

Response to Intervention

Communication Needs

Material collected and put together by the SLV BOCES Speech Team to be used for classroom intervention.

Topics Covered:

- Referrals/Forms - page 2
- Classroom language strategies - page 10
- Articulation activities - page 21
- Oral Motor activities - page 52



Teacher Assessment & Checklist

These are checklists for the various areas of Speech and Language. Choose the checklist that is appropriate for the student you have concerns about. Sample progress reporting chart are included in this section. The FIM scale can be used with either chart to measure student goals.

- Problem Solving Process
- Speech Language Teacher Questionnaire for Referral
- Milestones- Language and Articulation Forms
- Forms
 - Intervention Action Plan
 - Progress Monitoring Record Forms
- Functional Independence Measure (FIM) Scale



Colorado MTSS

PROBLEM SOLVING PROCESS

Step 1—Define the problem
What is the problem?

Define

**Step 4—Evaluate
Response to Intervention**
Is it working?

Evaluate

Analyze

Step 2—Problem Analysis
Why is it occurring?

Implement

Step 3—Plan Implementation
What are we going to do about it?

code

COLORADO DEPARTMENT of EDUCATION



STUDENT NAME: _____ DATE OF BIRTH: _____ (Rev: 10-24/2014)

TEACHER: _____ GRADE: _____

SCHOOL: _____ DATE OF MEETING: _____

Dear Parent:

We are committed to supporting student success. If a student experiences difficulty in academics or behavior, it is important for school personnel and parents to work together. You are invited to participate in your child's targeted interventions. The quality and effectiveness of interventions for your child will be strengthened by our involvement.

Reason for Referral:

Specific Area of Concern:

Considered Assessments/Staff involved:

Considered Intervention/Staff involved:

Purpose of Assessments or Intervention:

I give permission for my child to participate in targeted assessment/intervention with the appropriate intervention specialist. I understand that I am invited to participate in the planning and monitoring of my child's school success as relates to these assessments and interventions. I understand that I will be given feedback as to the meaning and results of the assessments and interventions; and will receive information/ideas on how to support school success at home.

Parent/Guardian Signature _____ Date _____

Intervention Facilitator _____ Date _____

Telephone _____ Email _____

ATTACH VISION AND HEARING SCREENING; RTI SUMMATION AND DATA POINTS OF CONCERN; WIDA if second language learner.

English

Developmental Articulation Norms

Based on: Colorado k-12 Speech or Language Impairment Guidelines (p.71-72)

AGES

	3:0	3:6	4:0	4:6	5:0	5:6	6:0	7:0	8:0	9:0
/m/		/k/	/j/	/th/ voiceless	/L/ initial	/f/ final /v/	/th/ voiced /sh/ /ch/ /j/ /L/ final	Clusters /sp/ /st/; /str/ /sk/; /skr/ /sm/; /dr/ /sn/	/r/	/s/ /z/
/n/		/g/	Clusters /tw/ /kw/				Clusters /pl/ /bl/ /kl/ /gl/ /fl/			
/h/		/f/ initial /t/								
/p/										
/b/										
/d/										
/w/ initial										

Note: A 6-12 month difference has been found in mastery of phonemes between male and female children for the following sounds:

- Females: /n/ 3:6; /t/ 4:0
- Males: /j/ 5:0; /d/ 3:6; /g/ 4:0; /th/ voiceless 8:0; /th/ voiced 7:0; /sh, ch, L final/ 7:0

Problem Solving Action Planning

WHAT IS THE PROBLEM? (Precise Problem Statement)	WHY IS IT OCCURRING? (Hypothesis/Root Cause)	WHAT ARE WE GOING TO DO ABOUT IT? (Solution Actions)	Tasks	Person Responsible	Timeline	IS IT WORKING? (Progress Update)
			1.			
			2.			
			3.			
			1.			
			2.			
			3.			
			1.			
			2.			
			3.			

Future Meeting Items

Evaluate the Meeting:

We stayed on track:	<input type="checkbox"/> No	<input type="checkbox"/> So-So	<input type="checkbox"/> Yes
We achieved the meeting outcomes:	<input type="checkbox"/> No	<input type="checkbox"/> So-So	<input type="checkbox"/> Yes
We clarified next steps:	<input type="checkbox"/> No	<input type="checkbox"/> So-So	<input type="checkbox"/> Yes
This meeting was time well-spent	<input type="checkbox"/> No	<input type="checkbox"/> So-So	<input type="checkbox"/> Yes

How can we improve the next meeting?

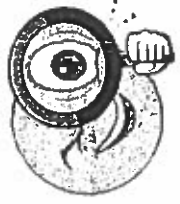
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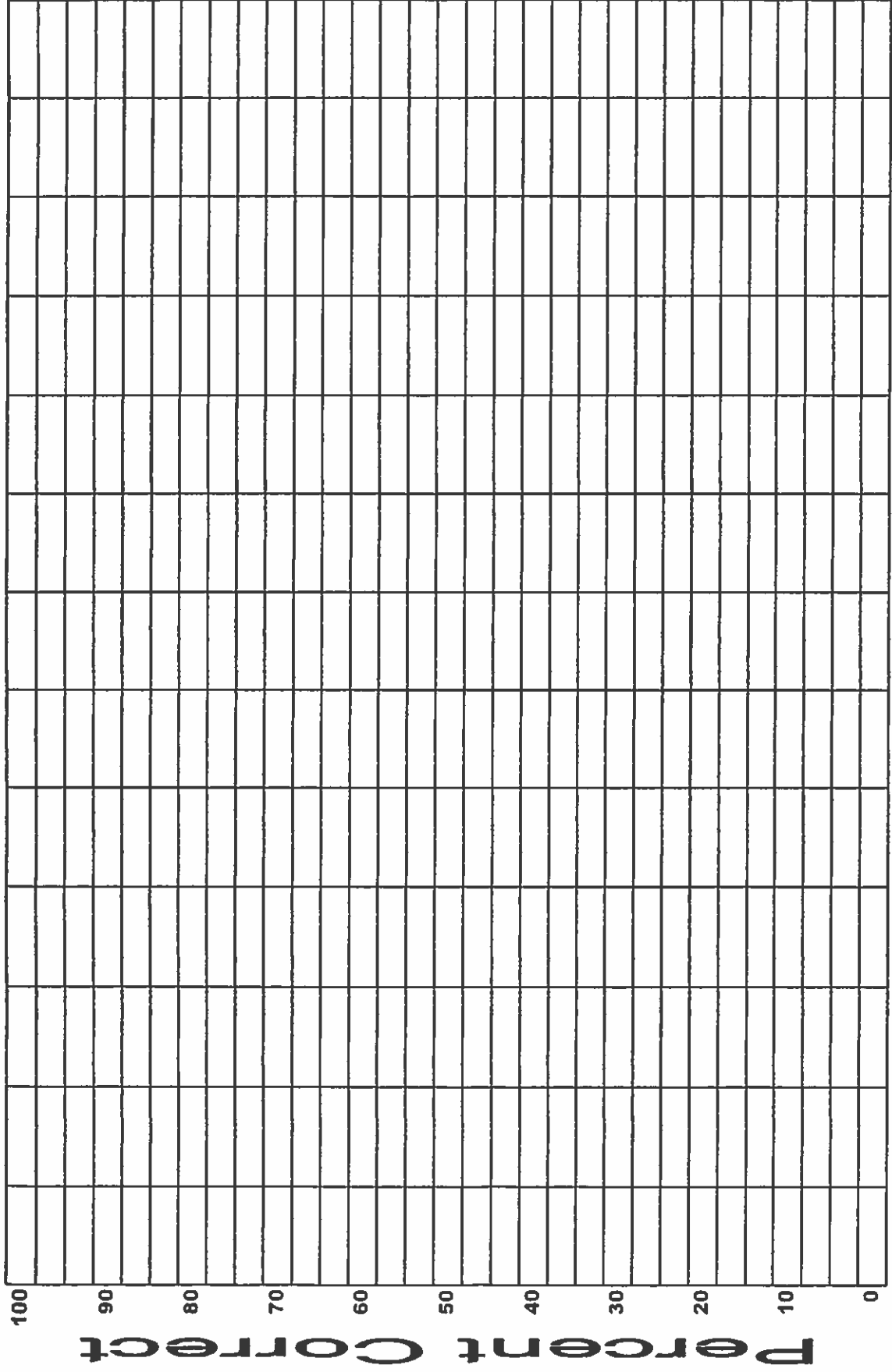
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Student Name: _____

Target: _____



Speech-Language Progress Monitoring Sheet



FIM SCALE

Functional Independence Measure

Levels of Scoring:

Independence:

7- Complete independence

6- Modified independence

Modified dependence:

5- Supervision

4- Minimal assistance (client 75 %+)

3- Moderate assistance (client 50 %+)

Complete dependence:

2- Maximal assistance (client 25 %+)

1- Total assistance (client 0 %+)

Classroom Language Strategies

These are teaching strategies for various areas of language concerns. These areas include; receptive (listening) language, expressive (speaking) language, phonological processing/awareness, pragmatics (social language use), cognitive delay, fluency (stuttering), and auditory processing.

Language Strategies

VOCABULARY

- Use gestures/objects/photos/pictures to emphasize/teach meaning
- Preteach key vocabulary & concepts
- Teach vocabulary in context
- Use demonstration paired with student interaction/movement, etc to act out meaning
- Use synonyms, antonyms, categories to reinforce understanding
- Utilize word webs, student drawings & word maps
- Allow multiple opportunities to practice and reinforce target vocabulary
- Use peer instruction/cooperative groups
- Ensure student's attention
- Use a variety of games that target vocabulary
- Use examples/acting out (actions), pictures and multiple modalities to teach figurative language & multiple meanings

COMPREHENSION

- Ensure student's attention
- Use slower rate of speaking when presenting information
- Present information in smaller steps
- Use a variety of games, i.e., Bingo, Simon Says, 20 Questions
- Before presenting auditory information, tell student what to listen for
- Rephrase/Paraphrase auditory information
- Have student repeat what he is listening for
- Use a story map, graphic organizer, student drawing to increase understanding
- Teach story elements-character, setting, problem, etc
- Review, discuss & paraphrase main idea
- Use humor/idioms/multiple meanings
- Ask student a variety of WH questions
- Break story information into smaller units & ask questions

ORAL EXPRESSION- Content & Meaning

- Help student summarize information
- Use gestures or visual cues ordering for first, second, third, etc
- Help student identify main topic
- Stop student when rambling & redirect to main topic
- Use visual organizers/story maps
- Help student sequence events by asking what happened first, second, next, etc

- Emphasize/Encourage student's use of sequential words during retelling of story
- Provide opportunity for student to orally retell story to peers/teacher
(one story per week---probe???)
- Have student use specific vocabulary to relate information, rather than using words such as thing, stuff, that, it, etc.

ORAL EXPRESSION-SYNTAX & MORPHOLOGY

- Model correct grammatical forms
- Have student repeat correct grammatical forms
- Observe if student can self-correct when reminded
- Have student construct oral sentences with targeted grammar structures
- Have student practice daily oral language sentence orally (DOL) & provide feedback
- Encourage students to use complete/complex sentences when answering questions
- Encourage use of relative & subordinate clauses, i.e., but, and, or, either, if, whenever, however, etc

PRAGMATICS

- Model appropriate response or social interaction
- Allow extra time for student to formulate & express responses
- Provide opportunities to:
 - Ask questions
 - Initiate & maintain conversation
 - Give sufficient information
 - Give cause & effect information
 - Use language to make choices & express needs
 - Use problem solving/decision making techniques
 - Practice with peers in appropriate learning groups
- Allow student to role play a variety of targeted social language situations
- Emphasize basic social skills, i.e., greetings, eye contact, polite forms, body language, spatial boundaries throughout the school day
- Use verbal/visual/physical cues to remind student to use appropriate social behavior in a variety of settings

Phonological Awareness Strategies:

Teacher directed activities to help develop phonological awareness skills (listed in order of difficulty):

- Identifying, deleting, and manipulating syllables within words
- Recognizing and producing rhymes
- Identification of initial and final consonant sounds in words
- Segmentation of initial and final consonant sounds in words
- Segmentation of all sounds in words (e.g., "c-a-t")
- Manipulation of sounds in words

Examples of activities in hierarchical order include:

- Counting syllable in words by clapping hands, stamping feet, etc.
- Listening to stories or poems with many rhyming words
- Judging whether words rhyme
- Categorizing on the basis of rhyme
- Generating real and nonsense rhyming words
- Listening to stories or poems with many words beginning with the same sound
- Categorizing pictures, objects, or words according to the sound
- Begin or end with moving blocks or tokens which represent each sound in a word while producing the sounds slowly then blending the sounds together to make the word

Cognitive Delay

Common speech and language characteristics in individuals with cognitive delay:

- Articulation development may be normal but delayed. Depending on cognitive level they may never “catch up” with correct speech production
- Speech problems may be a result of other physical difficulties or motor programming problems (apraxia)
- Stuttering is more prevalent in the population
- Probably understand more than they can say
- Language skills vary greatly with the degree of severity of the cognitive impairment
- Most children who have cognitive delay will produce meaningful language but with the following characteristics:
 - reduced content
 - low vocabulary
 - short utterances
 - omission of function words
- Incidence of articulation errors are higher in this population
- Intelligibility of speech is reduced
- Most affected sounds are /s/, /sh/, /ch/, /f/, /z/, /th/, and /r/

Things to remember when working on communication with the child who is cognitively delayed:

- Activities must be meaningful to the child
- Communication intervention should involve significant people
- Activities promoting communication should cross multiple environments
- Social interaction is imperative for communication development
- Teach normal developmental milestones
- Some of these children may need an augmentative and alternative communication system

Fluency (Stuttering)

How to support children who have fluency impairments:

- Avoid asking questions that require lengthy or complex oral responses, but DO NOT excuse the child from oral participation
- Reduce the pressure to respond to questions immediately
- Maintain eye contact with the child while listening or speaking
- Respond to what the child is saying rather than how it is being said
- Maintain a schedule that fosters a calm, unhurried atmosphere
- Model and use a slow rate of speech when speaking individually with the child
- Speak in short sentences with younger children
- Pause between phrases and sentences
- Prompt the child to use fluency skills following the specific recommendations of the SLP
- In junior/senior high ask the child what you can do to help him/her with their speech
- If everyone in the class is going to answer a question, call on the child who stutters fairly early. Tension and worry can build up the longer he/she has to wait
- Ensure that all children have a fair turn to speak with lots of time
- For more information see recommendations by the Stuttering Foundation of America

What is Auditory Processing Disorder?

Auditory processing disorder (APD), also known as central auditory processing disorder (CAPD), is a complex problem affecting about 5% of school-aged children. These kids can't process the information they hear in the same way as others because their ears and brain don't fully coordinate. Something adversely affects the way the brain recognizes and interprets sounds, most notably the sounds composing speech.

Kids with APD often do not recognize subtle differences between sounds in words, even when the sounds are loud and clear enough to be heard. For example, the request "Tell me how a chair and a couch are alike" may sound to a child with APD like "Tell me how a couch and a chair are alike." These kinds of problems typically occur in background noise, which is a natural listening environment. So kids with APD have the basic difficulty of understanding any speech signal presented under less than optimal conditions.

Kids with APD are thought to hear normally because they can usually detect pure tones that are delivered one by one in a very quiet environment (such as a sound-treated room). Those who can normally detect sounds and recognize speech in ideal listening conditions are not considered to have hearing difficulties.

However, the ability to detect the presence of sounds is only one part of the processing that occurs in the auditory system. So, most kids with APD do not have a loss of hearing sensitivity, but have a hearing problem in the sense that they do not process auditory information normally.

If the auditory deficits aren't identified and managed early, many of these kids will have speech and language delays and academic problems.

Symptoms of APD can range from mild to severe and can take many different forms. If you think your child might have a problem with how he or she processes sounds, consider these questions:

- ❖ Is your child easily distracted or unusually bothered by loud or sudden noises?
- ❖ Are noisy environments upsetting to your child?

- ❖ Does your child's behavior and performance improve in quieter settings?
- ❖ Does your child have difficulty following directions, whether simple or complicated?
- ❖ Does your child have reading, spelling, writing, or other speech-language difficulties?
- ❖ Is abstract information difficult for your child to comprehend?
- ❖ Are verbal (word) math problems difficult for your child?
- ❖ Is your child disorganized and forgetful?
- ❖ Are conversations hard for your child to follow?

APD is an often misunderstood problem because many of the behaviors noted above can also appear in other conditions like learning disabilities, attention deficit hyperactivity disorder (ADHD), and even depression. Although APD is often confused with ADHD, it is possible to have both. It is also possible to have APD and specific language impairment or learning disabilities.

Problem Areas for Kids With CAPD

The five main problem areas that can affect both home and school activities in kids with APD are:

1. **Auditory Figure-Ground Problems:** This is when the child can't pay attention when there's noise in the background. Noisy, low-structured classrooms could be very frustrating.
2. **Auditory Memory Problems:** This is when the child has difficulty remembering information such as directions, lists, or study materials. It can be immediate (i.e., "I can't remember it now") and/or delayed (i.e., "I can't remember it when I need it for later").

3. **Auditory Discrimination Problems:** This is when the child has difficulty hearing the difference between sounds or words that are similar (COAT/BOAT or CH/SH). This problem can affect following directions, reading, spelling, and writing skills, among others.
4. **Auditory Attention Problems:** This is when the child can't maintain focus for listening long enough to complete a task or requirement (such as listening to a lecture in school). Although health, motivation, and attitude might also affect attention, among other factors, a child with CAPD **cannot** (not **will not**) maintain attention.
5. **Auditory Cohesion Problems:** This is when higher-level listening tasks are difficult. Auditory cohesion skills — drawing inferences from conversations, understanding riddles, or comprehending verbal math problems — require heightened auditory processing and language levels. They develop best when all the other skills (levels 1 through 4 above) are intact.

How Can I Help My Child?

Strategies applied at home and school can alleviate some of the problem behaviors associated with APD. Because it's common for kids with CAPD to have difficulty following directions, for example, these tactics might help:

- ❖ Since most kids with APD have difficulty hearing amid noise, it's very important to reduce the background noise at home and at school.
- ❖ Have your child look at you when you're speaking.
- ❖ Use simple, expressive sentences.
- ❖ Speak at a slightly slower rate and at a mildly increased volume.
- ❖ Ask your child to repeat the directions back to you and to keep repeating them aloud (to you or to himself or herself) until the directions are completed.

