

Controversies Regarding
Oral-Motor Therapy
对于口腔发音器官
运动练习的争议

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INTRODUCTION 简介

- Controversial 有争议的
- Diversity of opinions 观点各异
- Caution in clinical use
在临床实用中小心慎用

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INTRODUCTION 简介

NONSPEECH ACTIVITIES INVOLVE MOVEMENT PATTERNS DIFFERENT FROM THOSE USED IN SPEECH

非语音练习中的运动形式异于语音的运动形式

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INTRODUCTION 简介

PATIENTS WILL NOT GENERALIZE CORRECT SPEECH PRODUCTION FROM NONSPEECH MOVEMENT PATTERNS

病人是无法从非语音运动形式中总结并形成正确的语音

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THERAPY GOALS 治疗的目的

Support/facilitate speech production
支持/辅助语音的形成

Increase awareness of oral mechanism
增强对口腔各器官的感官意识

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THERAPY GOALS 治疗的目的

Improve speech sound production to maximize intelligibility

改善语音音素的形成以达到最大程度的语音清晰度

Teach normal speech movement patterns, *not* nonspeech oral motor movement patterns

教导正常的语音运动形式, 不要教那些非语音的口腔器官的运动形式

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Do's & Don'ts of Oral Motor Therapy

口腔运动疗法的要与不要

Use oral motor placement cues for specific target phonemes in combination with speech activities, e.g. story telling, game 要结合语音练习活动并运用发音部位的提示针对某一特定的音素进行治疗, 如在讲故事中或在游戏中

Use adult-child activities in natural interaction *not* planned repetitions of speech motor sequences

要在成人与孩子的自然双向交流活动中进行有计划的语音运动次序的重复练习

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Do's & Don'ts of Oral Motor Therapy

口腔运动疗法的要与不要

Do Not teach nonspeech oral motor movement patterns

不要教导非语音的口腔器官的运动形式

Do Not use the exercises in isolation, e.g. tongue elevation for 20 times 不要做单纯的非语音口腔器官的运动练习, 如提舌练习20次

Remember: oral motor therapy prepares the oral mechanism for function

请记住: 口腔发音器官是通过口腔运动疗法来为实现语音功能做准备的

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CASE STUDY 病例

POSTER CASE 3: Li Bing 李冰

- 5 Yr Old, Male 5岁, 男
- Repaired Lip, Unrepaired Palate
唇裂已修补, 腭裂未修补
- Shy 害羞
- Severe Hypernasality 严重的过度鼻音
- Poor Intelligibility 语音清晰度差
- Pervasive Glottal Stops 大量的声门爆破音

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FACTORS TO CONSIDER 考虑因素

Factors to consider *before* beginning the speech exercises:
进行语音练习前的考虑因素

Posture 人体姿势

- whole body stability
全身的稳定性

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FACTORS TO CONSIDER 考虑因素

- optimal phonation
最佳的声门发音
- adults working with children – 0.5-1
eye level in front of them
在治疗中成人与孩子要面对面, 能目视对方

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FACTORS TO CONSIDER 考虑因素

Sensitivity 敏感性

- hypersensitivity 过度敏感
- hyposensitivity 过低敏感
- resistance 抵抗性

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FACTORS TO CONSIDER 考虑因素

Materials & Contexts

练习材料与内容

- meaningful 有意义的
- interactive 双向交流的
- functional 具有功能性的

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FACTORS TO CONSIDER 考虑因素

Oral-motor Components of Mandarin Phonemes
(see handouts) 普通话音素与口腔部位运动
关系图表(见参考文件)

- important to know oral motor components of each phoneme & the transitions between phonemes
了解每一个音素的口腔运动组成成分及各音素之间的过渡是至关重要的
- need to differentiate phoneme produced vs. phoneme target 需要能分别出正确的目标音素与病人发出的音素

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CASE STUDY 病例

Example 例如

Li Bing shows sensory resistance when tongue depressor or fingers are put in his mouth
当压舌板或手指放入口中时李冰会表现出感官上的抵触

- use lollipop, bubble blower, or small amount of food (e.g. peanut butter) to cue for the articulation placement
可用棒棒糖, 吹泡泡的工具, 或少量的食物(如花生酱)来提示发音的部位

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CASE STUDY 病例

- use small toys, e.g. harmonica for the placement of /f/ (pinyin f), bubble pop for /p/ & /pʰ/ (pinyin b & p), kazoo for /t/ & /tʰ/ (pinyin d & t)

可用小型的玩具, 如用吹口琴来提示拼音 f 的发音部位, 用双唇拍泡泡提示拼音 b 和 p 的发音部位, 或用玩具小笛来提示拼音 d 和 t 的发音部位

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CASE STUDY 病例

Example 例如

Li Bing likes to play with cars, balls, and read books
李冰喜欢玩玩具车, 玩球, 和看小人书

- play games practicing target speech production (e.g. car go, stop)
可在游戏中练习目标音素, 如开车、停车
- read books together, then retell the story
可以一起看小人书, 然后再重述一遍故事情节

