaluation team (MET) meetings
- Metalinguistics, 454
- Metaphonological, 454
- Metathetic errors, 308
- Metrical theory, 122
- Midbrain, 41*f*, 42
- Middle ear, 30*f*, 31–32, 31*f*
- Middle ear infections. *See also* otitis media, 324
- Mid-dorsum palatal stops, 179
- Minimal contrast approach. *See also* minimal pair intervention method, 336, 355, 417
- Minimal pair intervention method, 420–423
- Minimal pairs, 63–64, 420
- Mirrors, 265, 358
- Mismatches, 4, 8
- Mixed dysarthria, 316
- Mixed hearing loss, 327
- Mixed type CP, 315
- Modeled trials, 350, 351
- Modeling. *See also* stimulability testing, 203–204, 360, 372, 383
- Modified cycles approach, 417–418
- Monitoring. *See* self-monitoring skills
- Monkey research, 147, 196
- Monophthongs, 72, 217
- Monoplegia, 314
- Morphemes, 63–64
- Morphophonemics, 71
- Morphosyntactic features, 217
- Motherese, 204
- Mothers. *See also* caregivers; families; maternal education, 186, 202, 203, 204
- Motivation, 301, 379
- Motor-based approach. *See* traditional approach
- Motor cortex, functions of, 37*f*
- Motor program models, 54–56, 57
- Motor skills, as SSL variable, 179–180
- Motor speech disorders (MSDs), 12, 14
- Movable articulators, 28, 29
- MPV. *See* manner, place, voicing analysis (MPV)
- MSDs. *See* motor speech disorders (MSDs)
- Multidisciplinary evaluation team (MET) meetings, 262, 303–304
- Multidisciplinary team approach. *See also* audiologists, 318, 319, 321, 324, 387, 391, 393
- Multiple contrast approach, 420
- Multiple-oppositions approach, 345, 347, 349–350, 424–426
- Muscles, 21–22*t*, 23, 24–26, 26*f*, 27*f*, 29, 32
- Myelin, 35
- Myoclonus, 50
- Myoelastic-aerodynamic theory, 27

**N**

- Narrow phonetic transcriptions, 63, 65, 270, 276
- Nasal assimilation, 99, 100, 170, 171, 235
- Nasal cavity, 28, 28*f*
- Nasal deviations, 171
- Nasality, 308, 392–393
- Nasals
  - acoustical qualities of, 68, 69
  - across languages, 235
  - age of mastery of, 168
  - anatomy and physiology for, 23, 68
  - in Asian languages, 241, 244
  - in cluster deletions, 93
  - distinctive features of, 83
  - markedness constraints and, 116, 118
  - in Native American languages, 224
  - overview of, 76
  - place of articulation in, 77, 78
  - in SSL, 142, 146, 149, 150, 152, 159, 166, 168, 191
  - universality of, 116
  - vocalization and, 97, 118
  - vulnerability to, 297
- Native American languages, 222–228, 227*b*
- Native Languages of the Americas*, 223
- Nativist theory, 255
- Natural environments, 339, 340, 350, 366, 376
- Naturalistic speech intervention approach, 439–442
- Naturalness, 129, 130
- Natural phonological theory, 89–100, 104–105, 108–113, 117, 198–199
- Natural recasts, 440–441
- Navajo language, 224, 225
- Negative rules, 104
- Nerve fibers, 35
- Nervous system. *See also* central nervous system (CNS), 34–36
- Neural impulses, 34–36
- Neuromotor control of speech. *See also* central nervous system (CNS); nonspeech oral–motor exercises (NSOME), 46–51, 48*f*, 49*f*
- Neurons, 34–36, 35*f*, 48
- Neurophysiological research of speech perception, 140–141
- Neurophysiological variables in SSL, 179
- Neurotransmitters, 36
- Newborns. *See* infants
- NO COMPLEX, 102
- Nodes, 102–103, 123
- Nomenclature changes, 2–4, 5*b*, 89–90
- Noncontiguous assimilation, 100
- Noncontrasting treatment format, 430
- Nonhomonymous maximal contrast approach. *See* empty sets
- Nonlinear optimality phonological analysis, 286–287
- Nonlinear phonological theories (NPTs), 4, 8–9, 100–105, 113–124, 119*f*, 199, 419
- Nonmajor class distinctions. *See* manner, place, voicing analysis (MPV)
- Nonreflexive vocalizations. *See also* babbling, 144
- Nonsense syllables stage, in sound stabilization training, 404
- Nonsense Syllable Test*, 433
- Nonsense words (NSW), 430, 431
- Nonspeech oral–motor exercises (NSOME), 444–448
- Nonstandardized screenings, 263–264
- Nonverbal communication systems, 385
- Normalized speech acquisition (NSA), 11
- Norms. *See also* age ranges, 291, 341
- NSA. *See* normalized speech acquisition (NSA)
- NSW. *See* nonsense words (NSW)
- Nucleus, 34
- Nucleus of syllables, 73, 122