- ❖ For directions that are to be completed at a later time, writing notes, wearing a watch, and maintaining a household routine also help. General organization and scheduling also can be beneficial.

It's especially important to teach your child to notice noisy environments, for example, and move to quieter places when listening is necessary.

Other strategies that might help:

- ❖ Provide your child with a quiet study place (not the kitchen table).
- ❖ Maintain a peaceful, organized lifestyle.
- ❖ Encourage good eating and sleeping habits.
- ❖ Assign regular and realistic chores, including keeping a neat room and desk.
- ❖ Build your child's self-esteem. *Auditory trainers* are electronic devices that allow a person to focus attention on a speaker and reduce the interference of background noise. They are often used in classrooms, where the teacher wears a microphone to transmit sound and the child wears a headset to receive the sound. Children who wear hearing aids can use them in addition to the auditory trainer.
- ❖ *Environmental modifications* such as classroom acoustics, placement, and seating may help. An audiologist may suggest ways to improve the listening environment, and he or she will be able to monitor any changes in hearing status.
- ❖ Exercises to improve *language-building* skills can increase the ability to learn new words and increase a child's language base.
- ❖ *Auditory memory enhancement*, a procedure that reduces detailed information to a more basic representation, may help. Also, informal auditory training techniques can be used by teachers and therapists to address specific difficulties.
- ❖ *Auditory integration training* may be promoted by practitioners as a way to retrain the auditory system and decrease hearing distortion. However, current research has not proven the benefits of this treatment.

One of the most important things that both parents and teachers can do is to acknowledge that CAPD is real. Symptoms and behaviors are *not* within the child's control. What *is* within the child's control is recognizing the problems associated with APD and applying the strategies recommended both at home and school.

A positive, realistic attitude and healthy self-esteem in a child with APD can work wonders. And kids with APD can go on to be just as successful as other classmates. Although some children do, however, grow up to be adults with APD, with coping strategies and by using techniques taught to them in speech therapy, they can be very successful adults.

Articulation Guidelines and Activities

These are sample activities from “Three to Five Minute Articulation & Phonology Activities”. If you like these, we recommend you buy the book from Super Duper publications (1-800-277-8737 or www.superduperinc.com).

You may also ask your area SLP for specific sounds.

Sample activities included:

/g/

/k/

/l/

/r/

/s/

g /g/

WORDS

good	guard	guess	gift	girl	goblin
game	gull	goldfish	gas	gate	guitar
gum	gown	goat	gorilla	ghost	goose

Materials Suggested:

1. Any game and a piece of gum.
2. Several small pictures of /g/ items, preferably mounted on a large piece of construction paper.
3. Small pictures of /g/ things, drawn or mounted on 3"x 5" cards, one card for each child and the teacher.

Language Forms Emphasized:

- Complete sentences
- Rhyming
- Questions
- Counting

ACTIVITY LESSONS

Instructions: Complete all or some of the activities below, as time allows.

1 Teacher: (Comes in carrying a game and chewing gum in an exaggerated manner. Walks around the room, greeting several children, in turn.) Good morning/afternoon, John. Good morning/afternoon, Carol. (Comes to the front of the room.) Greet each other the same way.

Children: (Turn to those next to, behind, and in front of them.) Good morning/afternoon, _____.

Teacher: (Emphasizes the /g/ words.) That's good. Now I'll put my game down here. I'm finished with my gum. (Throws it away.) Can you guess the sound for today? (Waits for response.) The sound is /g/ and the letter is g. (Writes the letter on the chalkboard.) How did you know? (Waits for response.) Yes, that's right. Good, game, gum, and guess all begin with /g/. (Writes the words on the board.)

(Holds up the piece of construction paper on which are pasted several pictures of /g/ items.) Here are pictures of things that begin with /g/. I see a game. Kevin, what do you see?

Child: I see a goat. (The teacher tells Kevin to ask another child the same question.) Robert, what do you see? (This pattern continues until all the children have had a turn answering and asking the question. Some items will be named more than once. The teacher encourages but does not require a complete sentence response.)

.....

2 Teacher: See the back of my tongue move up and down as I make the /g/ sound. /g/, /g/, /g/. Feel the back of your tongue go up and down as you say it three times. (Waits for response.) Hear the sound when you say good, game, guess. (Waits for response.)

(Gives each child a small /g/ picture card, keeps one and holds it so it can't be seen.) I'm going to make up a sentence with my picture word. Tell me which is the /g/ word. "The girl is smiling." (Waits for response. Then calls on volunteers to make up a sentence and tells the class to find the /g/ words in those sentences. This pattern continues until everyone has had a turn. The teacher may supply a sentence for a child to repeat, if necessary. Collects the cards.) How many /g/ words can you remember? (Writes the words on the board as the children call them out.)

(Points to gate on the board.) Gate rhymes with wait, and late and ...

Children: Date, fate, hate, mate, plate, slate, crate, grate.

Teacher: Listen to this rhyme.

*The girl is at the gate.
The boy is at the gate,
They both have to wait
Because they are late.*

(The class follows the pattern set in the first lesson for choral speaking.)

(Holds up the game.) This game is called _____.
_____ is the name of the game. (Smiles and looks expectantly at the class.) Say, those ... (Waits for response.) Yes, those words rhyme. Name, game. Name some other games. (Waits for responses.)

(Points to the word ghost on the board.) On Halloween some people dress up as ... (Waits for response.) Yes, ghosts.

Now let's count all the /g/ words on the board. (Counts with the children.) All together there are _____ words. (Waits for response.) I'm going to use one word in a question like this: "Is that a good book?" Who will use the word game in a question? (Calls on volunteers. Models the correct form, if necessary. This pattern continues until everyone has had a turn.)

.....

3 **Teacher:** Listen to the /g/ words in this poem. (May wish to ask children to name them.)

*Goodness gracious! There's a goblin
Sitting in that tree.
Get lost! You gave me quite a fright,
Waiting there for me.*

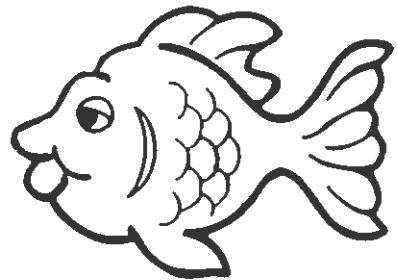
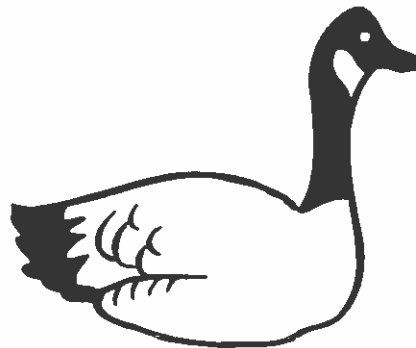
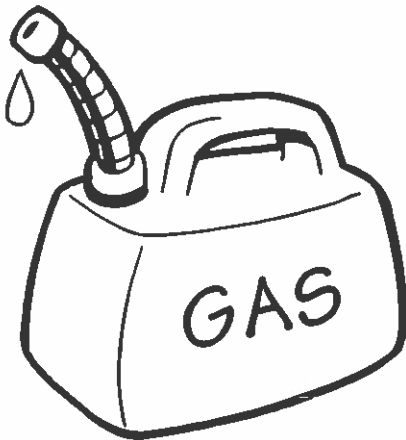
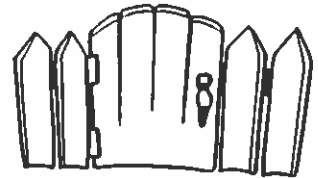
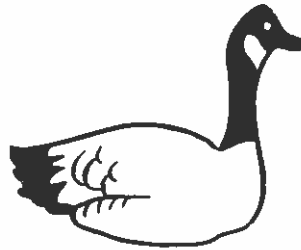
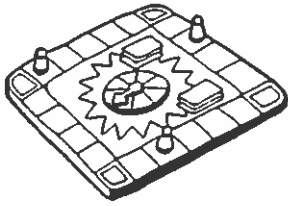
*I'm no goblin, I'm a gremlin,
Hiding here from you,
Who frightened me, because I thought
You were a goblin too.*

*Getting closer, growing friendly,
Both of us agree
It's good to be together — if
A goblin we did see.*

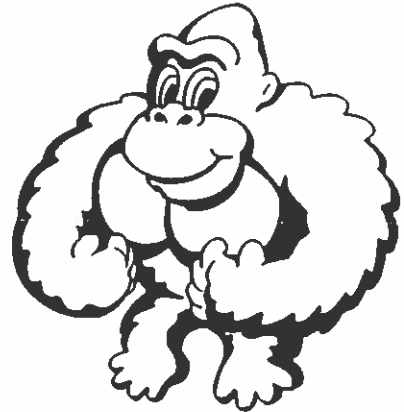
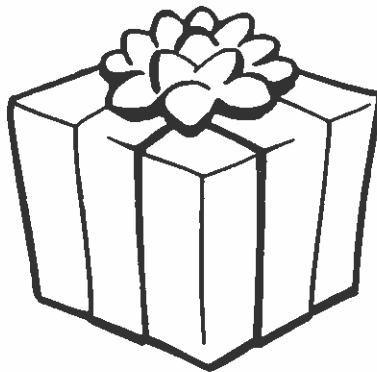
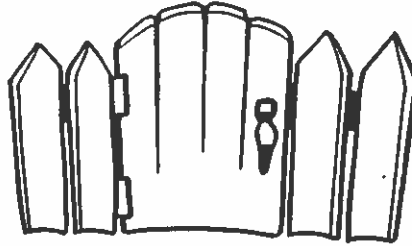
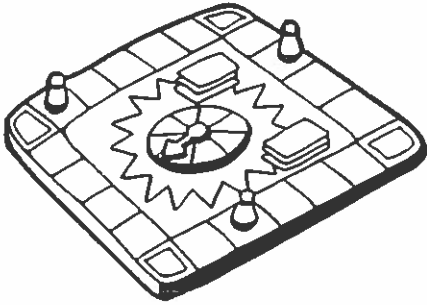
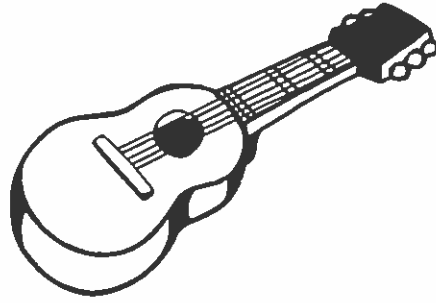
Summary: In addition to presenting and reinforcing the hard /g/ sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, and in counting.

Notes:

Copy and cut out as needed.



Copy and cut out as needed.



k /k/

WORDS

key(s)	ketchup	kiss	kitchen
kite	Kansas	king	kindergarten

Materials Suggested:

1. A key and some small pictures of keys, one picture for each child.
2. A kite (or a picture of a kite or of someone flying a kite).
3. (Optional) a bottle of ketchup and a picture of a king.

Language Forms Emphasized:

- Complete sentences
- Questions
- Rhyming
- Negatives
- Counting
- Dramatization

ACTIVITY LESSONS

Instructions: Complete all or some of the activities below, as time allows.

- 1** **Teacher:** (Arranges beforehand to have the room door closed. Noisily jiggles the key in the door lock, opens the door and comes in. Walks over to the desk and/or cabinets. Jiggles key in the locks and then opens and closes drawers or doors. Holds up the key.) It's important to have the right ... (Waits for response and then passes out pictures of keys.)

Keys for this,
Keys for that.
Keys are thin,
Keys are fat.
What of that?

(Says the rhyme again, one line at a time, using facial expressions and gestures to get the class to repeat each line. Repeats again, with each child or group of children saying one line. Collects the pictures of keys, counting them.) Count the keys with me. One key, two keys, three keys,

etc. All together we have _____ (waits for response) keys.

(Shows a kite.) This is a ... (Waits for response.) the kite flies in the wind. Raise your hand if you have ever flown a kite. (Waits for response.) I can be a kite. (Acts out.) The wind blows me side to side and up and down. You can be a kite also. (Calls on a small group of children to be kites and another group to be the wind and blow.) Kite, key. They begin with the same sound — /k/. The letter is k. (Writes k on the board.) Let's say the words together and hear the /k/. (Waits for response and then writes the two words on the board.)

Look in my mouth and see the back of my tongue move up and down as I make the sound. (Walks around the room making the sound.) Feel the back of your tongue move up and down when you say /k/. (Waits for response.) Close your eyes and listen to yourself make the sound three more times. (Waits for response.) You see the /k/ sound, you feel the /k/ sound, and you hear it.

The word kite rhymes with bite and height and ...

Children: Fight, light, might, night, right, sight, tight.

.....

2 Teacher: (Shows ketchup bottle.) I like ketchup. I put it on hamburgers. Some people don't like ketchup. Amy, do you like ketchup?

Child: No, I don't like ketchup. (The teacher tells Amy to ask her neighbor if he/she likes ketchup. This pattern continues until everyone has had a turn answering and asking the question.)

Teacher: Ketchup begins with ... (Waits for response and then writes the word on the board.)

Many of you have seen the movie called The Wizard of Oz. In that movie, the girl, Dorothy, lives in Kansas. Kansas? Kansas? (Uses facial expressions and gestures to ask for response.)

Children: Kansas begins with /k/. (The teacher writes Kansas on the board.)

Teacher: (Blows kisses in different directions.) I blow you a kiss. Blow me a kiss. Now you know another /k/ word. It's ... (Waits for response and

then writes kiss on the board.)

(Shows a picture of a king.) Here is a ... (Waits for response.) The word king begins with the sound ... (Waits for response.) The letter is ... (Waits for response and then writes king on the board.) There is a room in your home that begins with /k/. It's the ... (Waits for response and then writes kitchen on the board.)

____ (Name of kindergarten teacher) ____ is the teacher in the ... (Waits for response and then writes kindergarten on the board.)

.....

- 3** *Teacher:* Listen for the /k/ words in this poem. (May wish to ask children to name them.)

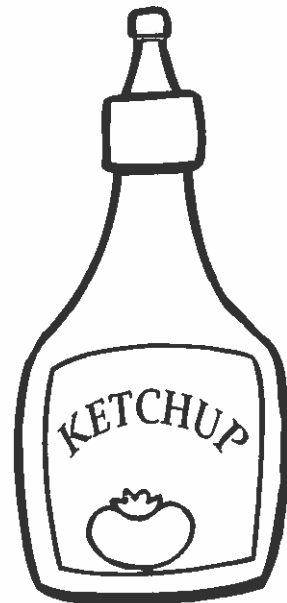
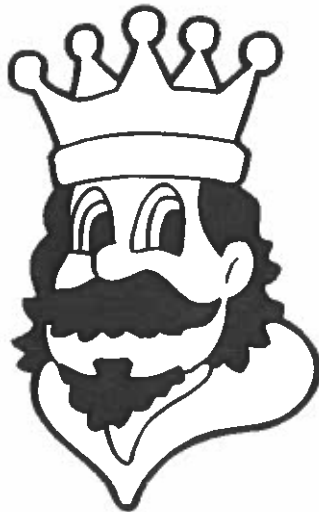
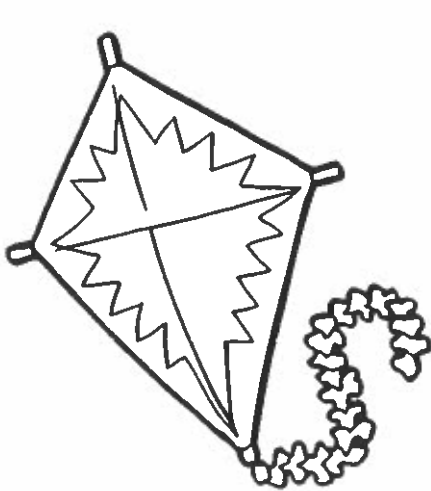
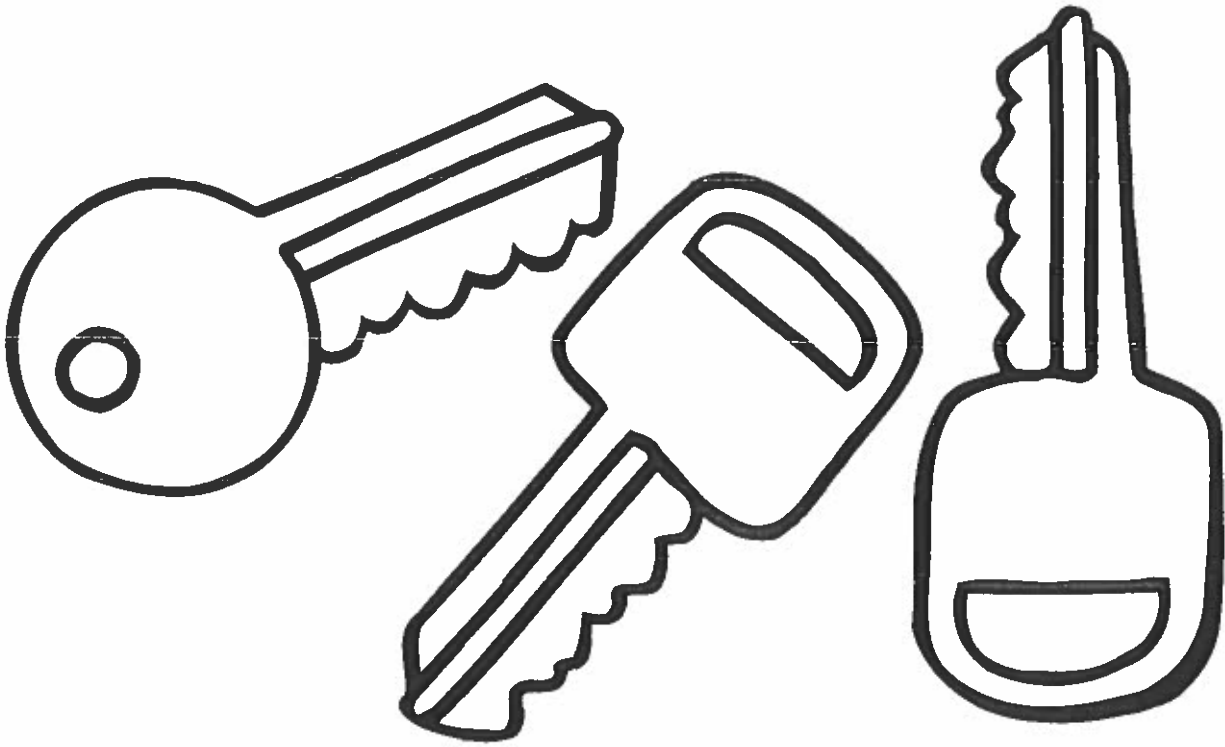
*Old Ben Franklin flew a kite
In weather that was frightening;
The rain poured down, the thunder roared,
The sky was filled with lightning.*

*On the kite string Old Ben put
A little metal key,
And with it proved that lightning was
E — lec — tric — i — tee.*

Summary: In addition to presenting and reinforcing the /k/ sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using negatives, in counting, and in using dramatization.

