

My Mouth Music

Songs and speech sound stimulation activities for children with cleft palate



My contacts

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Disclaimer

Although a registered music therapist and a speech pathologist have designed this booklet and the related songs, it is not intended as a tool for teaching people how to practice music therapy or speech pathology. It is a resource intended to supplement or follow on from a music therapy program designed by a registered music therapist, and speech therapy program designed by a qualified speech pathologist.

This resource provides suggestions for stimulating speech sound production and may not be suitable for every child. It is strongly advised that you consult your speech pathologist to ascertain which therapy goals will best suit your child's needs. While home programs are effective methods to encourage speech sound development for children with cleft palate, this booklet and the related songs should be used in conjunction with other speech therapy programs – it is not designed to substitute other forms of therapy.

The adoption and application of the information in this booklet is at the reader's discretion and is his or her sole responsibility.

For further advice and assistance regarding music therapy activities please contact the Music Therapy Department at the Children's Health Queensland Hospital and Health Service on (07) 3636 8561. For further advice and assistance regarding speech therapy activities please contact the Speech Pathology Department at the Children's Health Queensland Hospital and Health Service on (07) 3636 8508.



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Contents

Introduction

How to use this workbook

Information for parents and caregivers


Speech sound production

Speech sound development

Steps to learning speech sounds


Where to start?

The 'h' sound

 *Harry the Hot Dog*

Short sounds

The 'p' sound

 *Puppy is Hungry*

The 'b' sound

 *The Happy Bus*

The 't' sound

 *Captain Tom's Boat*

 *Timmy the Tap-Dancing Turtle*

The 'd' sound

 *The Dino Stomp*

Long sounds


The 'f' sound

 *Shoo Fly*


 *Huff and Puff*

Contents cont.


The 's' sound


 *Five Fat Sausages*

 *Silly Soup*

 *Susie the Snake*

The 'sh' sound


 *Sleepy Baby*

 *Washing Day*

The 'ch' sound

 *I Hit the Beach*

The 'th' sound

 *I think*

Appendix 1: My speech practice

Appendix 2: My word list

References

My Mouth Music track list

Introduction

Cleft palate speech patterns

Children with a cleft palate may develop speech patterns related to their cleft palate. Children with cleft palate may also have speech sound error patterns that are not related to their cleft palate, and are developmental in nature. For further information regarding the development of normal speech sound production in children, see page 15. An important goal of early speech sound activities is to help children learn the best way to make sounds, before they make a habit of making sounds incorrectly (Golding-Kushner, 2001) (Golding and Kalson, 1981).

For children with cleft palate, there is often a link between the structure of the palate, teeth and jaw and how they make speech sounds. For example, children with many missing teeth might experience their tongue slipping between their teeth when they make the 's' sound. This is a different way of making the 's' sound and may still be acceptable.

Speech therapy for children with cleft palate focuses on helping children to learn to make sounds the best way they can.

What is music therapy?

Music therapy is the “planned and creative use of music to attain and maintain health and well-being. It focuses on meeting therapeutic aims, which distinguishes it from musical entertainment or education” (Australian Music Therapy Association, 2012). Music therapists have completed an accredited university degree, are registered with the Australian Music Therapy Association (AMTA) and are bound by the AMTA Code of Ethics.

What is speech pathology?

“Speech pathology... is the diagnosis, management and treatment of individuals who are unable to communicate effectively or who have difficulty with feeding and swallowing” (Speech Pathology Australia, 2013). Speech pathologists have completed an accredited university degree.

Why use music?

Music is an intrinsically motivating tool to use with children. In younger childhood, music can play a key role in overall development by providing opportunities to participate in stimulating activities.

Children with speech sound production difficulties should engage in daily practise as a part of their therapy program. At times, this can be tedious, and repetitive tasks can lead to non-compliance. Research suggests that using music can increase compliance to regular exercises for young children (Grasso et al, 2010). More specifically, music therapy has been shown to successfully facilitate speech development for children with speech difficulties (Gross, 2010).

How to use this workbook

My Mouth Music is designed to be interactive and offers a variety of exercises and activities designed to stimulate early-developing speech sounds for children, aged two to five years, with cleft palate. The book is divided into two sections: short sounds and long sounds. The activities are grouped according to whether the speech sound is made at the front or the back of the child's mouth.

For each speech sound, the following is provided:

1. Information about how the sound is made

Starting with a 'special name' for the particular sound, the booklet describes how the tongue and mouth move to make each sound, along with ideas for learning through mirror time, mouth play and imitation.

2. My Mouth Music activities

These activities, based on the *My Mouth Music* songs, aim to maximise your child's opportunities to practice their speech sounds. There are many benefits of repetition in speech sound production activities. For each activity the target sound is identified. This is a sound that is the focus of the songs and all activities. The target sound has been highlighted in **bold** to make it easy to identify.

3. Everyday opportunities for practice

To help your child's progress it is important to incorporate their speech sound practice into everyday situations. With a little creativity, daily tasks can be a useful tool to encourage speech sound production. If you do not have time to dedicate to speech sound practice, you can use these activities in daily routines such as mealtimes, bath time, and when out shopping etc. (Golding-Kushner, 2001)

4. Extension activities

As children progress with their confidence to make their speech sounds, they may benefit from opportunities to extend speech sound production practice to other activities.

5. Books to read

Reading is a great way to focus your child's attention and a chance for them to hear you make speech sounds in the slow rhythm of connected speech. It is also a good opportunity to encourage imitation of sound effects and the target sound throughout the stories. For each sound included in this booklet, a selection of books that feature the target sound are listed. You may want to visit your local library and see what other books that you can find.

6. My Mouth Music in the car

In our busy lives, we spend a significant amount of time travelling. Fortunately, the car is an ideal environment for practising speech sound production with these simple activities.

Music selection

All components of music – tempo, pitch, volume, harmony and rhythm affect our body, especially tempo and rhythm. Rhythm is processed by our brains without us thinking about it, and we can be tuned in to the tempo of a song within three to four beats. As it is structured and predictable, rhythm provides effective time cueing for training speech sounds (Thaut, 2005). Each of the songs linked throughout this booklet have been written and recorded at an optimal speed to facilitate successful speech sound production. The songs also contain regular rhythmic repetitions of target sounds to ensure ample opportunities for practice.

Speech sound selection

Children with cleft palate may have difficulty making a variety of speech sounds made where all the air must come out of their mouths. These sounds include the **'p', 'b', 't', 'd', 'k', 'g', 'f', 'v', 's', 'z', 'sh', 'ch', 'j'** and **'th'** sounds. These sounds are the hardest sounds for children with cleft palate to produce. Songs featuring some of these sounds have been selected to give children an opportunity to develop the best way to make these sounds. Easier sounds including **'m', 'n'** and **'ng'** have not been featured as these are generally easier for children with cleft palate to produce.

Pictures for photocopying

The workbook contains pictures that can be photocopied to be used to 'act out' the songs, providing more opportunities for speech sound practice. These pictures are protected by copyright and are only to be used in conjunction with the therapy activities in this book.

Therapy log

It is important to keep track of your child's progress with their speech sound development. Included in the appendix of this workbook is an activity log template that can be photocopied and used to:

- Record the activities and songs practiced;
- Record the number of times your child tried to make the target sound for each activity;
- Record how many "best productions" of the sound were achieved for each activity.

The log is important to maintain as it acts as a guide to chart your child's progress to see if their speech sound production skills are improving and whether it is appropriate to move on to the next speech sound production target. You should discuss your child's progress with your child's speech pathologist.

Information for parents and caregivers

The role of parents

Parents and caregivers play a vital role in speech therapy (Golding-Kushner, 2001). Parents and caregivers spend the most time with children and have the greatest opportunity to encourage speech sound production.

Parent training: The participation and training of parents is critical in a child's speech therapy intervention (Pamplona and Ysunza, 1996) (Pamplona, Ysunza and Uriostegui, 1996). If you would like further support about how to best support your child's speech sounds develop, contact your child's speech pathologist.

Speech sound production, practice and play

The activities in this workbook are designed to encourage your child to use a greater variety of speech sounds in play and discourage "cleft palate" type speech patterns from developing.

Guidelines for speech activities

The most important thing to remember is to have fun. Children are more likely to want to join in fun activities. It is best to keep activities to approximately five to 10 minutes long so your child does not get bored.

Encouragement

Children respond to verbal praise and encouragement. The more specific you make your praise, the better. For example, "Great work, I like the way you said the 's' sound out of your mouth!" "Good! You bit your lip a little and pushed the air out of your mouth when making the 'f' sound!" etc. (Golding-Kushner, 2001, p104). It is important to focus on the 'good' sound productions rather than the errors that your child may be making. It is important that children's attempts to make speech sounds are encouraged.

Tune into your child's speech

It is important to tune into your child's speech and listen for the way they make their speech sounds and whether they have any speech sound patterns linked to their cleft palate. Some children with cleft palate make sounds at the back of their throat, or make some sounds out of their nose. It is important to tune into how your child is making sounds, and teach them to make sounds in a new, correct way.

Speech sound production practice after surgery

Children often are quieter after surgery. This is because they are sore. Usually after a week or so, they are ready to start speech sound practice again (Golding-Kushner, 2001). Check with your surgeon about when it is appropriate for your child to start speech sound practice again.

Modelling correct speech sound production

As parents and caregivers, you are your child's greatest teacher. The more opportunities for a child to hear you make a sound correctly, the better. Rather than stopping your child repeatedly mid-sentence to correct their speech, it is important to let them know that you hear what they are trying to say and give them an opportunity to hear you make the sound the correct way. An example of modelling the 'p' sound in a bubble activity is included on the next page.

Example of modelling the 'P' sound

A mother and daughter are sitting on the floor playing with bubbles. The mother is blowing bubbles and both she and the child try to pop them. The mother reaches for the bubbles and says: "Pop!" each time she pops one.

Mother: "Pop!"

Mother: "Pop!"

Mother: "Pop!"

Mother: "Pop!"

Child: "Ah!"

