

LASSO: Evidence in Action

Reviews the evidence supporting the Program

Children with speech sound disorders are at risk of developing reading and writing difficulties (Anthony et al., 2011). A combination of articulation and literacy therapy is beneficial in remediating deficits (Stewart et al. , 1997).

Evidence	Expression in Program
When compared to typically developing peers, children with SSD achieve lower levels of reading performance regardless of the severity of their speech impairment (Rvachew, 2007).	Both speech and literacy skills are targeted simultaneously.
Children with SSD in pre-school exhibited weaknesses in phonological processing, specifically speech perception, rime awareness, and onset awareness (Rvachew, 2007).	Tasks that target speech perception, rime awareness, and onset awareness are included within activities.
The most common paradigm for phonological awareness intervention follows a developmental course; awareness of spoken words and syllables is targeted first, followed by development of rhyming skills, beginning sound awareness, onset-rime level blending, medial and final sound awareness and identification, and finally, phoneme-level blending and segmenting (Guillon, 2000).	Phonological awareness tasks mirror those used in phonological awareness interventions and are incorporated in a developmental sequence.
Articulation interventions address phonetic aspects of individual sounds at two primary levels: auditory-perceptual representations and articulatory movements (Williams, Mclead, & McCauley. 2021).	Teaching elements are divided into two levels, moving from simple to complex.
Students receiving articulation therapy “learned to read sight words incidentally during articulation training, and this learning generalized beyond printed words on cards to printed words on a list” indicating that a combination of articulation and literacy therapy is feasible and beneficial (Stewart et al. , 1997)	Metaphonological tasks are included alongside traditional articulation therapy.

Evidence-based Program Use
Use all the activities in each lesson to blend complementary articulation and phonological awareness tasks.
Work through the lessons in sequence starting from the most appropriate level for the student.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. Pairing articulation activities with broader pre-literacy activities (e.g., phonological awareness, morphological awareness, and orthographic activities) can have a positive, synergistic effect. In addition, gradually increasing the complexity of a skill or task can help a student progress through learning without missing on concepts.