

Robert (4;2 yrs)
Data analysis and interpretation

(1) Phonetic Inventory

- What consonants does Robert have in his phonetic inventory?

- What consonants (if any) are absent? NB. Check that these have been tested.

(2) Processes/patterns

- What natural phonological processes are evident in the sample?

- Which of these are delayed for Robert's age? Give the expected age of suppression for each process with the appropriate reference, e.g., Grunwell (1987) cited in Bowen (2012).

- Are there any atypical patterns?

(3) Progressive variability

- What evidence is there of progressive change within Robert's sound system, i.e., that processes/patterns are moving towards suppression?

(Tip: Consider each process in turn and all members of the sound class that are likely to be affected. For instance, if Robert is fronting velars, consider his treatment of both velar plosives [k, g] and the velar nasal [ŋ]. If he is stopping fricatives, look at the data for the fricatives [f, v, θ, ð, s, z, ʃ, ʒ]. Do processes/patterns apply universally, resulting in a reduced system of contrasts (e.g., in the case of velar fronting /k, t, ŋ/ → [t, d, n] 100% across all word positions) or are there some correct realisations and hence evidence of the contrast emerging?)

(4) Further data collection

- If you were able to collect more speech data, which phonemes / word positions would you prioritise? (Tip: think about phonemes/word positions which have not been tested or for which there is relatively little data.)

(5) Target selection

- Which targets would you prioritise for therapy?
 - Select one phonological process and state which two phonemes and word positions you would work on first.
 - Give a brief rationale for your choice of target/s and list four minimal pairs for each one.

NB. You may find it helpful to look at Bowen's description of traditional vs newer therapy selection criteria – see link on LS. Don't worry if there are some concepts you are not yet familiar with, e.g., 'markedness'. We will cover these in due course. However, it would be beneficial to start thinking about how we make an informed target selection - whether we use more traditional criteria, e.g., follow a the developmental sequence, or newer criteria such as targeting areas of least productive phonological knowledge.