Mother: "phhhhhhhhop" (emphasising closed lips for the 'p' sound and exaggerating and emphasising the air coming out of her mouth).

Child: "ah!"

Mother: "Pop!"

Child: "Pop!"

Mother: (smiling!) "Yes, pop! You said pop!"

Mother: "Pop!"

(Golding-Kushner, 2001)

Spending time in self-talk while you go about your daily activities can help children have greater opportunities to hear you make speech sounds correctly. As you do activities around the house you can narrate what you are doing (e.g. "Its time for a bath. I'm going to turn the water on. Splash! Wow, that is cold! Now to add some bubbles!").

When learning to make their new speech sounds, children should be trained to put their lips, tongue and teeth in the right place, as well as focus on the flow of air through the mouth.

(Golding-Kushner, 2001, p100)

The ideas included in this workbook are only suggestions for how these songs and activities might be used. As a parent you know your child well, think of how you might use these songs with your child's favourite words, toys and activities.

Speech sound production

Some children with cleft palate find it difficult to make speech sounds with air flowing out of their mouths. When we speak, the air comes up through our windpipe, through the vocal cords and for the production of some sounds (e.g. 'p', 'b', 't', 'd', 'k', 'g', 'f', 'v', 's', 'z', 'sh', 'ch', 'j' and 'th') the soft palate moves up to the back of the throat to block the air from coming out of our nose and instead, force the air out of our mouths. Some children find it difficult to block the air from coming out of their nose with the soft palate and need speech therapy to teach them to make their sounds with the air flowing out of their mouths.

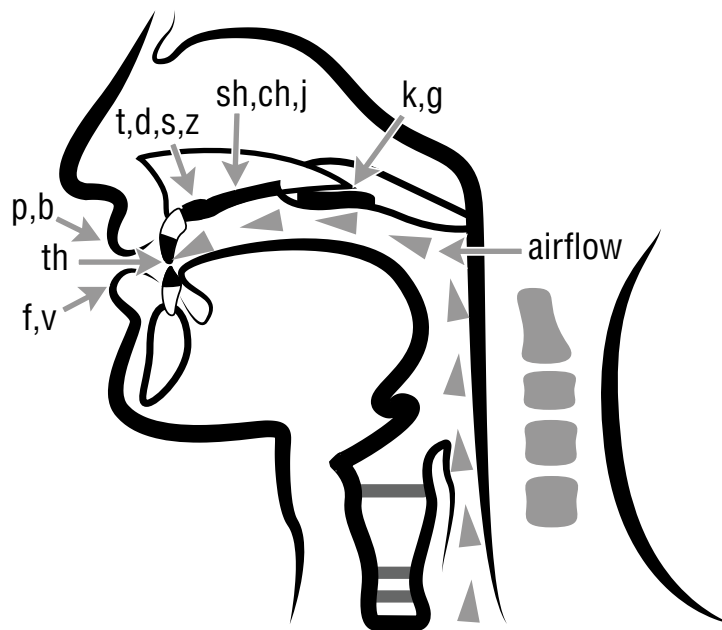


Figure 1. Diagram of palate and the direction of oral airflow, showing the contact points during speech sound production for the lips, tongue and palate. The direction of oral airflow for production of the speech sounds targeted in the *My Mouth Music* workbook is also illustrated.

In addition to difficulties with oral airflow, some other patterns of speech may be associated with cleft palate, these include:

Deletion of sounds

This includes leaving sounds out of the words. The child may leave out the beginning sound of a word (e.g. car = _ar), the middle sound in a word (e.g. daisy = dai_y) and the end sound of a word (e.g. bus = bu_). This is a normal pattern in children's speech sound development until approximately three years of age. It may persist in children with cleft palate.

Glottal replacement

This includes replacing sounds the child finds difficult to make with a sound produced at the voice box. Children with a cleft palate often use a 'glottal stop' sound (which sounds a bit like a cough) for other consonants, particularly at the ends of words (e.g. cup = cu?, seesaw = ?ee?aw, or puppy = ?u?i).

Backing sounds

This includes changing sounds made with the lips and tongue at the front of the mouth (e.g. **'p', 'b', 't', 'd'**) to back sounds made with the throat (e.g. **'k' and 'g'**) (e.g. 'daddy' = **gaggy**, door = **goor** etc.)

Nasalising sounds

This includes changing consonants into nasal sounds (e.g. 'ball' = **mall**, 'bye' = **mye**, 'train' = **nain** etc).

These are the most common patterns in young children with a cleft palate, and often require speech therapy if they become a habit for children.

Older children with a cleft palate often have a distortion of the speech sounds mainly related to dental development or mouth structure. These distortions often affect the 's' and 'z' and 'sh' sounds and sometimes the 'ch', 't' and 'd' sounds. As the mouth and teeth change with growth and orthodontics your child's Speech Pathologist will advise if speech therapy is required to correct these problems.

This workbook and accompanying songs contain ideas to help children learn the best ways to make sounds before these cleft speech sound patterns become a habit. Your child may have other speech sound difficulties not related to their cleft palate. This book is designed to address the articulation disorders associated with cleft palate speech. Your child's speech pathologist will be able to give you additional information about speech therapy targets that are appropriate for your child.

Activities to encourage oral direction of the airstream

Sometimes children with a cleft palate will force air through their nose as a result of patterns learned very early in their development. Excessive nasality (hypernasality) can also occur if the palate is too short or doesn't move effectively. Children may also have a little hole in their palate called a fistula. This sometimes can have an impact on how effectively they can make sounds out of their mouth.

Before you start practising speech sounds with your child it may be useful to do some activities to encourage airflow through your child's mouth. These activities are designed to be easy, and make the children aware of air going through the mouth and increase lip and mouth awareness.

Talk to your child about the speech sound errors that they are making in child-friendly language. For example, glottal sounds can be called the 'cough' sound. Talk to your child about airflow of sounds and that we want the air to be coming out of their mouth.

Helper fingers

Children can be taught to use their two index fingers to block their nostrils when trying to make sounds to ensure that the air comes out of their mouth. It is important that the child does not block the view of their mouth when they do this (Golding-Kushner, 2001, p100). It is important to make sure that your child is not straining against their blocked nose and does not cause themselves injury. Gentle blocking of the nose to encourage air-flow out of their mouth is optimal. You could also take turns during mirror play and speech sound practice to gently block your child's nose. It is recommended that advice is sought from your child's speech pathologist before introducing 'helper fingers' into your child's speech therapy practice.

Activities using helper fingers

If you can hear that air is coming out of your child's nose, hold their nostrils together. Encourage very easy exhalation of air – say: “Blow softly”. Discontinue if excessive tension is noted. You could call this a game of: ‘blowing bubbles in the air.’

Try blowing out candles, blowing bubbles, small pieces of cotton wool, tissue and paper. Make sure the air comes out the mouth, use the speech sounds of ‘h’ or ‘p’ to ‘blow’ as well. Make sure that during the blowing activities the tissues etc are positioned in a place that doesn't pick up air being blown out of the nose (Golding-Kushner, 2001, p96).

NOTE: Sucking and blowing activities **SHOULD NOT BE USED** to “exercise” the palate. These blowing activities are designed **ONLY** to support the child's understanding of oral versus nasal airflow. Blowing activities do not have a corrective impact on palate function for speech. Sucking and blowing “exercises” are not useful for improving palate function for speech.

Mirror time

Making the sounds in front of a mirror is an important opportunity to practice making the sounds and teach your child to where to place their lips, teeth and tongue. It also provides an opportunity to focus the child on their mouth and also have an opportunity to watch your mouth as you make the sounds. Introduce your child to the concept of noisy (sounds made with voice) and quiet (sounds made without voice) sounds by talking about turning their motor on and turning it off.

Speech sound development

Children's speech sounds develop in a particular order. Different studies indicate variations in the ages of speech sound development in Australian children. ¹ The following is a general guide to when speech sounds develop in children.

Children learn these sounds first.

n h y l d p g z s w m b t k f v

These sounds are consolidated from birth to three years and 11 months.

Children learn to say these sounds when they are a bit older:

Zh j sh ch

These sounds are consolidated up to the age of four years and 11 months.

Children learn to say these sounds later:

R (five years)

Th (seven years plus)

These sounds are consolidated up to the age of seven years and older.

Steps to learning speech sounds

Children learn new sounds in stages. The stages start at the easiest level, and as your child improves, you move towards the harder levels. It is important to remember that when your child begins to learn a new sound that they will not be able to immediately use the sound in conversation. It is also important that when you are talking with your child to focus on the level that the child is currently working at (e.g. when working on learning to say the 's' sound by itself, do not correct the sound in conversation as this is too advanced for the child at the moment).

It is important that a child is able to say the sound with approximately 90% accuracy at each level before moving on to the next level (Golding-Kushner, 2001, p103). That is, nine out of 10 productions should be correct. When you are practicing a sound with a child, focus on the sound that you are currently working on only.

Step 1 Listening to the new sound

This is an opportunity for your child to listen to you make the sound correctly and begin to learn to identify the difference between the sound made correctly and incorrectly.

Step 2 Saying the new sound on its own

The child then learns to correctly say the new sound in isolation (on its own). They do this by listening to you say the sound and copying you. In this workbook, there are several activities to help practice making the sound by itself. Several of the songs linked throughout this booklet give opportunity for the child to practice making the sound by itself.

Step 3 Saying the new sounds in syllables

Once the child is able to make the sound by itself, it is time to start building on this foundation by combining this sound with vowels. For example:

ba bee boo
ab eeb obb

If a child has difficulty with this step, this it can be made easier by breaking the syllables into two parts. For example:

B – ee
oo – t

Step 4 Saying the sound in new words

The child is first taught to use the sound in three different positions of words. The three different word positions are:

At the beginning	'k' – cat
At the end	'k' – back
In the middle	'k' – hockey

Step 5 Saying the sound in phrases

The next step is for children to learn to use the new sound in short phrases. You could start with a short phrase at first (e.g. 'green **s**ock,' 'blue **s**ock,' 'red **s**ock' or 'hi **h**ome,' 'hi **h**ole,' 'hi **h**im'). Then moving to another carrier phrase (e.g. "I have...."; I want....." "I see.....") (Golding-Kushner, 2001, p107).

