

# SONGS, TOYS AND GAMES FOR SUPRASEGMENTALS

## (Pitch, Stress, Rate and Loudness)

(With thanks to Dr. Kathy Jakielski and Megan Young, Augustana College)

### Songs (ages 3-6):

- Ten Little Indians [Pitch]
  - Time To Sing [www.apraxia-kids.org](http://www.apraxia-kids.org)
- Monkey Song [Pitch]
  - <https://www.youtube.com/watch?v=Iliy7-rSVN8>
  - Also great for vowel facilitation!
- I'm a Little Teapot [Pitch]
  - Time to Sing [www.apraxia-kids.org](http://www.apraxia-kids.org)
- Skidamarink [Pitch]
  - <https://www.youtube.com/watch?v=GEzzldOLqMM&list=PL9FDA79DC8AB4A032>
- Alice the Camel has Five Humps [Stress]
  - <https://www.youtube.com/watch?v=GpoqrvTLc8M&list=PL53361B2D31F6929E>
  - Put stress on number of Alice's humps.
- Head, Shoulder, Knees and Toes [Rate]
  - Time To Sing [www.apraxia-kids.org](http://www.apraxia-kids.org) (Head and Tummy)
- John Jacob Jingleheimer Schmidt [Rate and Loudness]
  - [https://www.youtube.com/watch?v=H\\_imuS5oh84](https://www.youtube.com/watch?v=H_imuS5oh84)
  - Increase rate each time singing the verse.
  - Increase loudness after "whenever we go out, the people always shout".
- Itsy Bitsy Spider [Rate]
  - <https://www.youtube.com/watch?v=pm-vLG36x6k>
  - Increase rate each time singing the verse (slow to fast version plus gestures/signs).
  - Time To Sing [www.apraxia-kids.org](http://www.apraxia-kids.org) (Eentsy Weentsy Spider)
- Frere Jacques [Rate]
  - [http://www.youtube.com/watch?v=\\_S5PvD9rP2g&list=PLD4337AEC7A0F0FE9](http://www.youtube.com/watch?v=_S5PvD9rP2g&list=PLD4337AEC7A0F0FE9)
  - Increase the rate at the start of each verse.
- B-I-N-G-O [Loudness]
  - [https://www.youtube.com/watch?v=9mmF8zOlh\\_g](https://www.youtube.com/watch?v=9mmF8zOlh_g)
  - Increase or decrease loudness when spelling out B-I-N-G-O.
  - Time to Sing [www.apraxia-kids.org](http://www.apraxia-kids.org)

- Teddy Bear [Loudness]
  - <https://www.youtube.com/watch?v=LjxxHlfVT1g&list=PL9FDA79DC8AB4A032>
  - Increase or decrease loudness when giving Teddy Bear directions.
- Five Little Monkeys [Loudness]
  - <https://www.youtube.com/watch?v=ZhODBFQ2-bQ&list=PLB5D53B883FF2C5C8>
  - Increase loudness on “No more monkeys jumping on the bed!”
- Pop Goes the Weasel [Loudness]
  - Time to Sing [www.apraxia-kids.org](http://www.apraxia-kids.org)

## Songs (ages 6-10)

- High, Low Children’s Song [Pitch]
  - <https://www.youtube.com/watch?v=LCDVU0yuhDA>
  - Also can be used for younger children.
- Let It Go –Frozen Soundtrack [Pitch]
  - <https://www.youtube.com/watch?v=L0MK7qz13bU>
- Hey Baby, Let’s Rock and Roll [Stress and Loudness]
  - <https://www.youtube.com/watch?v=j0ljoXH4brl&list=PL53361B2D31F6929E>
  - Put stress on “hey” and the action repeated.
  - Increase or decrease loudness on “Hey baby”.
- The More We Get Together [Stress]
  - <http://www.youtube.com/watch?v=lldmkrJXQ-E>
  - Put stress on “together”.
- Form Bananas [Stress, Rate, Loudness]
  - <http://www.youtube.com/watch?v=IVK88X9gJZI>
  - Put stress on “banana” and “potato” (etc.).
  - Increase the rate on the final verse (Go Bananas!, etc.).
  - Increase the loudness on the final verse of each food (Go Bananas!, etc.).
- Skip To My Lou [Rate]
  - <https://www.youtube.com/watch?v=LgQXhs9BWt8>
  - Exaggerate fast and slow verses.

