

Cueing Hierarchy for Supporting Verbal Speech

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1. Use sign plus **full verbal prompt** (“ball”).
2. Use sign plus **first sound cue** (“ba”).
3. Use sign plus **first sound position** (pursed lips).
4. Use sign **only**.

Remember that the goal is to **fade the cues as soon as possible** so that the child’s speech-motor system has to “do the work”, which enables faster mastery of the motor plan/program.

Try to **avoid** remaining on the “I say it – You say it” mode of imitation which limits the future development of the spontaneous speech-motor plan/program.

Sign language should be seen **primarily as a prompt for verbal speech**. If the child uses the signs, this is a bonus as it enhances his/her functional communication.

However, if the child’s fine motor weaknesses or unwillingness to use sign language creates challenges for the child, the use of signing should **not** be eliminated by the adult. The sign language cues should **continue to be used** to prompt verbal speech and word sequencing.

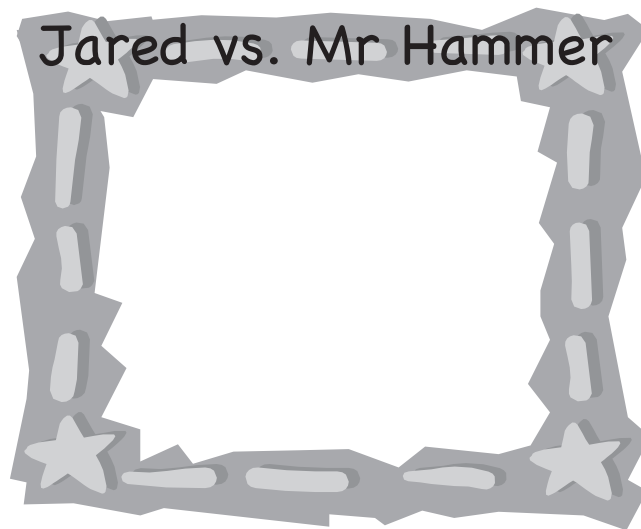


FRIENDLY/LONELY SOUNDS FOR “S” CLUSTERS AND OTHERS

- ❖ Take 2 pieces of colored construction paper.
- ❖ Start with drawing big “s” on one piece.
- ❖ Put 2 lines at bottom, trace, and say.
- ❖ Have proud “s” say “s” words on a walk.
- ❖ Talk about “s” getting lonely, wanting friend.
- ❖ Draw other sound (e.g. “t”) and make dot.
- ❖ Have proud “t” say words on a walk.
- ❖ Talk about “t” getting lonely; bump into “s”.
- ❖ Draw hands to join sounds and meet papers.
- ❖ Sounds walk together and say new words.
- ❖ Have “s” criticize “t” and vice versa.
- ❖ Have sounds say together with motor cues.
- ❖ Use sound is “lonely” if omits in blend.
- ❖ Cue with motor movement in air.

CONSONANTS	NAME OF SOUND	VERBAL CUE	OTHER CUES
“p” sound	Popping sound	“Where’s your pop?” “You forgot your pop.”	Fill cheeks up with air and blow out with the sound, feeling wind on hand
“b” sound	Popping sound	“Where’s your pop?” “You forgot your pop.”	Fill cheeks up with air and blow out with the sound
“m” sound	Humming sound	“Close you mouth and hummmm..”	Lips together and hum Touch to feel vibration
“n “ sound	Buzzing teeth sound	“Teeth together and buzz.”	Finger on clenched teeth to feel vibration
“t” sound	Tippy sound	“Use your tippy.”	Index finger to center of spot above upper lip
“d” sound	Tippy sound	“Use your tippy.”	Index finger to center of spot above upper lip
“h” sound	Open mouth windy sound	“Where’s your wind?” “I didn’t feel your wind.”	Open palm of hand up just in front of your mouth to feel wind
“k” sound	Throaty sound	“Where’s your throaty?”	Index finger pointed to throat
“g” sound	Throaty sound	“Where’s your throaty?”	Index finger pointed to throat
“f” sound	Biting lip windy sound	“You forgot to bite your lip.” “You forgot your wind.”	Bite lower lip with upper teeth and blow wind
“v” sound	Biting lip windy sound	“You forgot to bite your lip.” “You forgot your wind.”	Bite lower lip with upper teeth and blow wind
Initial “s” sound	Smiley windy sound	“Smile and make some wind.” “Keep those teeth together.”	Smile with teeth together and blow wind
Final sounds	Sticky sounds	“Where’s your sticky?”	Same as above for most but for “s” move forearm from left to right starting with an open hand and moving to a closed hand
“z” sound	Buzzing windy sound	“Use your buzz.”	Teeth together and blow wind
“sh” sound	Fat and fluffy sound	“Make it fat and fluffy.”	Lips out and puckered while blowing out