**O**

- Objectives. *See also* target behaviors, 339, 348–349, 353–357, 356*b*, 447*b*
- Objects. *See* stimulus items
- Obstruents. *See also* postvocalic devoicing; prevocalic voicing, 83
- Occipital lobe, 37*f*, 39
- Occurrence analysis, 283–284
- Oculomotor nerves, 43, 44*t*
- Offglides, 86
- Olfactory nerves, 43, 44*t*



- OME. *See* otitis media with effusion (OME)
- Omissions. *See also* consonant omissions, in AAE; deletions and delinking, 6, 253, 270
- Onglides, 86
- ONSET, 104
- Onset Cluster Probe, 285
- Onset of syllables, 73, 122, 455, 460
- Open-ended questions, 370
- Open-syllable words, 92
- Operant conditioning methods. *See* behavioral theories of SSL; high-amplitude sucking method (HAS); positive reinforcement; visually reinforced head turn method (VRHT)
- Ophthalmic nerves, 44
- Optic nerves, 43, 44*t*
- Optimality theory (OT), 101–102, 114–121, 119*f*
- Optimal output form, 118–119, 119*f*
- Oral astereognosis, 309
- Oral cavity, 28, 28*f*
- Oral sensation, 183–184
- Oral Speech Mechanism Screening Examination: Third Edition* (OSMSE-3), 313
- Orbicularis oris muscle, 29
- Organic speech sound disorders, 265, 299
- Organ of Corti, 32, 33
- Orofacial examinations, 264–266, 266*t*, 290, 325, 329
- Orthodontic care, 390
- OSMSE-3. *See* *Oral Speech Mechanism Screening Examination: Third Edition* (OSMSE-3)
- Ossicular chain, 31*f*, 32
- OT. *See* optimality theory (OT)
- Otitis media, 182, 291, 327
- Otitis media with effusion (OME), 2
- Outer ear, 30*f*, 31
- Oval window, 32, 32*f*
- Overdifferentiation of phonemes, 252–253
- P**
- PA. *See* phonological awareness (PA)
- PAI. *See* phonological awareness intervention (PAI)
- Paired stimuli, 362, 363*f*
- Paired Stimuli Kit*, 362
- Palatalization, in Japanese language, 245
- Palatal prosthesis, 178
- Palatals, 78
- Palatal stops, 179
- Palatine bone and process, 29, 30*f*
- Papago language, 225
- Paraplegia, 314
- Parent education. *See also* home program (cycles approach); speech assignments, 378, 387, 391, 394
- Parents. *See also* caregivers; families; genetic factors; mothers, 203, 221, 372
- Parietal lobe, 37*f*, 38–39
- Parkinson's disease, 50
- Partial assimilation, 100
- PAS. *See* phonological awareness skill (PAS) learning
- PCC. *See* percentage of consonants correct (PCC)
- PECS. *See* Picture Exchange Communication System (PECS)
- Pectoralis major and minor, 21, 22*t*
- Peer monitoring, 407
- Percentage of consonants correct (PCC), 294–295, 438
- Percentage of occurrence analysis, 283–284
- Perceptual phonetics, 62
- Perceptual training. *See also* sensory–perceptual training (ear training), 421–422
- Perilymph, 32
- Peripheral nervous system, 34, 43–46, 44*t*, 48
- Personal characteristics, as SSL variable, 185–186
- Pharyngeal flap surgery, 390
- Pharyngeal fricatives, 178
- Pharyngeal stops, 178
- Pharynx, 27–28, 28*f*, 29
- Pharynx shape, vowel production and, 84–85
- Phonation (infraphonological stage 1), 144–145
- Phonatory mechanism, 23–27, 24*f*, 25*f*, 26*f*, 27*f*
- Phoneme blending, 456, 460
- Phoneme classification, 72–87, 75*t*, 80–81*t*, 82*t*

