

Top Tips

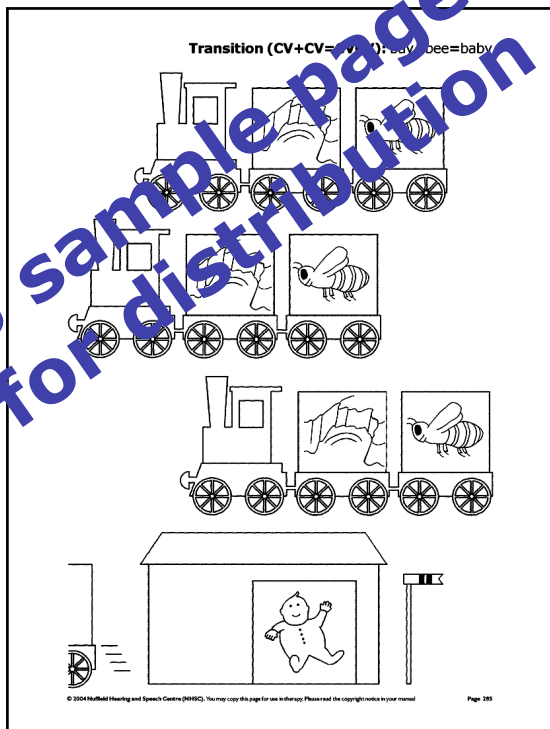
- Introduce CVCV before CV
- Introduce a few CVCV words (e.g. mummy, daddy, baby, nanny) as soon as the child has established CV syllables involving /b, d, m, n/
- Start with "artificial" blending of CV + CV, before making linguistic link
- Aim for smooth fluent transitions between syllables
- Work on words with the same consonant in both syllables before words with a change of consonant
- Voiced (rather than voiceless) plosives and nasals are usually easier, as the child just needs to maintain voice throughout
- Work on verbs as well as nouns
- Incorporate work on stress patterns. Move gradually from a pattern of equal stress on both syllables to the appropriate stress pattern
- Utilize cues to support production e.g. picture symbols, CVs, manual cues etc
- Include work on concept of syllableness – one syllable vs. two. Practise "how many beats can you hear?"
- Keep working at earlier levels to support fluent, automatic production, eg: single sounds, CV levels
- Introduce sequencing work when the child has achieved some success with CVCV production
- Make activities fun through the use of games

Therapy

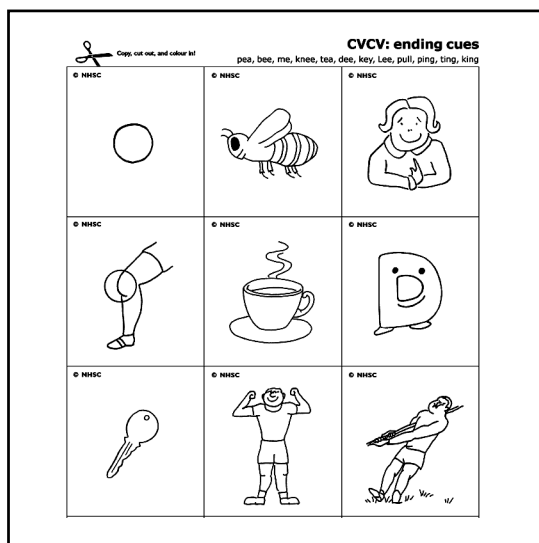
1 Developing motor programs for CVCV words

- Introduce a few very simple CVCV words as soon as the child has established syllables with /b, d, m, n/ e.g. mummy, daddy, baby, nanny.
- Once he can produce a range of CV+CV sequences accurately, at speed e.g. bee, boo, bee, boo, bee, boo, he has the basic articulatory skills to form CVCV words
- Practise joining syllables at a non-linguistic level first, using CV+CV sequencing sheets e.g. tea, two, tea, two etc and using CV lotto bases and cards.
- Use CV+CV =CVCV transition worksheets to build CVCV words e.g. bay+bee = baby (see over).
- Start with: CVCV words where the consonant is the same in both syllables and/or CVCV words where all consonants are voiced.
- Use cues to support production e.g. consonant symbol strips and/or Cue for Articulation (Passy 1990) to focus on the articulation of a particular sound – as appropriate. NB In this edition, the syllable onset symbols have not been drawn under each CVCV picture, but pages of consonant strips have been provided for therapists to cut up and use as appropriate (see second ring binder).

NDP3 sample pages
Not for distribution



- Use the Ending cards to support production –as appropriate. Many children find production of the second syllable particularly difficult and may be helped by a CV cue card.



- This is similar to the “rebus approach” proposed by Young (1987) to help children overcome weak syllable reduction. CVCV structures are worked on through “backward chaining” i.e. the second syllable is elicited first through the use of the cue and then incorporated into the whole word e.g. “knee”, then “in”, “me” then “mummy”. It can be a very helpful approach in establishing CVCV word production. However, it does tend to encourage equal stress patterns and therefore it is necessary to incorporate a staged approach to ensure appropriate stress patterns are also developed (Young 1987) – see below.
- Monitor accuracy of consonants and vowels and smooth joining between sounds.
- Facilitate smooth transition between syllables with voiceless consonants by encouraging gentle articulation and plenty of aspiration/friction.