

WOW: Evidence in Action

Reviews the evidence supporting the Program

Articulation therapy accounts for the largest percentage of school-age children on an SLP’s caseload (ASHA, 2020). Children with speech sound disorders are at risk of developing reading and writing difficulties (Anthony et al., 2011), and thus it is important to target speech sound remediation in the school setting.

Evidence	Expression in Program
The multiple phonemic approach targets more than one sound each session as some sounds may require practice at the syllable level while other sounds may be practiced in phrases or sentences (McCabe & Bradley, 1975).	All sounds and positions are included, each containing multiple levels of contextual complexity (i.e., single words, phrases and sentences).
The four-stage model of speech sound learning includes elicitation (producing the sound in isolation or in syllables), stabilization (producing the sound in syllables, words, or phrases), generalization (producing the sound in untrained words/contexts), and maintenance (retention over time) (Williams, A. Lynn, Sharynne McLeod, and Rebecca J. McCauley., 2010).	All targets have multiple levels of context - single word, phrase, and sentence.
It can take between 1,900 and 2,300 trials to reach the stabilization phase for a target sound (Preston et al., 2017).	Many words are included for each target sound, allowing for multiple trials during therapy.
Following the principles of motor learning, for sounds that are minimally stimulable, frequent, immediate knowledge of performance feedback (i.e., detailed feedback about movements) contributes to acquisition and learning (Williams, A. Lynn, Sharynne McLeod, and Rebecca J. McCauley., 2010).	Feedback focuses on the motor movements needed to accurately produce target sounds.

Evidence-based Program Use
Target more than one speech sound or sound position per session as appropriate for your student.
Practice a wide variety of target words to reduce repetition while working toward sound stabilization.
Aim for the student to produce as many trials with a target sound as possible to reach the stabilization phase.

The principles in the evidence used to create this Program can be used across a variety of therapy sessions. With any articulation practice, encourage the student to produce as many trials as possible. When students are learning how to produce a sound, give them detailed, specific feedback about their sound production.