Matthew's Hybrid Treatment Approach

Cycles: Determines the treatment plan (review Activity 17). One new target is introduced each week. Previous targets are assessed at the beginning of the session. (Cycles usually includes a baseline assessment at the end of each session for the following week's target. Dr. Moore is instead using the assessment probe information for baseline.)

Metaphonological: Using the target words, the clinician/parent segments the word and asks Matthew to blend.

Minimal Pairs: Stimuli for therapy (target words) are based on minimal pairs that contrast the phonological pattern and phonemes being targeted in the sessions.
For example for Lesson 4:
-the target phonemes are final stop+fricative cluster: /gz/
-the phonological pattern is cluster reduction

Looks at these minimal pairs. Can you figure out why only certain minimal pairs will work for Matthew's treatment targets?

Pairs that contrast **cluster reduction for final /gz/**	Pairs that contrast other patterns, not final cluster reduction
log / logs	legs / logs (vowel contrast)
beg / begs	begs / pegs (prevocalic voicing)
leg / legs	lay / legs (open syllables)
Pairs that contrast final voicing for /gz/	Pairs that contrast other patterns, not final voicing for /gz/
locks / logs	lots / logs (fronting)
racks / rags	wags / rags (gliding)
sacks / sags	stags / sags (initial cluster reduction)

Matthew's Session Structure:

1. Review and assess previous targets. For lesson 4, you would have him name the picture cards from the previous sessions for /ts/, /ps/, and /ks/.

2. Dr. Moore introduces the new cluster target by teaching letter-sound correspondence. For lesson 4, she would teach G /g/ and Z /z/.

3. Introduce minimal pairs for target. Dr. Moore does the following steps for each card instead of going through all of the cards for each step.

   a. Familiarization: name the cards while Matthew listens
   b. Listening/Auditory: name the card and Matthew points
   c. Imitate: name the card and Matthew imitates

4. Activities to work on producing target in words. Provides scaffolding as needed.

5. Home program for metaphonological skill of blending. Depending upon the time left in the session, Dr. Moore may

   a. Observe parent doing the past week's assignment with Matthew
   b. Discuss with parent the tasks for this week
   c. Model any new tasks