

## CHAPTER 5 SPEECH SOUND DISORDERS

1. \_\_\_\_\_ specify acceptable sequences and locations of speech sounds.
  - a. Distinctive features
  - b. Phonotactic rules
  - c. Morphemes
  - d. Phonological classes
  
2. Consonant phonemes are classified according to
  - a. Place
  - b. Manner
  - c. Voicing
  - d. All of the above
  
3. Name the places of articulation.
  
4. Name the manners of articulation.
  
5. What determines which vowel is actually produced?
  
6. \_\_\_\_\_ is when two vowels are said in close proximity.
  - a. A glide
  - b. A liquid
  - c. A diphthong
  - d. An approximate
  
7. By \_\_\_\_\_, infants are able to imitate tone and pitch and begin babbling.
  - a. 2 months
  - b. 3 months
  - c. 4-6 months
  - d. 7-8 months
  
8. At 6-7 months, babbling changes into \_\_\_\_\_.
  - a. Single words
  - b. Variegated babbling
  - c. Reduplicated babbling
  - d. None of the above
  
9. Young children use \_\_\_\_\_ to simplify a difficult word.
  - a. Echolalia
  - b. Phonological patterns
  - c. Articulatory errors
  - d. Sound-meaning relationships

10. Toddlers may demonstrate the following error(s):
- Omission of final consonants
  - Reduction of multisyllabic words
  - Sound substitutions
  - All of the above
  - None of the above
11. Most of the phonological patterns that toddlers use disappear by age
- 3
  - 4
  - 6
  - 7
12. Children who experience phonological difficulties
- Discontinue the use of immature phonological patterns earlier than their peers
  - Are always unintelligible
  - Continue the use of phonological patterns
  - Express more interest in literacy activities
13. \_\_\_\_\_ are changes in pronunciation as a result of morphological changes. These take several years to master, extending into adulthood.
- Morphophonemic contrasts
  - Morphological changes
  - Morpheme units
  - Morphological features
14. By age \_\_\_\_\_, children have acquired consonant clusters.
- 5
  - 6
  - 7
  - 8
15. A/an \_\_\_\_\_ ends in a vowel, whereas a \_\_\_\_\_ ends in a consonant.
16. \_\_\_\_\_ are disorders of how speech sounds are used in the language.
- Phonological disorders
  - Articulation disorders
  - Voice disorders
  - Resonance disorders
17. Name the four types of articulation errors.
18. Seventy-five percent of children outgrow their speech sound errors by age \_\_\_\_\_.
- 5
  - 6
  - 8
  - 10

19. Speech-sound disorders can have a negative impact on
  - a. Academics
  - b. Professional relationships
  - c. Personal relationships
  - d. All of the above
  
20. Speech \_\_\_\_\_ over time for those who lose their hearing after learning to talk.
  - a. Maintains
  - b. Deteriorates
  - c. Improves
  - d. All of the above; it depends on the individual
  
21. Name three types of sounds that are often difficult for children with cleft palate to produce.
  
22. About 90% of children with \_\_\_\_\_ have impaired speech production skills.
  - a. Cerebral palsy
  - b. Deafness
  - c. Childhood apraxia of speech
  - d. Cleft lip
  
23. \_\_\_\_\_ is a neurological speech sound disorder that affects the ability to plan and/or program the movement sequences necessary for accurate speech production.
  - a. Cerebral palsy
  - b. Childhood apraxia of speech
  - c. Language impairment
  - d. Aphasia
  
24. What are the speech characteristics of childhood apraxia of speech?
  
25. Which of the following are good prognostic indicators for verbal communication in CAS?
  - a. Normal or near-normal cognition
  - b. Good receptive language
  - c. A & B
  - d. None of the above
  
26. The most readily apparent difficulties are \_\_\_\_\_ for those who persist with motor programming difficulties.
  - a. In monosyllabic words
  - b. Substitution errors
  - c. In consonant blends
  - d. None of the above
  
27. What is the overall goal of elective therapy for accent modification?
  
28. In assessment of phonology and articulation, \_\_\_\_\_ is appropriate for young children and for those whose speech is markedly unintelligible.
  - a. A sound error inventory
  - b. A speech sound inventory
  - c. A phonological process analysis
  - d. None of the above
  
29. \_\_\_\_\_ refers to how easy it is to understand the individual.

30. In general, lack of consistency is a/an \_\_\_\_\_ prognostic factor.
- Neutral
  - Positive
  - Negative
  - Unimportant
31. \_\_\_\_\_ is the ability to produce the target phoneme when given focused auditory and visual cues.
- Consistency
  - Focused stimulation
  - Stimulability
  - Echolalia
32. \_\_\_\_\_ refers to the ability to perceive differences in another person's speech, whereas - \_\_\_\_\_ refers to the ability to judge one's own ongoing speech.
33. Factors in target selection for articulation and phonology include
- Phoneme frequency
  - Likelihood of success
  - A & B
  - None of the above
34. The following approaches are language-based approaches:
- Traditional motor approach
  - Sensory-motor approach
  - A & B
  - None of the above
35. \_\_\_\_\_ is not appropriate for children who have severe speech delays and require more direct, structured speech practice.
- Language-based approaches
  - Traditional motor approach
  - Sensory-motor approach
  - Cycles approach
36. \_\_\_\_\_ starts with the most stimuable phonological patterns and progresses through multiple times until all phonological processes have been addressed.
- Multiple oppositions approach
  - Cycles approach
  - Metaphon approach
  - Complexity approach
37. Discuss the theory behind the complexity approach.
38. Describe Dynamic and Tactile Cueing, an evidence-based treatment for childhood apraxia of speech.