

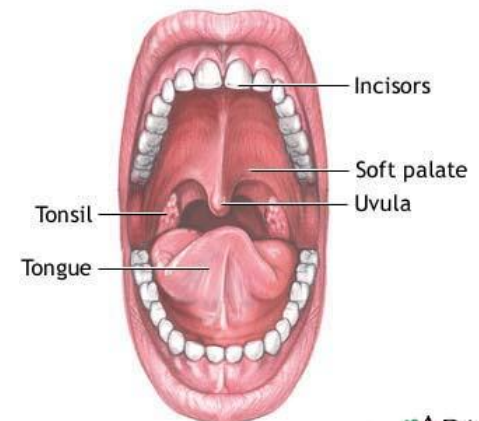
Oral Motor Speech Exercises

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Goal of Oral Motor Therapy

- To increase awareness of the oral motor mechanism
- To strengthen tongue, lips and cheeks
- To improve speech sound production to maximize intelligibility

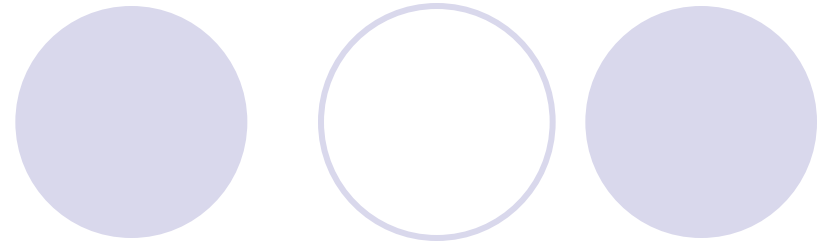


Face Muscles

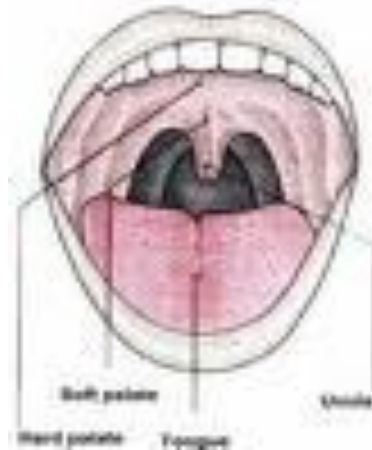
- Elevate upper lip
- Retract/draw corner of mouth up and back
- Depress and retract lower lip
- Close mouth
- Pucker lips
- Flatten cheek
- Vital for the production of speech sounds

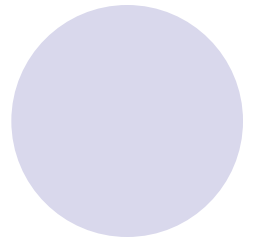
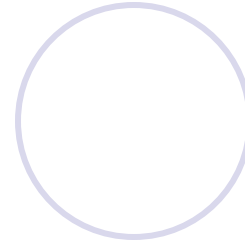
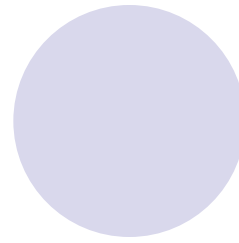
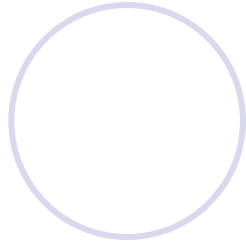
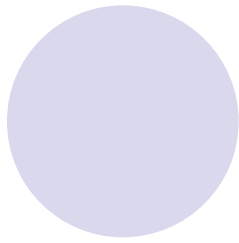


Tongue Muscles



- Elevate the back of the tongue
- Retract/protrude and depress tongue
- Widen tongue
- Raise the tongue tip
- Essential for Speech Production





Facilitating Speech Strategies

Conversational Recasts

- Most powerful strategy
- where teachers or parents repeat what the child said with a good model (not a correction)
- e.g., the child says “I need a ‘wed’ pen.”
You say, “Oh, a red pen.”
- This also is an effective strategy for grammatical structures.

Tactile/Visual Cues

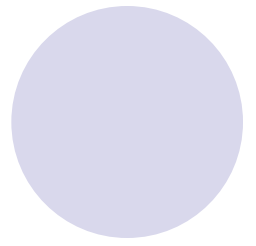
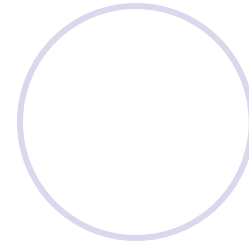
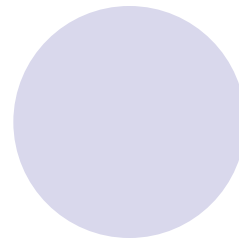
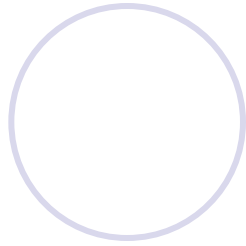


- Visual cues to pair with sounds (consistent cues given by teacher, family and possibly peers).
- For example, running finger down the arm when producing /s/.