- Phoneme collapse, 424, 425
- Phoneme elision or deletion, 456, 460
- Phoneme isolation, 456, 466
- Phoneme manipulation, 456, 457, 458, 466, 470
- Phoneme markedness, 257
- Phonemes and allophones. *See also* coarticulation; distinctive features
- age of mastery of, 153–160, 155*t*
  - in Asian languages, 242, 243, 244, 246–247
  - inventory of sounds and, 71
  - overdifferentiation of phonemes, 252–253
  - overview of, 62–64
- Spanish versus English, 236
- Phoneme segmentation, 456, 457, 460, 466
- Phonemic awareness, 453, 454, 456, 460–461, 469–470
- Phonemic inventories. *See also* phonetic inventories; sound inventories, 281
- Phonemics, 64
- Phonemic synthesis, 460
- Phonetic alphabets. *See also* International Phonetic Alphabet (IPA), 458
- Phonetic contexts, 70
- Phonetic difficulty levels, 382, 394
- Phonetic inventories. *See also* phonemic inventories; sound inventories, 280, 296–297, 296*b*, 355
- Phonetic placement techniques, 358–359, 384
- Phonetics. *See also* speech sound production, 61–65, 66*t*–67*t*, 87–89, 107, 134*b*
- Phonetic stress, 69
- Phonetic transcriptions
- inadequacy of, 125, 126
  - overview of, 64–65, 66*t*–67*t*
  - process of, 293
  - of speech samples, 276
  - in standardized testing, 270–272
  - types of, 63, 65, 270, 276
- Phonetic versus phonological theories, 124–127
- Phonological approximation, 252
- Phonological awareness (PA), 453–456, 461–467, 465*t*
- Phonological awareness intervention (PAI), 444, 467–473, 471*b*
- Phonological awareness skill (PAS) learning, 456–461
- Phonological concepts, explanatory status of, 129–132
- Phonological constraints, 4, 355
- Phonological contrast approaches, 419–427
- Phonological cycles approach, 183, 292, 413–419
- Phonological delays. *See also* age ranges, 12–13, 15, 299
- Phonological disorders. *See also* speech sound disorders (SSDs)
- assessments for, 268
  - causes and diagnosis of, 8–9
  - classifications and types of, 13, 299
  - definition of, 90
  - historical perspectives on, 3, 4, 88
  - overview of, 7–8, 298
  - phonological awareness and, 462
  - phonological delays versus, 15
- Phonological error pattern analysis, 282–284, 285, 294, 295–296
- Phonological knowledge, 4, 17, 125, 128, 285–286
- Phonological Knowledge Protocol (PKP), 285
- Phonological mean length of utterance (PMLU), 288–289
- Phonological patterns (PP). *See also* error patterns; *specific patterns*
- assessments for, 268
  - common and uncommon across languages, 235
  - generalized production and, 374
  - historical perspectives on nomenclature of, 4, 89–90
  - reasons for existence of, 124
  - target behaviors and, 342, 344, 347
  - treatment objectives for, 355
  - in typical speech sound learners, 169–173, 172*t*, 173*t*, 283
- Phonological planning deficits, 13
- Phonological process analysis, 3–4, 9, 104–105
- Phonological Process Analysis* (Weiner), 171
- Phonological processes. *See also* phonological patterns (PP), 4, 89–90, 108–110, 124

- Phonological processing, 453
- Phonological regression. *See also* progressive idioms; regressive idioms, 200
- Phonological rules. *See also* phonology; phonotactics, 4, 101–104, 108, 109–110, 130, 131
- Phonological tests, 268
- Phonological theories. *See also specific theories*  
 articulation disorders and, 6  
 evaluation of, 127–132  
 goals of, 107  
 ignorance of social interaction in, 132  
 lack of treatment procedures in, 335–336, 338  
 overview of, 106–107  
 phonetic theories versus, 124–127  
 phonological disorders and, 8  
 surface (SR) and underlying (UR) representations in, 4
- Phonological universals, 254
- Phonology, 5*b*, 87–89, 106–107
- Phonotactic constraints, 280
- Phonotactics, 71
- Photo Articulation Test: Third Edition*, 267, 268
- Phrases stage, in sound stabilization training, 405
- Physical prompts, 361
- Physical stimulus generalization, 373–374
- Physiological phonetics, 62
- Physiology of speech and hearing. *See specific mechanisms or structures*
- Picture Exchange Communication System (PECS), 385
- Pictures. *See also* stimulus items, 349–350, 358
- Pidginization, 210, 257
- Pierre Robin syndrome, 322
- Pinna, 30*f*, 31
- Pitch. *See also* frequency of vibrations, 68, 69, 70
- PKP. *See* Phonological Knowledge Protocol (PKP)
- Place of articulation. *See also* manner, place, voicing analysis (MPV), 75*t*, 77–79
- Play activities. *See also* games; stimulus items, 366, 369, 370, 417, 425, 434, 435
- Plosives, 178
- PMLU. *See* phonological mean length of utterance (PMLU)
- Pons, 41*f*, 42, 43
- Portfolio assessments, 220
- Portuguese language versus English, 235, 253
- Positional constraints, 281
- Positioning techniques, 387, 389
- Positive reinforcement. *See also* behavioral theories of SSL; operant conditioning methods, 337, 338, 362–367, 373, 377, 383
- Positive rules, 104
- Postlingual hearing loss, 329
- Postvocalic consonants and clusters, 72
- Postvocalic devoicing, 99
- Potential optimal target patterns, 414
- Poverty of the stimulus hypothesis, 203–204
- PP. *See* phonological patterns (PP)
- PPK. *See* productive phonological knowledge (PPK)
- Preferred Practice Patterns (ASHA), 188
- Prelingual hearing loss, 329
- Prelinguistic development, 137–149
- Premaxilla, 29, 30*f*
- Premotor cortex. *See also* cerebral initiation, 37
- Preschool Language Scale, Fifth Edition Spanish*, 234
- Preschool Language Scale–5, Spanish Screening Test*, 234
- Preschool Motor Speech Evaluation and Intervention*, 268
- Preschool Profile*, 313
- Pressure consonants. *See also* affricates; fricatives; stops and stopping, 79, 178, 322
- Prevalence and risk factors  
 for articulation disorders, 12  
 in CAS, 307  
 in cleft lip and palate, 321, 322, 390, 391, 393  
 for comorbidity of disorders, 8  
 in CP, 314, 318, 386  
 in hearing impairments, 327  
 for language impairments, 184  
 for MSDs, SDs, and SEs, 12–14

