

## Use of symbol pictures

























Speech and language therapists have traditionally used a variety of visual and manual cues to help children learn speech sounds. For example, picture symbols which represent speech sounds, are used commonly, especially with young children. The use of such symbols helps the child to create a representation for that sound and thereby aids retrieval. In teaching the child symbols, a shared system between the child and the therapist/parent is created. In the case of the Nuffield Dyspraxia Programme, this also allows ease of access to work at later stages of the Programme.

The Nuffield Centre Dyspraxia Programme was one of the first schemes to publish their symbols in 1985, and remains one of the few to offer both consonant and vowel symbols.

## Consonant symbols

Following the revision of the Nuffield Centre Dyspraxia Programme in 1992, some modifications were made to the consonant symbols to ensure the onset of the picture symbol name matched the sound it represented e.g. /m/ for motorbike; /f/ for firework; /k/ for camera etc.

In this third edition, the consonant symbols have remained unchanged, although a small number of additional consonants have been included for completeness: /ŋ/, /ʒ/, /θ/, /ð/. In the first two cases, these sounds do not occur in initial position in English words and therefore the onset sound of the symbol – sound match cannot apply.

Reference grid		Consonant symbol pictures			
	p		ng		th
	b		w		th
	t		l		s
	d		r		z
	k/c		y		sh
	g		h		as in measure
	m		f		ch
	n		v		j

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The pictorial symbols can be combined with other cueing methods e.g. manual cues such as Cued Articulation (Passy 1990); symbol cues such as Articulograms (Stephens and Elton 1986) a system of diagrammatic symbols used to help the child recognize and utilize the key features of a sound-(see Appendix 3); visual cues such as colour coding systems and/or orthographic cues such as letters to support phoneme-grapheme links.