Notes:

Copy and cut out as needed.



c /k/

WORDS

coat	carrot	comb	cow	cut	corn
cap	cane	can	cup	haircut	cob
car	cord	candy	cage	shortcut	cat

Materials Suggested:

1. A coat or cap, a carrot or some candy, a comb, a pair of scissors, and a sheet of paper.
2. /k/ items, including a can of food, and/or pictures of them.

Language Forms Emphasized:

- Complete sentences
- Rhyiming
- Pronoun: I
- Compound words: haircut and shortcut
- Multiple meanings of cut and can

LESSON

Instructions: Complete all or some of the activities below, as time allows.

- 1 Teacher:** (Walks in wearing a coat [or cap] and eating a carrot [or some candy]. Puts down the carrot [or candy] and takes off the coat [or cap]. Faces the class, takes out a comb, and combs hair. Puts down the comb, looks inquiringly at the class and then names the three items.) Comb, carrot (candy), coat (cap). They begin with the sound ... (Waits for response.) Yes, /k/. Say the words and hear yourself make the /k/ sound. (Writes each word in a column on the board. Looks at the words and then at the class, with a puzzled expression.) How can this be? Remember the /k/ sound last time? The letter was ... (Waits for response.) But these words begin with c. How can this be? Listen and I will tell you about the /k/ sound. /k/ is a special sound. It is special because its letter is sometimes k and sometimes c. Today, we have words that are spelled with the letter c. (Gives out the small /k/ items and/or pictures and keeps one.) The words for these things begin with the letter

c. Hear the /k/ sound as you name yours. (Each child has a turn.) Exchange with your neighbor. (The teacher exchanges with a child.) Now you have something different. Use your word in a sentence and then give me back the item or picture. I'll start. "My cat is soft and cuddly." (Calls on volunteers first and then the others to respond and then return their pictures. Uses modeling to encourage complete sentences.)

.....

2 *Teacher:* Watch what I do. (Cuts paper with a pair of scissors. Acts out cutting cake with a knife and getting a cut on a finger. Looks inquiringly at the class.) Cut with a pair of scissors. Cut with a knife. (Looks at finger and sucks imaginary blood.) I got a cut. The /k/ word is ... (Waits for response and then writes cut on the board.)

When your hair grows too long, you need a ... (Waits for response and then writes haircut on the board.) When you want to get home fast, you may not take the long way. You may know a ... (Waits for response and then writes shortcut.) Put the word cut after short and get ... Put cut after hair and you get ... (Waits for responses.) When two words together make a new word, it's called a compound word. Shortcut and haircut are ... (Waits for response.) Yes, compound words.

.....

3 *Teacher:* Now watch what I do; then you do the same thing. (Knocks on the desk.) I can knock on my desk. Can you?

Children: (Individually.) I can. (The children all knock on their desks.)

Teacher: (Folds hands.) I can fold my hands. Can you? (Waits for children to imitate the action and then to respond with "I can." (Crosses legs.) I can cross my legs. Can you? (Children respond.) The word can begins with the /k/ sound. The letter is c. (Writes can on the board.) We can do many things. (Emphasizes can. Holds up a can of food.) This is a different can. A can. A can of soup. A can of corn. What other kinds of cans of food can you name?

Children: (Individually.) Tuna fish. A can of tuna fish. A can of peaches. A can of tomato sauce.

Teacher: How can we open a can? What do we need ...? (Waits for

response.) Yes, a can opener. Let's all make believe we're opening a can.
(Everyone pantomimes the action.)

.....

4 *Teacher:* Have you ever eaten corn on the cob? Mmm, it's good. Watch me butter the corn and eat it. (Pantomimes the action.) Do it with me.
(Everyone pantomimes the action.)

Corn and cob begin with the letter ... The sound is ... (Waits for responses.)

Here's a rhyme about corn on the cob.

*Here's corn on the cob.
The big one's for Bob.
I know it's a job
Eating corn on the cob.*

(The class follows the pattern set in the first lesson for choral speaking.)

Corn rhymes with born and morn and ...

Children: Horn, worn, corn.

.....

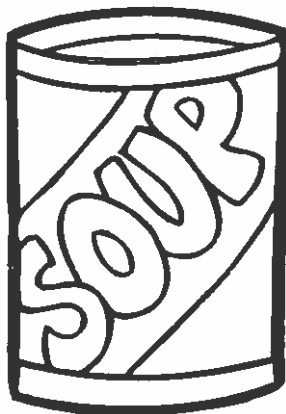
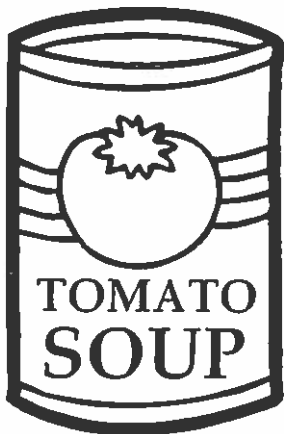
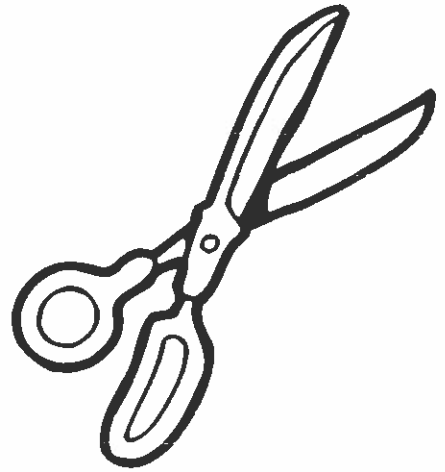
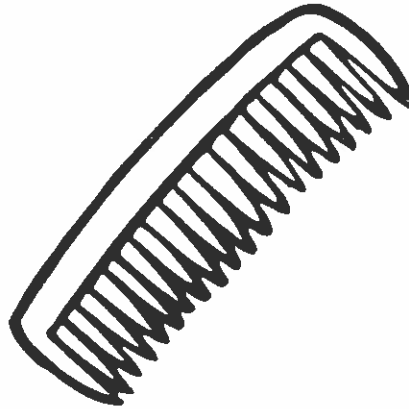
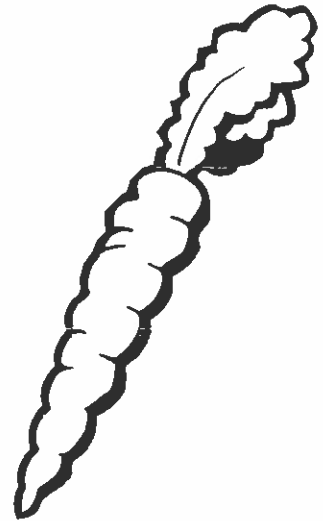
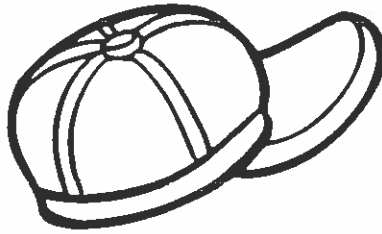
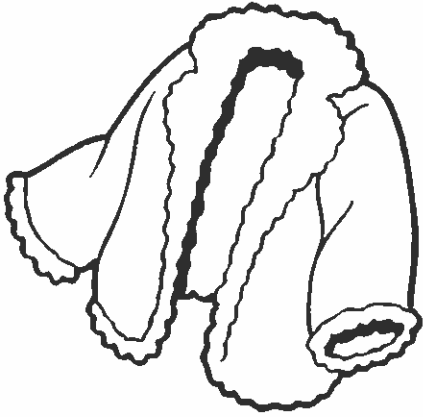
5 *Teacher:* Listen for the /k/ words in this poem. (May wish to ask children to name them.)

*Can you hear the clock that's ticking
On the corner table?
Count the ticktocks in a minute,
If you think you're able.*

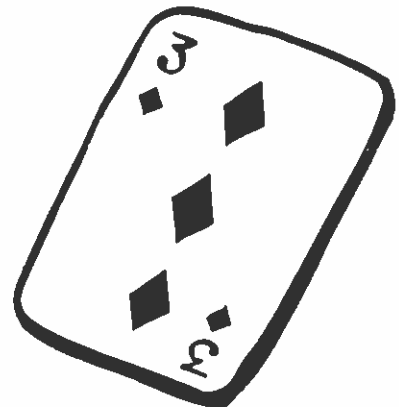
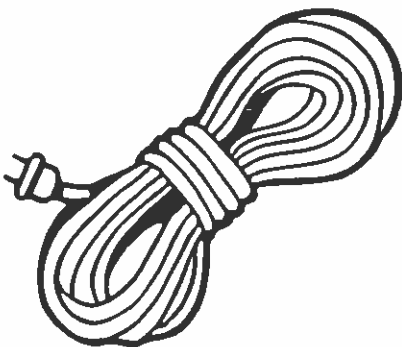
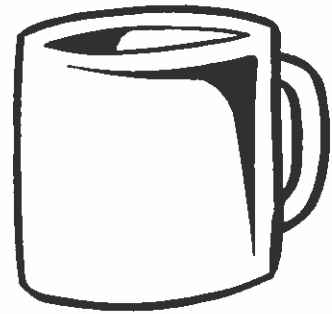
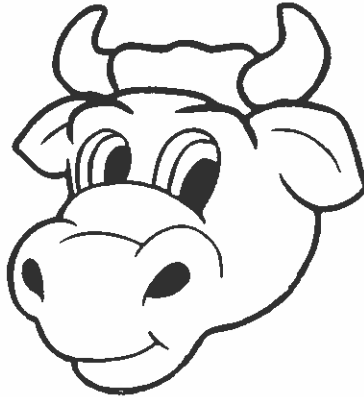
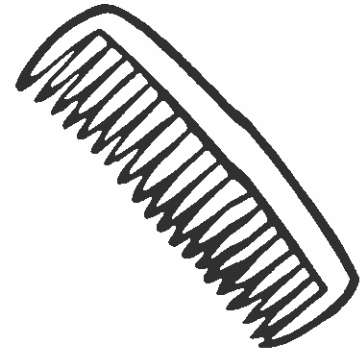
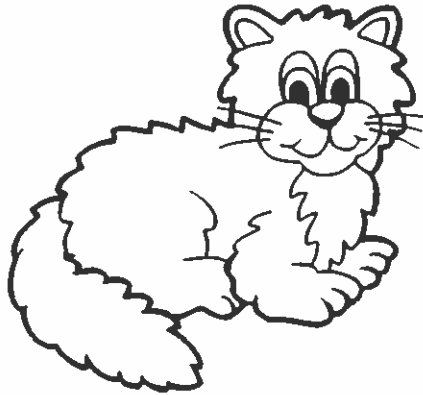
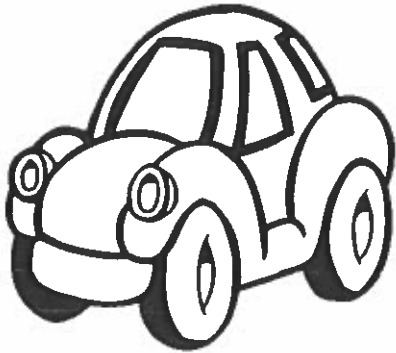
*Look outside and count the birds
Sitting on that wire.
It's not hard; there're only five,
And you can count much higher.*

Summary: In addition to presenting and reinforcing the /k/ sound (letter c), this lesson provides practice in formulating complete sentences, in rhyming, in choral speaking, in using the pronoun I, the compound words haircut and shortcut, and in demonstrating multiple meanings of the words cut and can.

Copy and cut out as needed.



Copy and cut out as needed.



WORDS

listen	live	lamp	letter
look	laugh	leg	light

Materials Suggested:

1. A letter (or a picture of one).
2. Pictures illustrating different kinds of light(s), such as sunlight, moonlight, starlight, firelight and candlelight, and a flashlight, nightlight, and headlight.

Language Forms Emphasized:

- Complete sentences
- Questions
- Rhyming
- Compound words containing light
- Multiple meanings of letter

ACTIVITY LESSONS

Instructions: Complete all or some of the activities below, as time allows.

- 1 Teacher:** (Walks in, cupping one ear to indicate listening carefully.) I'm listening. Are you listening? Let's listen together. Listen to the bells ringing. Listen to the noise in the hall. Listen to cassettes playing.

We listen with our ears. What do we do with our eyes?

Children: We look at things.

Teacher: Look here.
Look there.
Look, look,
Everywhere.

(The class follows the pattern set in the first lesson for choral speaking.)

Let's look at all the things we can see in our room. Look at the chalkboard. Look at the floor. Peter, tell us what to look at. (Calls on several children to tell the class what to look at.)

On your way home from school today, look at all the things there are to see. Look at all the things in your house. And listen to all the sounds you hear.

.....

2 Teacher: See the tip of my tongue go up and down for the // sound at the beginning of the words look and listen. Feel the tip of your tongue go up and down. (Waits for the children to say the two words.) Hear the // sound when you say the words with your eyes closed. (Waits for response.) Open your eyes. You hear the sound; you see it; and you feel it. The sound is ... (Waits for response.) The letter is l. (Emphasizes the word letter. Writes l on the board and underneath it the words look and listen.) Another word that begins with l is ... (Waits for children to supply the word letter and then writes it on the board.) Name some other letters. (Waits for responses.) My name begins with the letter b. Mary, what letter does your name begin with?

Child: My name begins with the letter m. (The teacher encourages complete sentence responses by modeling but accepts a phrase or a word.)

Teacher: Mary, ask John what letter his name begins with. (This pattern continues until everyone has had a turn answering and asking the question.)

Sometimes we use the word letter in another way. We use it to mean something else, something different. (Shows a letter or a picture of one.) This is a letter. You may write a letter to someone. You may receive a letter from someone. In your mailbox at home you may find a ... (Waits for response.)

I live at _____. Kevin, where do you live? (Waits for response and then asks a few other children.) The word live begins with ... (Waits for response and then writes live on the board.)

.....

3 Teacher: When you hear something funny, you ... (Waits for response.) I like to laugh; do you? Laugh begins with ... (Waits for response and then writes laugh on the board.)

Another // word is light. There are ceiling lights and wall lights and

lamp lights. There are other kinds of light also. (Shows pictures and items and then waits for responses.) Sunlight, moonlight, starlight, firelight, candlelight, flashlight, nightlight, and headlight. Light begins with the sound ... (Waits for response and then writes light.) Lamp begins with // also. (Writes lamp.) Lamp rhymes with ramp and Gramp and ...

Children: Camp, damp, clamp, stamp, champ.

.....

4 Teacher: Leg begins with //. (Writes leg on the board.) People have legs. Animals have legs. Even furniture has legs. A table has four legs. A chair has four ... People have ... Dogs have ... Birds ... Fish ... Fish? I didn't fool you, did I? What about fish? (Waits for responses.)

.....

5 Teacher: Listen for the // words in this poem. (May wish to ask children to name them.)

*Sunlight, having filled the day,
Slowly leaves the sky.
Little bits of lightness stay,
Then all is dark on high.

Light by light, the stars turn on,
Like lamps in distant homes;
Lit by some lamplighter
Who ever-upward roams.

While down below more lights go on,
Reflecting those above,
Letting those in darkness know
That lights mean home and love.

Lantern, lamp, or candle,
Electric light or star;
Makes anyone in darkness
Feel better off by far.*

Summary: In addition to presenting and reinforcing the // sound, this lesson provides practice in formulating complete sentences, in asking and answering questions, in rhyming, in using compound words containing the word light, and in demonstrating multiple meanings of the word letter.



A B C D E F

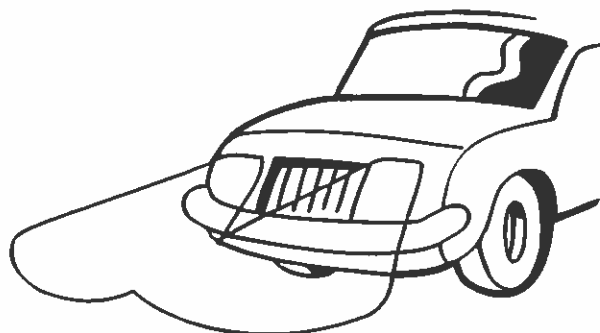
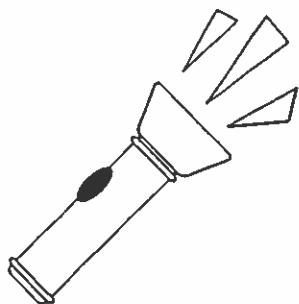
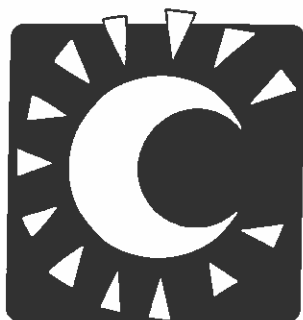
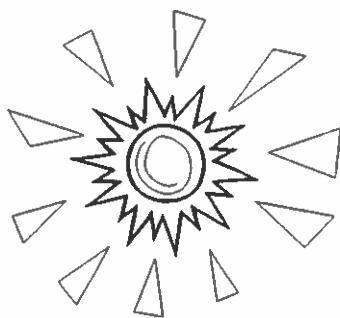
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r /r/

WORDS

rope	ring	rake	record	rainhat
ruler	rat	run	rhyiming	raindrop
rain	rug	race	rainbow	rainstorm
ride	rose	rock	raincoat	raincheck

Materials Suggested:

1. Two /r/ items, such as a rope, ruler, rock, record.
2. Picture of a rainbow and pictures of several things to ride in or on, such as a horse, skateboard, bicycle, car, bus, train, boat.
3. Six small /r/ pictures.

