

# What is a complex intervention for children with speech sound difficulties (SSD)?

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# Why do we need to know?



# Intervention layers

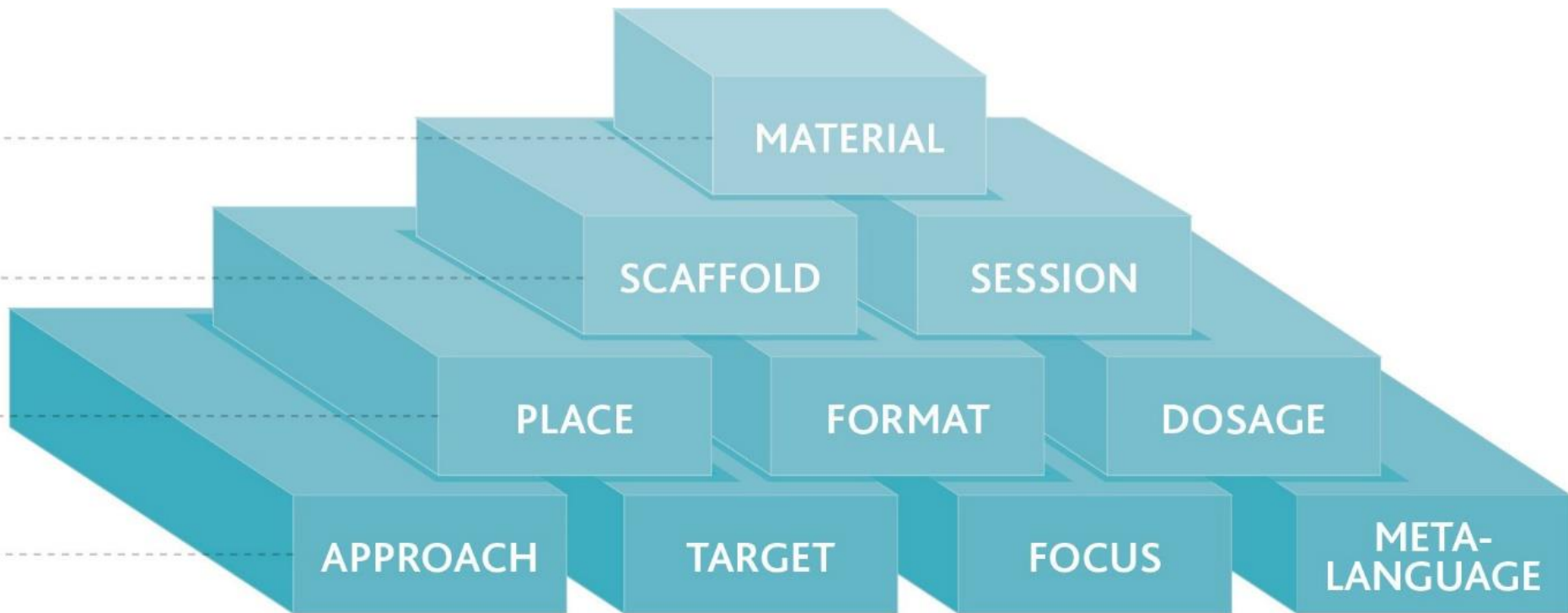
What you use

How you guide people through it

Where, when and with whom it happens

Your ideas about how and why it should make a difference

# Model of 'what exists'



# Intervention types

- Traditional
- Non-traditional
- Non-mainstream
- Instrumental



- Named

# The traditional hold

'well that's your bread and butter' it's sort of an **ASSUMPTION** that kind of somehow.. you **KNOW** everything there is to know

**BEFORE..** I-I.. was **DEFINITELY** just.. 'oh that's phonology, oh right they're coming in', I-I would just do the same thing!

it was that the parents hadn't done the **HOMEWORK** or.. something **ELSE** had kind of got in the way versus actually maybe.. we're not.. **DOING** the right thing?

# What 'change' may be asking

| Elements      | Usual practice       | Change could mean |
|---------------|----------------------|-------------------|
| Approach      | Traditional          | Non-traditional   |
| Target        | Traditional          | Non-traditional   |
| Focus         | Traditional          | Non-traditional   |
| Meta-language | Specified            | Unspecified       |
| Place         | Locally conventional | ?                 |
| Format        | Conventional         | Conventional      |
| Dosage        | Conventional         | Unconventional    |
| Scaffold      | Congruent            | Incongruent       |
| Session       | Routine              | Non-routine       |
| Material      | Adaptable            | Individual        |

# Further details

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## Reference:

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