

Summary

Speech sound disorders and their importance for educational performance and school integration of the third-grade primary school students

THE LARGE NUMBER OF CHILDREN who need school-based speech-language pathologists' support is a growing problem in the school environment. Children with speech sound disorders may be at greater risk of educational failure, namely literacy, mathematics, or peer relationships relative to their peers with typical speech. However, the nature and extent of this possible risk can vary significantly from one child to another, depending on the individual and environmental conditions.

The present research aims to explore the academic achievement and school integration of 18 third-grade primary school students with speech sound disorders from three complementary perspectives: 1. children, 2. parents, 3. teachers. Applying a collective case study strategy helped better understand the children's heterogeneity at different levels. Although each case was primarily considered on an individual basis, the cross-case analysis identified some overall tendencies applicable to the children participating in the study.

The overall research results may support the need for a continuous functional assessment of all children with speech sound disorders according to their diverse individual needs and abilities. It seems that apart from well-planned speech therapy, it is essential to recognize the role that persistent problems in speech production may play in children's school life, in order to ensure appropriate support on time.