- for OME, 14
  - overview of, 1, 2
  - Prevoalcalic consonant clusters, 72
  - Prevoalcalic voicing, 99, 172
  - Primary auditory area. *See also* cerebral initiation, 38, 38*f*
  - Primary motor cortex, 37, 37*f*, 38*f*
  - Primary reinforcers, 363–364
  - Primitive articulation (infraphonological stage 2), 145
  - Print awareness, 456
  - Probes and probing, 372, 373–376, 416, 423, 429–430
  - Production practice words, in cycles approach, 416–417
  - Production training: sound establishment, 403
  - Production training: sound stabilization, 403–406
  - Productive phonological knowledge (PPK), 285, 429, 430
  - Prognosis, 291–292, 300–302, 321, 387
  - Prognostic statements, 300, 302
  - Progress. *See also* treatment efficacy, 372–373
  - Progressive assimilation. *See also* sound shaping, 100, 384
  - Progressive idioms, 152
  - Projection fibers, 42
  - Prompts, 361–362
  - Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT), 383–384
  - Property theory, 255
  - Proportion of whole-word correctness (PWC), 288
  - Proportion of whole-word proximity (PWP), 289
  - Proportion of whole-word variability (PWV), 289, 436
  - Proprioceptive awareness exercises, 407
  - Proprioceptive cues, 383
  - Prosodic theory, 200
  - Prosody, 128
  - Prosthetic care, 390
  - Protophones, 144
  - Protowords, 149–151, 150*b*
  - Psycholinguistics, 201
  - Public schools. *See also* teachers advocacy within, 386*b*
  - curriculum and treatment sequencing in, 352
  - Individualized Educational Program (IEP), 268, 357, 402*b*, 447*b*
  - Individualized Family Service Plan (IFSP), 357
  - MET meetings in, 303–304
  - norms and, 291, 341
  - screenings, 263
  - second language acquisition and, 298
  - SSDs in caseloads, 1, 2
  - stimulus items within, 377
  - Punjabi-English bilingualism, 457
  - Putamen, 39, 39*f*
  - PWC. *See* proportion of whole-word correctness (PWC)
  - PWP. *See* proportion of whole-word proximity (PWP)
  - PWV. *See* proportion of whole-word variability (PWV)
  - Pyramidal system, 47–49, 48*f*, 50
- Q**
- Quadratus lumborum muscles, 21, 22*t*
  - Quadriplegia, 314
  - Quasivowels, 144–145
  - Quick Screen of Phonology*, 263
- R**
- “Rainbow Passage,” 263
  - Raspberries, 145
  - Rate of speech, 69–70, 356, 388
  - Reading. *See* literacy instruction; literacy skills
  - Reading disorders (RD), 184, 187
  - Realization in production, 200
  - Recording, of connected speech samples, 275
  - Recording sheets, baseline, 350, 351
  - Reduction, 103–104
  - Redup. *See* reduplication (Redup)
  - Reduplicated babbling, 146
  - Reduplication (Redup). *See also* error patterns; phonological patterns (PP), 91, 172

- Referrals, 266, 267
- Reflexive vocalizations, 144
- Regressive assimilation, 100
- Regressive idioms, 152, 152*b*
- Reinforcement. *See* positive reinforcement
- Reissner's membrane, 33
- Relational analysis, 281, 287
- Releasing sounds, 73
- Remediation cycles, in cycles approach, 415–416
- Report writing. *See* documentation
- Research. *See also* evidence-based practice; *specific topics*
- with animals, 147, 196
  - correlation versus causation in, 189–190
  - cross-sectional methods of, 153–157, 155*t*, 156*t*
  - methodological issues in, 154, 160–161, 192–194
  - theoretical issues in, 194–197
- Resonatory mechanism, 27–28, 28*f*
- Respiratory mechanism, 19–21, 20*f*, 21*f*, 22*t*, 23
- Response complexity levels
- advancement through, 368, 371–372
  - concurrent treatment approach and, 347, 382, 409–410
  - maintenance programs and, 377
  - modeling and, 360
  - phonetic difficulty and, 382, 394
  - probing within, 372
  - successive approximations and, 359
  - in traditional approach, 403–406
  - treatment initiation and, 351–352
- Response cost, 366
- Response recordings, in standardized testing, 269–272
- Response topographies, 349, 374, 377
- Reverse swallow. *See* tongue thrust
- Rhotic diphthongs, 87
- Rhyme awareness, 455, 457, 459, 466, 469
- Rhyme matching, 459
- Rhyme oddity, 459
- Rhyme of syllables, 73, 122
- Rhythm. *See* metrical theory
- Rhythmic interferences, 236, 241
- Rib cage, 20, 21*f*
- Rime of syllables, 455, 460
- Risk factors. *See* prevalence and risk factors
- Role playing, 406
- Root nodes, 123
- Rounded vowels, 85
- Round window, 32, 32*f*
- Rule extraction, 131–132
- Rule following, 131
- Rule governed, 131
- Rules. *See* linguistic rules; negative rules; phonological rules; positive rules
- ## S
- Scaffolding. *See also* corrective feedback; positive reinforcement, 469
- Scalene muscles, 21, 22*t*
- S-CAT. *See* *Secord Articulation Contextual Test* (S-CAT)
- School-Age Profile*, 313
- School caseloads, 1, 2, 291
- SCIP: *Sound Contrasts in Phonology—Evidence-Based Treatment Program*, 431
- Screening instruments, for hearing, 266–267
- Screening instruments, for speech sounds, 263–264
- Screening Test for Developmental Apraxia of Speech: Second Edition* (STDAS-2), 313
- SDs. *See* speech delays (SDs)
- Secondary reinforcers, 364
- Second language acquisition. *See also* bilingualism, 63, 251–258, 279, 457
- Secord Articulation Contextual Test* (S-CAT), 278, 312
- Self-monitoring skills, 378, 407
- SELPA. *See* Special Education Local Plan Areas (SELPA)
- Semantic awareness contrasts. *See also* minimal contrast approach, 413
- Semicircular canals, 30*f*, 32, 32*f*
- Semivowels. *See* glides; liquids
- Sensation. *See* oral sensation
- Sensorineural hearing loss, 181, 327
- Sensory deprivation, 183
- Sensory motor approach, 278
- Sensory–perceptual training (ear training), 402–403