Language Forms Emphasized:

- Complete sentences
- Rhyming
- Counting
- Compound words: rainbow, raincoat, rainhat, raindrop, rainstorm, raincheck

ACTIVITY LESSONS

Instructions: Complete all or some of the activities below, as time allows.

- 1 Teacher:** (Walks in carrying two /r/ items, such as a rope and a ruler. Puts them down and then names them.) Rope, ruler. They begin with the sound /r/. The letter is r. (Writes the letter and then the two words on the board.) Feel your tongue pull back when you say /r/. (Waits for response.) Hear the /r/ sound as you say the two words after me. (Waits for response.) You can't see the /r/ sound because it's made all the way back inside your mouth. You can only feel it and hear it.

(Writes the word rain on the board.) The word rain begins with /r/. Rain, brain, jane. Tell me what I'm doing. (Waits for response.) Yes, I'm rhyming. You can do it, too.

Children: Train, cane, pain, chain, plain, stain.

Teacher: (Shows a picture of a rainbow.) Sometimes when the sun shines after a rain, a rainbow appears in the sky. A rainbow has many colors. The next time the sun shines after a rain, look for a rainbow in the sky. Rain and bow are the two little words in rainbow. What kind of a word is rainbow?

Children: A compound word. (The teacher supplies the answer, if necessary, and then writes rainbow in a separate column on the board.)

Teacher: What other compound words can you think of that use rain? (Writes them as the children name them.)

Children: Raincoat, rainhat, raindrop, rainstorm, raincheck.

Teacher: How many compound words are there on the board? (Waits for response.)

.....

2 Teacher: (Shows pictures of things to ride in or on.) Ride begins with ... (Waits for response and then writes ride on the board.) Ride a horse. Ride a bicycle.

Children: (Respond to the pictures.) Ride a motorcycle. Ride in a car. Ride in a bus. Ride on a train. Ride in a boat. Ride on a skateboard.

Teacher: Ride, side, hide ... (Uses facial expressions and gestures to tell the children to join in this activity.)

Children: Wide, slide, bride, tried, fried.

Teacher: What are we doing? (Waits for response.) Rhyming. (Looks happily surprised.) Rhyming? That's another word that begins with ... (Waits for response and then writes rhyming on the board.)

Listen for the /r/ words in this rhyme.

Run the race.

Run it fast.

Run, run, run,

Don't be last.

The /r/ words are ... (Waits for response, and then writes run and race on the board.)

(The class follows the pattern set in the first lesson for choral speaking.)

.....

3 *Teacher:* (Places six small /r/ pictures on the chalkboard ledge. Names each /r/ item and uses each /r/ word in a short sentence.) Now, you think of a sentence for one of these words. (Calls on volunteers.)

Close your eyes. (Turns over one picture so it cannot be seen.) Open your eyes. Raise your hand if you know which one I turned over. (The child who names the /r/ picture correctly comes to the front of the room, turns the picture over again and then turns another one over. The game continues until everyone has had a turn.)

Teacher: (Turns over all the pictures.) How many /r/ pictures can you remember? (Turns the pictures back as the children name the /r/ items.)

.....

4 *Teacher:* Listen for the /r/ words in this poem. (May wish to ask children to name them.)

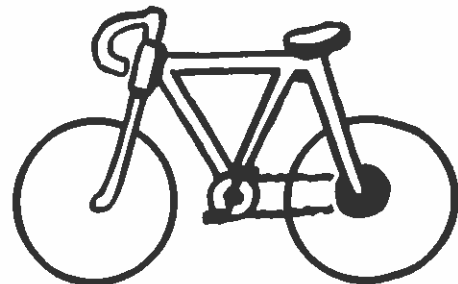
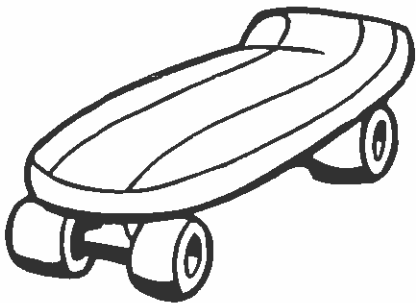
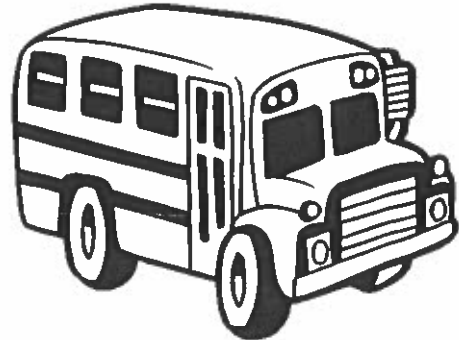
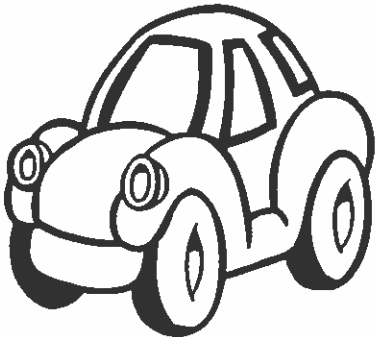
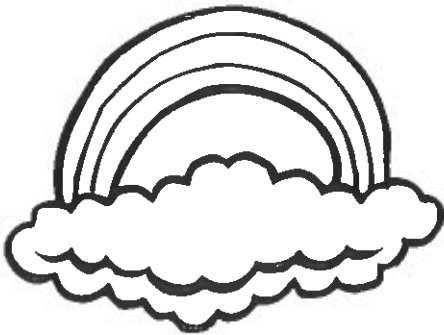
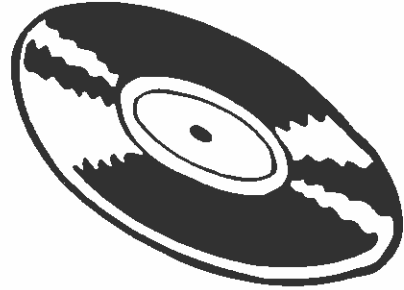
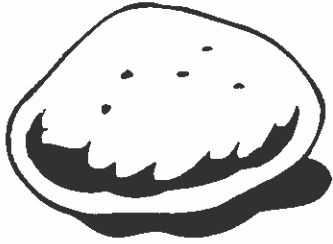
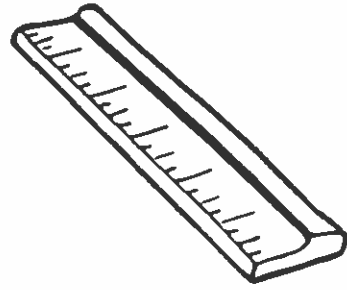
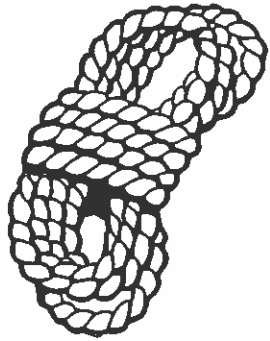
*Nasty little raindrop,
How did you get in?
Running down my collar
Underneath my chin.*

*Racing down my shoulder,
Rippling down my side,
Tickling as you ride my ribs,
You I can't abide.*

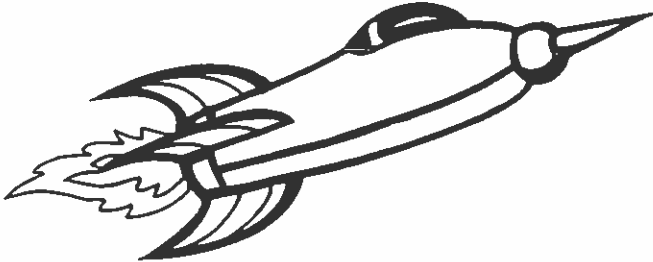
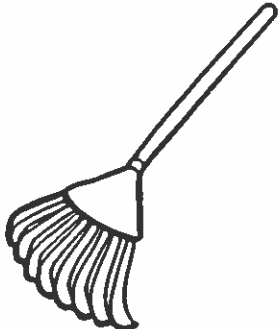
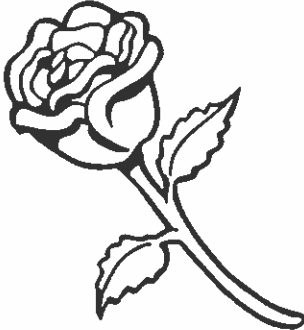
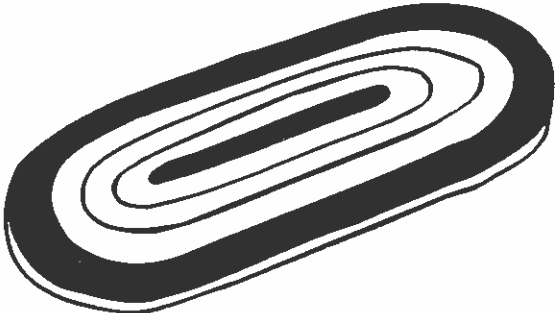
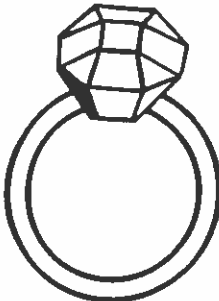
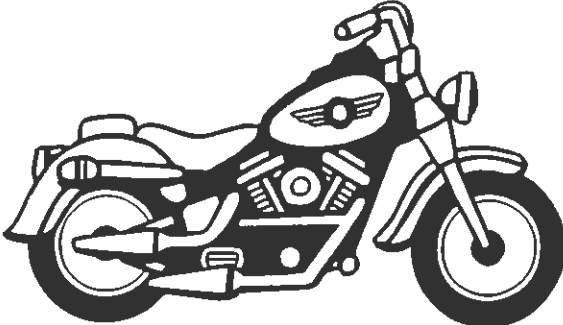
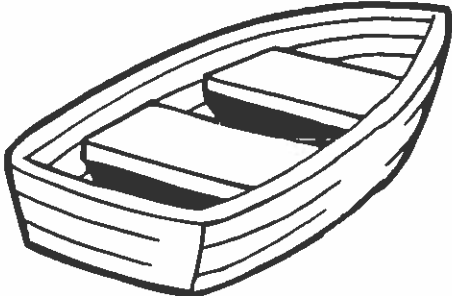
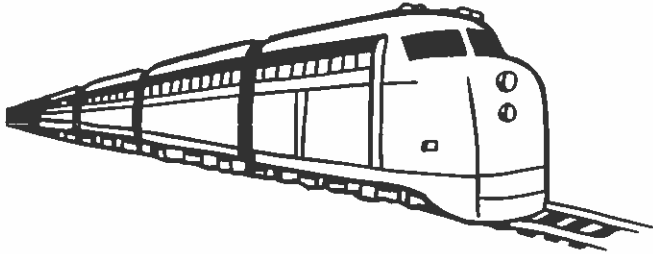
*But when I try to shake you out,
I make a rash mistake.
A regular river of raindrops
Follows in your wake.*

Summary: In addition to presenting and reinforcing the /r/ sound, this lesson provides practice in formulating complete sentences, in rhyming, in counting, and in using the compound words rainbow, raincoat, rainhat, rainstorm, and raincheck.

Copy and cut out as needed.



Copy and cut out as needed.



br /br/

WORDS

brown	breeze	bracelet	branch
bread	breakfast	brick	broom
brush	bridge	bride	brother

Materials Suggested:

1. A few articles of brown clothing, such as shoes, pants, shirt, skirt, worn by the teacher; or a few brown items, such as a crayon, a piece of paper, a book, carried by the teacher.
2. Several different kinds of brushes, such as a toothbrush, paintbrush, hairbrush, scrub brush, vegetable brush.
3. Six small /br/ pictures.

Language Forms Emphasized:

- Complete sentences
- Questions
- Rhyming
- Negatives

ACTIVITY LESSONS

Instructions: Complete all or some of the activities below, as time allows.

1 Teacher: (Walks in wearing a few articles of brown clothing or carrying a few brown items. Looks pointedly at the brown articles and then expectantly at the class.) My shirt is not red, it's ... (Waits for responses to this and the following.) My shoes are not black, they're ... My pants are not gray, they're ... My skirt is not green, it's ... (Or follow the same pattern using the brown items.) John, are you wearing anything brown? (or) John, do you have something brown?

Child: My shoes are brown. (Tells John to ask someone else the same question. The pattern continues until everyone has had a turn answering and asking the question. Some children may respond, "No, I'm not wearing anything brown.")

Teacher: (Writes brown on the board.) The word brown begins with /br/.

s /s/

WORDS

see	Saturday	season	sock
sea	Sunday	sign	soap
sofa	seesaw	sun	sink

Materials Suggested:

1. A large balloon blown up, not tied but held closed.
2. Small pictures of /s/ items.
3. Colored chalk to draw a few common signs.

Language Forms Emphasized:

- Complete sentences
- Rhyming
- Concept: days of the week, signs, seasons of the year
- Compound words containing sea and sun
- Homonyms: see-sea

ACTIVITY LESSONS

Instructions: Complete all or some of the activities below, as time allows.

- 1 Teacher:** (Walks around the room with a large blown-up balloon, letting a little air out of it close to each child's ear.) Hear the sound. Now watch me be a balloon and listen to the sound of the air coming out. (Stands, expels breath, letting arms and head fall limp. Slowly straightens up, letting arms stand out a little and chest puff up as air is inhaled deeply, like a balloon being blown up. Then, looking at each child in turn, says, "Let's breathe out very slowly, saying all the while, 'sssss.' ") Stand up and be a balloon with me. (Demonstrates the following action.) Let all your breath out, like this. Now breathe in slowly and fill up like a balloon. Let the air out slowly, making a hissing sound. (The children follow the actions and then sit down.)

Sometimes snakes make angry hissing sounds. Let's be angry snakes. "Sssss." (The children make the sound with the teacher.)

See me smile when I make that sound. /s/. Feel your lips smile and feel the air come out. (Everybody makes the sound with one hand held in front of his/her mouth to feel his/her breath coming out.) The letter for /s/ is s. (Writes s on the board.) The word see begins with ... (Waits for response and then writes the word.) See rhymes with me and bee and ...

Children: He, she, key, knee, pea, tea, we.

.....

2 Teacher: I'm going to put the word saw after see and make one bigger word, a compound word. It's ... (Waits for response and then writes seesaw on the board. Points to the word see.) This see means to look with your eyes. There is a different sea. It's spelled like this. (Writes sea.) It means the ocean. Raise your hand if you have been to the seashore. (Waits for response.) Sea and shore together make the compound word seashore. (Writes it.) What two little words do you hear in seafood? (Waits for responses to this and the following and then writes the words.) Seashell? Seaweed? Seasick? Seaport? Seaplane? Seaman?

.....

3 Teacher: (Shows small pictures of /s/ items.) Hear /s/ at the beginning of these words. (Names each and then sets up pictures on the chalkboard ledge.) I'm going to use one word in a sentence. Sofa. "I like to sit on my sofa." (Takes the sofa picture and then calls on volunteers to make up a sentence for one of the other pictured words and then to give the pictures to him/her.) How many of the pictures can you remember? (Sets them back up as they are called out.)

.....

4 Teacher: Today is ... We are in school. We come to school on Monday and Tuesday and Wednesday and Thursday and Friday. (Uses facial expressions and gestures to encourage the class to join in naming the days.) We don't come to school on ... and ... (Waits for responses and then writes Saturday and Sunday on the board.) Saturday? Sunday? (Looks surprised. Smiles as if just making a happy discovery.) They begin with ... (Waits for response.)

Here's a rhyme about Saturday.

*I like to go outside and play,
On Saturday, on Saturday.
It's fun to go outside and play,
And play all day on Saturday.*

(The class follows the pattern set in the first lesson for choral speaking.)

.....

5 **Teacher:** The word sun begins with ... (Waits for response and then writes sun.) Sun and beam together make the compound word sunbeam. Sun and rise make sunrise. (Writes these and the following compound words.) You know more compound words that begin with sun. They are ...

Children: Sunset, sunshine, suntan, sunburn, sunlight.

Teacher: Listen to what I am naming. Winter, spring, summer, fall. Those are the ... (Waits for response, supplying it, if necessary, and then writes seasons on the board.) Seasons begins with ... Let's name the seasons together. Winter, spring, summer, fall. These are the ... (Waits for response.)

(Uses colored chalk to draw pictures of a few signs on the board.) These are all signs. They tell you things. (Names the signs.) What other signs have you seen? The word sign begins with ... (Waits for responses and then writes sign.)

.....