## Toys (ages 3-6)

- First Act Mic and Amp - \$19.99 [Pitch and Rate]
  - Different colors are available for girls and boys.
  - An mp3 hookup is available.
  - Can choose songs with varied pitch and rate for children to sing along.
- Winfun Step to Play Giant Piano Mat - \$22.99 [Pitch]
  - While stepping on ascending or descending notes, child can work on ascending and descending pitch.
- Space Hopper Ball (ages 3-6 size) - \$15.00 [Pitch]
  - When bouncing up and down, fluctuate pitch.
- Plan Toy Solid Wood Drum - \$15.00 [Stress]
  - Tap the drum on the stressed word.
- KidiBeats drumset - \$24.99 [Stress]
  - Children may tap out the stress in words using this toy.
  - This toy also comes with educational songs containing numbers and letters.
- First Act Junior Bongos - \$19.99 [Stress and Loudness]
  - The bongos may be used to experiment with loudness or to demonstrate stress.
- Wood Xylophone - \$12.99 [Stress]
  - Use the drumsticks to mark stress in a word.
- Meowsic Keyboard - \$27.99 [Rate]
  - Keyboard comes with a microphone and set of songs that can be adjusted by tempo so that child can sing at different rates.
- FAO Schwarz Bear in the Box – \$19.99 [Rate and Loudness]
  - The song speeds up and slows down depending on rate at which child turns the knob.
  - The child can practice singing at a fast or slow rate
  - Instruct the child to yell "Pop!" to the accompanying song.
- Strum & Jam Kidiband - \$19.99 [Loudness]
  - Comes with a piano, guitar, and drums.
  - Loudness may be adjusted in freestyle mode and for the twelve children songs included.
- Pop Goes Froggio - \$11.40 [Loudness]
  - Stomp on the pump that sends froggio flying when producing a word loudly
  - Lightly step on the pump when producing quiet speech.

## Toys (Ages 6-10)

- First Act Mic and Amp - \$19.99 [Pitch, Rate and Loudness]
  - An mp3 hookup is available.
  - The child can practice singing at high and low pitches to songs of their choosing.
  - SLP may choose songs with varying rate for the child for the child to sing along.
  - Encourage the child to sing loudly or softly to songs of his or her choosing
- Action Figures or Dolls [Pitch]
  - SLP and child play while voicing characters with high or low pitched voices.
- Wood Xylophone - \$12.99 [Pitch]
  - Can be used to model high or low pitches.
- Space Hopper Ball (ages 7-9 size) - \$15.00 [Pitch and Stress]
  - When bouncing up and down fluctuate pitch, or bounce on the stressed word or syllable.
- First Act Percussion Pack - \$34.99 [Stress]
  - The percussion instruments included may also be used to demonstrate concepts of loudness, stress, and rate.
- First Act Junior Bongos - \$19.99 [Stress]
  - Can be used to demonstrate stress on a particular word or syllable.
- Play-Doh! [Stress]
  - Smash or squeeze the Play-Doh on the stressed word.
- First Act Discovery Monsta Jam Digital Drum Pad - \$29.99 [Rate]
  - Adjustable tempo and rhythm controls
- First Act Percussion Pack - \$34.99 [Rate]
  - The percussion instruments included may also be used to demonstrate concepts of loudness, stress, and rate
- Melissa and Doug Band in a Box - \$19.99 [Loudness]
  - Comes with 10 different percussive instruments used to model appropriate loudness.
- Director's Megaphone - \$14.00 [Loudness]
  - Can be used as a cue to encourage loudness.