- Sentence complexity, error rate and, 184–185
- Sentences stage, in sound stabilization training, 405–406
- Sequential bilingualism, 252
- Sequential motion rates (SMRs). *See also* diadochokinetic rates and testing, 265, 313
- SEs. *See* speech errors (SEs)
- Session structure, in treatment, 366–373, 377–378
- Severity, as a classification, 10, 16, 301
- Severity analysis, 294–295, 299
- Shadowing, 406
- Shprintzen syndrome, 322
- Sibilants, 83, 297, 368
- Sibling number, as SSL variable, 186
- Silent posturing, 309
- Simultaneous bilingualism, 252
- Single-word samples, 272–273, 282, 285
- Slow-motion speech, 406
- S.M.A.R.T. goals, 354, 356
- SMRs. *See* sequential motion rates (SMRs)
- Social communication skills, 388–389
- Social interaction, 132
- Social reinforcers, 364
- Socioeconomic status
  - AAE phonological characteristics and, 213, 218
  - educational status, 190
  - phonological awareness and, 457, 459, 460
  - prevalence and risk factors of SSDs and, 2
  - SSL in Latino bilingual children, 233
  - as SSL variable, 186
- Sociolinguistic theories, 205, 257
- “Soft” neurological signs, 309
- Soft palate. *See also* cleft lip and palate, 28, 28f, 29, 178–179
- Soma, 34, 35f
- Sound amplitude, 68
- Sound blending, 466
- Sound classes. *See also* cognate pairs; distinctive features; manner, place, voicing analysis (MPV); phonological processes
  - age of discrimination of, 142
  - age of mastery of, 167–168
  - defined, 374
  - generalization and changes in, 343
  - generalized production across and within, 374–375
  - multiple-oppositions approach and, 347
  - target behaviors and later-developing, 341
- Sound duration, 68–69
- Sound establishment, 403
- Sound-in-isolation level, 354
- Sound-in-isolation level discrete trials, 367
- Sound-in-phrase level, 352
- Sound-in-sentence level, 352
- Sound-in-syllable level discrete trials, 367–368
- Sound inventories. *See also* phonetic inventories, 71, 217
- Sound-in-word, -phrase, and -sentence level discrete trials, 368–370
- Sound-in-word level, 351
- Sound localization. *See* auditory discrimination
- Sound posters, 406
- Sound shaping, 359–360, 382, 383
- Sound spectrum, 68
- Sound stabilization, 403–406
- Source-filter theory of speech production, 53–54, 57
- South Asian languages versus English, 241
- Southeast Asian languages versus English, 242–243
- Southern American Dialect, 210, 211b
- Spanish Articulation Measures, Revised Edition*, 234
- Spanish language and dialects. *See also* Latino children, 228–229, 230t, 231t, 252, 253
- Spanish Language Assessment Procedure, Third Edition*, 234
- Spanish Preschool Articulation Test*, 234
- Spanish-speaking children. *See also* Latino children, 457
- Spastic CP, 315
- Spastic dysarthria, 49, 316
- Special education, 268, 303–304, 357, 386b, 402b, 447b
- Special Education Local Plan Areas (SELPA), 357



