



DEVICES for SPEECH-and LANGUAGE THERAPY

Context: speech-and language therapy, classroom, every-day-life

(1)

Keywords: alternative and augmentative communication; participation, communication, structure

Description: support for children without/with lacking acoustical language

Material:

Object symbols: are suitable for first steps in alternative and augmentative communication or for children without an understanding of picture symbols (mental disabilities, blindness,...)

Items serve as symbols (!) for things, actions, people, classes (=Schulfächer), every-day-life routines...

The child points to the object symbol (or touches it) and evokes a reaction in the conversational partner.

The conversational partner points to the object symbol (or gives it to the child to touch) in order to announce every-day-life routines.



StepbyStep: is a simple electronic audio response device that is easy to use and has a motivational effect because of its acoustical appeal.

The child has the possibility to get in touch with others, to give an account of their experiences (e.g. weekend), to deliver messages, to actively partake in school matters...

Teachers, parents... record the spoken text in first person onto the StepbyStep; the child triggers the audio responses by pressing the button once or a few times.



(2)

Keywords: Language and written language acquisition; training of sensory perception

Description: Auditory discrimination of similar phonemes or sounds

Material:

Crocodiles' favorites:

- A crocodile with a big mouth (it can open and close its mouth)
- Picture cards or little objects – adapted to the content the teacher has planned to train

For example: Distinction of the consonants "T" or "K"

If the child has problems to distinguish and pronounce the phonemes "T" or "K" correctly (instead of "K" he pronounces "T")

Various picture cards and the crocodile are on the table.

The teacher tells the child that the crocodile likes things starting with the phoneme "K", but it doesn't like things starting with "T".

The child has to pick out one picture and has to tell if the crocodile likes it or not. If it is necessary, the teacher pronounces the word in the right way and the child tries to repeat it. The child feeds the crocodile with the things it likes.





Sound-memory:

Tins with different materials inside (f.e. rice, beans, sand, lenses, buttons, seeds, nuts, wooden bubbles, water ...)

Two tins are filled with the same material. The tins are marked on the bottom side with colored points.

Shake the tins to find the matching pairs. Turn the tins to find out if you are right!

Variation:

Guess: what material could be in the tin?





(3)

Key-words: articulation training

Material:

Fishing game

Description: for every caught fish the client has to pronounce the training-phoneme

- Two pupils play together
- The beginner has to balance on one leg and tries to catch a fish (balance training)
- In catching a fish the pupil articulates the phoneme to practice
- The player is may gain the fish only in keeping balance
- Who has finally caught more fish?





(4)

Key-words: haptic and visual perception, grammar, syntax, adjectives, articulation, extension of vocabulary, imagination

Material:

Tactile sensory box

Description: the pupils have to feel various objects with their hands

It is possible to fill many different materials in the box: sunflower seeds, rice, beans, sand, lenses or buttons; most children love to dig with their hands in the fill material.

For pupils with problems in grammar/syntax:

- Some objects are hidden in the box – for example different animals
- The pupil tries to feel the individual animals and to find the right name
- Then the pupil describes the subject in complete sentences (color, size...)

The tactile sensory box is also very useful for pupils with articulation problems.

Example: training “s”:

- Fill sand and different objects in the box
- The pupil has to articulate sentences like “In the sandbox there is...”





Tactile sensory memory

Description:

- look at the picture
- look at the keys and feel them, find the pairs
- remember special features of keys
- put the keys in a box
- with one hand find a key, with the other hand find the according picture
- choose a key, imagine which room you can open, tell a story!





(5)

Key words: training of oral motor skills

Material:

Score a goal!

Description: adapted shoe box for goals, some little items able to be blown (marbles, balls, cars, ...), drinking straws

Activity:

The pupil has to blow the ball, marble, car ... into one of the goals by using one of the drinking straws.

Variation 1: Picture cards with exercises (f.e. oral motor skills) above the goals. The pupil has to do this exercise, when reaching that goal.