Taking responsibility for your child's errors

- If you cannot understand what the child says, say “I need help. Please help me understand...”
- Take the communicative burden off of your child

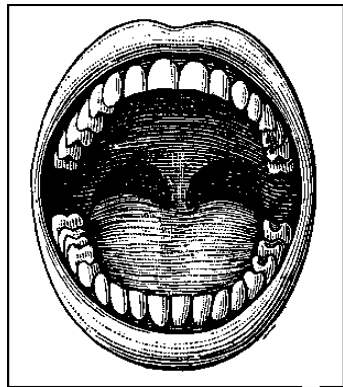
Wait



- Give child more time to respond
- At least 5 seconds

Your mouth is a house

- Increases awareness of the oral motor mechanism
- Strengthens lips, tongue and cheeks



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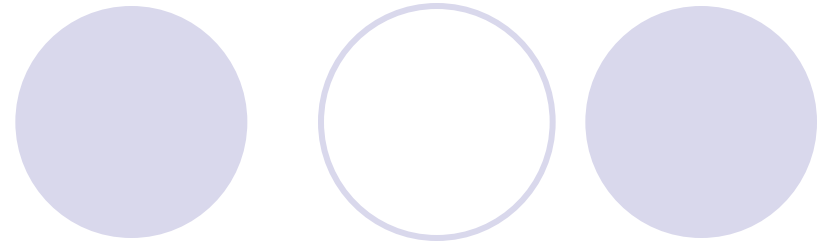


Simon

- Helps teach tongue placement for different speech sounds (front vs. back sounds)
- Students can manipulate tongue and imitate tongue movements



Use of mirror



- To imitate tongue movement
- View if moving tongue, lips in the desired position



Blowing Exercises

- Helps elevate the tongue
- Helps retract the tongue
- Examples
 - Whistles
 - Bubbles
 - Cotton Balls
 - Ping pong ball



Tongue clicks/slurps

- Helps elevate tongue
- Helps strengthen tongue



Kisses

- Increases lip closure
- Increases tongue retraction
- Have child protrude lips and smack
- Have child line up stuffed animals and kiss them all goodnight.

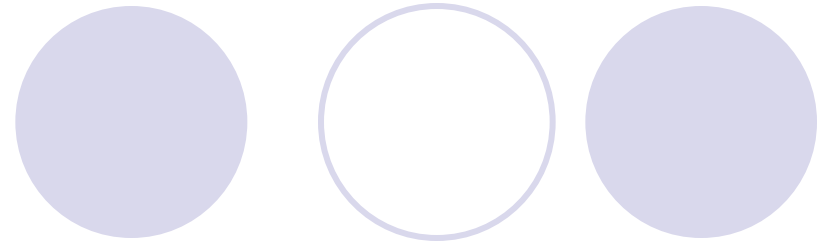


Button Pull

- Helps strengthen lip closure and tongue retraction.
- Thread dental floss through button.
- Place button in front of teeth. You hold on to the dental floss.
- Place button in front of teeth and close their lips.
- Pull on string.
- Don't bite on button.



Straw Drinking



- Improves tongue retraction
- The thicker the fluid, the stronger they have to suck
- Straw blowing



Cheerio-to improve tongue retraction

- Moisten cheerio and place over upper lip.
- Tongue reaches up and removes cheerio with tongue tip and places into mouth.
- Make sure mouth is kept open.