- Spectrographic displays, 358
- Speech anatomic variables in SSL, 176–179, 177*f*
- Speech assignments, 407
- Speech bulbs, 390–391
- Speech delays (SDs), 11–12, 13–14
- Speech discrimination testing, 278–280
- Speech-Ease Screening Inventory: K-1*, 263
- Speech errors (SEs), 12, 14–15
- Speech intelligibility
- AAE versus MAE and, 222
    - in cerebral palsy, 316–317
    - in developmental dysarthria, 388
    - glossectomy and, 178
    - hard palate removal and, 178
    - intelligibility analysis, 292–293
    - naturalistic speech intervention approach and, 439
    - overview of, 175
    - phonological error pattern analysis and, 282
    - target behavior selection and, 340, 344–345, 346
    - traditional analysis and, 282
- Speech learning stages, 144–146
- Speech perception. *See also* auditory discrimination; auditory mechanism, 138–143, 192–197, 459
- Speech production theories, 51–58
- Speech recasts, 440
- Speech samples. *See also* connected speech samples; response recordings, in standardized testing, 218, 220–221, 234–235, 249, 294
- Speech sound disorders (SSDs). *See also specific conditions*
- definitions of, 5–9
  - evaluation of subtypes of, 15–16
  - historical perspectives on, 2–4, 5*b*, 88–89
  - as rooted in phonetics, 134
  - subtypes of, 10–18, 11*t*
- Speech sound learning (SSL). *See also* age ranges
- ethnocultural variables and, 207–209
  - evaluation of research on, 189–190, 192–197
  - first words, 151–152, 152*b*
  - individual sounds and sound patterns production, 153–159, 155*t*, 156*t*, 158*t*
  - as inversely proportional to error patterns, 169
  - prelinguistic development, 137–149
  - speech intelligibility, 175
  - speech sound pattern learning, 167–174, 172*t*, 173*t*, 174*b*
  - theories of, 197–206
  - transition from babbling to meaningful speech, 149–151, 150*b*
  - variables related to, 176–188, 177*f*
- Speech sound mastery, speed of, 297
- Speech sound production. *See also* phonetics; *specific sound classes*
- acoustic aspects of, 68–69
  - aerodynamic aspects of, 65, 68
  - airflow and air pressure modifications for, 23
  - analysis of, 280–290
  - as a biobehavioral event, 124
  - CNS areas for, 36, 37, 47
  - coarticulation in, 70–71
  - in infants, 143–149
  - mechanisms for, 19
  - morphophonemics, 71
  - phonological awareness and, 462–464
  - phonotactics, 71
  - PNS areas for, 44–45
  - research needs in, 235–236
  - sound inventory, 71
  - suprasegmental aspects of, 69–70
- Speech sound screenings, 262–263
- Speech therapy services. *See* clinical practice and reasoning; treatment
- Spinal accessory nerves, 44*f*, 45
- Spinal nerves, 22*t*, 42, 45–46, 47
- Spreading, 103
- SR. *See* surface representation (SR)
- SSDs. *See* speech sound disorders (SSDs)
- SSL. *See* speech sound learning (SSL)
- Standardized screening instruments, 263
- Standardized test administration, 267–273
- Stapedius, 32
- Stapes, 31*f*, 32
- Statistical learning approach, 204

- STDAS-2. *See Screening Test for Developmental Apraxia of Speech: Second Edition (STDAS-2)*
- Sternum, 20
- Stickers, 364
- Stickler syndrome, 322
- Stimulability intervention approach, 347, 432–436
- Stimulability probing, 416, 423, 429–430
- Stimulability testing, 277, 291–292, 342
- Stimulability training, 292
- Stimulus items. *See also* games; play activities; target word cards  
 child's environments and, 377  
 client-specific procedures and, 465  
 in complexity approach, 431  
 discrete trial probes and, 376  
 in minimal pair production training, 421, 423  
 naturalistic speech intervention approach and, 440  
 pacing of, 351, 369  
 for PAI, 468–469  
 paired, 362  
 preparation of, 349–350  
 sound-in-word, -phrase, and -sentence level, 368  
 in stimulability intervention approach, 434  
 vowel diagrams, 367
- Stops and stopping. *See also* error patterns; phonological patterns (PP)  
 acoustical qualities of, 68  
 age of mastery of, 168  
 anatomy and physiology for, 23, 65, 68  
 in Asian languages, 241, 244  
 cleft lip and palate and, 392  
 disappearance of, 170, 171  
 distinctive features of, 83  
 as error patterns, 166  
 frication of, 235  
 generalized production and, 375  
 hearing impairments and, 394  
 as an initial target, 344  
 markedness constraints and, 116, 117, 120  
 in Native American languages, 224  
 in nonlinear optimality phonological analysis, 286  
 overview of, 74, 89–90, 95, 103  
 place of articulation in, 77, 78  
 prevocalic voicing and, 99  
 in SSL in infants and toddlers, 146, 152, 159, 168, 191  
 as substitution patterns, 170, 178, 179  
 types of, 178, 179, 224  
 universality of, 116  
 voicing and, 116
- Stopwatches, 265
- Stress. *See* contrastive stress; metrical theory; phonetic stress
- Stress patterns, in CAS, 308, 309
- Stress-timed languages, 69
- Subcostal muscles, 21
- Subglottic air pressure, 26, 27
- Substantia nigra, 39, 39*f*
- Substitution of phonemes, 253
- Substitution patterns  
 in AAE, 213, 215, 216*t*, 217, 220  
 across languages, 235  
 in Asian-influenced English, 240, 240*t*, 243, 244, 245  
 in cleft lip and palate, 323  
 in foreign languages, 235  
 overview of, 94–98  
 phonological theories and, 6  
 recording of, 270  
 in Spanish-influenced English, 231*t*  
 in SSL, 170  
 velopharyngeal inadequacy and, 178–179
- Successive approximations, 359–360
- Sucking rate. *See* high-amplitude sucking method (HAS)
- Sulci, 36, 37, 37*f*, 38*f*
- Superior colliculi, 42
- Supplementary motor cortex. *See* premotor cortex
- Supraglottic air pressure, 26
- Supramarginal gyrus, 39
- Suprasegmental aspects of speech production, 69–70, 139, 307
- Surface representation (SR), 4
- Swedish language versus English, 235