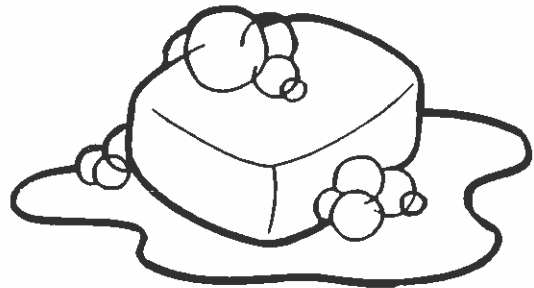
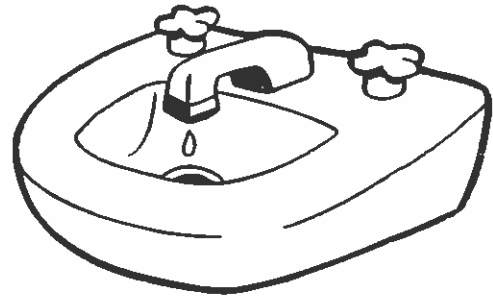
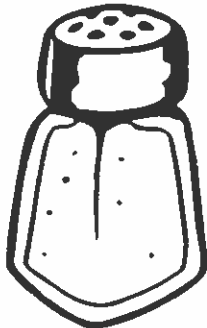
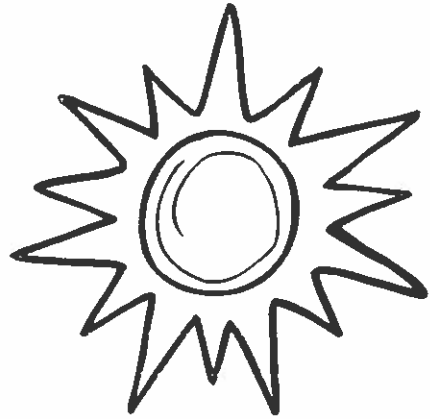
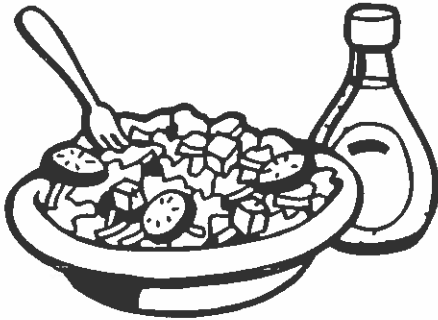
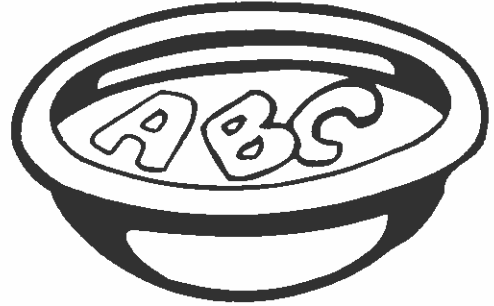
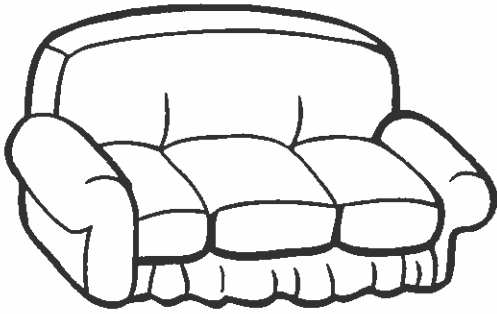
6 **Teacher:** Listen for the /s/ words in this poem. (May wish to ask children to name them.)

*Standing by the seaside,
Say this after me:
"See the sun sink slowly
Into the salty sea."*

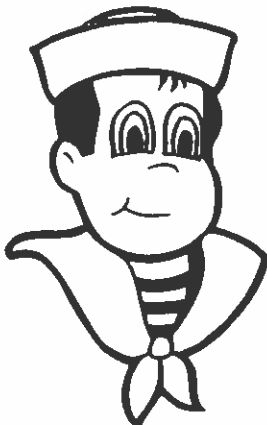
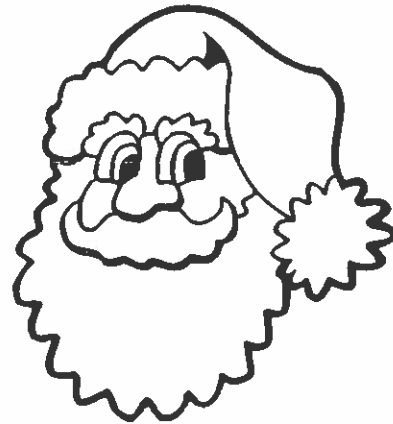
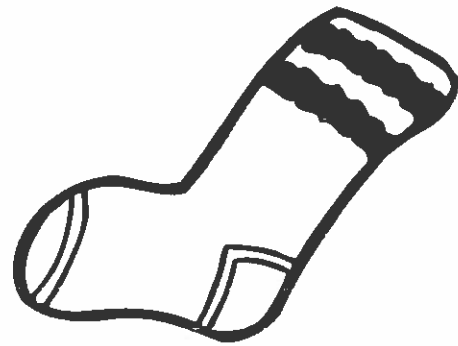
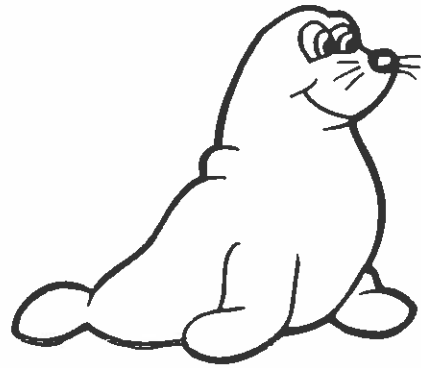
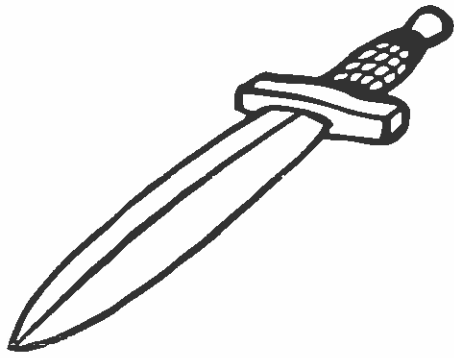
*Say the sentence swiftly;
Let the sounds just slide.
Now the sun is setting;
It's time to sit inside.*

Summary: In addition to presenting and reinforcing the /s/ sound, this lesson provides practice in formulating complete sentences, in rhyming, and in using the concepts of days of the week, signs, and seasons of the year, compound words containing sea and sun, and the homonyms see-sea.

Copy and cut out as needed.



Copy and cut out as needed.



Oral Motor Activities

These Lip Activities and Tongue Activities from “Oral-Motor Activities for Young Children” are designed to improve articulation production in children ages 3-8 with developmental delays.

You may ask your areas SLP for more activities.

Use these only after receiving guidance from your SLP.

COMMUNICATION DISORDERS

Oral Motor Activities

Exercise	Approximates	Accurately produces
<p>Open and close your mouth slowly (Be sure lips are all the way closed)</p> <p>Pucker your lips, as for a kiss, hold then relax.</p> <p>Spread your lips into a big smile, hold then relax.</p> <p>Pucker, hold, smile hold. Repeat this alternating movement.</p> <p>Close your lips tightly and press together and then relax.</p> <p>Open your mouth and stick out your tongue. Be sure your tongue comes straight out of your mouth and does not go off to the side. Hold and then relax. Work toward sticking your tongue out farther everyday but keeping it straight.</p> <p>Stick out your tongue and move it from corner to corner of your lips. Hold in each corner and then relax. Be sure your tongue actually touches each corner each time.</p> <p>Stick out your tongue and try to reach your chin with the tip of your tongue. Hold at farthest point and then relax.</p> <p>Stick out your tongue and try to reach your nose with the tip of your tongue. Don't use your bottom lip or fingers as helpers. Hold as far as you can reach and then relax. Stick your tongue out and pull it back, then repeat as many times as you can and as quickly as you can.</p> <p>Move tongue all around your lips in a circle as quickly as you can, but as completely as you can. Be sure to touch all of both upper lip, corner, lower lip, and corner in your circle and then rest.</p> <p>Open and close mouth as quickly as you can and then rest. Be sure lips close completely each time</p>		

Lip Activities

Listed below are the lip activities. These activities target one or more of the following objectives:

- lip mobility
- lip strength
- lip closure
- lip differentiation

With each of these activities, focus on isolating the lips. To build strength and stability in the lips, maintain positions for increasing lengths of time and hold positions against resistance.

Pictures are included for each activity in two sizes. The reduced pictures work well with augmentative communication devices.

Cereal and Milk.

Fruit Kebabs.

Hot Buttered O's.

Wonderful Waffles

Reduced pictures

Cereal and Milk

Oral-Motor Goals: lip differentiation, lip strength, lip closure

Stimulation for: p, b, m

Oral-Motor Activities Sequence

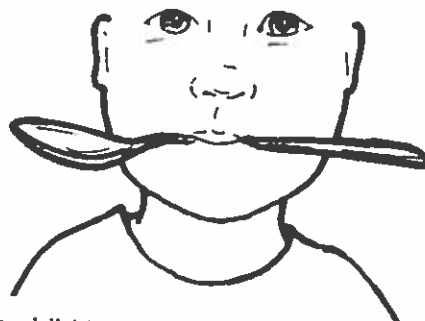
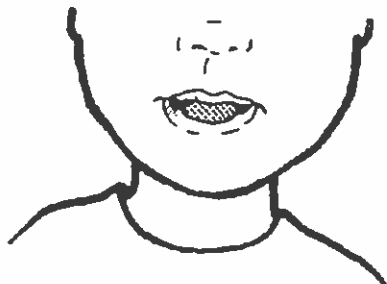
Materials: cereal, bowl, spoon, milk

Instructions: Select the appropriate type of spoon. Perform the exercises before you pour the milk on the cereal so it doesn't get soggy. Cereal with milk is a mixed texture and some children with oral hypersensitivity may not tolerate it. If this is the case, try feeding dry cereal from the spoon until the child is able to tolerate a mixed texture.

1. Diagonally stroke the child's cheeks from his cheekbones to his lips with slow, firm strokes using the pads of your fingers. Then, press and release around the child's lips using a firm touch with pressure applied inward toward the center of his lips.

2. Have the child hold the spoon handle sideways with his lips while maintaining jaw closure.

3. Have the child round his lips while maintaining jaw closure.



4. Have the child hold a piece of dry cereal with his lips pressed together. Next have him move the cereal from side to side. Then have him pull it into his mouth with his lips.

5. Have the child hold the cereal between his teeth and try to hide it by closing his lips.

6. Have the child suck some milk off the bowl of the spoon.

7. Put a piece of dry cereal on the child's tongue and have him try to move it around to different places.

8. Mix the cereal and milk together, then have the child eat some. Focus on getting a lip seal with the spoon. Encourage the child to keep his lips together while eating the cereal.

Play Activity: Silly Cereal

Gather bowls, spoons, and play foods. Pretend to make silly cereal using different foods. Have the child "feed" a doll, a puppet, or himself.

Cereal and Milk

Cut apart the pictures. Use them with the activity on page 34.



pour



milk



bowl



mix



more



yummy

Fruit Kebabs

Oral-Motor Goals: lip closure, lip strength, tongue mobility

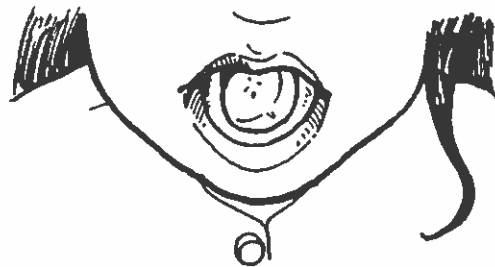
Stimulation for: p, m

Oral-Motor Activities Sequence

Materials: Nuk, grapes, banana slices, small apple chunks, any other seasonal fruit, knife, straws

Instructions: Make sure each piece of fruit is cut into manageable size bites. Have each child choose a piece of fruit. Encourage the child to try to chew the fruit with her lips together. For a variation, roll the fruit kebab in chocolate or honey.

1. Rub the child's cheeks using the pads of your fingers with slow, firm strokes. Then, press and release around the child's lips using a firm touch with pressure applied inward and toward the center of her lips.
2. Brush the sides of the child's tongue and the inside of her cheeks with a Nuk.
3. Have the child hold a straw in place horizontally with her lips and with her jaw closed. Next, have the child hold the straw in place horizontally with both sides of her teeth. Then, have the child hold the straw in place against gentle resistance.
4. Place one piece of fruit on the straw and have the child hold the fruit with her lips. Then, have the child bite on, but not through the piece of fruit with her molars, one side at a time and hold.
5. Place a piece of fruit on the child's tongue. Have the child try to hold it in place with a cupped tongue.
6. Place the rest of the fruit on the straw. Have the child eat the fruit on the straw by pulling some off with her lips and some off with her molars.

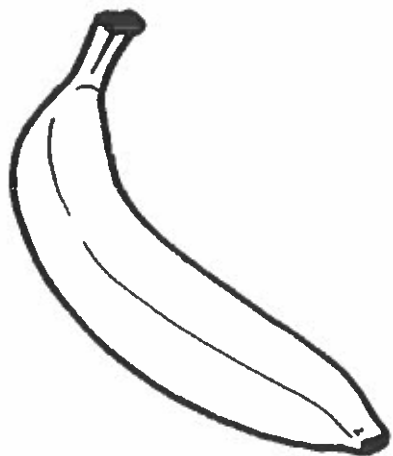


Play Activity: Collage Shish Kebabs

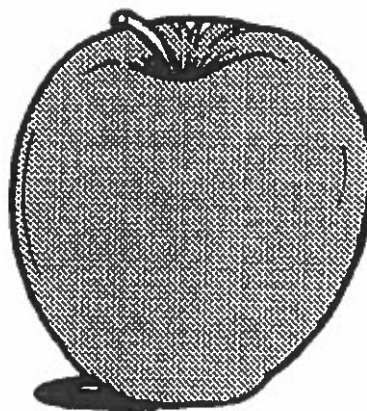
String different-shaped pastas, old marshmallows, and play dough balls on pipe cleaners to make decorative shish kebabs.

Fruit Kebabs

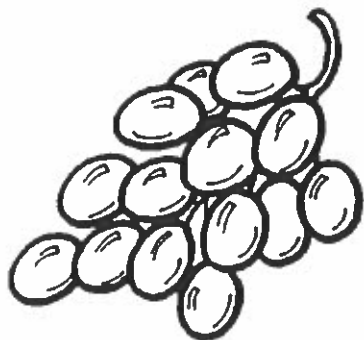
Cut apart the pictures. Use them with the activity on page 42.



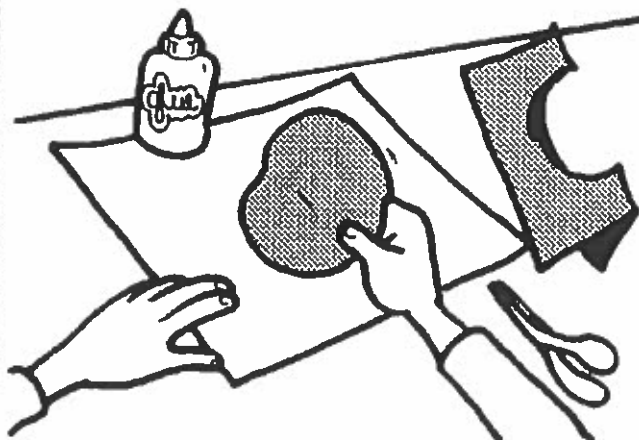
banana



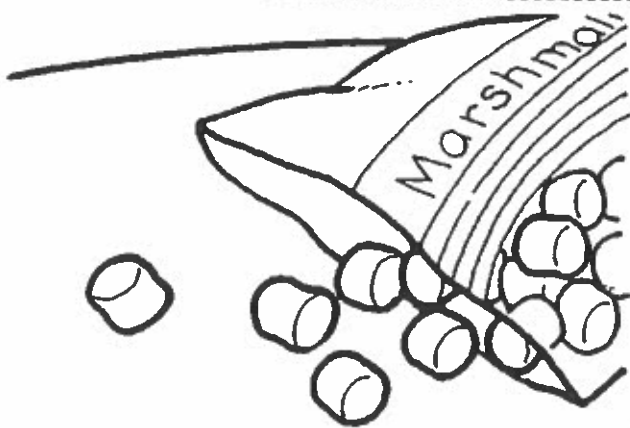
apple



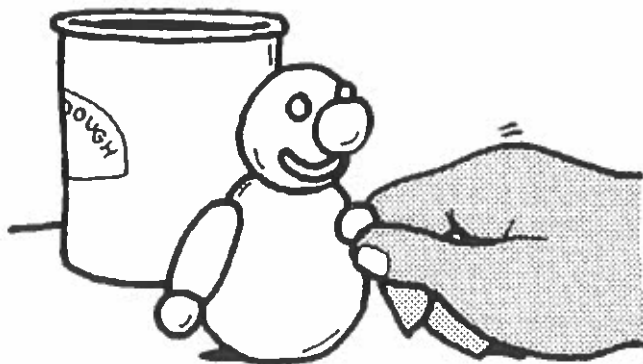
grapes



put on



marshmallows



play dough

Hot Buttered O's

Oral-Motor Goals: lip rounding, lip closure, lip differentiation

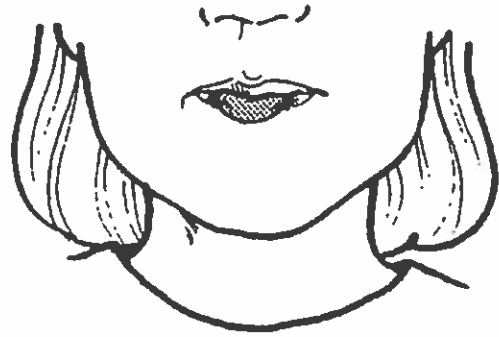
Stimulation for: p, b, w

Oral-Motor Activities Sequence

Materials: Cheerios, margarine, electric frying pan, narrow straws, mixing spoon

Instructions: Focus on isolating the child's lips. The teeth should be together in a bite when performing the activities.

1. Diagonally stroke the child's cheeks from his cheekbones to her lips with slow, firm strokes using the pads of your fingers. Then, press and release around the child's lips using a firm touch with pressure applied inward and toward the center of her lips.
2. Have the child maintain jaw closure by biting her teeth together. Have her hold a Cheerio sideways by pressing her lips together. Then, have her move the Cheerio from side to side.
3. Have the child hum a tune while holding the Cheerio in place.
4. Have the child hold the Cheerio horizontally between her teeth and try to hide it by closing her lips.
5. Have the child maintain jaw closure by biting her teeth together and holding a Cheerio in place with rounded lips.
6. Place a Cheerio under the child's top lip. Have her hold it in place and then eat it without using her hands. Repeat with the child's bottom lip.
7. Cook some Cheerios in a little margarine and place them on a straw. Have the child use her lips to pull the Cheerios off the straw and eat them without using her fingers.