Step 6 Saying the sound in longer sentences

Once the child has mastered short sentences, you can move onto longer sentences. For example:

"A drink from a **xx**"

"The **xx** is sitting on the chair".

Note: Children often find it harder to use the target word in the middle of a sentence, than at the end or beginning.

Step 7 Short periods of conversation (controlled talking).

Controlled talking involves listening for a new sound in the child's conversation while completing a specific activity. The session should last up to 5-10 minutes and has a definite start and finish. When learning a new sound in conversation, your child has to remember to use the new sound. It is easier for them to start by remember the new sound for only a short time, or during a specific activity. A good way of using longer sentences is encouraging the child to describe toys or pictures during play (Golding-Kushner, 2001, p108). Children at this level might sometimes need a reminder to turn on their good sounds and fix up mistakes that they make in their own speech (Golding-Kushner, 2001, p109).

Step 8 Using the sound in everyday conversation

At this stage your child should be able to say the sound in words and sentences easily. The major aim is now to help your child to use the new sound all the time, when he or she is talking during everyday activities (Princess Margaret Hospital).

Additional ideas to help your child with the steps to learning speech sounds

Word list

At home, you may want to develop a list of words that the child uses a lot that have the sounds that contain the child's target sound. You could practice this list of "power words" every day. This will help the child to use these words in everyday speech more readily. Fill out the word list at the back of this workbook (Golding-Kushner, 2001, p124).

Scrapbook

Children who are motivated by craft activities may wish to start a scrapbook of pictures cut out from junk mail or magazines that contain some of their new speech sounds. (e.g. have a page of '**h**' things , **h**at , **h**ouse, **h**orse etc).

Where to start?

It is generally a good idea to start with the 'h' sound in speech sound practice for children with cleft palate because it helps to encourage them to stop using glottal sounds and encourages them to make their speech sounds out of their mouth. The 'h' sound is a good way to teach children about making sounds out of their mouth. From the 'h' sound we can move to teaching children about front sounds and then back sounds (Golding-Kushner, 2001). It is also a good place to start because other sounds can be shaped from the 'h' sound. This is because they are made with the air going out of the mouth just like the 'h' sound (Golding-Kushner, 2001).

The 'h' sound

Special name: The panting puppy sound

How is it made?

The tongue is flat and relaxed in the mouth. Mouth is slightly open and air is released like a sigh. This is a quiet (voiceless) sound.

Ideas to help your child learn the 'h' sound

Mirror time

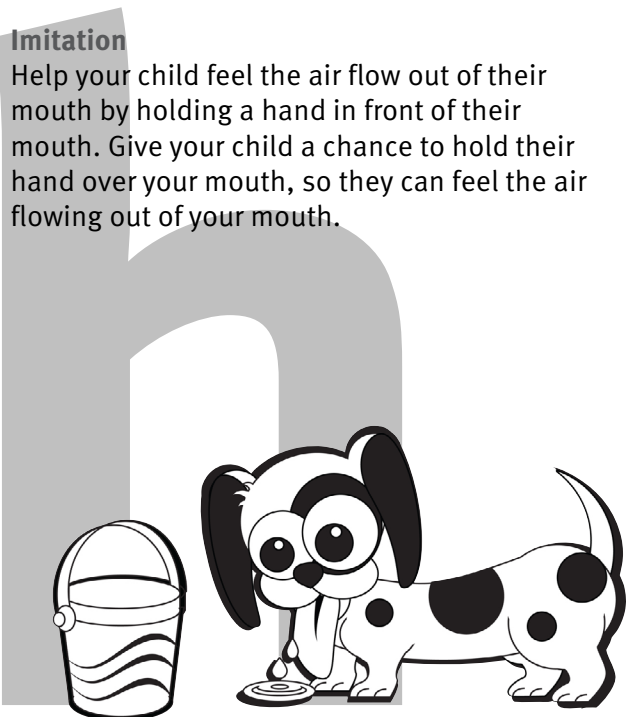
Open your mouth wide and then let the air out like a big sigh (Golding-Kushner, 2001, p73). Watch the mist form on the mirror.

Mouth play

Encourage the child to open their mouth wide and make so much wind out of their mouth that they blow the adult over. The adult can pretend to be blown over with each sound practice (Golding-Kushner, 2001, p73).

Imitation

Help your child feel the air flow out of their mouth by holding a hand in front of their mouth. Give your child a chance to hold their hand over your mouth, so they can feel the air flowing out of your mouth.



Harry the Hot Dog

Harry is here, Hi hi!
Harry is here, Hi hi!
Harry is here, Hi hi!
Say "Hi" now Harry is here.

Chorus

Who is hot? Who, who, who?
Who is hot? Who, who, who?
It's Harry the hot dog!

Harry is hot, Ha ha! (panting)
Harry is hot, Ha ha! (panting)
Harry is hot, Ha ha! (panting)

Harry is so hot.

Chorus

How are you hot? How how?
How are you hot? How how?
How are you hot? How how?
How is Harry hot?

Chorus

Harry ran away, Hey hey!
Harry ran away, Hey hey!
Harry ran away, Hey hey!
Harry ran away.

Chorus

Harry is home. Hooray!
But Harry is hot, Ha ha! (panting)
Here's a huge bucket of water.
Splash! Haaaa!
Now Harry is not hot.

Words: Sarah Kilcoyne
Music: Helen Carrington



Listen and
sing-a-long!

Scan the QR code or
visit [www.childrens.health.qld.gov.au/
service-speech-
pathology-my-
mouth-music/](http://www.childrens.health.qld.gov.au/service-speech-pathology-my-mouth-music/)



My Mouth Music activities

- Photocopy and make the dog mask on page 23. Wear the mask of **Harry the hot dog** in the song and act out **Harry** running and panting making the **'h'** sound.
- Pretend to be puppies making the **'h'** sound, pretend to go for a run and then pant like a puppy, using the **'h'** sound.
- Photocopy the **Harry the hot dog** picture. Pretend to tip the bucket of water on **Harry** and say: **"Haaaaa!"**

Every day opportunities for practice

- Encourage your child to say: **'Hi'** in everyday situations (e.g. Say: **"Hi"** to all their teddies, dollies, and people you meet throughout the day).
- Encourage your child to ask for: **'Help'** using their sound when they need you to help them throughout the day (e.g. **Help** them up on to a swing etc).
- Ask your child to say: **"Hat on"** before they go outside.
- Talk about hot foods and cold foods at the dinner table. Practice saying **'hot'** or **'cold'**. Talk about the weather being **'hot'** or **'cold'**.
- Encourage your child to help you clean their own sunglasses by making the **'h'** sound out of their mouth and fogging up the lenses (Golding-Kushner, 2001, p103).
- Talk about food choices during mealtimes and talk about **healthy** foods.
- Start a helpful rewards chart at home. Each time the child is helpful at home, they could add a **heart** or a **hat** to the **"Helpful Chart"**.
- Give each other **'high fives,'** when they try one of their new sounds at home.

Extension activities

- Make and decorate paper **hats**. You could make small paper **hats** for your child's toys and talk about putting the **'hat on'** each toy.
- Draw **happy** and **sad** faces on pieces of paper and talk about feelings.
- Pretend to tell each other jokes and get the toy animals to laugh (e.g. **Ha, ha, ha**).

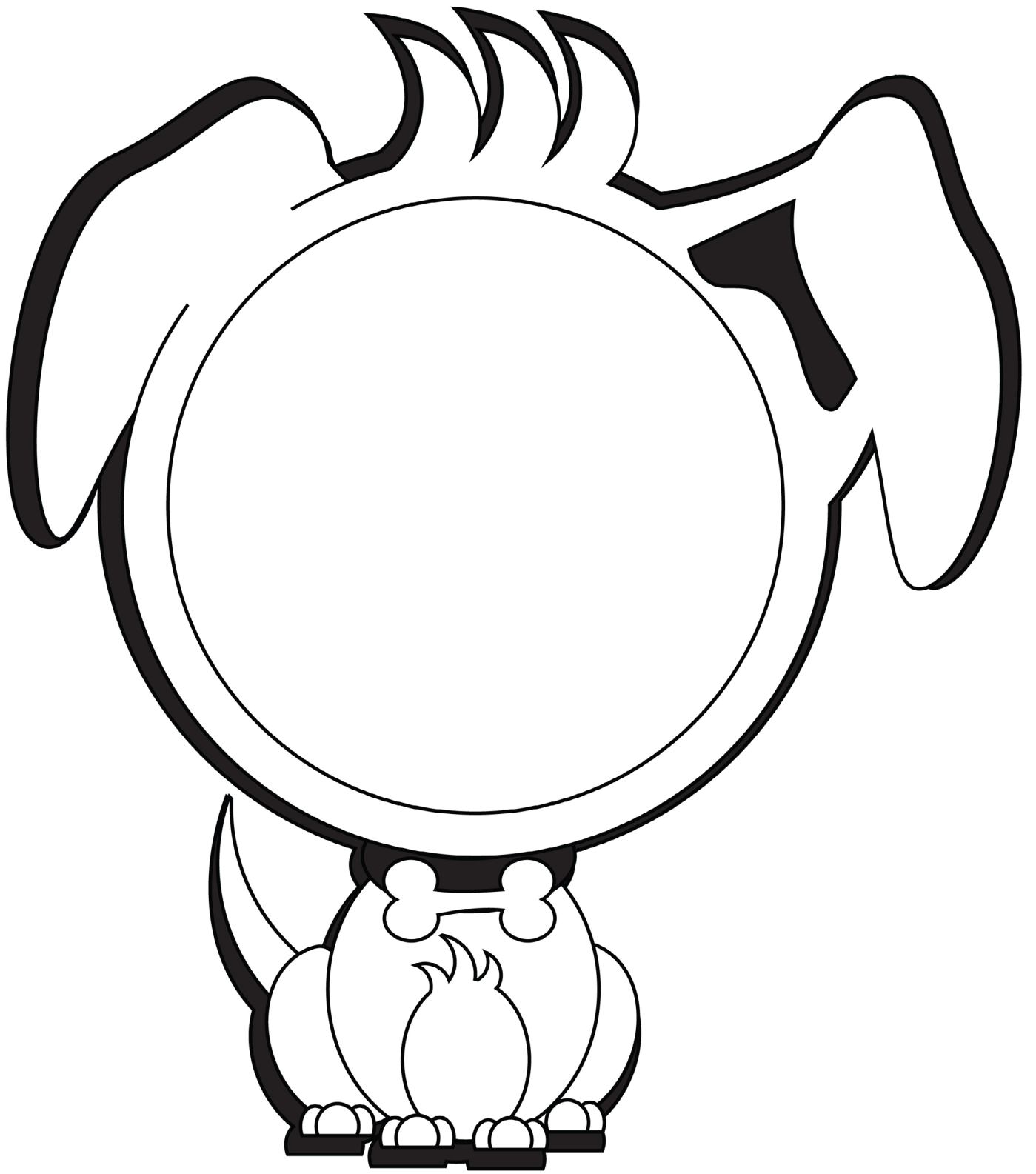
- Pretend it is Christmas time and act like Santa Claus: **"Ho ho ho! Happy Christmas!"**
- Talk about your **home** and the fact that different animals have **homes** too. Go to the park and see if you can find any bug or animal **homes** (e.g. birds' nests etc).
- Draw a **hopscotch** course in chalk on the pavement outside and say **'hop'** as you **hop** along the course.
- Trace around your **hands**, pretend to give the **hands** **"high fives."**
- Practice **hitting** a ball with a bat.
- Sit your child on your knee to bounce them and play **"horsies."**

