CHAMP: Evidence in Action

Reviews the evidence supporting the Program

The minimal pairs approach is one of the oldest and most widely used approaches for phonological disorder intervention (Williams, et al., 2021) and is suitable for children who have a phonological impairment characterized by consistent phonological processes or pattern-based errors.

Evidence	Expression in Program
Targets based on pattern-based errors or phonological processes representing contrasting phonemic features are appropriate for the minimal pairs approach (Williams, Mclead, & McCauley. 2021)	Sections are defined by sound contrasts and phonological processes including gliding, fronting, and backing.
The pragmatic principle of informativeness suggests that speakers accommodate to their listeners' needs by helping to resolve uncertainties and miscommunication (Williams, Mclead, & McCauley. 2021)	The perceptual and meaningful approaches both leverage communication breakdown to motivate students to correct their pronunciation.
Speech perception is an important area to target for children who have difficulty perceiving the targeted phonemic contrast and/or are not stimulable for the target phonemes. (Williams, Mclead, & McCauley. 2021)	The perceptual approach provides increased opportunities to listen to the contrast difference and increase stimulability of the target speech sound.

Evidence-based Program Use
Emphasize the difference between the contrast words, particularly the difference in meaning.
Use the screener to assess stimulability for the target sounds within each contrast pair.
Follow the perceptual approach with students who have difficulty hearing the phonemic contrast or who need extra practice to produce the target sound(s).

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Highlight the communication breakdown caused by using the wrong minimal pair in context. Using screeners will help determine the most appropriate learning path for each student.