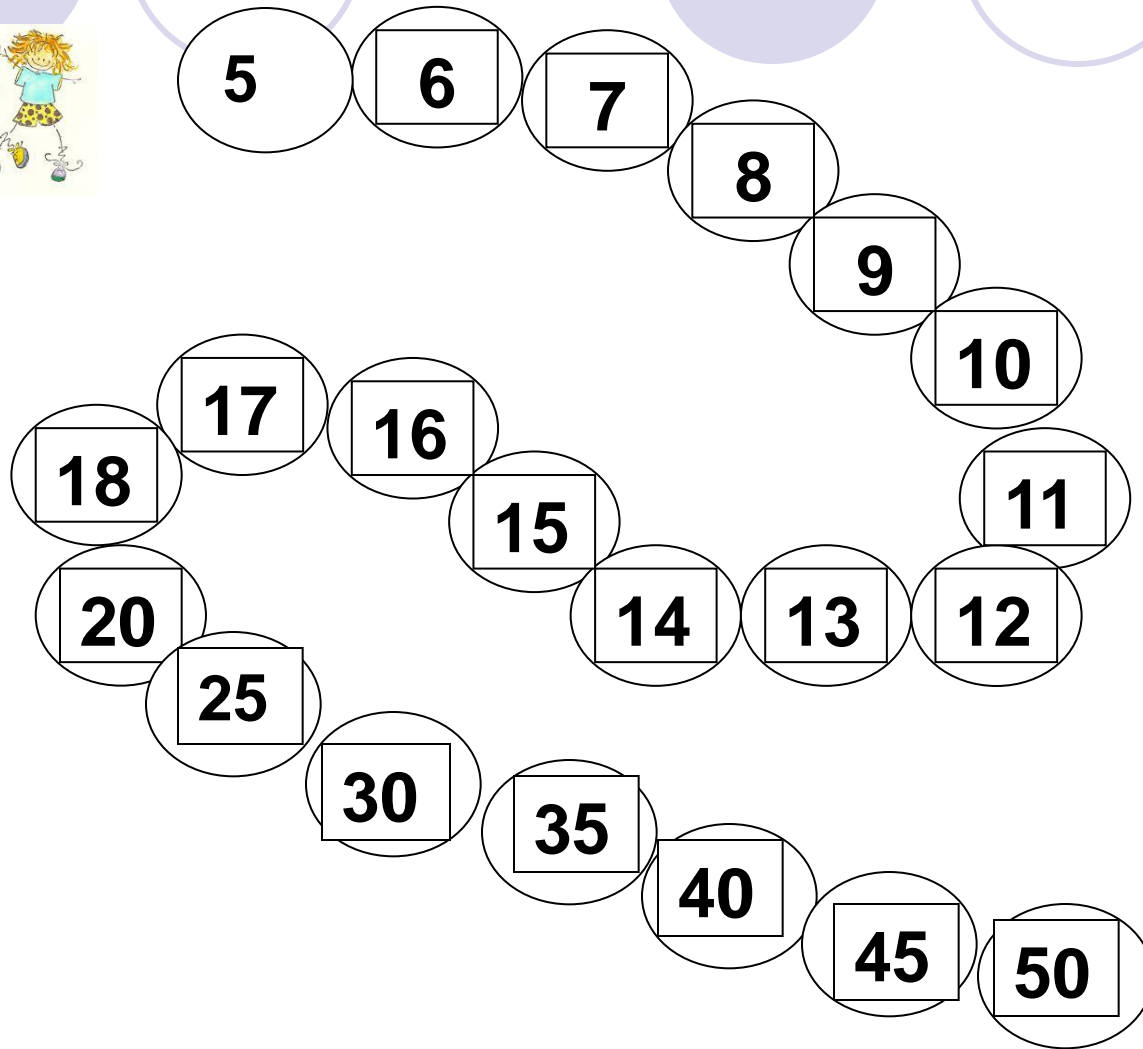
Cheerio- /s/



- Have child hold cheerio with tongue tip up to the palate
- Hold cheerio and count, keeping cheerio up on the roof of the mouth.
- Play a game to encourage child to increase the time they can keep their tongue up.



CHEERIOS TONGUE-TIP EXERCISE



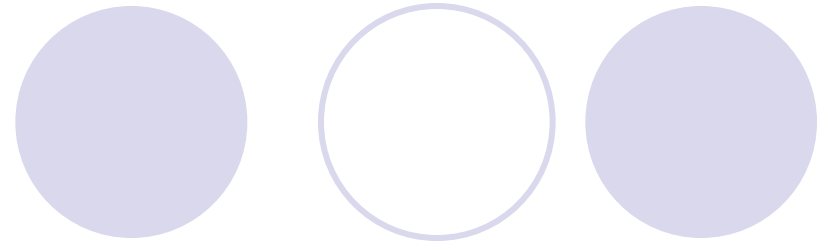
Cheerio- /k/



- Have child hold the cheerio down at bottom of their mouth.
- Don't move tongue tip.
- You can have child say /k, g, h/ while holding the cheerio down.



Ice pop/Lollipop



- To minimize protrusion and increase tongue elevation.
- Use tongue tip to lick in an upward motion.
- Make sure they don't pull their heads back, or that their hand does not move.



Tongue Depressor/Index Cards



- Strengthens lip strength and minimizes protrusion.
- Have child hold index card between lips until they shake.
- Lips strengthen as you stack more index cards/tongue depressors
- Check cards-if they are wet, they are protruding their tongues-this is incorrect.





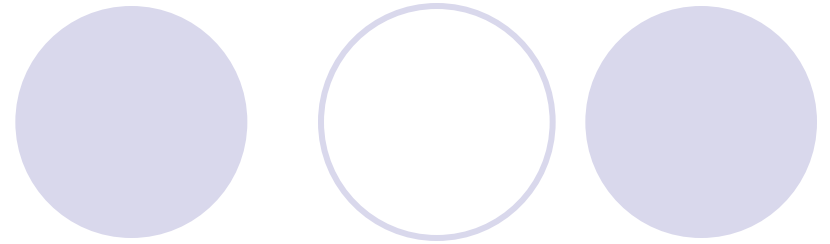
Gargling- improves /h, g, k/

- Tilt head back with a small amount of water/saliva.
- Have child gargle.
- Count up to 10.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10



Thank you



- Questions?
- Contact your school LSH Specialists.



Resources:

- Boshart, C.A. 1999. Oral Illustrations and Reference Guide. Speech Dynamics
- McKissick, G., Palacios, M., Rodriguez, E., Segura. L. 2000. Spanish Articulation/Phonology Program.
- Rosenfeld-Johnson, S. A Three-Part Treatment Plan for Oral-Motor Therapy.
- Rocha Munoz, D. Oral Motor Approach to Articulation Therapy in the Public School Setting.
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