Books to read

- *Here's Buster – But Where's Teddy?* by Rod Campbell
- *Whose House?* by Jeannette Rowe
- *Miffy Is Hiding* by Dick Bruna
- *Harry The Dirty Dog* by Gene Zion
- *Hattie And The Fox* by Mem Fox
- *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle
- *Hairy Maclary from Donaldson's Dairy* by Lynley Dodd

My Mouth Music in the car

- Say **"hi"** to people as they drive by (e.g. **"Hi bus driver!" "Hi policeman!" "Hi fireman!"**).
- Talk about **hearing**, and listen for the different sounds that you can **hear** as you are driving along (e.g. horns beeping etc). You could try a version of: "I spy with my little eye" (eg. "I **hear** with my little ear something that is... noisy, quiet" etc).
- As you drive along, see how many different kind of **hats** you can see (e.g. Can you see police **hats**, firemen's **hats** etc?).





Short sounds

The 'p' sound

Special name: 'Blowing out a candle' sound.

How is it made?

The lips are held together then released with a small burst of air through the lips. This is a quiet (voiceless) sound. If the child has difficulty making the 'p' sound you could get them to try making the 'h' sound and close their lips and 'catch the air' with a 'p' sound.

Ideas to help your child learn the 'p' sound

Mirror time

Practice making the 'p' sound in front of the mirror. Talk about closing your lips tight.

Mouth play

Blow on a mirror or blow feathers using the 'p' sound.

Imitation

Ask your child to hold their hand in front of your mouth to feel the bursts of air when you say 'p'.

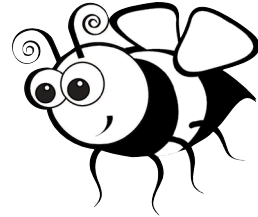


Puppy Is Hungry

Puppy is hungry,
He wants a treat.
Mmm mmm mmm,
He loves to eat.
Puppy sees some food
And he gobbles it down.
Oh no! It's a bee!
Spit it out!

Chorus

He goes:
P, p, p, p,
P, p, p.



Puppy is hungry,
He wants a treat.
Mmm mmm mmm,
He loves to eat.
Puppy sees some food
And he gobbles it down.
Oh no! It's a spider!
Spit it out!

Chorus

Puppy is hungry,
He wants a treat.
Mmm mmm mmm,
He loves to eat.
Puppy sees some food
And he gobbles it down.
Oh no! It's a caterpillar!
Spit it out!

Chorus

Puppy is hungry,
He wants a treat.
Mmm mmm mmm,
He loves to eat.
Puppy sees some food
And he gobbles it down.
Oh no! What is it? (pause)
Spit it out!

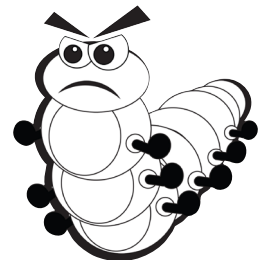
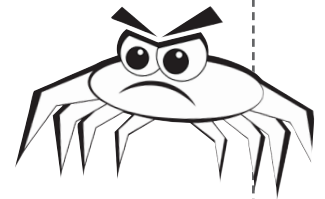
Chorus

*Concept: Sarah Kilcoyne and Helen Morris.
Words and music: Helen Carrington*



Listen and
sing-a-long!

Scan the QR code or
visit [www.childrens.health.qld.gov.au/
service-speech-
pathology-my-
mouth-music/](http://www.childrens.health.qld.gov.au/service-speech-pathology-my-mouth-music/)



My Mouth Music activities

- Use a brown sock as a **puppy puppet**. Put it on your hand and pretend it is a **puppy**. You may even have a spare one at home that you can stick eyes and ears on. Cut out some pictures of food from junk mail to feed to the **puppy**. You may even have some toy food in your child's toy box that you can feed to your sock **puppy**. Each time the child makes their '**p**' sound, they can feed the sock **puppy**. Turn it into a play routine pretending to be shocked that the **puppy** doesn't like the **plastic** or **paper** food and needs the child's help to make the '**p**' sound to 'spit' the **plastic** or **paper** food out of its mouth.
- Photocopy the pictures of the spider and caterpillar and use them to feed your sock '**puppy**' as you sing the song.
- Photocopy the '**puppy**' picture and the things that puppy should not be eating and feed them to the '**puppy**'. Make sure you make your '**p**' sound as you spit them out.

Everyday opportunities for practice

- Pretend the bath is a '**pool**' and put their bath toys in the '**pool**'.
- At the playground get your child to ask you to '**push**' them on the swing.
- Encourage your child to ask to be picked '**up**'.

Extension activities

- **Popping** bubbles with the '**p**' sound. Say '**pop**' as you **pop** bubbles.
- Set up a play **shop** at home and encourage your child to buy different items. Get them to **pay** their money before they leave the play shop.
- Pretend it is **puppy**'s birthday and have a tea **party**. Sing **happy** birthday and pretend to blow out the candles with the '**p**' sound.
- Pretend to play **pass** the **parcel** and sing a song about '**passing** the **parcel**' as you play.
- Have '**paper play**' time where different kinds of paper (e.g. tin foil, cellophane, wrapping paper, newspaper etc) can be scrunched and crunched while making the '**p**' sound and talking about how the different **pieces** of **paper** feel.

- **Pop** old pieces of bubble wrap by jumping on it or using your hands. Say '**pop**' as you **play**.
- Play **pin** the tail on the donkey.
- Play **post** man/woman and **post** 'letters' in an old shoe box.
- Make **puppets** out of old socks or **paper** bags.
- Pretend to be **pirates** and make eye **patches** and hats.
- Cut up **potatoes** and **print** with them on **paper** with **paint**.
- Make some **popcorn** at home and talk about how the **popcorn** is **popping**.
- Play with **playdough**, emphasizing words such as '**pat**', '**push**', '**poke**', '**pull**' '**put** in **pan**' **put** in box, '**put** in bowl' etc.
- Draw a magic **path** outside made of lily **pads**. Pretend to be frogs jumping between the lily **pads**. Each time the child jumps on a lily **pad** they can make the '**p**' sound.