“ ch ” sound	Chomping sound	“I didn’t see those lips moving.” “Work your lips.”	Lips protruded while making chomp sound
“ j ” sound	Chomping sound	“I didn’t see those lips moving.” “Work your lips.”	Lips protruded while making chomp sound
“ l ” sound	Lifty sound	“Open your mouth – tongue up.” “Touch the spot and drop.”	Mouth open, tongue up behind upper teeth, then lowered
“ r ” sound	Butterfly sound	“Push up on the sides and move back with your tongue.”	Demonstrate pushing up on sides of tongue in butterfly position
“ w ” sound	Sliding sound	“ooo to eee sliding”	Start out in the ooo position with lips puckered then move to the eee sound
“ y ” sound	Sliding sound	“eee to ooo sliding”	Start out in the eee position with lips spread then move to the ooo sound
“ sp, st, sk, sn, sl ” sounds and other consonant clusters	Friendly sounds	“You forgot your friend.”	With a straight index finger on table start moving finger from L to R while saying the /s/ sound then end by tapping finger on table when the “friendly” sound is added. Or move forearm with open hand from L to R while saying /s/ sound and point to other sound positions as indicated above



STRATEGIES FOR KEEPING SCORE OBJECT/PICTURE KNOCK DOWN

1. Stand 5 objects or upright pictures on floor/table.
2. Use pizza box “tables” or blocks for standing.
3. Child guesses object/picture he will knock over.
4. Child rolls ball, kicks ball, shoots ball, etc.
5. Scores 5 points if knocks down guessed object.
6. Scores 3 points if knocks down another object.
7. Can get points totaled if two or more fall (3+5).
8. Object is to get perfect score of 25.
9. **Challenge:** Child needs to fight urge to hit hard



OBJECT DROP ACTIVITIES

- Enlarge 8 1/2 by 11 sheet of sound pictures.
- Place enlarged pictures on table or floor.
- Select object/toy/figure to be dropped.
- First person guesses the landing picture.
- Says “My ___ will (fall, land, drop) on the ___.”
- First person drops the object from above picture.
- Says “My ____ fell/did not fall on the ____.”
- If lands on the picture he guessed, initials corner.
- Second person does same routine.
- When all pictures are initialed, count for winner.
- **Favorites: “Spider drop”** for /s/ blends with plastic spiders; **“Lady fall”** off table onto floor for /l/ with big lake under pictures; **“Penny/coin land”** with coin flipped over to heads or tails for later count instead of initialing pictures.
- **Home practice:** Play until all corners initialed.

PARENT FILL-IN FOR SOUND NAMES

CONSONANTS	NAME OF SOUND	VERBAL CUES	OTHER CUES
The “ p ” sound	popping sound	“Where’s your pop?”	Fill cheeks up
The “ b ” sound			
The “ m ” sound			
The “ n ” sound			
The “ t ” sound			
The “ d ” sound			
The “ h ” sound			
The “ w ” sound			
The “ y ” sound			
The “ k ” sound			
The “ g ” sound			
The “ f ” sound			
The “ v ” sound			
The “ s ” sound			
The “ z ” sound			
The “ sh ” sound			
The “ ch ” sound			
The “ j ” sound			
The “ l ” sound			
The “ r ” sound			



USING WORD PAIRS

- A. Goal is to have one sound support another.
- B. Final sound helps initial or vice versa.
- C. Works best for final fricatives.
- D. Examples: bus-sand, push-shoe, off-foot.
- E. Use pictures or printed words on cardboard.
- F. Make two piles of pictures/word cards.
- G. Select one from first pile and say word.
- H. Select one from second pile and say word.
- I. Say both words exaggerating final sound.
- J. Move to volume differentiation.
- K. First try both at same volume.
- L. Then whisper non-targeted word only.
- M. Targeted word stays at normal volume.
- N. Fade to “thinking” of non-targeted word.
- O. May be a struggle for younger children.
- P. **Enhancement:** Use Zingo with new words.

