

**Apraxia Kids®**  
**How to Help at Home**

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- ★ Apraxia Kids: Advanced Training in Childhood Apraxia of Speech
- ★ Trained by Dr. Edythe Strand through the Once Upon a Time Foundation
- ★ Resource Creator
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**What You will Learn:**

1. Learner will list at least two carryover activities for caregivers.
2. Learner will list at least two different means of sharing carryover material.
3. Learner will state the importance of positive practice.



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### CARRYOVER

While we cannot rush carryover, we must facilitate its progress!

Charles Van Riper in 1947  
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### Positive Practice

- practicing a speech behavior/motor plan correctly
- home practice should be positive (correct) practice
- practicing above the child's level can continue an incorrect motor plan (negative practice)
- Rule of two: allow your child to say the target, if incorrect, model/cue and offer a second try. If still incorrect, move on without further practice.
- allow your child to delight in what they CAN do instead of struggling with what they are not yet able to do
- leave the frustration to the therapy room

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### COMMUNICATION ACROSS SETTINGS

- Google document
- Binder
- Books
- Video Conferencing
- Email thread
- Video Sharing
- School Observation

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### GOOGLE DOCUMENT

- Remember that google is not HIPAA compliant so use initials and be sure to have parent permission
- Can share:
  - Current speech targets
  - Prompts and other facilitating contexts that are successful
  - School can share important words/phrases specific to that school and classroom
  - Ideas for generalization
  - Data sheets



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### GOOGLE SHARING EXAMPLES

When:	Who:	Targets:	Generalization:	Other Notes:
12/10/18	DSF	"m" - working on decreasing jaw height and maintaining integrity of /r/ "hoo", "truck" and "trash" with /r/ for /l/ substitution "have a" - use of coarticulation	dog, I don't know, ouch, baby, okay, test, give me, giraffe.	
12/18/18	DSF	2 syllable nonsense words - changing consonants and vowels and playing with prosody "t" in the beginnings and ends of words to build syllable shapes "hoo - ma" - trying to work at the coarticulation "t" - increase phonetic repertoire by adding /t/ phoneme "ouch" - can do "ouch" and now trying to get that "oo" in the middle of a word "too much" - reinforcing the final "gh" sound and looking for coarticulation of the "oo" to the "n" for natural sounding speech	Pick a silly word for when you make a mistake "oh boo-gh"	Stopped "m" - decreased production accuracy from over practice.

Used to share with other therapists who are not necessarily working in tandem with my therapy



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### GOOGLE DOC EXAMPLES

Date	Therapist	Targets	Frequency of Trials	Performance
2/28/2019	DSF		simultaneous to increase speed	accurate but slow
		let's go home	backwards chaining with direct model;	prompts for integrity of /o/ and /ts/ productions
		twelve	independent	f/v
		i don't want to go	backwards chaining with direct model;	slow but accurate
		play	simultaneous	not accurate
		el	simultaneous	not accurate
		make - it	direct model	prompts for crisp final /t/

Used with therapists who overlap/share some targets



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### GOOGLE DOC EXAMPLES

DATE:	STRUCTURED TARGETS	GENERALIZATION TARGETS
9/6/2018	Final /b, d/ with tactile and visual cue - xx nurse his fingers down a string while saying /m/ and at the bottom of the string is a notecard with "B" written on it so that he can finish the /m/ with final /b/. If the sign "B" is removed remind him that his mouth is working too hard and making more sounds than it needs to (/m/).	
9/6/2018	/f/ - all positions of packed sentences with a model - really trying to break the w/ll habit!	pick a few words that are expected with target /f/ everytime: leash, lunch, blue
9/6/2018	sound - symbol: w, j, g	
9/27/18	added mass practice of multisyllabic words. we had done well with nonsense words in phrases implemented using RST techniques but this has not generalized to multisyllabic word production. Current mass practice targets: phantom, haunted house, monster, vampire, vampire, - approximations of vocable Y accepted - implemented with DTIC hierarchy	
11/8/18	New targets: Mata Auhia, shoelace, cow, chocolate, chicken; Mayflower; Indian; Santa; only, asleep Decoding targets in isolation: l, u, m, v.	recently mastered words: haunted house, phantom, monster, vampire, universe, astronaut, satellite space station, weinwood, demo, Halloween Recently mastered in isolation for sound/symbol (decoding): b, p, y, w, f, s, o, e, l, n

Used with therapists who overlap/share some targets



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### GOOGLE DOC EXAMPLES

Targets	reps	blocks	when				reps	blocks	1/3		
			12/10	12/12	12/14	12/17			12/19	12/21	1/3
I-do	20	2	✓	✓	✓	✓	20	2	✓	✓	✓
Oh-no	20	2	✓	✓	✓	✓	10	1	✓	✓	✓
Off	25	1	✓	✓	✓	✓	25	1	✓	✓	✓
Fun	25	1	✓	✓	✓	✓	25	1	✓	✓	✓
open	25	1	✓	✓	✓	✓	20	2	✓	✓	✓
Total w/o model							1				

