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 |