Analyzing Speech Sound Data to Make a Differential Diagnosis

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| **Across**  **4.** Consonants that occur after a vowel  **6.** Errors can be described relative to their initial, medial, or final  **8.** Type of analysis where child's production is compared to the adult model  **11.** Loss of \_\_\_\_\_ contrast is a central problem for clients with phonological impairments  **15.** Pass/fail process, determines need for further eval  **16.** Sound class errors result in lisping  **18.** Age by which all consonants should be produced correctly  **19.** Sound class errors result in hyponasality  **22.** In single word standardized artic tests, raw scores are converted to \_\_\_\_ scores  **23.** Type of analysis where child's production is not compared to the adult model  **24.** Sound class errors result in vowelization  **28.** Problematic AMRs can indicate this  **29.** Clinician's estimate of an outcome  **30.** Analysis of speech sound patterns relative to types of errors in various word positions | **Down**  **1.** Consonants that occur before a vowel  **2.** Type of SSD, errors are patterned  **3.** Inventory useful for assessing children with impaired intelligibility  **5.** \_\_\_ rate assesses slowness of articulatory movements  **7.** Type of testing, determines facilitative contexts  **9.** How easily a child can be understood by others  **10.** Stability in the use of sounds in words  **12.** Assesses if a child's production improves with a model  **13.** Process of orthographically recording speech production  **14.** Type of phonological pattern, substitutes tun/sun  **17.** Another word for "clusters"  **20.** Type of SSD, errors are organic, structural or neurological  **21.** CV, VC, CVC are \_\_\_\_ structures  **25.** Assesses degree of impairment  **26.** Type of phonological pattern, substitutes /t/ for /k/ and /d/ for /g/  **27.** Phoneme \_\_\_\_\_ occurs when a child uses one sound to represent numerous others |