Syllabic complexity, 184–185  
 Syllabics, 72, 83  
 Syllabification, 73  
 Syllable awareness, 455–456, 457, 460, 466  
 Syllable blending, 466  
 Syllable deletions. *See also* unstressed syllable deletion (USD), 91  
 Syllable duration and stress errors, 236, 240, 246  
 Syllable onset, 460  
 Syllable sequencing problems, 308  
 Syllable structure patterns, 69, 73, 90–94, 149, 151–152, 169, 280  
 Syllable-timed languages, 69  
 Synapses, 36  
*Syntactic Structures* (Chomsky), 2

## T

Tactile cues, 383–384  
 Tactile-kinesthetic cuing, 358, 394  
 Tagalog language, 243–244  
 Talking. *See* conversational speech; social communication skills; speech samples  
 Tardive dyskinesia, 50  
 Target behaviors, 339–366, 356*b*, 363*f*, 371, 373–376, 419, 420  
 Target responses, 371, 394  
 Target word cards, 416  
 Teachers, 377, 378, 463–464  
 Teeth, 30, 176–177, 177*f*  
 Temporal lobe, 37*f*, 38  
 Tenseness, vowel production and, 85  
 Tensor tympani, 32  
 Terminal knobs, 35, 36  
*Test of Minimal Articulation Competence*, 277  
*Test of Phonological Awareness in Spanish–TPAS*, 234  
 Tests. *See specific assessments*  
 Thai language, 243  
 Third-party payers, 348, 353, 372, 379  
 Thompson language, 194  
 Thoracic cavity, 20, 23  
 Thoracic nerves, 21, 22*t*  
 Thoracic vertebrae, 20  
 Thyroarytenoid muscles, 25

Thyroid cartilage, 23, 24, 24*f*, 25*f*, 26*f*, 27*f*  
 Tokens, 364  
 Token withdrawal, 366  
 Tonal languages. *See* Asian and Pacific Islander languages; Native American languages  
 Tonal variations. *See* autosegmental theory  
 Tongue, 28*f*, 29, 37, 37*f*, 183  
 Tongue depressors, 265, 277, 358  
 Tongue position, vowel production and. *See also* undifferentiated lingual gestures, 83–85  
 Tongue thrust, 188  
 Tonsils, 188  
 Total assimilation, 100  
 Touch-cue method, 384  
*TPAS. See Test of Phonological Awareness in Spanish–TPAS*  
 Trachea, 20, 24*f*  
 Tract variables, 126  
 Traditional analysis, 281–282  
 Traditional approach, 401–409, 402*b*  
 Transfer and carryover, in traditional approach. *See also* generalization and generalized production, 406–407  
 Transverse thoracic muscles, 21, 22*t*  
 Treacher Collins syndrome, 322  
 Treatment. *See also* clinical practice and reasoning; evidence-based practice; target behaviors; *specific treatment approaches*  
   authors' reasons for descriptions of, 400–401  
   behavioral procedures used in, 335, 337–338  
   for CAS, 381–385  
   common operations in various programs of, 334  
   common variables in, 334, 397–398  
   definition of, 398  
   differences in varied approaches to, 398–400  
   dismissal from and follow-up after, 379  
   efficiency within, 372, 403–404, 408, 410, 412  
   elements for comprehensive, 338, 352  
   eligibility criteria for, 268

maintenance program implementation in, 376–378  
 making recommendations for, 302–303  
 session structure in, 366–373, 377–378  
 specific activities in, 370–371  
 stimulability testing and, 292  
 Treatment efficacy. *See also* evidence-based practice, 372–373, 402*b*  
 Treatment guidelines  
   for childhood apraxia of speech (CAS), 381–383  
   for cleft lip and palate, 391–393  
   concurrent treatment approach, 411  
   for developmental dysarthria (DD), 387–389  
   minimal pairs production training, 422–423  
   multiple-oppositions approach, 425–426  
   for PAI, 468–470  
   phonological cycles approach, 415–417  
   for speakers of varied English dialects, 248–250  
   for SSD in African American children, 221–222  
   for SSD in Asian children, 247–248  
   for SSD in Latino children, 236–237  
   for SSD in Native American children, 228  
   stimulability intervention approach, 434–435  
   traditional approach, 402–408  
 Treatment history, prognosis and, 301  
 Treatment objectives. *See* objectives; target behaviors  
 Treatment outcomes. *See* prognosis; treatment efficacy  
 Treatment planning, 333, 357–358  
 Tremors, 50  
 Trigeminal nerves, 42, 43–44, 44*t*, 47  
 Trochlear nerves, 43, 44*t*  
 True words, 151  
 Turkish language versus English, 235, 253, 457  
 Twin studies, 187, 190, 203  
 Two-point sensory discrimination, 183  
 Tympanic membrane, 30*f*, 31, 31*f*  
 Type of error recordings, 269, 270