Selected References on “Childhood Apraxia of Speech”

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- 1) “Childhood Apraxia of Speech ASHA AdHoc committee Position Statement and Technical Reports”, 2007, www.asha.org or www.apraxia-kids.org.
- 2) “A Review of Standardized Tests of Nonverbal Oral Speech Motor Performance in Children”, Rebecca J. McCauley and Edythe A. Strand, American Journal of Speech-Language Pathology, Vol. 17, February 2008, pp. 81-91.
- 3) “Principles of Motor Learning in Treatment of Motor Speech Disorders”, Edwin Maas, et al, American Journal of Speech-Language Pathology, Vol. 17, August 2008. pp. 277-298.
- 4) “Clinical Management of Motor Speech Disorders in Children, edited by Dr. Anthony J. Caruso and Edythe A. Strand, Thieme, New York, 1999.
- 5) “Apraxia Case Study – Increasing speech intelligibility and phonemic awareness skills”, by Lila Carson, et al, in the March 20, 2006 edition of ADVANCE for SLP’s and Audiologists.
- 6) “Treatment for Childhood Apraxia of Speech: A Description of Integral Stimulation and Motor Learning”, Christina Gildersleeve Neumann, ASHA Leader, Nov. 6, 2007, pp. 10-13.
- 7) “Babbling”, wondertime.com, November 2008.
- 8) “Childhood Apraxia of Speech Resource Guide”, Dr. Shelley L. Velleman, Thomson Learning, 2003. To order call 1-800-354-9706.
- 9) “Meeting the Challenge of Suspected Developmental Apraxia of Speech”, Dr. Ruth Huntley Bahr, Dr. Shelley L. Velleman, and Mary Ann Ziegler, with specific regard to the section entitled “Suggestions for Inclusion Classroom Activities”, Topics in Language Disorders, May 1999, 19(3), pp. 19-35.
- 10) “School-Age Follow-Up of Children with Childhood Apraxia of Speech, Barbara Lewis, et al., Language, Speech, and Hearing Services in Schools, Vol. 35, April 2004, pp. 122-140.
- 11) “Literacy Problems in Children with Severe Speech Sound Disorders, Including CAS”, a series of articles on this topic with intro by Rebecca McCauley and Edythe Strand, Language Learning and Education, October 2007, pp. 3-23.
- 12) “Repetitive Books: An Effective Therapeutic Strategy for Children Diagnosed with Apraxia of Speech”, Michelle Solomon and Lavinia Pereira, www.apraxia-kids.org.
- 13) “Shaping Verbal Language for Children on the Spectrum of Autism Who Also Exhibit Apraxia of Speech”, Nancy Kaufman and Tamara Kasper, www.apraxia-kids.org.
- 14) “Speech Intelligibility and Childhood Verbal Apraxia in Children with Down Syndrome”, 2009, www.down-syndrome.org.
- 15) “Lessons by Abigail: Educating a Seasoned Speech-Language Pathologist named Mom”, in the January/February 2003 edition of Disability Solutions, pp. 1-15 or through Apraxia-Kids.

Selected Therapy Resources
“Childhood Apraxia of Speech”
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“Time to Sing” Children’s CD

- ❖ Apraxia-Kids.org

“Moving Across Syllables-Training Articulatory Sound Sequences” by Kirkpatrick, et al.

- ❖ The Psychological Corporation at www.psycorp.com

“lingWAVES TheraVox Computer Visual Feedback Program”

- ❖ www.WEVOSYS.com

“Do-A-Dot Markers”

- ❖ Do-A-Dot Art at www.dotart.com

“DOT Articulation” by Rachele Ellsworth

- ❖ www.speechcorner.com

“Speech Praxis Treatment Kit” by Nancy R. Kaufman

- ❖ Northern Speech Services at www.nss-nrs.com

“Easy Does It For Apraxia of Speech-Preschool” by Robin Strode and Catherine Chamberlain

- ❖ www.linguissystems.com

“Reading Resources”

- ❖ “Visual Phonics” reading series with attention to oral cues at www.icli.org
- ❖ “The Lindamood LiPS” program at www.superduperinc.com

“Sign Language Resources”

- ❖ www.signingtime.com or www.signingsavvy.com

Healthfield Adjustable Posture Chair with Tray – www.FlagHouse.com

Marvel Magnet Alphabet Set – Marvel Education Company, New York, NY

- ❖ www.cptoy.com (go to Constructive Playthings not US Toys)

Speech-Teach Portable Mirror – dysphagiaplus.com