

Sound (Phoneme)	Manual Cues to Stimulate Sound Production	Touch Cues to Stimulate Sound Production
/m/	Manually squeeze the child's lips during humming or oral voicing.	
/b/	While the child is humming, manually pull her lips open.	Touch your index finger to your lips and then pull it away quickly as you say the sound.
/p/	Manually open and close the child's lips during blowing.	Same as /b/.
/n/	Alternately lift and then lower the child's tongue tip with a tongue blade while the child is humming or voicing orally. Also, have the child imitate tongue clicking.	Touch your finger to the child's nose.
/d/	Alternately lift and then lower the child's tongue tip with a tongue blade while the child is humming or voicing orally. Also, have the child imitate tongue clicking.	Tap the child's upper lip with your index finger as the sound is made.
/l/	Alternately lift and then lower the child's tongue tip with a tongue blade while the child is humming or voicing orally. Also, have the child imitate tongue clicking.	Place the tip of your index finger and the tip of your middle finger at the corners of the child's top lip to hold the lips in a retracted position. This will eliminate the common substitution of /w/. Then show the child how to lift her tongue to make the /l/.
/t/	Alternately lift and lower the child's tongue tip with a tongue blade while the child is producing /h/ or blowing air.	Tap the child's upper lip with your index finger as the sound is made.
/k/	During exhalation of air, push the tongue posteriorly with a tongue blade until the dorsum makes contact with the soft palate. Then release the pressure of the tongue blade to lower the tongue immediately. You can also have the child lie on her back to help her tongue fall posteriorly into the oral cavity.	Tap under the child's chin with your index finger.
/g/	While the child is producing any vowel, push the tongue posteriorly with a tongue blade until the dorsum makes contact with the soft palate, then lower the tongue immediately.	Same as /k/.
/f/	During exhalation of air or during blowing, push the child's lower lip so it touches her upper teeth.	
/s/	Have the child produce /t/ 8-10 times in a row very quickly and hold the last /t/ produced.	"Draw" a line up the child's arm from her hand to her shoulder using your index finger as the sound is produced, or draw a horizontal line with your index finger under the child's lower lip.
/sh/	If the child can produce /s/, gently squeeze her lips into a rounded position and have her produce the sound.	Gently squeeze her lips into a rounded position and have her produce the sound.

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## Chapter 10: Intervention for Sound Production Development

Sound (Phoneme)	Manual Cues to Stimulate Sound Production	Touch Cues to Stimulate Sound Production
/j/	Introduce with the vowel /ɪ/ or /i/ and move to another vowel according to the word desired (e.g., /i→æ/ = "yeah," /ɪ→ɛ+l/ = "yell").	
/w/	Introduce with the vowel /u/ and move to another vowel according to the word desired (e.g., /u→a /, /u→^/).	Use your fingers to help mold the child's mouth into the rounded position for /u/.

The development of many early vowel sounds relies on the child listening to your production and then imitating. (Activities for sound production are provided in the *Activities Book*, pages 124–150). There are some vowels that can be simulated with manual manipulation of the lips. They may not sound exact because the child may not have her tongue in the correct position. Ask the child to try to approximate the vowel sound you model. Use the following tips to refine the sound.

- /u/ When the child is vocalizing, use your fingers to round her lips.
- /i/ When the child is vocalizing, use your fingers to pull her lips into a smile.
- /au/ When the child is vocalizing, pull her jaw into an open position.

Adapted from Blakely, R. (1983). Treatment of developmental apraxia of speech. In W. H. Perkins (Ed.), *Dysarthria and apraxia*. NY: Thieme-Stratton, Inc. and Bashir, A., Grahamjones, F., & Bostwick, R. (1984). "A touch-cue method of therapy for developmental verbal apraxia." *Seminars in Speech and Language*, 5, (2).