## Games (ages 3-6)

- Candyland - \$14.00 [Pitch]
  - When passing by different characters on the board game, the child must imitate what their voice would sound like (high or low pitched).
- Chutes and Ladders - \$11.99 [Pitch]
  - When traveling up a ladder, pitch ascends.
  - When traveling down a chute, pitch descends.
- Simon Says [Pitch]
  - Ask the client to imitate animals or persons with high and low pitched voices etc.
- Hoot Owl Hoot - \$15.99 [Pitch, Rate and Loudness]
  - Each time an owl moves, practice saying "Hoot!" in a high or low pitch.
  - Each time an owl moves, practice saying "Hoot! Hoot! Hoot!" slowly or more rapidly.
  - Each time an owl moves practice saying "Hoot!" softly or loudly.
- Ants in the Pants - \$9.99 [Stress]
  - Flip ant towards the dog's pants when saying stressed word ("The **dog** (flip) likes ants").
- Gamewright Hiss Card game - \$14.99 [Stress and Rate]
  - Instruct child to put stress on one "hiss" in a sequence of hisses ("hiss **hiss** hiss").
  - Upon drawing a matching card, child will say "hiss hiss hiss" slowly or rapidly.
- Count Your Chickens Board Game - \$16.00 [Stress]
  - When counting chickens, instruct the child to put stress on a particular numbers (1, **2**, 3).
- Hi Ho Cherry-O - \$9.99 [Rate]
  - Practice counting the cherries into the basket slowly or rapidly.
- Crocodile Dentist - \$9.00 [Loudness]
  - The SLP and child can take turns pressing down the teeth in the crocodile's mouth until it snaps down.
  - Choose a target word and increase the loudness each time the SLP or child presses down on a tooth.
- Tomy Pop-up Pirate Game - \$20.00 [Loudness]
  - Stick the swords into the barrel until the pirate pops out of the top.
  - With each sword, increase or decrease the loudness of the target word.

## Games (ages 6-10)

- Chutes and Ladders - \$11.99 [Pitch]
  - When traveling up a ladder, pitch ascends.
  - When traveling down a chute, pitch descends.
- Jenga - \$9.99 [Pitch]
  - Instruct child to make a sound that fluctuates his/her pitch from high to low each time he/she draws a block from the tower.
- Don't Break the Ice - \$9.99 [Pitch, Rate and Loudness]
  - Fluctuate pitch when tapping the ice block until it falls out or until it all collapses.
  - The child will say words like "tap" at a fast or slow rate depending on how fast they are tapping the ice block.
  - Instruct the child to say "tap" softly while tapping the ice block lightly and loudly when tapping the ice block harder.
- Uno! - \$6.00 [Pitch and Loudness]
  - Each time the color changes or a player has an "Uno!" he or she must call it out in a high- or low-pitched voice.
  - Instruct child to yell "Uno!" each time he/she has one remaining card in his/her hand.
- Sorry! - \$9.99 [Stress, Rate and Loudness]
  - When counting spaces, instruct child to put stress on one particular number (1, **2**, 3, etc.).
  - Instruct child to count the number of spaces he/she moves slowly or more rapidly.
  - Instruct child to increase or decrease the loudness when counting spaces
- Black Jack [Stress]
  - Put the stress on the "hit" in "**hit** me".
- Guess Who? Board Game - \$30.00 [Stress]
  - Instruct child to put the stress on the specific attribute in question ("Does she have **glasses**?").
- Go Fish Card Game - \$5.00 [Stress]
  - Put stress on the fish being asked for ("Do you have a **blue** fish?").
- Hot Potato Electronic Musical Passing Game - \$9.99 [Rate]
  - Increase the rate at which "hot potato" is said each time it is passed around.
- Ker Plunk - \$22.00 [Loudness]
  - Players begin by inserting sticks through the tube and then pour marbles on top of them.
  - Players can increase or decrease the loudness of the target word with each time they pull out a stick until the marbles fall to the bottom.

## AMY KRANTZ, SLP ON MANAGING SCHOOL CASELOADS

I've had this revelation that I'm the one in charge of my caseload. I get to decide who I pick up and get to decide how much time I serve each child. I also started recognizing that resource services and special education teachers provide a lot of valuable support – specifically in language. In some cases, children's needs could be met through consultation with the special education teacher for language-based needs (e.g. adding in visual supports to their instructions, simplifying their language, more repetition). These are all things special education teachers are good at and already trained to do.

