*GENERALIZATION EFFECTS FROM INTRATHERAPY
ARTICULATION TRAINING: A CASE STUDY¹*

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This study analyzed generalization effects found associated with a language-training intervention to modify the articulation (/f/ phoneme) of a 3.5-year-old boy. The McLean and Raymore Stimulus Shift Articulation Program was implemented by the subject's mother. This language training program is designed to produce setting generalization effects based on an intratherapy training model (*i.e.*, systematic training is applied in a single setting to promote transfer effects to nontraining environments). The intervention resulted in a significant improvement in the subject's production of the /f/ phoneme within the clinical setting in response to untrained stimuli (stimulus generalization). Additionally, the subject's correct phoneme production was observed to generalize to his home and school settings (setting generalization) under "opportunity loaded" (picture prompts) and "spontaneous" (no prompts) conditions. The results provide case-study evidence that stimulus generalization, both within and across settings, may occur with exclusively intratherapy articulation training.

DESCRIPTORS: language, verbal training, articulation, f phoneme, stimulus training, generalization, parent as therapist, children

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