Core Vocabulary

The core vocabulary approach (Crosbie, Holm & Dodd, 2005) is intended for use with children who have inconsistent speech disorder, i.e. where words are produced differently each time. Children who have inconsistent speech disorder have a underlying difficulty in speech processing, i.e. they may be able to produce or copy individual speech sounds, but they do not use the correct speech sounds in the correct places when they communicate. The Core Vocabulary approach targets the underlying difficulty in speech processing, as opposed to just improving how children say individual speech sounds.

What is Core Vocabulary?

The aim of the Core Vocabulary approach is to (1) identify a group of words that frequently part of the child's functional vocabulary (50 words minimum), (2) teach the child to consistently and accurately produce these words, and (3) for the child to use these words spontaneously when they communicate. The ultimate goal of the Core Vocabulary approach is for the child to use consistent production of a group of words, not necessarily error-free production.

This is achieved by teaching the child how to put individual sounds together to make a word. As the child becomes more consistent in putting together individual sounds to make words, it is likely that the child will improve in how accurately the words are produced.

Why use Core Vocabulary?

There are a range of benefits to using this approach, including (but not limited to):

- Increasing consistency of speech production;
- Improving speech processing;
- Increasing intelligibility.

Who can benefit from Core Vocabulary?

The Core Vocabulary approach can be used for one to one therapy with children who have inconsistent speech disorder.

Who can deliver Core Vocabulary?

The approach can be delivered directly by a Speech and Language Therapist. Parents are an integral part of the Core Vocabulary approach, as they help in monitoring generalisation by supervising daily practice of words at home.
Evidence for Core Vocabulary

The Core Vocabulary approach has been explored in a number of case studies (Dodd & Bradford, 2000; Dodd & Iacano, 1989; Holm & Dodd, 1999, 2001; McIntosh & Dodd, 2008), a randomised controlled study (Broomfield & Dodd, 2005) and a quasi-experimental group study (Crosbie, Holm & Dodd, 2005). These studies have demonstrated significantly positive outcomes for children with inconsistent speech disorder.

References