Once I decided that I had all that decision power, I decided that my heart needed to stop “bleeding” so to speak. Although all the children on my caseload needed some level of “help”, they all didn't necessarily need MY help. I prioritized the students whose needs that truly, I alone, could address and critically consider students whose needs were being met by other people in our educational system.

1. **I grouped language**, because that seems to work well. For self-contained classes, such as my preschool, I ran one language group with all my children so I could get service delivery time. Goals were written in conjunction with the special education teacher. I asked her what goals matched the curriculum and I supported her goals with my expertise. Having me support her made her feel more invested in the goal she ultimately selected. I had to let go of a lot of the control there which can be hard to do, because she may address language needs differently – but it really boiled down to personality and not anything that would be major for the progress of the students. This is hard to do because many people love language therapy, but it was the main place where I felt children's needs were being addressed with other levels of support, and the best way for me to reallocate my time.
2. **I cut back on my service delivery time for artic children and started using the 5-minute articulation program.** I also increased home practice accountability for artic only children and began reporting home practice on progress reports (home survey report you can use through Google docs – in some cases I'd report on progress reports that progress towards goals could be insufficient due to lack of home practice).
3. **I became stricter in who I would pick up on my caseload.** Mild artic/phonological students who were stimulable, I watched and gathered more data. For example, I have 3 students at the moment who were referred for frontal lisps. All were stimulable. I showed parents what home practice would look like and sent them on their way. One was remediated within 2 weeks – without any additional support from me. The others are on their way, and if they don't fix with home practice alone, at least I have data to support the need for specialized instruction.
4. **I started writing my therapy time in terms of sessions per year. This gave me immense flexibility with scheduling.** When assemblies came up or other students were absent, I am able to pull my more severe students and be in compliance with all my IEPs. I still write the service amount for what I (or anyone in my district) can guarantee (this helps LEAs be on board and my colleagues)...but when I inevitably get ahead before our IEP is due, I can either make a new IEP if I'm the primary server – or add a simple addendum for more time if I'm a related server. I love this strategy, because psychologically, I feel like I'm doing more as opposed to less and it keeps me motivated to press forward as opposed to the overwhelm that I am behind and can't keep my head above water.
5. **Collect good data!!!** If your data shows progress, keep moving forward. If not, you have good information to support that you need to change services up – either by changing your technique or by increasing time.
6. **Don't make increasing time your first way to problem solve.** Maximize the therapeutic quality of your time that you have already (get rid of wasteful time games, streamline repetitions, etc).

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# Phonetic Placement and Visual Cues

CONSONANTS And Name of Sound	VERBAL CUES	OTHER CUES	VISUAL CUES (BASED ON VISUAL PHONICS)	VISUAL CUE PICTURE
“p” sound  Quiet Lip Sound	Where’s your pop? You forgot your pop. Whisper, make it quiet You need two lips	Fill cheeks up with air and blow out with the sound, feeling wind on hand	Open and spread fingers like you are flicking your fingers out as you say /p/. Imitates the blast of air needed to produce /p/.	
“b” sound  Loud Lip Sound	Where’s your pop? You forgot your pop. Turn your voice on You need two lips	Fill cheeks up with air and blow out with the sound	Start with ASL “b” near face and push it away from you as you say /b/.	
“m” sound  Humming Sound	Close your mouth and hummmm.. You need two lips. Close your lips.	Lips together and hum. Touch to feel vibration	Place index finger under nose and above lips as you say /m/. Emphasizes that airflow from nose is needed to make /m/.  Can also point to mouth to emphasize pushing your lips together as you say /m/.	
“n” sound  Buzzing Nose/Teeth Sound	Teeth together and buzz. Use your nose.	Finger on clenched teeth to feel vibration	Place finger on side of nose as you say /n/. Emphasizes airflow from nose needed to make /n/	
“t” sound  Quiet Tapping Sound	Use your tongue.	Index finger to center of spot above upper lip	Face palm towards yourself and flick index finger up as you say /t/. Mimics the tongue flicking up against the top of mouth.	
“d” sound  Loud Tapping Sound	Use your tongue.	Index finger to center of spot above upper lip	Start with hooked index finger then tip hand so that index finger is pointed down.	
“h” sound  Breathing Sound	Where’s your wind? I didn’t feel your wind.	Open palm of hand up just in front of your mouth to feel wind	Place hand in front of mouth, then move hand away from mouth slightly. Emphasizes continuous airflow needed to make /h/	
“k” sound  Quiet Throaty Sound (Back Sound)	Where’s your throaty? Turn your voice off. Whisper, make it quiet.	Index finger pointed to throat	Touch open hand to throat and pull out as you say /k/. Emphasizes placement of /k/ is in back of the mouth near throat.	