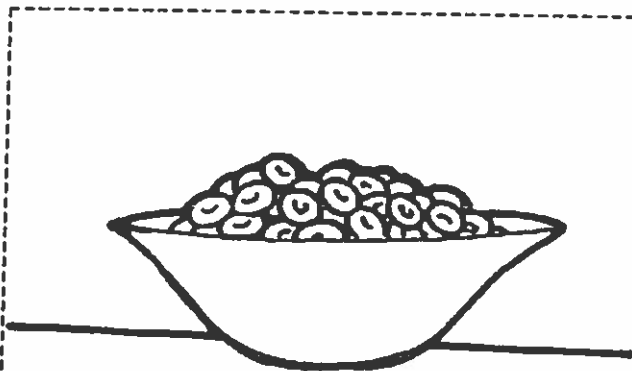


Play Activity: Farm Animal Pictures

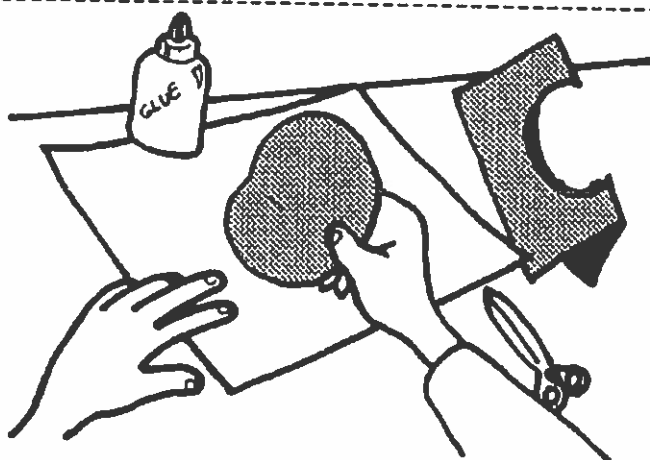
Draw an outline of a farm animal on a large sheet of paper. Provide feathers, cotton balls, or colored pom-pom balls and have the child blow them onto the picture. Have the child try blowing the materials to particular parts of the animal like to the animal's head. Experiment with different types of blowing such as *slow*, *fast*, *hard*, and *easy*. Then, put glue on the picture and have the child blow the materials to create the animal. Reinforce "tight, round, circle lips" for blowing.

Hot Buttered O's

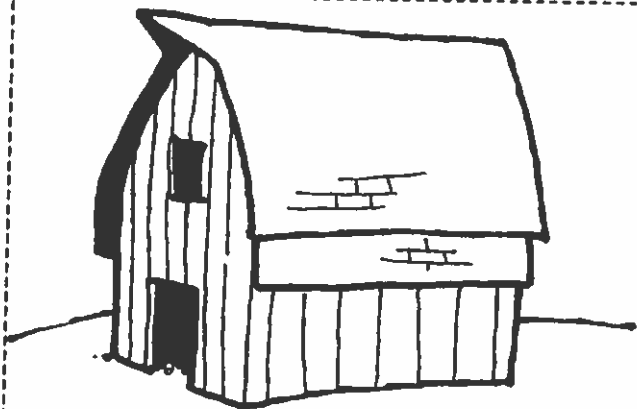
Cut apart the pictures. Use them with the activity on page 44.



O's



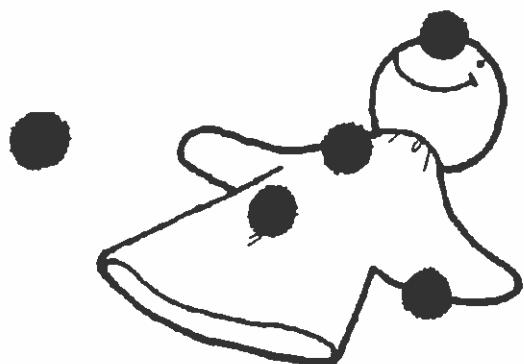
put on



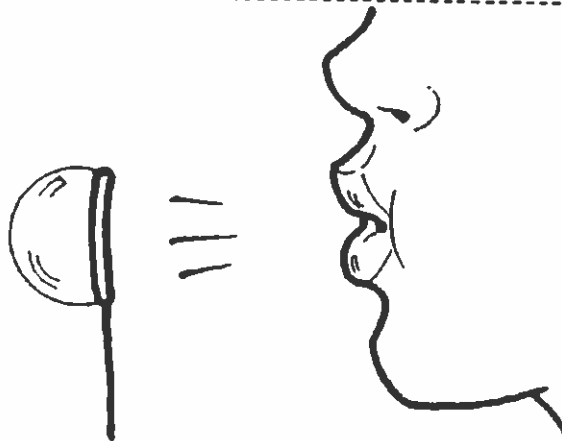
barn



cotton balls



pom-pom balls



blow

Wonderful Waffles

Oral-Motor Goals: lip awareness, lip closure, lip differentiation

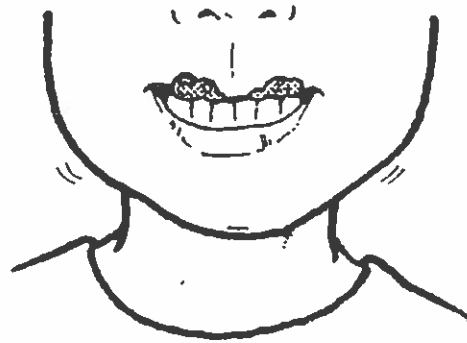
Stimulation for: f, v

Oral-Motor Activities Sequence

Materials: waffles, toaster, heart-shaped cookie cutters, syrup, strawberry jam, knife or spoon

Instructions: This activity focuses on the lips and, in particular, differentiating between the top and bottom lip. This is also a good texture for working on graded jaw movements and chewing. Toast the waffles and then cut out heart shapes using the cookie cutters.

1. Rub the child's cheeks using the pads of your fingers with slow, firm strokes. Then, press and release around the child's lips using a firm touch with pressure applied inward and toward the center of his lips.
2. Place some jam on the child's lips or around the child's mouth and see if the child can tell or show you where it is.
3. Have the child hold a small piece of waffle with his lips pressed together and without biting it. Then, have him try to squeeze the piece of waffle with his lips.
4. Spread jam on the child's top lip. Have the child clear it off with his bottom lip and then his teeth. Then, spread jam on the child's bottom lip. Have the child clear it off with his top lip and then his teeth.
5. Spread jam on the top and bottom of a waffle. Have the child use his lips to scrape off some jam when the waffle is held horizontally against his closed teeth. The child will need to move his lips forward and back.
6. Have the child eat the waffle. Determine if the child is aware of spillage of food around his lips. Encourage him to clear the food with his lips or teeth. Model if necessary.

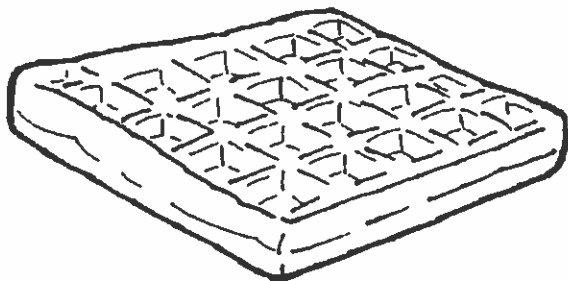


Play Activity: Making Valentines

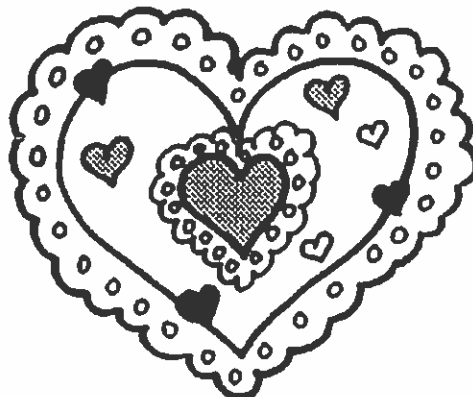
Have the child choose a sheet of red, pink, or white paper and fold it in half to make a card. Provide hearts of different sizes and colors. See if the child can find the heart you describe by size and/or color. Then, have the child decorate the card with the hearts and crayons. Write an inscription and the child's name on the inside.

Wonderful Waffles

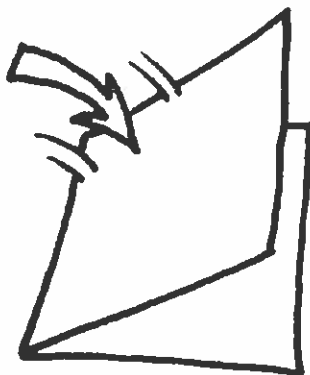
Cut apart the pictures. Use them with the activity on page 62.



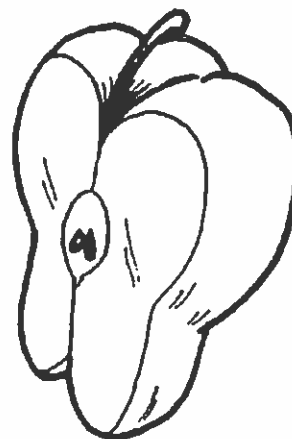
waffle



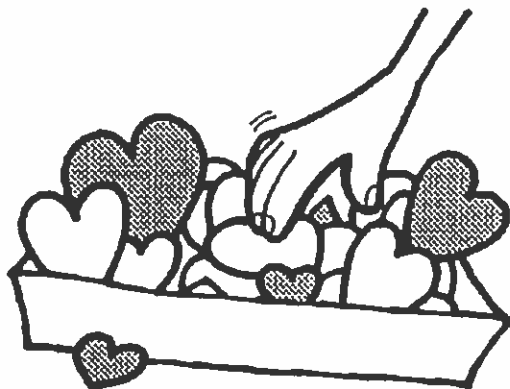
valentine



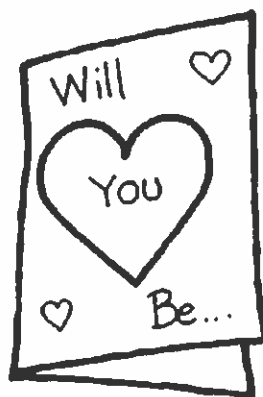
fold



half



find a heart



valentine card

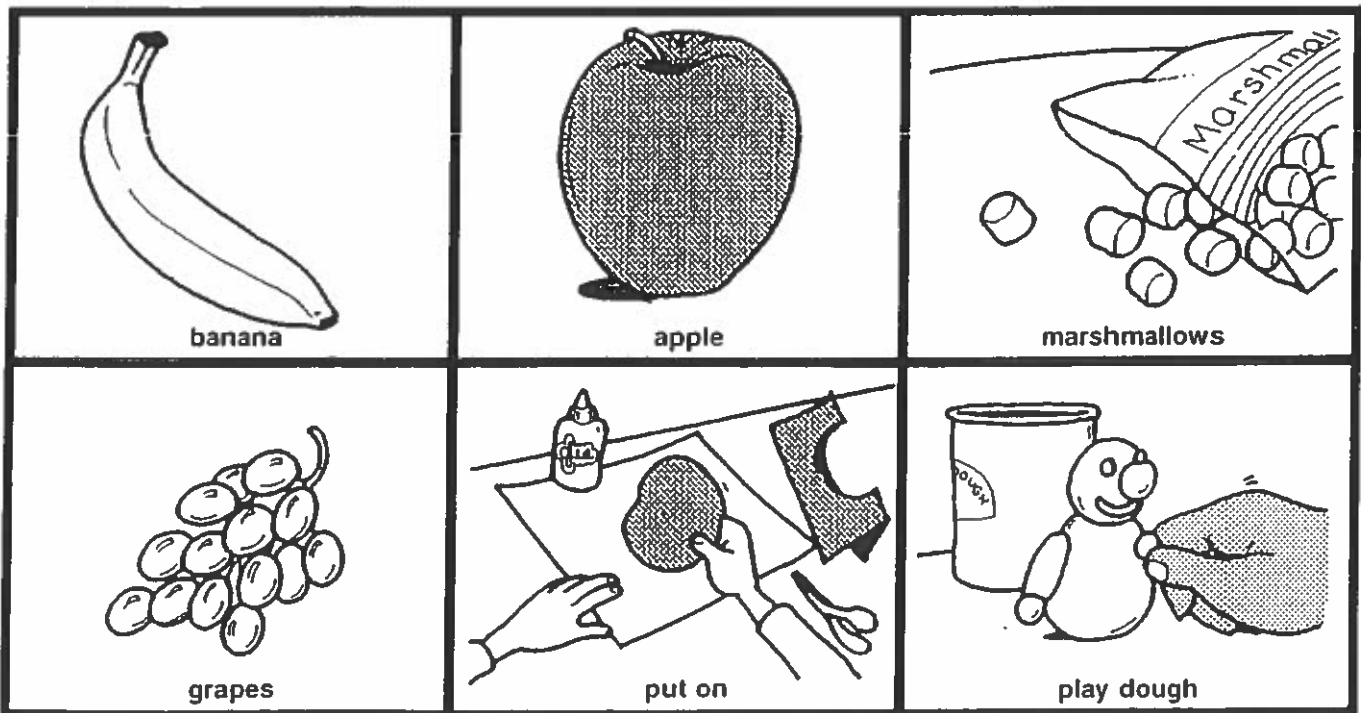
Cereal and Milk

Cut apart the pictures. Use them with the activity on page 34.



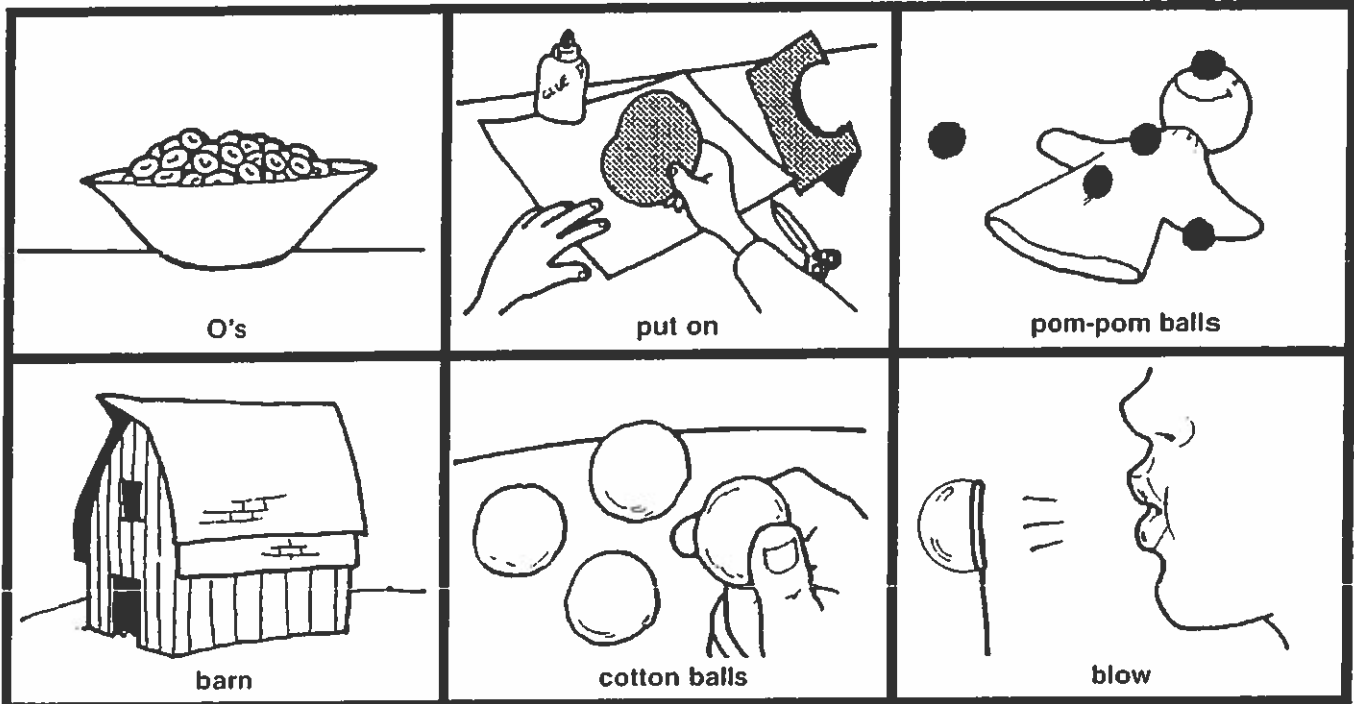
Fruit Kebabs

Cut apart the pictures. Use them with the activity on page 42.



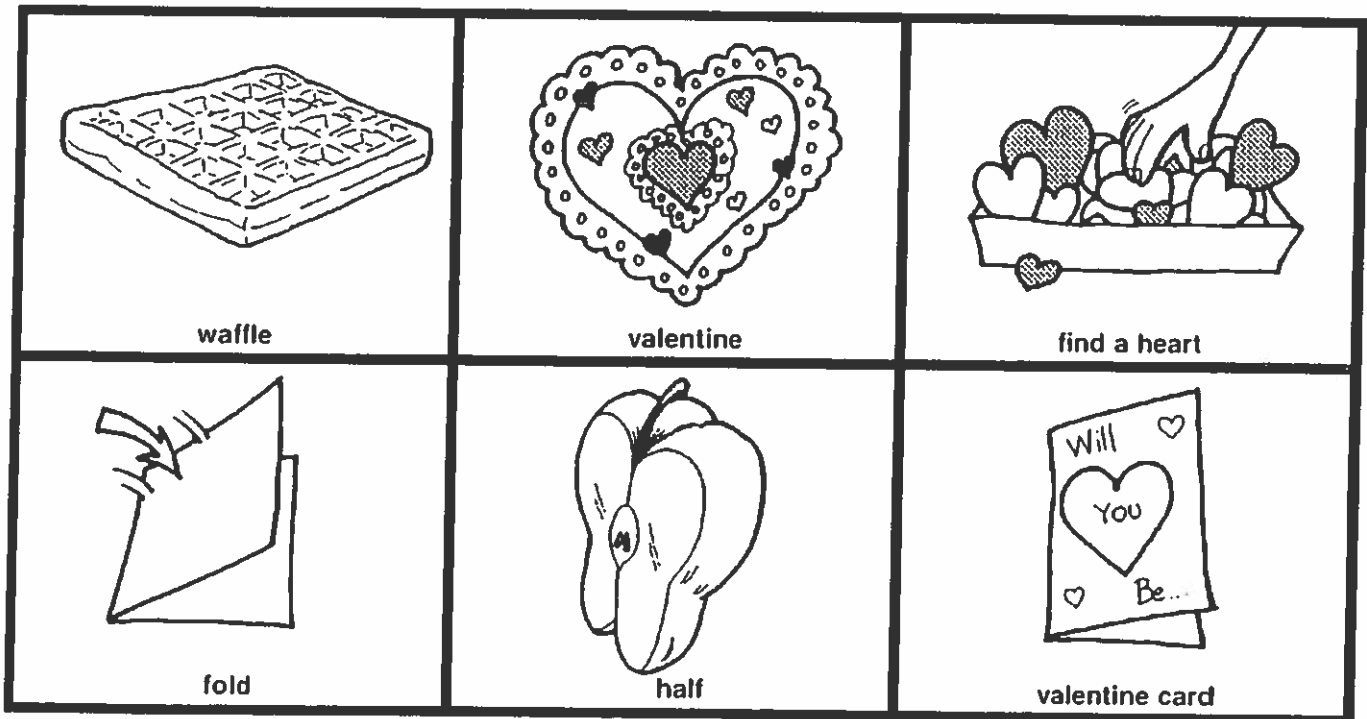
Hot Buttered O's

Cut apart the pictures. Use them with the activity on page 44.