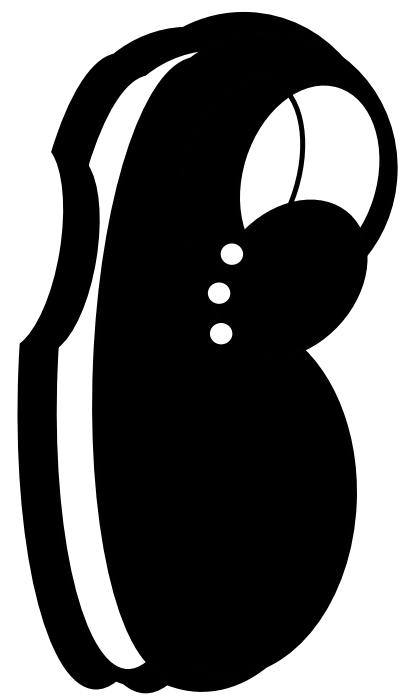
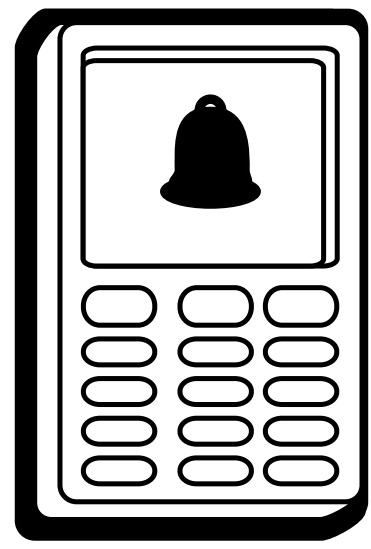
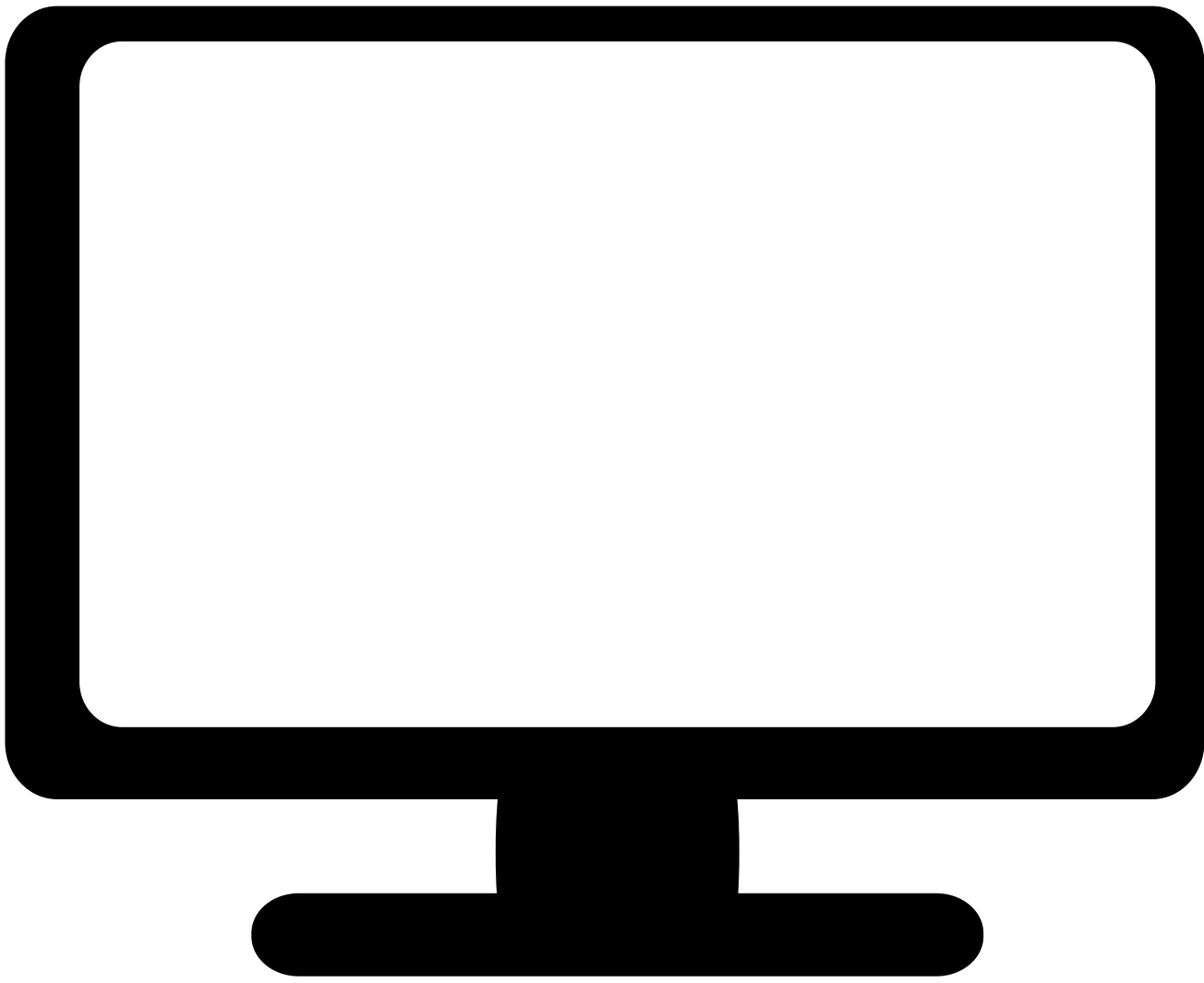
Books to read

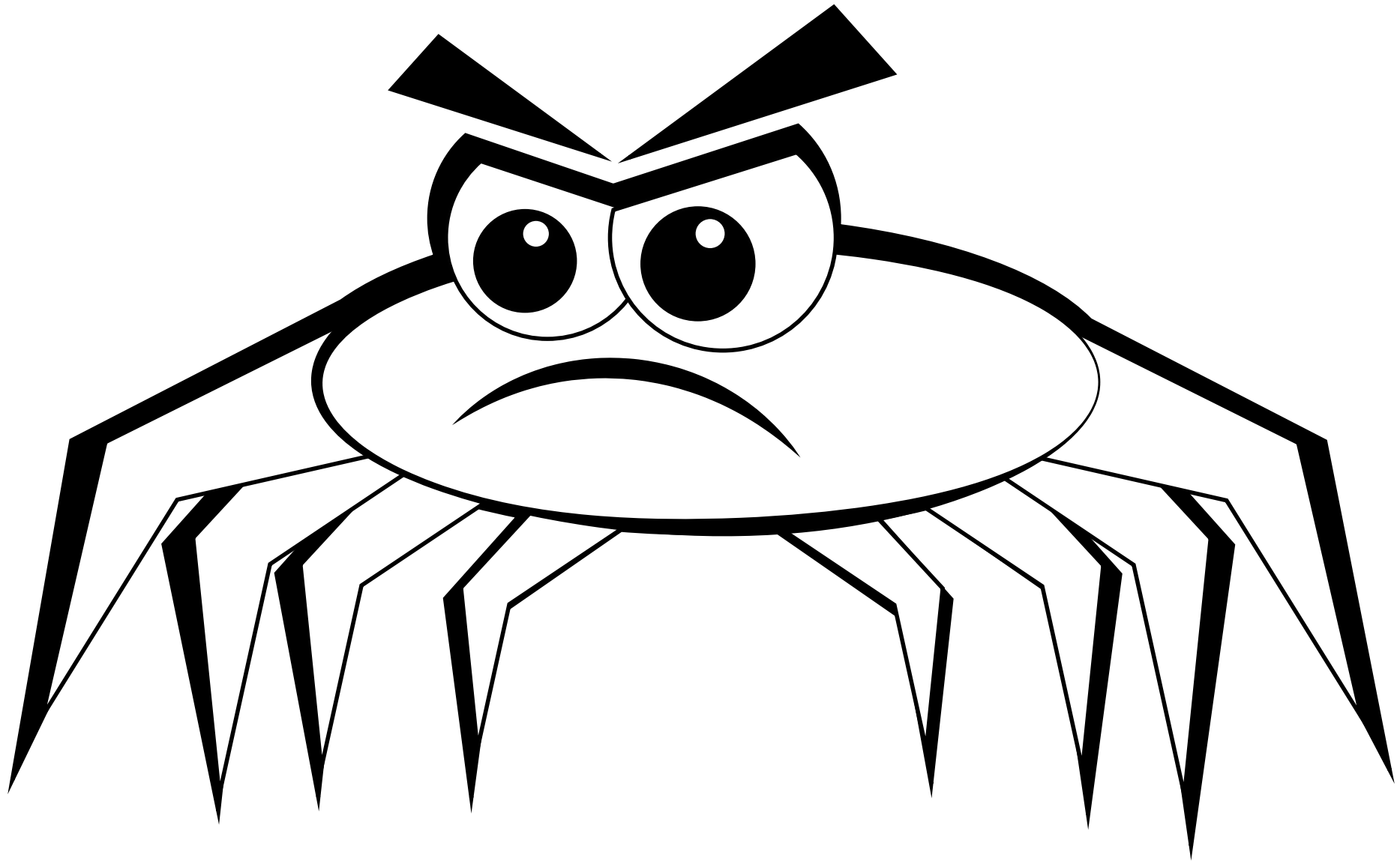
- *Hop On Pop* by Dr Seuss
- *Ten Apples Up On Top* by Dr Seuss

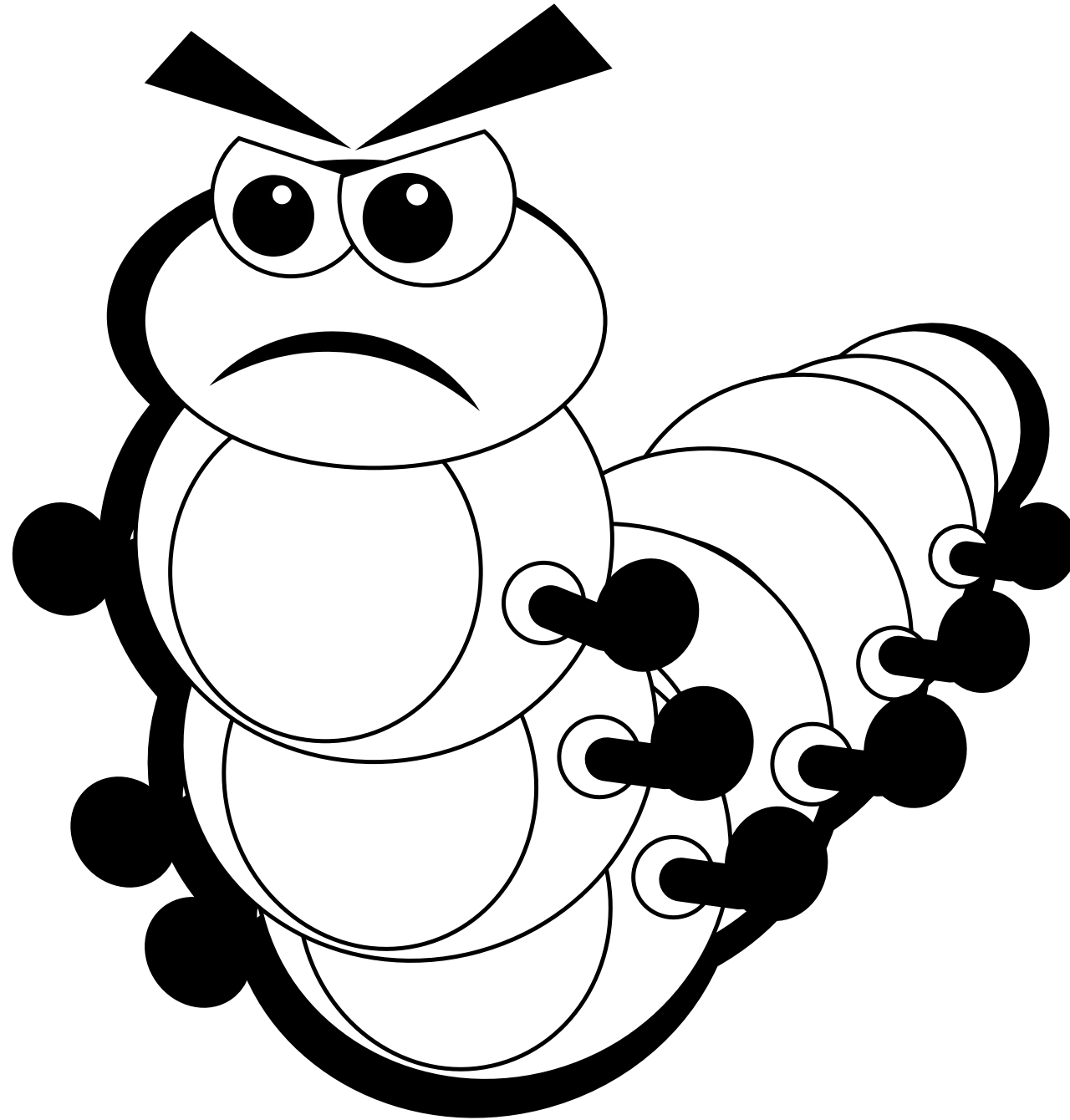
My Mouth Music in the car

- Keep a look out for **pink** and **purple** cars.
- Pretend the car is a **pirate ship** and make the '**p**' sound as you '**sail**' along.
- See who can find the most **police** cars as you drive along.
- Count the **puppies** or dogs outside and say: "**Puppy.**"









The 'b' sound

Special name: The bouncing ball sound

How is it made?