Variation 2: Picture cards of a picture story above the goals. The pupil can "win" them by reaching the goal. After gaining all cards the pupil has to put the pictures in the correct order to tell the whole story.





Fishing game

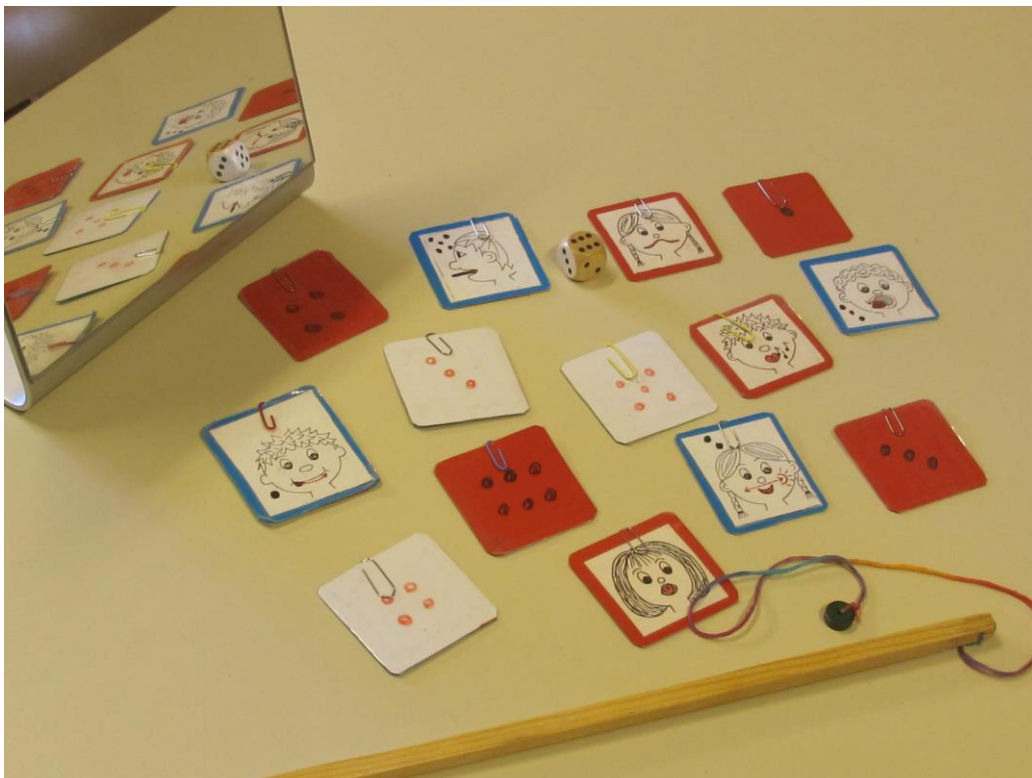
Description: Picture cards with paper-clips (- on the front side: oral motor exercises; - on the back side: dice symbols), die, rod with a magnet, therapy mirror

Activity:

The picture cards are on the table. The pupil can see the dice symbols only.

The pupil throws the die and has to "fish" the card with the corresponding die symbol.

After that, he has to exercise the task in front of the therapy mirror.



Used materials: "Die Spielewerkstatt der Wiener Sprachheilschule", Verlag Jugend & Volk



(6)

Key Words: grammar training: local prepositions

Material:

Where is the rabbit?

Description: plush rabbit, bag, box, bottle, notebook, key, chair, ... (things of everyday life)
Picture cards with the "rabbit-situations" on the front side and die symbols on the back side

Activity:

The pupil has to put the rabbit in/under/at/near/... an object.

The teacher tells, where the rabbit is, f.e. "The rabbit is under the chair."

Then they change positions - the teacher acts and the pupil has to speak.

To revise what the pupil has learned, she/he has to throw the die, pick up the corresponding picture card and tell what is shown on the picture.

