

Suggested Apps (special thanks to Pooja Aggarwal, Progressive Speech Tx)

Apraxia Ville – sound windows – cartoon avatar making sounds and window for children to make their own video of sounds

Speechprompts – targets prosody, rate, rhythm, stress, and loudness

Smarty Ears - r intensive – has an r diagnostic

Pocket SLP Articulation

VAST – video modelling of syllables, words, phrases, and sentences

NACD: National Association for Child Development Apraxia – moves from mass to distributed practice and blocked to random – nonspeech words and no phrases or sentence

Vowel Viz – biofeedback for tongue position on vowel quadrilateral – can use for vocalic /r/ - helpful to train child's and parents' ears

Ipractice verbs – pictures of verbs can choose verbs and tense but has verb written on corner

TalkingTom – imitates what he hears said

Icommunicate – record voice like on old language masters

Wheels on the Bus – gets child to figure out he/she has control over device

Fireworks – low level – when child touches screen, creates fireworks – can target expressions or words like “wow” and “pop”

Signing Time – has activities for kids and video of each sign more appealing to kids, smart hands – has video of each sign

Splashtop - download software onto your laptop and makes it a touchscreen – have to be online – desktop sharing, can use your software on the ipad

Iprompts – has ready-made social stories e.g. communicating without words, shows the gestures for yes/IDK, schedules – customizable

Reading Rockets for literacy

Pictello – create visual stories

VASTAutism 1 – free – can see zoom in of oral movements, you go through the list of words, can't select words, can scroll through words, phrases

PARENT FILL-IN FOR SOUND NAMES

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

THE BIG BOOK OF EXCLAMATIONS
1st and 2nd Editions
(2nd Edition entitled “Talk With Me”)
by Teri Peterson, M.S. CCC-SLP

- The author designed this book to shape speech motor skills.
- Unlike most books, it does not have a story to read.
- Along the bottom of each page there are prompts that teach parents/caregivers how to act out the illustrations and interact using gestures, sounds, and words.
- Each illustration is filled with opportunities for:
 1. Practicing speech in conjunction with movement.
 2. Using sound effects with both short and long sounds.
 3. Using words with distinctive pitch patterns.
 4. Using words with strong emotions.
 5. Using words with early consonants.
- Once children develop foundational vocalizations, speech pathologists can then use the book to show parents how to expand on sounds and syllable structure.
- Each spread has an active “mama, dada, papa, baby, kitty, and puppy.” This helps SLP's easily explain and model syllable expansion for parents as they watch and learn.
- Since the illustrations depict routine, daily activities (bedroom, kitchen, living room, park, & bathroom scenes), parents can generalize the sounds and syllables they are working on from the book to their everyday life.

Order “The Big Book of Exclamations” through CASANA’s apraxia-kids.org website or find it at <http://thebigbookofexclamations.com>.

CORE VOCABULARY BOOK

The book is an important tool for children with limited words.

- Enables the child to sense early success.
- Allows parents/family to feel part of the “team.”

A “Grandma’s Brag Book” is needed (plastic cover best) that can hold about 20-25 pictures.

- Insert one picture per page with word printed at the top (so if child points, word not covered up).
- Pictures should represent a combination of functional words (e.g. family member names) and those targeted in therapy.
- Pictures should reflect verbs & locatives (e.g. “in”, “on” “out”) as well as nouns.
- BE CREATIVE (e.g. pet sitting on sofa)

There is a short-lived need for the core vocabulary book.

- Primarily to get single word success rolling.
- Can use it for 2-word combination practice.
- OK to take pictures out and replace with others.

Parent Response Hierarchy

(when a child makes an error on a targeted word, phrase, etc.)

Just look at child with non-understanding.

Provide a touch cue, visual prompt, or sign without any accompanying verbal hint.

Respond with a verbal hint such as: (1) "You forgot your... sticky." (2) "Where's the...friend?" (3) "I didn't hear any...wind."

Provide minimum to maximum cueing depending upon child's response to the above strategies.

Cueing Hierarchy

1. (Sign) + full verbal prompt ("ball").
2. (Sign) + first sound cue ("ba").
3. (Sign) + first sound position (pursed lips).
4. (Sign) only

Goal is to fade the cues as soon as possible to allow the child's speech-motor system to "do the work." - enables faster master of the motor plan. This avoids depending upon "I say it...you say it."

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Word Bin-Box-Bucket Strategy

(for emerging 2-word combinations)

- The use of 3 bins/boxes/buckets to help parents decide “at the moment” which 2-word sequences to model
- Decreases the “motor load” when “well-rehearsed” words are used for first word combinations which better ensures success (e.g. “mommy down” in place of “want cereal”)
- First bin -- “well-rehearsed” words
- Second bin -- words child can say with cueing (usually therapy targets)
- Third bin -- future functional words that can’t be approximated
- Start with bin #1 only - then #1 & 2...
- Goal is to move words from bin #2 to #1 and bin#3 to #2 over time.