The lips are held together and then released with a small burst of air. This is a noisy (voiced) sound.

Ideas to help your child learn the 'b' sound

Mirror time

Encourage your child to hold their lips together with their fingers then blow them apart in front of the mirror.

Mouth play

Use a toy drum to bang on and make the 'b' sound as you practice. If you don't have a drum, use a large plastic bowl upturned as a pretend drum. Use a big ball and drop it each time you say 'b'.

Imitation

Ask your child to copy you when you make the sound, holding the lips together and then blowing them apart. Talk about turning on the motor for the 'b' sound. Let your child feel your throat by putting their hand on throat while you say 'b' so they can feel that your voice is turned on when you make this sound.



The Happy Bus

Chorus

All aboard, all aboard,
The happy bus.
All aboard, all aboard,
The happy bus.
Beep, beep, beep, beep,
The happy bus.

Everybody hop on the bus!

Hello Baby! (Hello Baby!)
Hello Bob! (Hello Bob!)
Hello Bear! (Hello Bear!)
Hello Boy! (Hello Boy!)

[Chorus]

Barp, barp, barpity, barp.
(Barp, barp, barpity, barp.)
Boop, boop, boopity, boop.
(Boop, boop, boopity, boop.)
Beep, beep, beep, beep,
The happy bus.

Stop! It's time to get off the bus.

Bye bye Baby! (Bye bye Baby!)
Bye bye Bob! (Bye bye Bob!)
Bye bye Bear! (Bye bye Bear!)
Bye bye Boy! (Bye bye Boy!)

Bye bye, bye bye to
The happy bus.
Bye bye, bye bye to
The happy bus.
Beep, beep, beep, beep,
The happy bus.

Words: Sarah Kilcoyne.
Music: Helen Carrington



Listen and
sing-a-long!

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My Mouth Music activities

- Make a **bus** out of cardboard **boxes**, or use chairs to pretend you are on a **bus**. Have **bears**, **babies** and other toys get on and off the **bus**. Say 'bye' and 'beep' and 'all aboard' as you pretend to be the **bus** driver.
- Photocopy the 'happy **bus**' picture and the **boy**, **bear** and **bus** pictures. Pretend to be the **bus** driver as you 'drive' the **bus** around the room.

Every day opportunities for practice

- Popping **bubbles** using 'b,b,b,b,b'. Encourage your child to ask for: "More **bubbles**," before you **blow** them.
- In the **bath** talk about the toys jumping in the '**bubble bath**'. You could use plastic toys to put the '**boys** / **bears** / **babies** in the **bubble bath**'.
- Roll a **ball** to each other and practice saying '**ball**' each time you roll the **ball**. **Bounce** a **ball**, encourage your child to say '**bounce ball**' each time you **bounce** the **ball**.
- During cooking activities, talk about what you are doing (e.g. stirring the **biscuit** mixture in the **bowl**, **baking** the **biscuits** etc).
- Wave '**bye bye**' to people when you are saying **goodbye**.
- When packing away your toys, say "**bye**" to the toys.
- Visit your local library and **borrow** some **books**. You may find some **books** with other speech sounds in them.
- When you are at the shops talk about mummies and **babies** that you may see.

Extension activities

- You could hide **bears** in old shoe **boxes** around the room and have the child look for the '**bears**' in the '**box**'.
- Play 'peek-a-**boo**' with your child and with their toys. You could take turns hiding around the house (e.g. under the bed, in a play tent etc.). Encourage your child to try to scare Mummy or Daddy by saying: '**Boo!!**'
- Pretend to be **bunnies** and hop around the yard saying '**b-b-b-b**' or '**bounce, bounce**' as you **bounce**.

- Put a variety of toys in a **bag** or an old pillowcase. Ask: "What is in the **bag**?" Pull out each item one at a time and label each item. Even better if you can find items beginning with '**b**' around the house (e.g. **bear**, **baby**, **bag**, **bell**, **box** etc).
- Turn over some plastic cups and hide **balls** under them, take turns to guess where the **ball** is.
- Stack **bowls** or **buckets**, making the '**b**' sound as you **build** a **bucket** / **bowl** tower.
- Draw pictures of **bears** and put **bows** in their hair, or make bow ties for the **boy bears**.
- **Blow** up a **balloon** and encourage your child to make the '**b**' sound before you let it go.
- Go to the park and play **balancing** activities on the play equipment.
- Sing "Row, row, row your **boat**."
- Have a teddy **bear's** picnic.
- Pretend to go on a **bear** hunt and sing: "We're going on a **bear** hunt" as you search for a teddy **bear** hidden around the house.
- Play games with mother and **baby** animals (e.g. Match the mother with her **baby** animals).

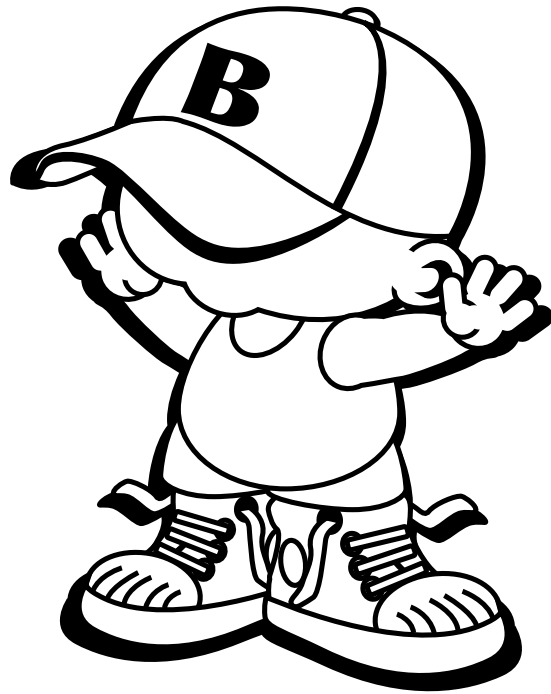
Books to read

- *Who Sank the Boat?* by Pamela Allen
- *Brown Bear, Brown Bear, What do you see?* by Bill Martin and Eric Carle
- *The Wheels on the Bus* by Paul D. Zelinsky
- *Ten In The Bed* by Penny Dale
- *Five Little Monkeys Jumping On The Bed* by Eileen Christleow

My Mouth Music in the car

- Talk about **big** / little **bikes**, cars, trucks, planes, **busses** that you may see.
- Talk about the sounds that the car is making (e.g. **broom**, **beep beep**, **bang**, **bump** etc) as you are driving.
- See who can find **black**, **blue** or **brown** vehicles.





The 't' sound

Special name: The dripping tap sound

How is it made?

The tip of the tongue is raised behind the top teeth and then lowered. It is a quiet (voiceless) sound.

Ideas to help your child learn the 't' sound

Mirror time

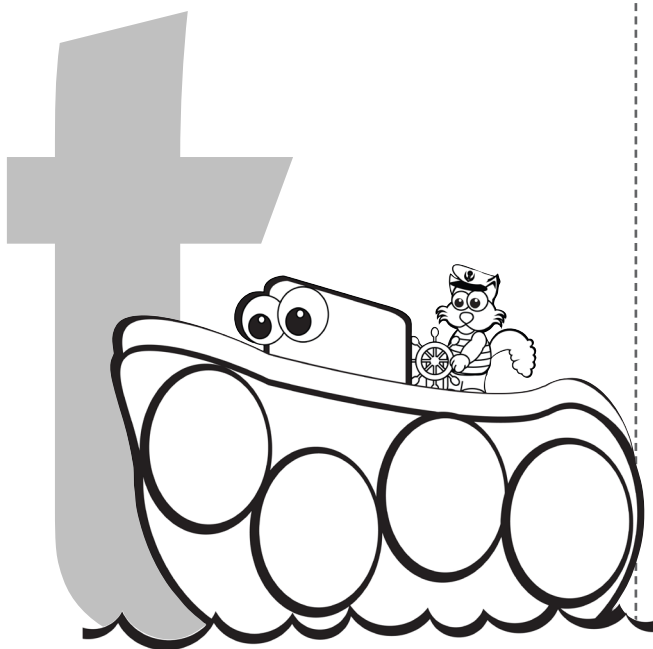
Show your child how you lift your tongue up behind your teeth and blow it down to make your sound.

Mouth play

Help your child to feel the hard ridge on the roof of their mouth just behind the top teeth. When your child can do this, ask them to put their tongue on this spot and blow it down. If this is too hard, encourage your child to put their tongue between their teeth to make this sound. This sound can be very hard for children with a cleft to make as they often LOVE to use the back of the mouth rather than the front. This sound encourages use of the FRONT of the mouth.