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FACILITATIVE TECHNIQUES 辅助方法

□ Establish oral motor cuing system
建立一套口腔运动部位提示系统

- visual (e.g. adult model, hand signs to illustrate each phoneme production, oral structure graph, and/or use a mirror)

视觉提示 (如成人的演示, 代表各音素的手势, 口腔构造的图表, 或对镜练习)

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FACILITATIVE TECHNIQUES 辅助方法

- verbal (e.g. give each phoneme a name – “lip smack sound” for /p/ (pinyin b), model the sound, and/or give placement cues)

口头提示 (如给每一个音素起名字---叫拼音 b 为砸唇音, 演示正确的发音, 或提示发音部位)

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FACILITATIVE TECHNIQUES 辅助方法

- tactile (e.g. place hands on child's face to assist lip rounding for /ʃ/ (pinyin sh) production)

触觉提示 (如把手放在孩子的脸上帮助其圆唇来发拼音 sh)

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FACILITATIVE TECHNIQUES 辅助方法

☐ Reinforce the "target behavior" 奖励孩子的准确发音即“目标行为”

- learning theory 学习理论
- always plan target behavior *before* therapy 进行治疗前应先计划目标行为即要练习的单词
- do not use any form of punishment 不要用任何形式的惩罚

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FACILITATIVE TECHNIQUES 辅助方法

- reinforcement can be achieved in natural interaction (e.g. during a game: collect a block for each *target* behavior, then build a tower)

可在自然的相互交流中进行奖励(如在游戏中,当孩子完成了一块正确的发音时可奖励一块积木,然后攒多积木后可搭积木塔)

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CASE STUDY 病例

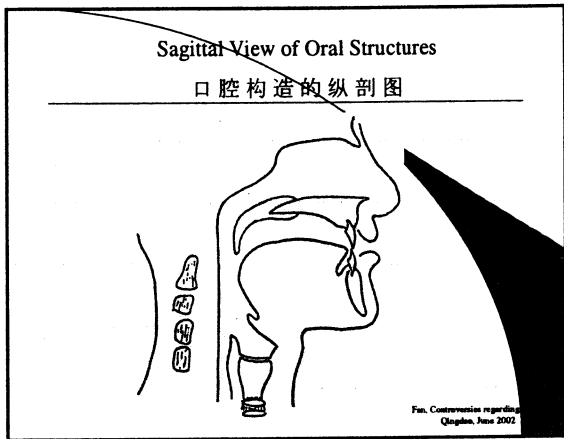
Example 例如

Li Bing produces glottal stop for the phoneme /t/ (pinyin d) 李冰发声门爆破音来代替送音 d

- Visual cues: (1) show tongue elevation to alveolar ridge. (2) hand signal: use index finger to tap on philtrum. (3) show sagittal view of oral structures

视觉提示: (1)演示提舌到齿龈处 (2)提示手势:用食指轻点人中 (3)展示口腔构造的纵剖图

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CASE STUDY 病例

- Verbal cues: give a name for d: the clock sound --- di-da-di-da. 口头提示：给 d 取名字，闹钟音 --- 嘀哒嘀哒
- Tactile cues: use a kazoo or place a lollipop against the alveolar ridge, ask Li Bing to elevate his tongue tip to touch the lollipop. 触觉提示：用玩具小笛或用棒棒糖抵住齿龈处，让李冰抬高舌尖去接触棒棒糖

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CASE STUDY 病例

- Verbal reinforcement: describe what Li Bing has done correctly (target behavior) rather than criticize his errors. 口头奖励：描述李冰如何准确地发出练习单词(目标行为)，而不是一味地点出他的异常发音
- Reinforcement happens in natural interaction with successful communication 奖励发生在成功的双向交流中

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CASE STUDY 病例

- Reinforcement during a game: Li Bing gets to collect his favorite toy such as marble, block or car for each target word production.

通过游戏进行奖励：每一次正确地发练习单词，李冰就可以收集一件他喜欢的玩具如弹子，积木或玩具车

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CASE STUDY 病例

- Target words: da4 (big), dan4zi (marble), de2 (get), de (possessive), di4 (floor), duo1 (many) 练习单词：大，弹子，得，的，地，多

• Therapy Materials & Context: prepared a set of marbles with different sizes and colors to play the game "hide and seek marbles".
治疗材料和内容：准备大量不同大小和颜色的弹子，玩“藏弹子”的游戏

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SUMMARY 总结

REMEMBER:

**NONFUNCTIONAL & ISOLATED
NONSPEECH EXERCISES WILL NOT
IMPROVE SPEECH PRODUCTION**

请记住：

非功能性的，单纯的非语音口腔运动练习是无法改善正常语音的形成

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SUMMARY 总结

REMEMBER:

USE ORAL MOTOR THERAPY TO FACILITATE NORMAL ARTICULATION IN MEANINGFUL SPEECH CONT

请记住：

口腔运动疗法应运用于有意义的语
练习活动中来辅助正常的发音

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RECOMMENDED READINGS

推荐文献

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