## U

UG. *See* universal grammar (UG)  
 Ultrasound recording, 271  
 Underdifferentiation of phonemes, 252  
 Underlying representation (UR), 4, 200  
 Underspecification theory, 103  
 Undifferentiated lingual gestures, 125–126  
 Ungliding, 213  
 Unilateral upper motor neuron dysarthria, 49  
 Unison speech, 406  
 Universal grammar (UG), 3, 4, 114–115, 127, 198, 200, 255–256  
 Unmarked phonological features, 116–117  
 Unrounded vowels, 85  
 Unstressed syllable deletion (USD). *See also* error patterns; phonological patterns (PP), 90–91, 170, 172, 215, 232  
 Upper motor neurons, 48  
 UR. *See* underlying representation (UR)  
 Usage-based theory of phonology and language, 204–205  
 USD. *See* unstressed syllable deletion (USD)  
 Utterances. *See also* babbling; phonological mean length of utterance (PMLU); protowords, 150*b*, 256, 293  
 Uvula, 29

## V

Vagus nerves, 42, 44*f*, 45  
 Van der Woude syndrome, 322  
 Variable ratio schedule, 364–365  
 Variegated babbles, 146  
 VDP. *See* *Verbal Dyspraxia Profile* (VDP)  
 Velar assimilation, 98–99, 170  
 Velar fricatives, 178  
 Velar fronting (VF). *See also* error patterns; fronting; phonological patterns (PP), 88, 94, 96, 171, 172  
 Velars. *See* linguavelars  
 Velopharyngeal closure, 29  
 Velopharyngeal inadequacy, 178–179, 322, 323, 390  
 Velopharyngeal incompetence, 392  
 Velum. *See* soft palate

- Verbal antecedents, 377
- Verbal behaviors. *See* behavioral theories of SSL; target behaviors
- Verbal corrective feedback, 365
- Verbal diversity. *See* bilingualism; ethnocultural variables
- Verbal Dyspraxia Profile* (VDP), 313
- Verbal Motor Production Assessment for Children* (VMPAC), 313–314
- Verbal praise, 364, 365
- Verbal prompts, 361
- Vestibuloacoustic nerves, 33, 34, 38
- Vestibulocochlear nerves. *See also* cerebral initiation, 44f, 45
- VF. *See* velar fronting (VF)
- Videotaping, of speech samples, 275
- Visible sounds, 342
- Visual cues, 196
- Visually reinforced head turn method (VRHT), 140, 193–194
- VMPAC. *See Verbal Motor Production Assessment for Children* (VMPAC)
- Voc. *See* vocalization (Voc)
- Vocables. *See* protowords
- Vocabulary. *See also* core vocabulary approach, 459
- Vocal abuse, 393
- Vocal emphasis, 360, 361
- Vocal folds. *See also* laryngeal structures, 25–27, 25f, 65, 68
- Vocalization (Voc). *See also* error patterns; phonological patterns (PP), 97–98, 173
- Voicing. *See also* manner, place, voicing analysis (MPV); resonatory mechanism  
 anatomy and physiology for, 24, 26, 65, 68  
 in consonant production, 75t, 79  
 in developmental dysarthria, 388  
 in East Asian languages, 245  
 epenthesis and, 92  
 markedness constraints and, 116  
 morphophonemics and, 71  
 in Native American languages, 224  
 phonetic difficulty and, 382  
 phonetic placement techniques and, 358  
 prevocalic, 99, 172  
 in SSL, 159, 170  
 in treatment of hearing impaired children, 394  
 in vowel production, 83
- Voicing assimilation, 170
- Vowel diagrams, 367–368
- Vowel disorders, 112, 394
- Vowel errors, in Latino children, 232
- Vowelization. *See* vocalization (Voc)
- Vowel production  
 acoustical qualities of, 68  
 acoustic theory of speech production and, 54  
 age of mastery of, 164–165  
 anatomy and physiology for, 23  
 diphthongs and monophthongs in, 72  
 in infraphonological stages, 144–145  
 overview of, 83–87  
 pitch in, 69  
 rate of speech and, 69–70  
 Spanish versus English, 229–230, 232  
 syllabics in, 72  
 during transition from babbling, 148
- Vowel quadrants, 84–85
- VRHT. *See* visually reinforced head turn method (VRHT)

## W

- Waardenburg syndrome, 322
- Wealth of the stimulus hypothesis, 204
- Wepman's Auditory Discrimination Test: Second Edition*, 329
- Wernicke's area. *See also* cerebral initiation, 38, 38f, 43
- Whole-word accuracy (WWA), 288
- Whole-word correctness, proportion of (PWC), 288
- Whole-word measure analysis, 287–290
- Whole-word phonetic transcription, 269, 270–271
- Whole-word proximity, proportion of (PWP), 289
- Whole-word variability, proportion of (PWV). *See also* core vocabulary approach, 289
- Word-based phonological theory, 200
- Word pairs, ways of forming, 426–427, 428t

- Word positions, generalized production
  - across, 374
- Words. *See* first words; nonsense words (NSW); open-syllable words; proto-words; true words
- Words stage, in sound stabilization training, 405
- Writing. *See* literacy instruction; literacy skills
- WWA. *See* whole-word accuracy (WWA)