Wonderful Waffles

Cut apart the pictures. Use them with the activity on page 62.



Tongue Activities

Listed below are the tongue activities. These activities target one or more of the following objectives:

- tongue strength
- tongue mobility
- tongue stability
- jaw stability
- tongue differentiation

With each activity, focus on isolating the tongue from the jaw as much as possible with jaw control techniques as needed. Repetition of movements, holding positions with the tongue, and working the tongue/jaw against resistance will build strength and stability.

Pictures are included for each activity in two sizes. The reduced pictures work well with augmentative communication devices.

Bumps on a Log

Chips and Dip.

Frosted Rice Cakes .

Pretzel Rods and Cheese Whiz.

Reduced pictures .

Bumps on a Log

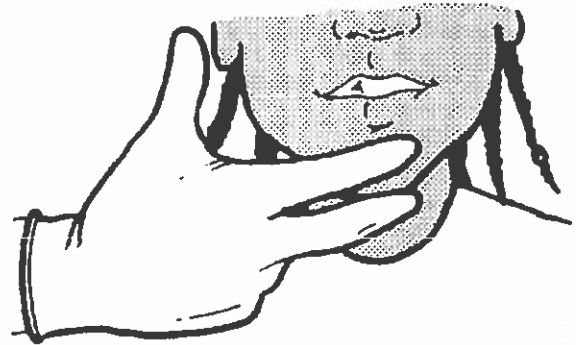
Oral-Motor Goals: tongue retraction, tongue differentiation, jaw stability

Stimulation for: k, g

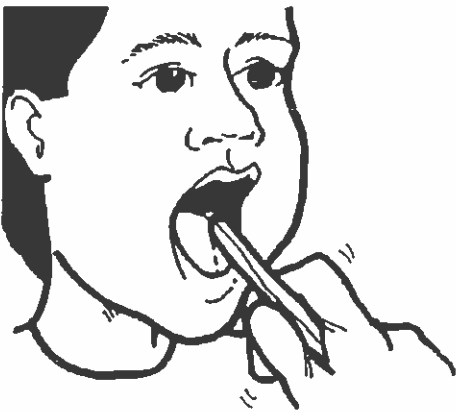
Oral-Motor Activities Sequence

Materials: Nuk, celery, cream cheese or peanut butter, raisins, tongue depressor, knife

Instructions: Do not use this snack with children who have a hard time chewing. See if the child is able to move his tongue without moving his head, lips, or jaw. To do this, try jaw control techniques. When presenting food to be licked, focus on the tongue moving forward and backward.



1. Pat the child's cheeks with firm, quick strokes using the pads of your fingers. Next, stroke along the jawline from the chin outward.
2. Brush the child's teeth, tip of the tongue, tongue blade, sides of the tongue, and alveolar ridge with a Nuk.
3. "Walk" on the child's tongue from the tip to the blade with a piece of celery. Repeat five times.
4. Spread cream cheese or peanut butter on the roof of the child's mouth. Have him try to lick it off.
5. Spread cream cheese or peanut butter on the celery. Have the child lick the cream cheese or peanut butter off the celery held horizontally in front of his mouth. Then, hold the celery vertically and repeat.
6. Place the bumps (raisins) on a log (celery) covered with cream cheese or peanut butter. Hold the celery vertically in front of the child's mouth and have him lick off each raisin one at a time.
7. Have the child hold the celery in place with his molars for five counts without biting through the celery and say "ka" or "ga" several times. Gently pull on the celery to see if the child can hold on to it with his teeth. Then, have the child bite through the celery with his molars on each side, one side at a time.

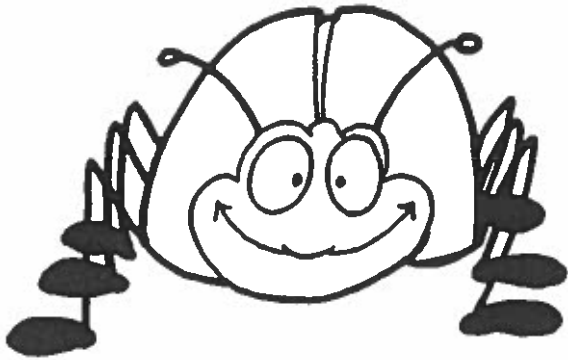


Play Activity: Bug Prints

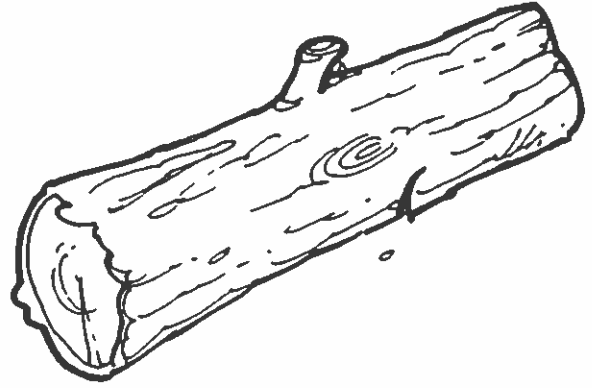
Draw a log on a sheet of paper. Use large rocks to "paint" black bugs on the log. Draw a lady bug on red construction paper and paint spots on its back using rocks. Glue the lady bug onto the log.

Bumps on a Log

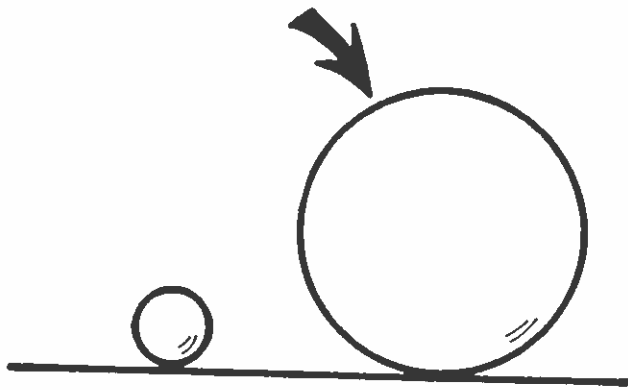
Cut apart the pictures. Use them with the activity on page 70.



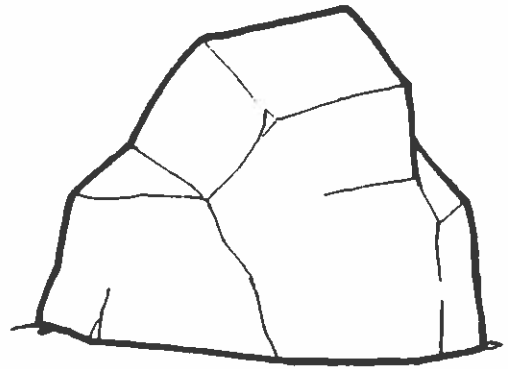
bug



log



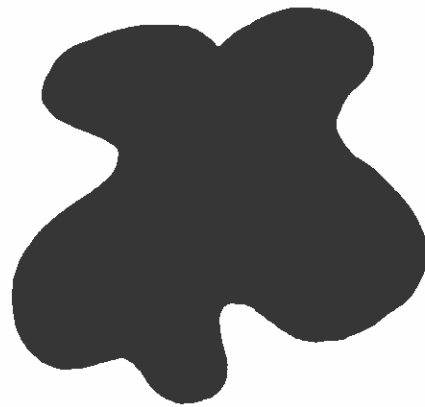
big



rock



back



black

Chips and Dip

Oral-Motor Goals: tongue differentiation from jaw, jaw stability, tongue mobility

Stimulation for: t, d

Oral-Motor Activities Sequence

Materials: Nuk, nacho chips or potato chips, dip

Instructions: Make sure the child's head is stationary during these exercises. Use jaw control techniques as needed. (See picture on page 70.) Model slow tongue movements and holding of positions to build control and endurance.

1. Rub the child's cheeks with firm, diagonal strokes using the pads of your fingers from her cheekbones to her lips. Then, stroke along the jawline from the chin outward.
2. Brush the child's teeth, inside her cheeks, sides of the tongue, and the tongue blade with a Nuk.
3. Place dip on the child's top lip and have her lick it off with her tongue. Next, place dip on the child's bottom lip and then the corners of the child's lips and have her lick it off each place with her tongue.
4. Hold the chip with dip in front of the child's mouth. Have the child try to lick off the dip with her tongue first using horizontal, then vertical movements.
5. Have the child say "ta" or "da" several times while holding a chip in place with her teeth.
6. Have the child bite *on* the chip with her molars, one side at a time and hold it in place without biting through it. Then have the child bite *through* the chip using her molars, one side at a time. Experiment with different-sized bites. Remind the child to chew with her lips closed.

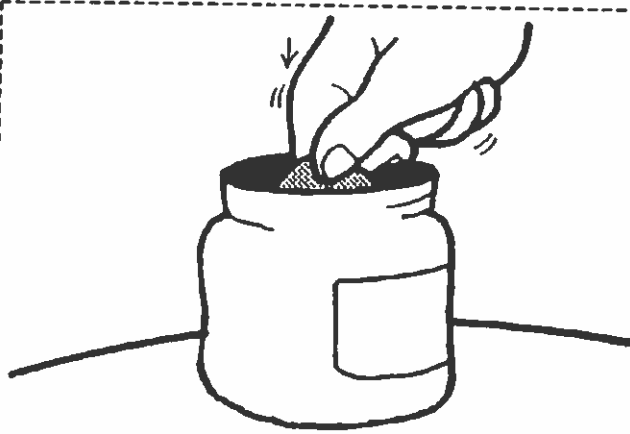


Play Activity: Mystery Box

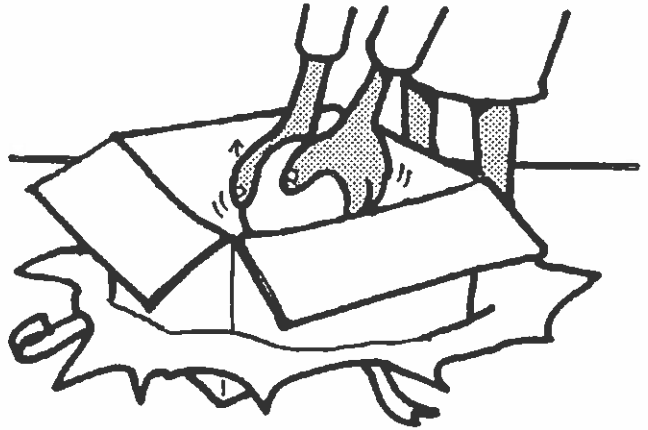
Get a medium-sized box and cut a hole in the side large enough to fit your hand through. Place objects in the box and let the child "dip" her hand in to try to guess what the objects are. Include objects of various sizes, shapes, and textures.

Chips and Dip

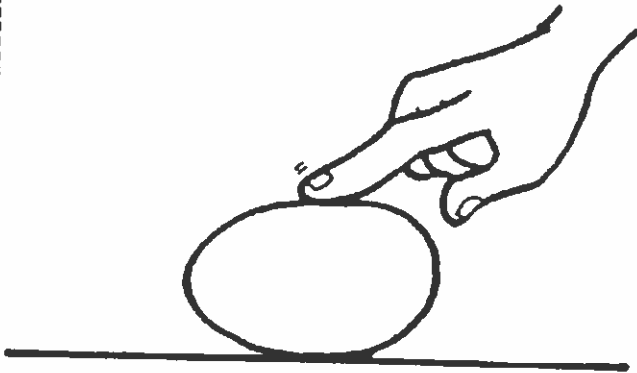
Cut apart the pictures. Use them with the activity on page 72.



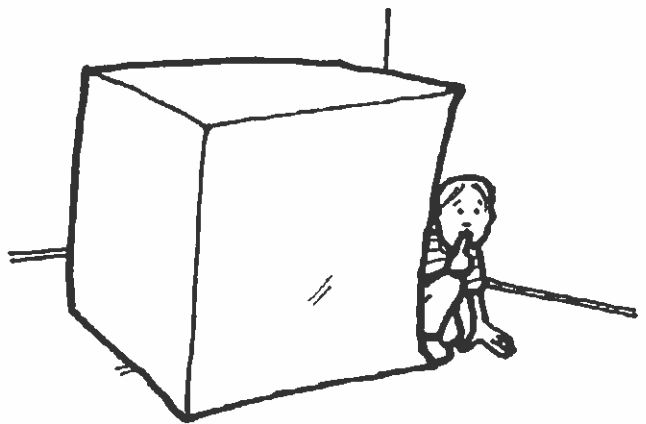
Put it in.



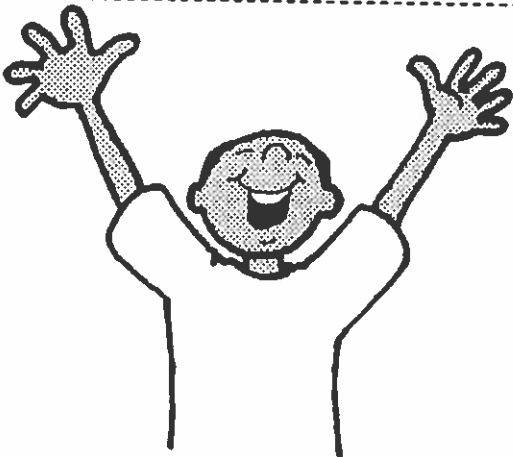
take out



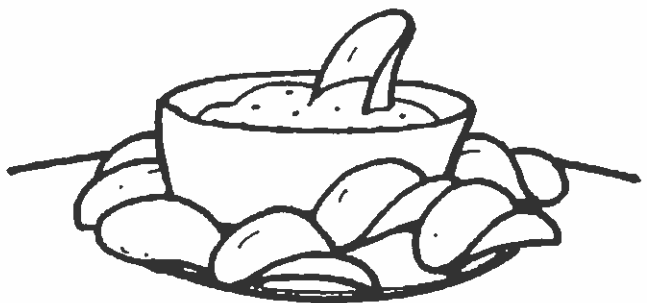
touch



hide



I did it!



chips and dip

Frosted Rice Cakes

Oral-Motor Goals: tongue differentiation, tongue tip mobility

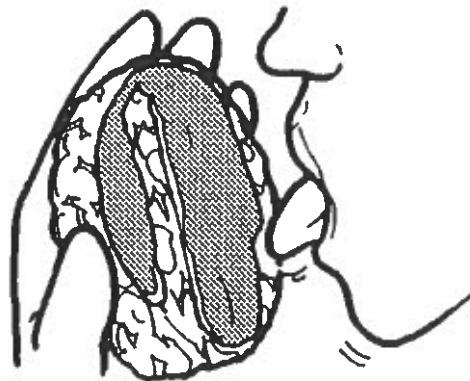
Stimulation for: |

Oral-Motor Activities Sequence

Materials: Nuk, rice cakes, cake frosting or cream cheese, raisins, candy corn, chocolate chips, tongue depressors, knife

Instructions: See if the child is able to move his tongue without moving his head, lips, or jaw. To do this, you may try jaw control techniques. (See picture on page 70.)

1. Pat the child's cheeks with firm, quick strokes using the pads of your fingers. Then, stroke along the jawline from the chin outward.
2. Brush the child's teeth, tip of the tongue, tongue blade, and sides of the tongue with a Nuk. Then, tap the alveolar ridge.
3. With a tongue depressor, put frosting or cream cheese on the child's lips. Have the child lick it off. Then, put frosting or cream cheese on the child's alveolar ridge. Have the child lick it off.
4. Have the child lick frosting off a tongue depressor held in front of his mouth horizontally, then vertically.
5. Have the child draw lines in the frosting with his tongue. Encourage him to move his tongue tip sideways, up and down, and around.
6. Spread frosting on a rice cake and make a face with candies or raisins. Hold the rice cake in front of the child's mouth and have him lick off the facial parts one at a time.

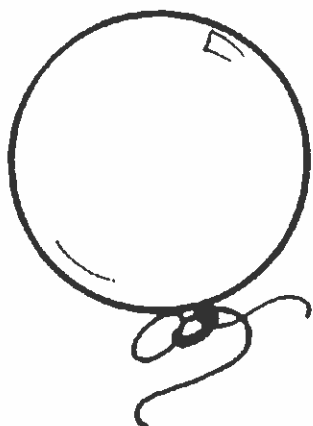


Play Activity: Balloon Faces

Blow up some balloons. Have the child draw happy faces on the balloons using a permanent marker. Then, hide the balloons around the room. Have the child find the balloons with a flashlight. For more fun, encourage the child to blow balloons off a table into a box.

Frosted Rice Cakes

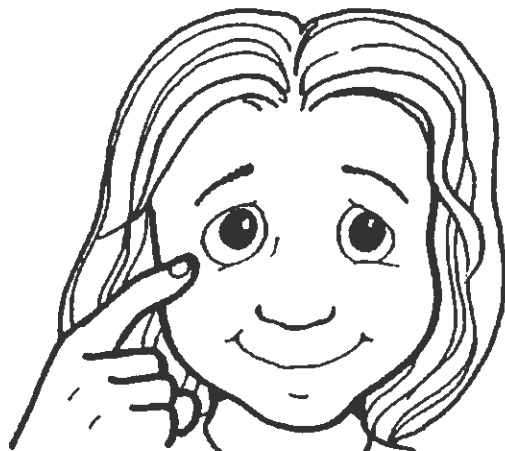
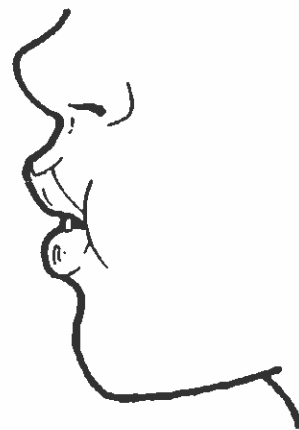
Cut apart the pictures. Use them with the activity on page 78.



