

Webber[®]
BIG Apraxia
Photo Cards

Instruction Booklet



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**Created by Sharon G. Webber
and the Super Duper[®] Staff**

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Introduction

The *Webber BIG Apraxia Photo Cards* contains 562 (6" x 6") photo cards targeting 21 consonant sounds and ten vowels. This evidence-based card set helps treat children with apraxia of speech by focusing on repetition of the movement sequences of the lips, tongue, and jaw to form consonant sounds and vowels in six basic syllable shapes: **VC** (egg), **CV** (go), **VVCV** (oven), **CVCV** (cookie), **CVC** (hat), and **CVCVC** (ketchup). We've organized the photo-word cards by syllable shapes and ease of production. Consonant sounds include bilabials (**P, B, M, W**), dentals (**F, V**, voiced/voiceless **TH**), alveolars (**T, D, L, N, S, Z**), palatals (**SH, CH, J**, Prevocalic **R, Y**), velars (**K, G**), and glottal (**H**).

Consonant Sound Cards

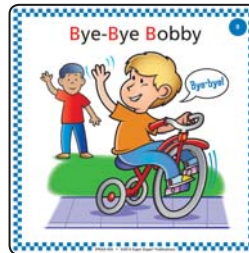
The 21 Consonant Sound Cards help children to produce their sounds accurately and consistently. The front of the card has the name of the sound and a photo that helps children remember how to say a sound. For example, we call the B sound, "The Bye-Bye Sound." The back of the card includes:

- A Verbal Cue that explains how children can make each sound.
- A Visual/Tactile Cue that pairs a specific gesture with clear photos to remind children how to produce each sound.
- Elicitation techniques provide different ways to help children initially produce each sound.



Consonant Story Cards

There are 21 sound-loaded Consonant Story Cards. These cards provide multiple opportunities for children to hear their target sounds. The front of the Story Card is like the cover of a book and has a cute illustration that provides a setting for the story. The back of the card includes a rhyming story with the target sound highlighted. For example, the B sound (The Bye-Bye Sound) has an accompanying story called "Bye-Bye Bobby." There are 21 initial B sounds in this sound-loaded story. The stories help to engage children and let them hear good sound productions.



Consonant Word Cards

Children practice saying their sounds using 20 Consonant Word Cards*. The front of the card includes a large full-color photo that clearly depicts the word. We carefully selected each of the words based on their syllable shapes and ease of production. In other words, they gradually become harder to produce. The syllable shapes are listed below in order of difficulty (Davis & Velleman, 2000; Velleman, 2002):

- | | |
|----------------|-------------------|
| 1. VC (eyes) | 4. CVCV (fuzzy) |
| 2. CV (zoo) | 5. CVC (rose) |
| 3. VCVC (oven) | 6. CVCVC (lizard) |

* Voiced TH and voiceless TH are combined in the 20 Word Cards for TH.



The back of the card has six research-based activities:

1. Learn the Definition
2. Hear and Say the Sounds
3. Finish the Sentence
4. Answer the Question
5. Complete the Rhyme
6. Repeat the Phrases/Sentences

Vowel Word Cards

Also included in the *Webber BIG Apraxia Photo Cards* are 100 Vowel Word Cards (**A,E,I,O,U**). There are 20 Vowel Word Cards (10 long, 10 short). The photo on the front of the card and the content on the back of the card is in the same format as the 420 Consonant Word Cards.



Game Ideas

1. **Sound Multiplier** – Have children roll a die or spin a spinner and say their words the corresponding number of times.
2. **Story Sounds** – Read one of the stories to the children and have them count the number of times they hear their target sound.
3. **Sentence Builder** – Show children a photo word and have them create as many sentences as they can using their word.
4. **Sing it** – Have children sing their words to the tune of Happy Birthday.
5. **Word Card Hunt** – Hide the Word Cards around the room and have the children try and find them.
6. **Define it** – Have children give you the definition for the word. Give them a point or a token for each correct definition.
7. **Listen for the Sound** – Have children clap every time they hear their target sounds.

8. **Sound Card Fun** – Show children a Consonant Sound Card and have them tell you words that begin with the same sound. Give them a point or a token for each correct word.
9. **Drawing Fun** – Show children a Word Card and have them draw their own version of the photo while they practice saying the word.
10. **X-ray Vision** – Put a Word Card in an envelope or folder. Give children clues about what's in the envelope. Have them guess the photo and see if they are right.

Theory and Research

Childhood apraxia of speech (CAS) is a complex motor speech disorder. CAS is sometimes referred to as developmental verbal dyspraxia (DVD) or developmental apraxia of speech (DAS). Children with this diagnosis have difficulty planning and consistently producing sequences of speech movements using their tongue, lips, jaw, and palate. This causes children to be unable to successfully sequence and combine sounds into syllables, syllables into words, words into phrases, and phrases into sentences. Children know exactly what they want to say, but there is a disruption in the part of the brain that sends the signal to the muscles to make specific speech movements. These difficulties will limit children's abilities to express themselves fluently and intelligibly. This inability to accurately and consistently produce speech motor plans may be due to neurological impairments or developmental disabilities.

Selection of Target Words

Intelligible speech production requires both precise timing as well as accurate positioning of the lips, tongue, jaw, velum, and vocal folds (i.e., articulators). Caruso and Strand (1999) give an example of how the place of articulation for a sound can change greatly depending on the phonetic context in which that sound occurs. For example, say the nonsense words "tuki" and "tiku" focusing on where your tongue is for "k" in each word. The "k" in "tuki" is made with the back part of the tongue more forward in the mouth than the "k" in "tiku." So, even though the two words have the same alveolar sound /t/ and the same



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