# Phonetic Placement and Visual Cues

<p>"g" sound</p> <p>Loud Throaty Sound (Back sound)</p>	<p>Where's your throaty? Turn your voice on.</p>	<p>Index finger pointed to throat. Feel throat vibrate for this sound.</p>	<p>Point index finger at throat and pull out as you say /g/. Emphasizes placement of /g/ is in back of mouth near throat.</p>	
<p>"f" sound</p> <p>Quiet Biting Lip Blowing Sound</p>	<p>You forgot to bite your lip. You forgot your blow.</p>	<p>Bite lower lip with upper teeth and blow</p>	<p>Start with fingertips touching, pointing toward mouth. Then open fingers and spread apart as you say /f/. Emphasizes continuous airflow needed to produce /f/.</p>	
<p>"v" sound</p> <p>Loud Biting Lip Blowing Sound</p>	<p>You forgot to bite your lip. You forgot to blow. Turn your voice on.</p>	<p>Bite lower lip with upper teeth and blow. Feel throat vibrate for this sound.</p>	<p>Start with index and middle finger pointing towards mouth. Then open fingers and spread apart as you say /v/. Emphasizes continuous airflow needed to produce /v/.</p>	
<p>Initial "s" sound</p> <p>Smiley Blowing Sound (Quiet)</p>	<p>Smile and blow. Keep those teeth together. Tongue goes right behind your teeth</p>	<p>Smile with teeth together and blow</p>	<p>Start with finger next to mouth, move finger away from body and go up and down like a sideways "s". Emphasizes continuous airflow needed to make /s/.</p>	
<p>"z" sounds</p> <p>Buzzing Blowing Sound</p>	<p>Use your buzz. Smile and blow. Keep those teeth together. Tongue goes right behind your teeth.</p>	<p>Teeth together and blow wind Feel throat vibrate for this sound.</p>	<p>Start with index finger near mouth, move away from mouth in a zig zag line like the letter "z". Emphasizes continuous airflow needed to make /z/.</p>	
<p>"sh" sound</p> <p>Quiet Sound</p>	<p>Make your lips round and blow,</p>	<p>Lips out and puckered while blowing out</p>	<p>Place index finger in front of mouth as if you were shushing someone as you say "sh". Typical recognizable symbol for the "sh" sound.</p>	
<p>"w" sound</p> <p>Sliding Sound</p>	<p>ooo to eee sliding</p>	<p>Start out in the ooo position with lips puckered then move to the eee sound</p>	<p>Use index finger to circle mouth as you say /w/. Emphasizes the lip rounding needed to produce /w/.</p>	
<p>"y" sound</p> <p>Sliding Sound</p>	<p>eee to ooo sliding</p>	<p>Start out in the eee position with lips spread then move to the ooo sound</p>	<p>Make hand in v shape and move slightly forward as you say the "y" sound</p>	

\* This resource has been further adapted from a resource retrieved from:

[www.hart.k12.ky.us/docs/Speech%20Sound%20Production%20Cues.docx](http://www.hart.k12.ky.us/docs/Speech%20Sound%20Production%20Cues.docx) created by Kristina SideBottom on 11/12/13 which was adapted from *Special Kids Pediatric Conference: Childhood Apraxia of Speech*, Presented by David W Hammer, M.A. CCC-SLP.

Changes included the inclusion of visual cues for phonemes many of which were adapted from the program Visual Phonics.

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4/9/2014