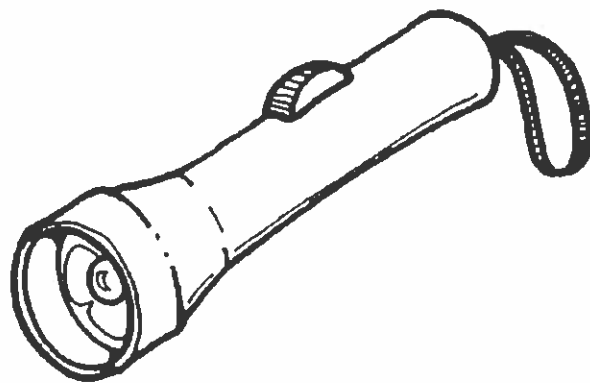
balloon



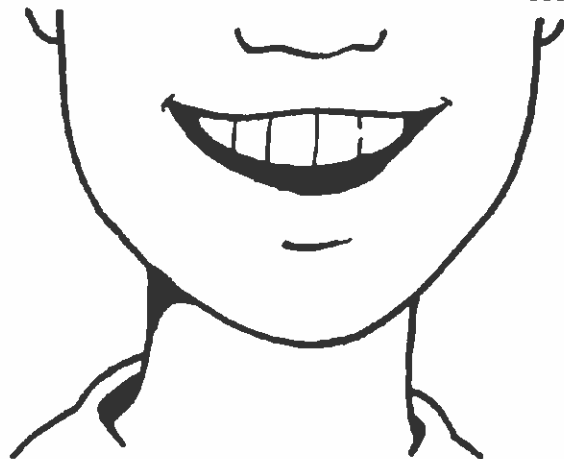
blow



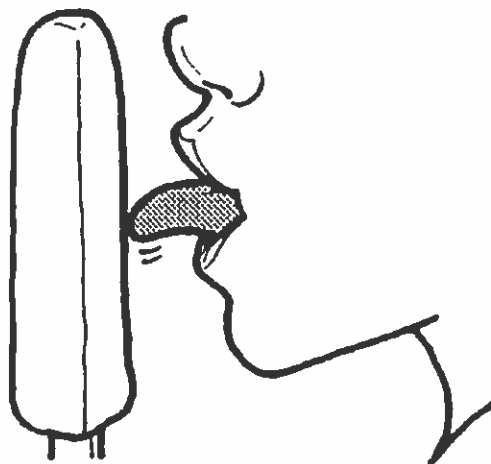
look



flashlight



smile



lick

Pretzel Rods and Cheese Whiz

Oral-Motor Goals: tongue differentiation from jaw, jaw stability, tongue mobility

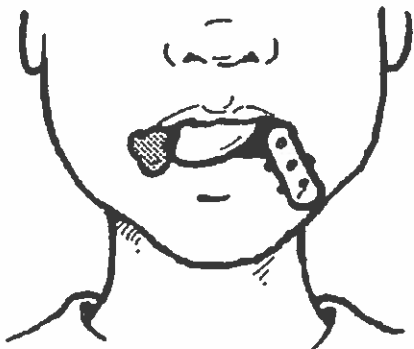
Stimulation for: t, d

Oral-Motor Activities Sequence

Materials: Nuk, pretzel rods, Cheese Whiz

Instructions: Make sure the child's head is stationary during these exercises. Perform each stimulation or movement three times. Model slow tongue movements and holding of positions to build control and endurance.

1. Rub the child's cheeks with firm, diagonal strokes using the pads of your fingers from his cheekbones to his lips. Then, stroke along the jawline from the chin outward.
2. Brush the child's teeth, inside the child's cheeks, and the sides of the child's tongue with a Nuk or pretzel rod. Then, tap the child's tongue blade with the Nuk or pretzel rod. Look for cupping of the tongue.
3. Use the pretzel rod to place Cheese Whiz on the corners of the child's lips. Have the child lick the Cheese Whiz off his lips.
4. Put Cheese Whiz on the pretzel rod and hold it near the corner of the child's lips. Ask the child to lick the Cheese Whiz off the pretzel rod.
5. Have the child bite on the pretzel rod with one side of his molars and hold it in place without biting through it. The pretzel rod should be sticking straight out of the child's mouth. Have him say "ta" or "da" several times.



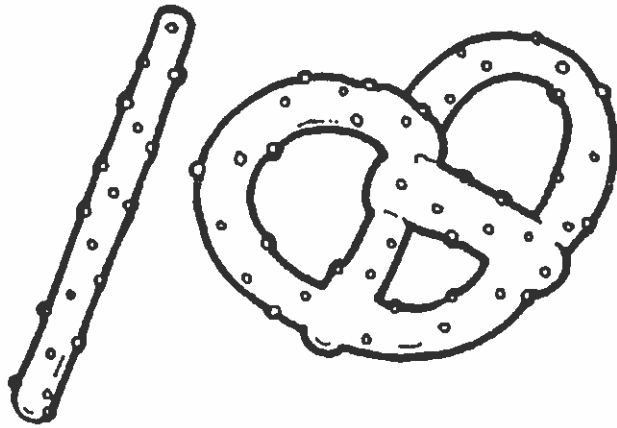
6. Place Cheese Whiz in the corner of the child's lips. Have the child hold the pretzel rod in place with his molars and move his tongue to the Cheese Whiz. Next, have the child bite through the pretzel rod with the molars. Remind the child to chew the pretzel with his lips closed.

Play Activity: Tip the Turkeys

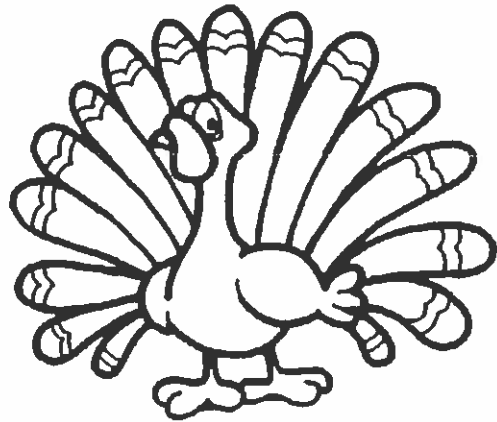
Have the child decorate small paper bags with feathers to look like turkeys. Place the paper bags over bowling pins. Have the child try to tip over the turkeys with a bowling ball. For more fun, put glue on the paper bags and have the child blow feathers onto them.

Pretzel Rods and Cheese Whiz

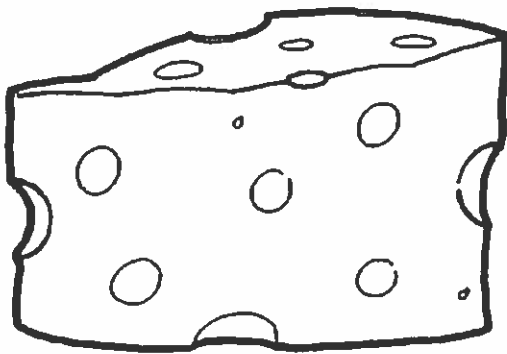
Cut apart the pictures. Use them with the activity on page 86.



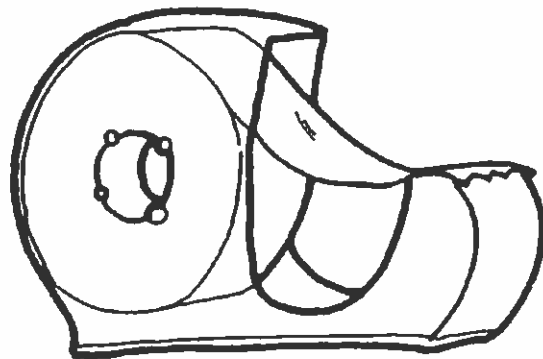
pretzels



turkey



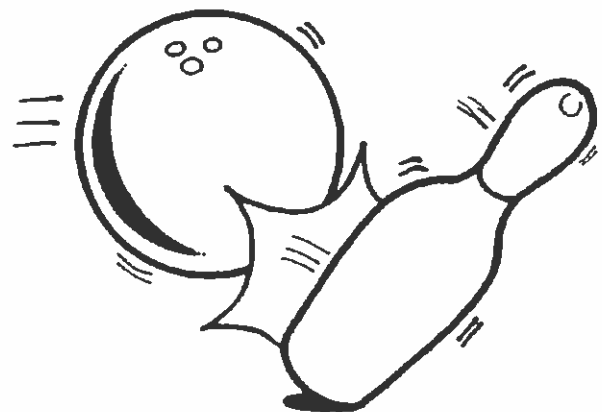
cheese



tape



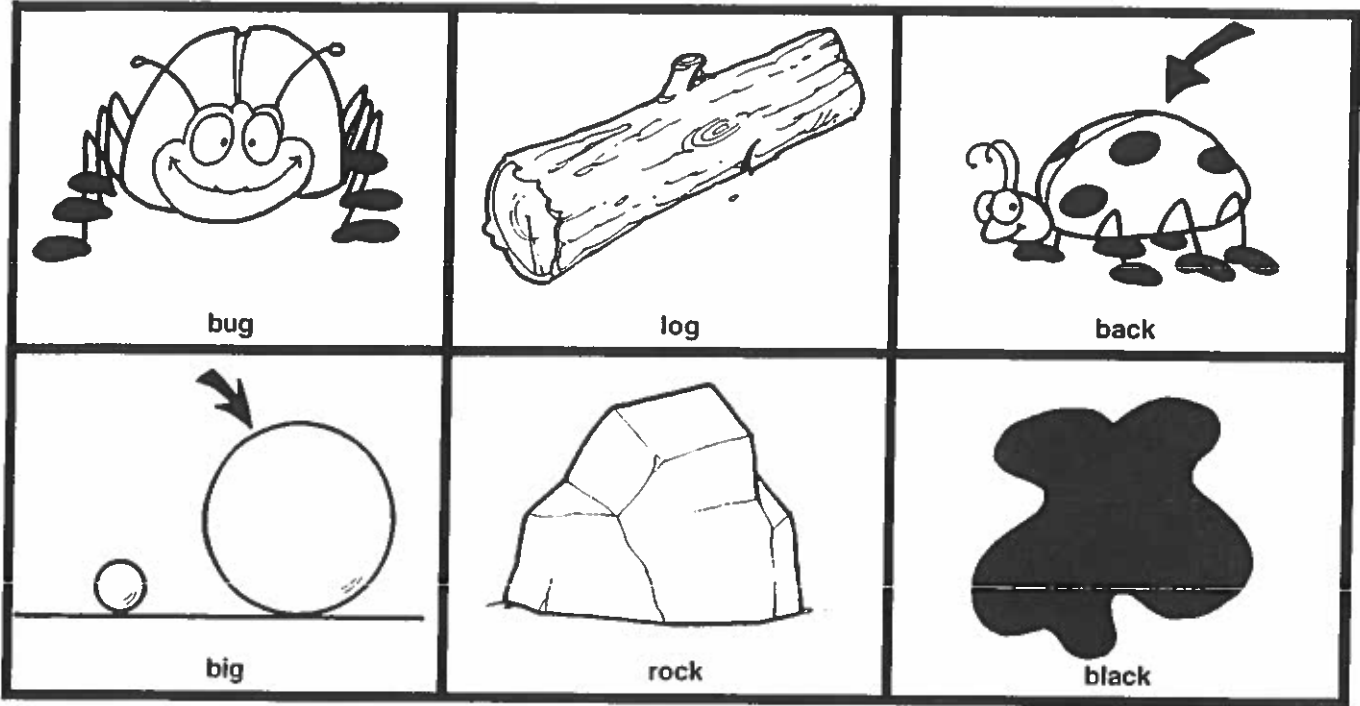
I did it.



tip

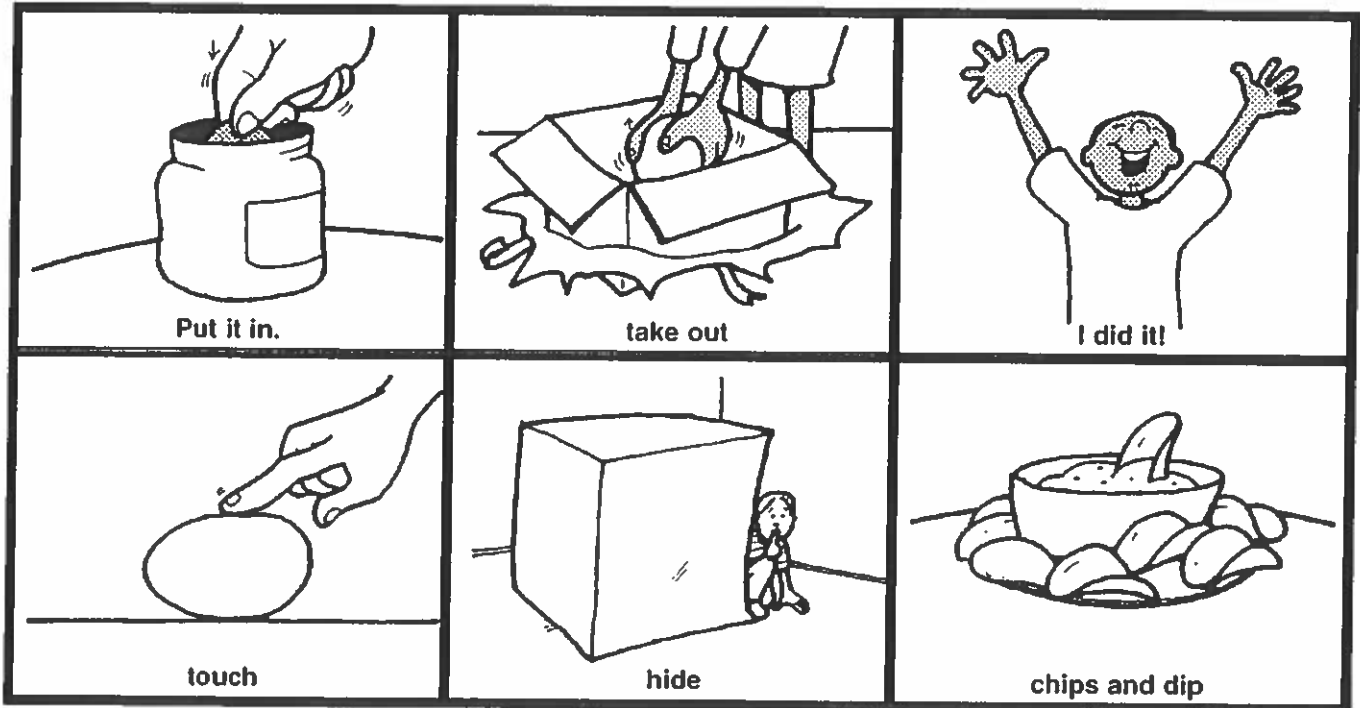
Bumps on a Log

Cut apart the pictures. Use them with the activity on page 70.



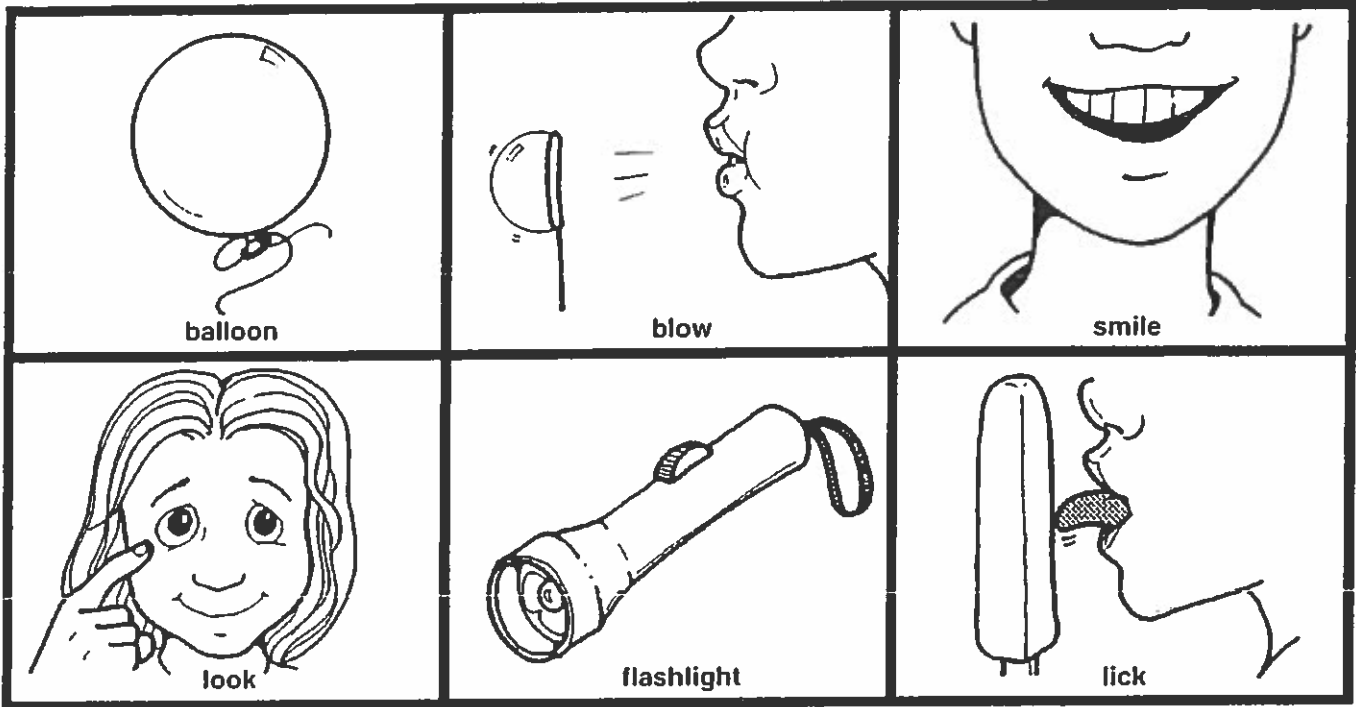
Chips and Dip

Cut apart the pictures. Use them with the activity on page 72.



Frosted Rice Cakes

Cut apart the pictures. Use them with the activity on page 78.



Pretzel Rods and Cheese Whiz

Cut apart the pictures. Use them with the activity on page 86.

