

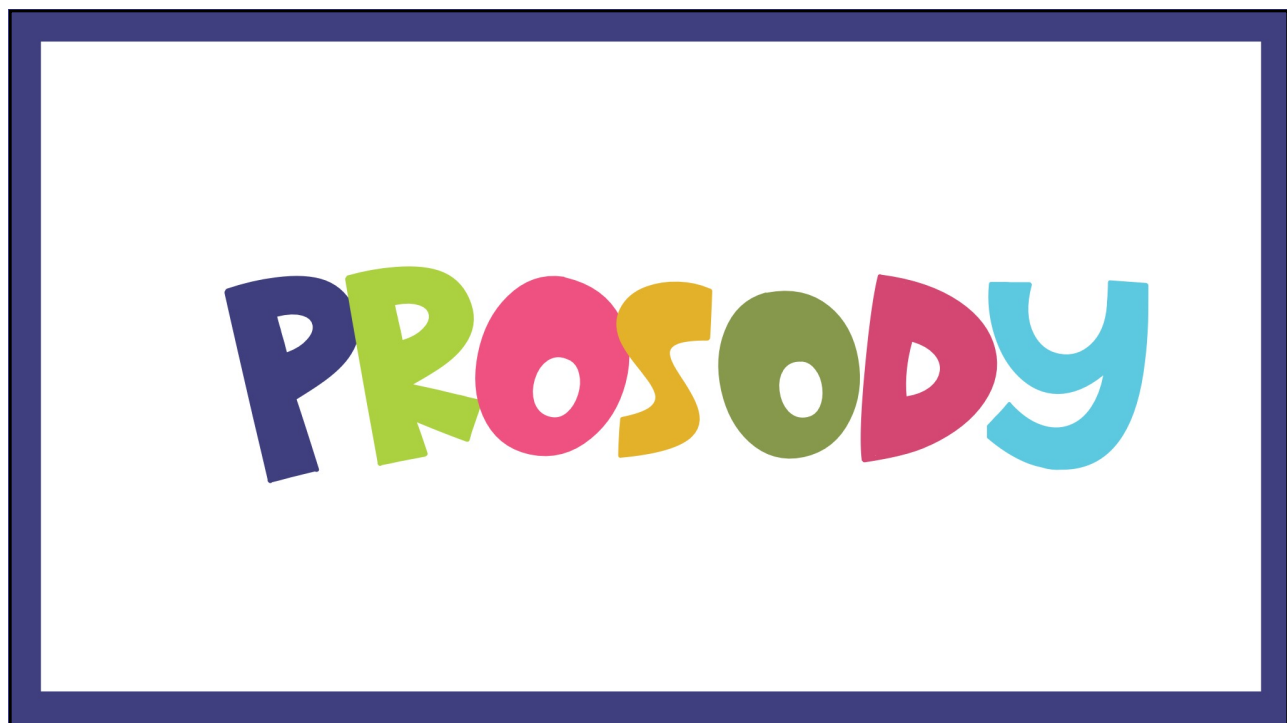


**MAKE IT MAKE**  
**SENSe**

geT creaTIVE!

THINK ouTside The box!

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# WHAT IS PROSODY?

Prosody refers to stress, intonation, loudness, pitch, rhythm, and appropriate pausing. Our prosody changes by varying pitch, duration, and loudness. We also use stress to emphasize a word or phrase, change meaning, or show emotion.



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# HOW DO WE ADDRESS PROSODY?

- Begin working on prosody YESTERDAY!
- Model correct prosody encouraging the child to imitate
- Focus on prosody in play, make it meaningful, use cues
- You may have to work on expanding vocal range
- Research ReST – Rapid Syllable Transition Training
- In older children you may need to teach reasoning behind prosody... check out ESL sites!



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# THERAPY TIPS

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## MOVEMENT SEQUENCES

THINK MOVEMENT!



Apraxia therapy is not therapy for sounds, instead the movement sequences and parameters required for speech.

- **Think:** What sounds do they have and how can we build on it.
- **Instead of:** What sounds are missing.

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## Teaching PARAMETERS OF SPEECH

Helping a child understand what our placement cues mean, Dr. Strand recommends doing this warm-up outside of speech so children can understand parameters:

- Tight vs. Loose
- Lips Out vs. Lips Back
- Open vs. Closed
- Mouth vs. Nose

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## VOWELS

- Vowels are commonly distorted in children with apraxia – this is a discriminative characteristic
- Developing strong vowel perception takes practice
- Practice vowels in isolation if needed to expand vowel accuracy and repertoire – use cues
- Minimal Pairs work great for showing meaningful semantic differences



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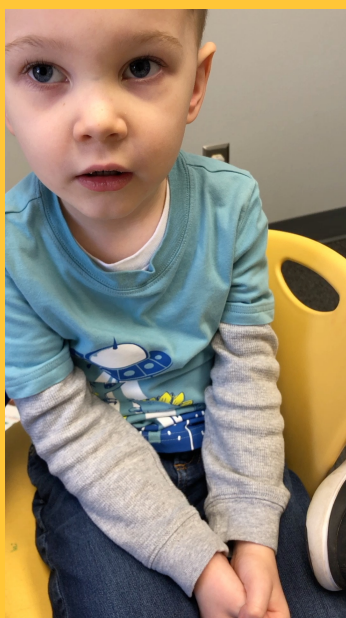
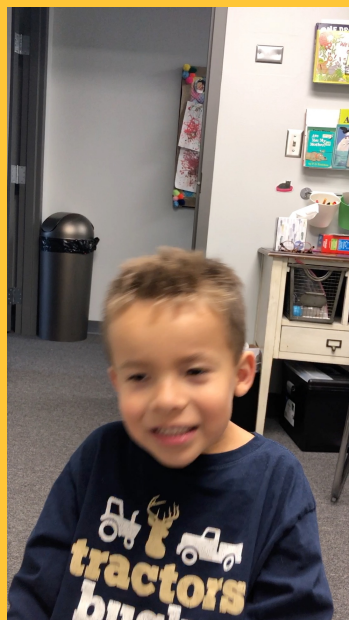




## VOICING

- Voice on sound vs. voice off sound
- Have child feel your throat for the soft or buzz feeling
- Whisper
- Discriminate using minimal pairs
- Video feedback
- Extend voiceless sound with movement into the vowel

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## BEWARE OF Final Voiced sTOPs

- Work on voiceless final stops
- Help the child understand what they are doing
- Beware of intrusive schwa
- STOP!

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## MEANINGFUL PLAY

- Targets used in functional play may be necessary in the beginning for children with more complex needs
- These targets may also need to be high interest activities, toys, preferences




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## Backward and Forward CHAINING

- Forward Chaining -
- Backward Chaining – butter, butter, butter... Jupiter
- Use words they already have e.g., “knee” or “no”. - bunny and snow



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# sound TRICKS

- E for OO Trick – “eeyellow” or “eeyes”
- OO for W Trick – “oowon” or “oow
- H insertion Trick – “fff...hun” or “sss...hun”

BUT you must keep your movement flowing and use DTTC to avoid segmenting and to make the target sound natural!

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# early LITERACY

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