Used with therapists that collaborate and run goals together



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### GENERALIZATION BINDER

- Include targets ready for generalization
- Provide family with a small binder – the child can personalize with sticker, drawings, etc.
- As targets move into generalization, send home in a sheet protector with suggestions for activities and ways to incorporate into daily life (as well as school)
- Send binder to school monthly for SLP and teacher to note words, syllable shapes, phrases, etc. for generalization
- **Keep it SIMPLE**



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### GENERALIZATION BINDER: SYLLABLE TARGETS

- "bah" = for "ball" and other words that begin with that sound
- "whoa" = this is the only time I am hearing the "oh" sound and sometimes this word is lost when not practiced. Practicing this is extremely important in helping us develop the "oh" sound.
- "buh", "baaaa" (short "a" as in "cat"), "bye" = are also words/word shells that XX can use. Words you can reinforce throughout the day: "bye", "bu(s)", sheep "baaaa"
- "mah", "maaaa" (short "a" as in "cat"), "my" are words/word shells that XX can use. Words you can reinforce throughout the day: "my", "ma(ma)", "ma(d)" or "maaa" goat sound




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### GENERALIZATION BINDER – WORD TARGET

WORD: OFF

When to use:

- Taking clothes off before bath/bed time
- Taking jacket/shoes off when you return home
- Turning the light off
- Jumping off steps

If XX doesn't say "off" correctly the first time, try 1 – 2 more times. Then discontinue for that moment and try again later.




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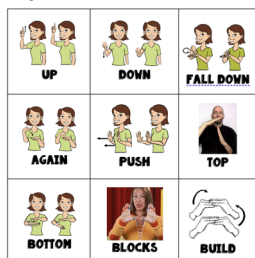
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Building With Blocks



### GENERALIZATION BINDER: ACTIVITY PAGES

Build up the blocks. Before putting a block up, say/sign "up", then place on the top. You can put items on the "top" and put items at the "bottom".  
"Push" the tower over and build it "again". Try to incorporate only a few words together.




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**GENERALIZATION BINDER – PHRASE EXAMPLE**

Pages that may be sent home for family game night

Matching game	Board game
I turned over _____	I got a _____
I got a match!	I went _____
It's not a match.	I landed on _____
It's my turn.	It's my turn
It's your turn.	It's your turn

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**BOOKS**

- Usborne "That's not my"
- Leslie Patricelli books
- Sandra Boyton books
- Gross motor imitation books:
  - Teddy Bear, Teddy Bear Turn Around
  - From Head to Toe
  - Barnyard Dance!
  - Slippery Fish
  - The Animal Boogie
- Repetitive Books
  - The Zoo
  - Brown Bear
  - Napping House

• Make your own

Just naming a few. But the gist is books make carryover so EASY!

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**GAMES**

- Memory
- Go Fish
- Sequence
- Jenga
- Lotto
- Tic Tac Toe
- Pop the Pig
- Uno Moo
- Charades (animals)



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### VIDEO CONFERENCING

- ZOOM
- FaceTime
- Skype
- All providers can meet together while remaining in their own locations, making collaborative meetings easier to schedule.
- Caregivers/other therapists can observe a session
- Not all video conferencing is HIPAA - share this information with the families



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### VIDEO SHARING

- Allows for home and school to see cues and prompts that they can refer to on their own time
- Allows for self practice for kids with adequate maturity
- Video child on their own device (or parent device) and create a "SPEECH" album with your carryover videos



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### SCHOOL OBSERVATION

- What can be learned?
  - Routine phrases – SLP can break down the verbal load of school routines and give simplified versions as well as practice those school specific targets
  - Ways to support social development
- Private SLP can write up an observation summary with suggestions for:
  - Home support ideas
  - School support ideas
  - Private SP TX support ideas



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### FOR THE CLASSROOM

- Provide a sticky note for the student's specific targets. Teacher can put the sticky on his/her lesson book for reference. Send a new sticky note each week. 1
- Pick targets relevant for that class
- Check in periodically with the teacher(s)
- Orient the teacher to CAS
  - Apraxia Kids has handouts!!!
  - <https://www.apraxia-kids.org/support/information-downloads-2/>
- Provide teachers specific expectations for the child's speech especially pertaining to a few targets and/or routines Apraxia Kids

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### References

1 = Ebert, C and Hammer, D (2018) **The SLP's Guide to Treating Childhood Apraxia of Speech**. Chandler, AZ: Speech Corner.




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