Use of symbol pictures

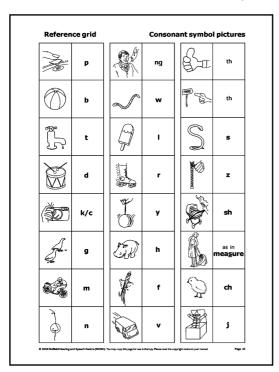
Speech and language therap st nave trottonally used a variety of visual and manual cues to help children lead speech sunds. For example, picture symbols which represent speech sounds, are ed commody, especially with young children. The use of such symbols helps the could to create a representation for that sound and thereby aids retrieval. In eaching the child symbols, a shared system between the child and the therapis (an ent is cleated. In the case of the Nuffield Dyspraxia Programme, this also ease of a c ss to work at later stages of the Programme.

entre Dyspraxia Programme was one of the first schemes to publish their symbol 1985, and remains one of the few to offer both consonant and vowel symbols.

nsonant 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: $/\eta/$, /3/, $/\theta/$, $/\delta/$. 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.



The pictorial symbols can be combined with other cueing methods e.g. ma as Cued Articulation (Passy 1990); symbol cues such as Articulogram Elton 1986) a system of diagrammatic symbols used to help the cold reco utilize the key features of a sound-(see Appendix 3); visual ces prot ph systems and/or orthographic cues such as letters to suprost phonon