Imitation

Help your child feel the air flow by holding a hand in front of their mouth.



Captain Tom's Boat

Listen and sing-a-long!

Scan the QR code or visit www.childrens.health.qld.gov.au/service-speech-pathology-my-mouth-music/



Captain Tom had a very big boat,
What a big boat, had he.
But Captain Tom had an empty boat,
Empty as can be.

Captain Tom had a great idea,
What an idea, had he.
Captain Tom would fill his boat,
With animal friends, you see.

Two tigers tiptoe on,
T, t, t, t.



Two turtles tiptoe on,
T, t, t, t.

Two tabby cats tiptoe on,
T, t, t, t.



Two toucans tiptoe on,
T, t, t, t.

Captain Tom had a very full boat,
And it began to tip. Tip, tip, tip, tip.
He told the animals to get off,
Hurry now, be quick.

Two tigers tiptoe off,
T, t, t, t, t, t.



Two turtles tiptoe off,
T, t, t, t, t, t.

Two tabby cats tiptoe off,
T, t, t, t, t, t.

Two toucans tiptoe off,
T, t, t, t, t, t.

Captain Tom had a very big boat,
What a big boat, had he.
But Captain Tom had an empty boat,
Empty as can be.

Concept: Helen Morris
Words: Sarah Kilcoyne
Music: Helen Carrington



Timmy the Tap-Dancing Turtle

Timmy the tap-dancing turtle,
Tap, tap, tap, tap, tap, tap, tap.
He taps over here,
Tap, tap, tap, tap.
He taps over there,
Tap, tap, tap, tap.
That Timmy the turtle taps everywhere.
Timmy the tap-dancing turtle,
Tap, tap, tap, tap, tap.

Timmy the tap-dancing turtle,
Tap, tap, tap, tap, tap, tap, tap.
He taps on your table,
Tap, tap, tap, tap.
He taps on your chair,
Tap, tap, tap, tap.
That Timmy the turtle taps everywhere.
Timmy the tap-dancing turtle,
Tap, tap, tap, tap, tap.

Woo hoo! Take it away, Timmy!
T, t, t, t, t, t, t.
You can do it, Timmy. T, t, t, t.
What terrific dancing. T, t, t, t.
Great tapping, Timmy. T, t, t, t.
That is one talented turtle.
T, t, t, t, t.

Timmy the tap-dancing turtle,
Tap, tap, tap, tap, tap, tap, tap.
He taps on your tummy,
Tap, tap, tap, tap.
He taps on your hair,
Tap, tap, tap, tap.
That Timmy the turtle taps everywhere.
Timmy the tap-dancing turtle,
Tap, tap, tap, tap, tap.

*Concept: Sarah Kilcoyne
Words and Music: Helen Carrington*

Listen and
sing-a-long!

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My Mouth Music activities

- Use an old shoebox as a **boat** and act out the toys getting on and off the **boat**. Make a ramp out of an old piece of cardboard and encourage your child to make the **'t'** sound as the animals **tiptoe** on and off the **boat**.
- Use **toys** such as a **teddy** to **'tap dance'** just like **Timmy the turtle**. The **teddy** can **tap dance** on the **table**, on the bath **tub**, on the **TV**, on your **toes** etc. Be sure to practice the **'t'** sound as you **tap dance** and talk about where you are **tap-dancing**.
- Photocopy the picture of **Captain Tom** and his **tugboat**, as well as the animal characters. Stick the plank on the **boat** and make the **'t'** sound as the animals **tiptoe** on and off the **boat**.

Every day opportunities for practice

- At bath **time**, or when washing your hands encourage your child to ask for you to **turn** the: **'tap on'**, **'tap off'**.
- Get your child to help you set the **table** for dinner (e.g. **'Fork on the table,' 'Cup on the table,' 'Plate on the table'** etc).
- When playing a game, practice saying: **'My turn'**, **'Your turn'**, asking: **'Whose turn is it?'**
- Talk about how food **tastes**, whether it is **sweet**, or **salty**, or **sour**.
- Introduce the concept of **today** and **tomorrow**. Talk about what you are going to do **today**.
- Use this as an opportunity for early counting practice. Encourage your child to find their eyes, ears, hands, **feet**, arms and legs, shoes, socks, hair **ties** etc. Anything that comes in **'2's** (e.g. Count: **"One leg, two legs!"** etc).

Extension activities

- Have a pretend **tea party** with lots of **tasty 't'** food spread on the table.
- Pretend to have a **'t'** shop where the child buys **two** items, **ticks** it off their shopping list and says, **'Ta'**, and gives **two** dollars when buying items. Encourage your child to say: **'Ta-ta,'** as they leave the shop.
- Draw a large friendly monster with lots of **teeth** and **toes**.
- Draw **'tap circles'** on the pavement with chalk for your child to **tap dance** in with their **feet** and make the **'t'** sound.

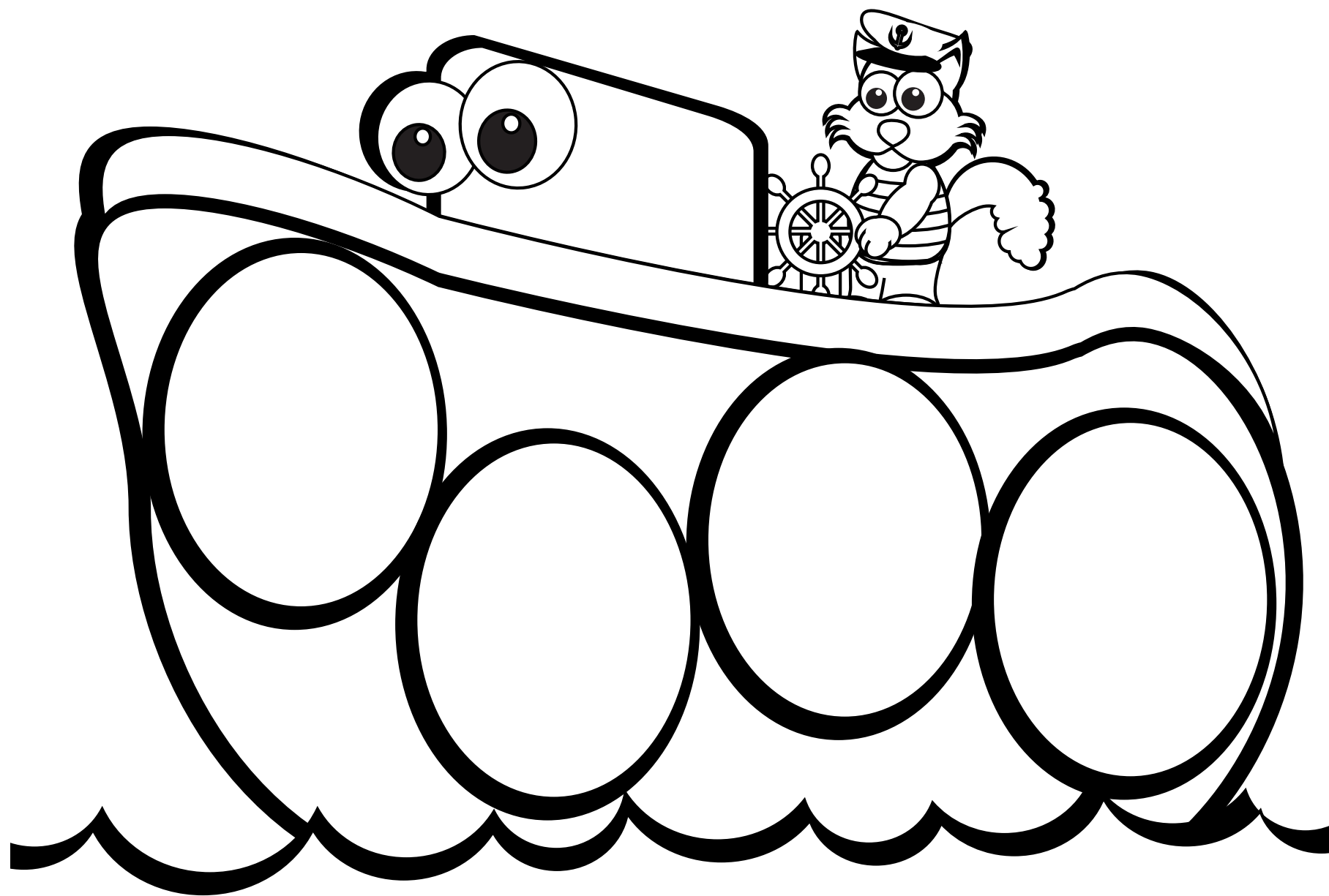
- Take turns in giving each other commands, involving parts of the body (e.g. **'touch nose'** **'touch ear'** etc) or involving actions (e.g. **'touch wall'**, **'touch car'** etc).
- Do some painting with an old **toothbrush**.
- Draw **teddy bears** with **ties**. Decorate the **ties**.
- Make a **tent** with old sheets and pretend to go camping with **toys**. Encourage your child to put **'Toys in the tent'** as you play.
- Build **tall towers** with blocks and say the **'t'** sound as you add each block to the **tower**. See who can build the tallest **'t'** tower. Comment that you **'Hope it doesn't tip!'**
- Talk about the concept of **tall** and **short**.
- Introduce the concept of **time** (e.g. Ask: **'What's the time?'** You could talk about how it is: **'Time for dinner'**, **'Time for bath'**, **'Time for TV'** or **'Time for a tickle!'**

