



## Post Palate Repair Speech Stimulation

### for Parents & Family

- **Teach consonants and where they belong** Lips, teeth, tongue. For example,
  - /p/: lip sound, popping and poof sound. Say “Lips Together Pop-pop-pop”
  - /t/: tongue to teeth sound,
  - /s/: snake sound,
  - “sh”: be quiet sound; windy sound
- **Target productions:** pa pi ta ti ka ki sa si
  - Try plugging the nose and whispery speech to help
- **Speech progression:** Use a hierarchal traditional articulation approach:
  - Isolation > syllable > word > phrase/sentence/conversation > generalization
  - Example: “puh” > pa > papa >
- **Airflow speech games:** Use light weight item (e.g., tissue) to move across tabletop on “pop-pop-pop.” Try plugging the nose to help.
- **Encourage air through the mouth with speech:** Sing songs or play games that encourage blowing air through the mouth, not the nose.
- **Focus on easy sounds:** Expand vocabulary with sounds like "m," "n," "h," and "w," until pressure consonants /p, b, t, d, s, sh/ are used in play/early speech. Early “easy” vocabulary: mama, more, “ni-ni” for night-night, hello, high, wow.
- **Gently correct errors:** If your child says a word incorrectly, repeat the word correctly without drawing attention to their mistake. For example, if your child says "daddy" but can't pronounce the "d," you can say, "Yes, *daddy* is over there".
- **Avoid reinforcing incorrect sounds:** Ignore glottal/throat sounds, such as growling, grunting or excessive screaming/squealing and yelling. Instead, model a sound the child can make, such as "ooooow" or "weee." Say and Model “OH NO” or “OPPs”

Source: **The Clinician's Guide to Treating Cleft Palate Speech, 2nd Edition,** by Sally J. Peterson Falzone, Judith Trost-Cardamone, and Michael P. Karnell, published by Mosby (Elsevier)