

**Title**

Phonological density in phonological intervention

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The majority of preschool children who are referred for speech and language therapy face a speech disorder. Many of the words they produce are mispronounced making their speech difficult to be understood. An incidence study (Broomfield & Dodd, 2004) showed that 6,4% of young children experience the disorder.

In the current single-case study the authors examined the ability of a preschooler diagnosed with Speech Sound Disorder (4 y.) to improve speech intelligibility outcomes by using a phonological neighborhood framework (i.e., the number of words that differ from a target by one phoneme). Pre and post intervention measures were calculated based on the use of Phonetic Inventory, Proportion of Consonant Correct Index as well as Speech Intelligibility Index. Following the Moriarty and Gillon (2006) methodology we implemented the use of minimal –pair intervention the goals which included the reduction of regressive assimilation as reported by Petinou & Okalidou (2006) and Petinou & Armostis (2017), reduction of first consonant deletion as well as the increase in the use of /s+Cons/ clusters. A biweekly 45-minute sessions per week for 3 weeks were implemented. Results are discussed on par with clinical intervention, focused stimulation training and psycholinguistic models of lexical organization interphase. The authors provide guidelines for the use and implementation of the Focused Motor Linguistic Training therapy approach proposed by Petinou (FMLT) (2013).