

Breakout Room: Activity 1

1. In the breakout room, discuss the following
2. Assign a spokesperson to report out to the group.

Discussion:

1. What approach(es) do you use for SSD?
2. Are there particular diagnosis, sounds, processes, etc that you see that become persistent and resistant?
3. When it is a persistent speech sound disorder, do you do anything differently with your intervention?

1

Breakout Activity 2

Discuss the following.

Please assign a spokesperson

1. Are you currently involved in RTI/MTSS?
2. If yes, what is your involvement?
3. If no, what could you do to target SSD before adding to your caseload to attempt to remediate developmental speech sounds?

2

Breakout Activity 3

- x What are your thoughts on Integrated Phonological Intervention?
- x Discuss the Complexity Approach
 - Do you currently use this approach for multiple phonological process errors?
 - If yes, what results have you seen?
 - If no, will you consider this approach for quicker remediation of multiple errors?

3

Breakout Activity 4

1. Discuss the difference between a phonological processing disorder and a neurological disorder (CAS).
2. How do you determine a differential diagnosis?
3. Why is a differential diagnosis important?

4

Breakout Activity 5

In Breakout Room,
come up with a
couple of words for
each motor shape

V/VV	(would not target vowels or VV outside of a syllable shape) USE THIS SPACE FOR DOCUMENTATION
C	Ø would not typically target a consonant by itself outside of a syllable shape) USE THIS SPACE FOR DOCUMENTATION
CV	
VC	
VCV	
CV1VC1V1	
CV1VC1V2	
CV1VC2V2	
CV1VC1	
CV1VC2	
CVCVCV	
CVCV + CVC	

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