

Psycholinguistic Framework

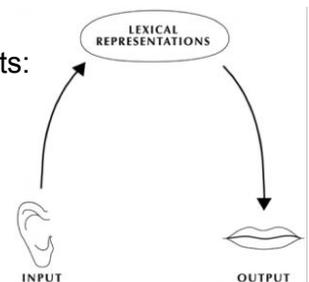
The Psycholinguistic Framework (Stackhouse and Wells, 1997) is a model used by Speech and Language Therapists to investigate the underlying nature of children's speech, language and/or literacy difficulties and target intervention accordingly.

What is Psycholinguistic Framework?

The Psycholinguistic Framework helps speech and language therapists identify how a child is processing speech. The speech and language therapist can then use this information to analyse how a child is saying particular words and/or sounds. This information can then be used to build a profile of a child's speech, informing intervention which targets the processing skills that are motivating the child's speech difficulties.

Broadly speaking, the speech processing model consists of three components:

1. input - what a child hears and listens to;
2. storage - where information about words are kept;
3. output - how a child says a particular word and/or sound.



For example:

Taking the word 'cat,' information about this word will be stored within a child's vocabulary (lexicon) as follow:

- **Semantic representation** – knowing what the word 'cat' means (e.g. pet, furry, four legs).
- **Phonological representation** – Identifying the word 'cat' from auditory (hearing) and visual (e.g. lip reading) cues and discriminating it from similar words such as 'tat' or 'cap.'
- **Motor program** – Knowing how to say the word 'cat' and not having to think about it every time it is produced.
- **Grammatical representation** – Knowing how to use the word 'cat' in a sentence (e.g. "I'm going to feed the cat" or "look there are two cats").
- **Orthographic representation** – Knowing how to spell 'cat' and can understanding it when it is seen it in written format.

Who can benefit from Psycholinguistic Framework?

The approach can be used with children with a range of Speech, Language and Communication Needs.

Who can deliver Psycholinguistic Framework?

This approach can only be delivered by a qualified Speech and Language Therapist.

Evidence for Psycholinguistic Framework

There is evidence to suggest that the psycholinguistic approach has positive outcomes for children with speech difficulties (Bryan & Howard, 1992; Pascoe, Stackhouse & Wells, 2005; Waters et al., 1998; Wren & Roulstone, 2008).

References

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