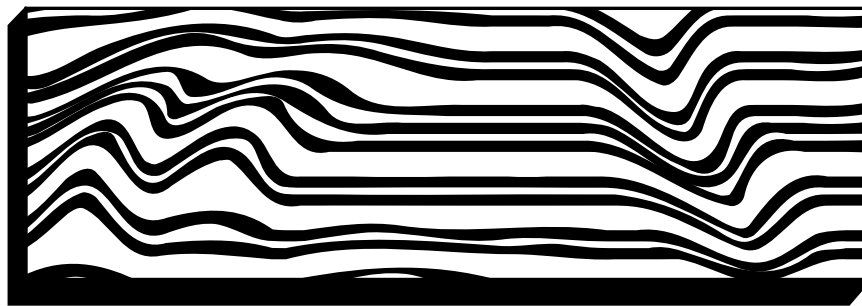
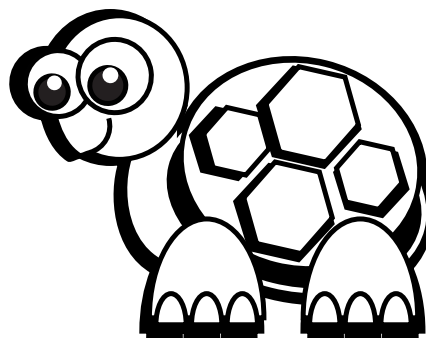
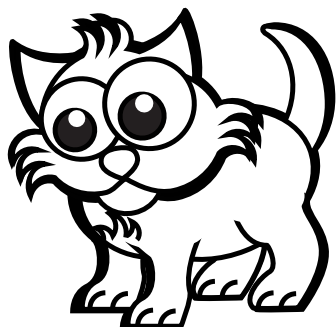
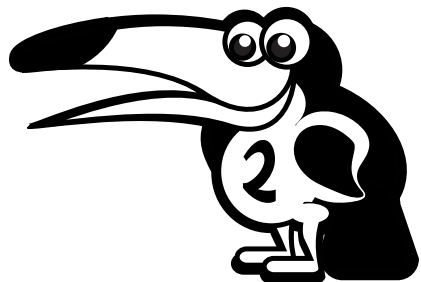
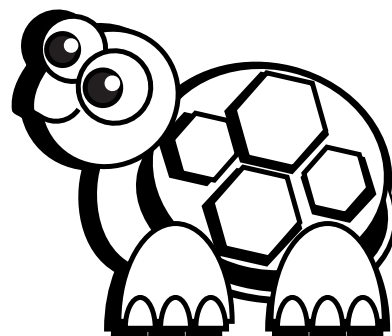
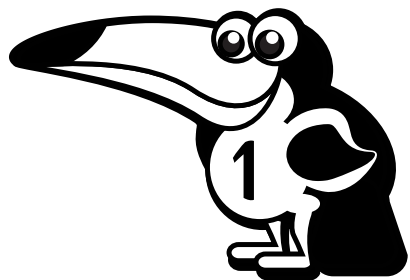
Books to read

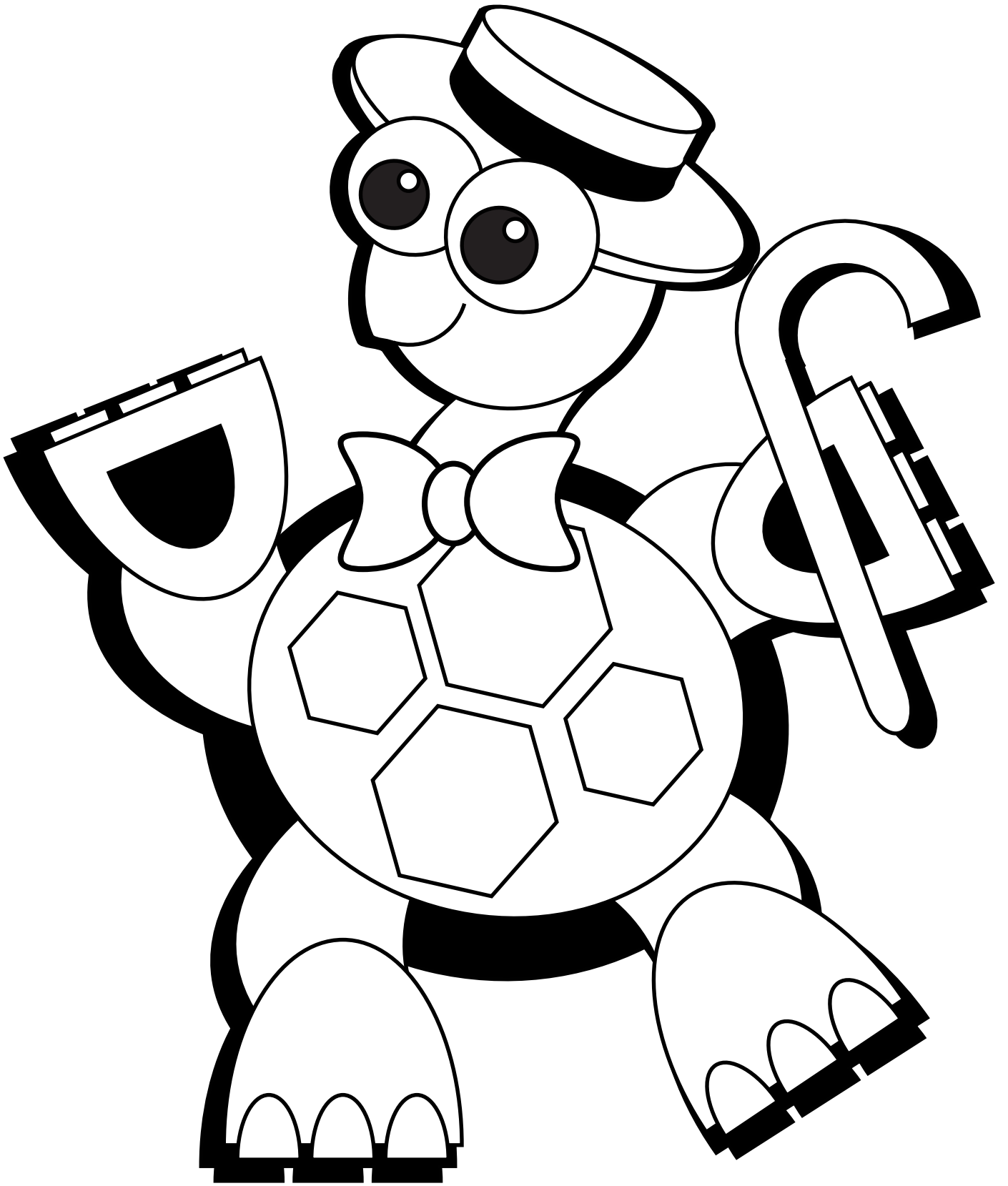
- *Titch* by Pat Hutchins
- *Whose Teeth?* by Jeannette Rowe
- *Whose Tail?* by Jeannette Rowe
- *Here's Buster – But Where's Teddy?* by Rod Campbell
- *The Fat Cat Sat On A Mat* by Nurit Karlin

My Mouth Music in the car

- Pretend you are sailing **Captain Tom's boat** when you are driving the car and sing about your child getting on and off the **boat** as you get in and out of the car.
- Make the **'t'** sound as you **tap dance** in and out of the car. As you walk to the shops or back into the house, **tap dance** as you walk making the **'t'** sound.
- Keep an eye out for **tip trucks** as you drive.
- See if you can find **two** vehicles that are the same.







The 'd' sound

Special name: The drum sound

How is it made?

The tip of the tongue is elevated behind the top front teeth, then lowered. This is a noisy (voiced) sound.

Ideas to help your child learn the 'd' sound

Mirror time

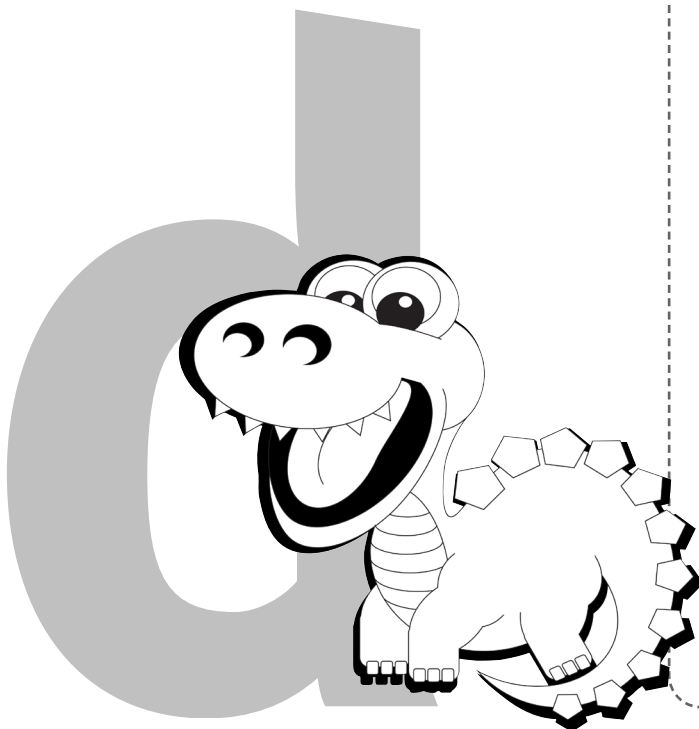
Show your child where to put the tip of their tongue behind their teeth. Again if this is too hard try to encourage your child to make this sound by gently putting the tongue between the teeth to make a 'd' sound between their teeth.

Mouth play

Help your child to feel the hard ridge on the roof of their mouth just behind their top teeth. When your child can do this, ask them to put their tongue on this spot and blow it down with their voice.

Imitation

Talk about turning your voice motor on for the 'd' sound. Let your child feel your throat vibrating by putting their hand on your throat when you say the 'd' sound.



Dino stomp!

Chorus:

D... D... D... D...
D... D... D...

Here comes the dino!
Stomp stomp stomp!
Whatcha gonna do? Do do do?

Chorus

Ah! It's a dinosaur!
Hang on, it's a friendly dino.
She just wants to play.

Here comes the dino!
Stomp, stomp, stomp!
To play another day. Day, day, day.

Chorus

You can't catch me, dino!
Oh no, dino, you stomped on all
the flowers!

Here comes the dino!
Stomp stomp stomp!
Whatcha gonna do? Do do do?

Chorus

Here comes the dino!
Stomp, stomp, stomp!
Her name is Dee, Dee Dee Dee.

Dee, it's time for afternoon tea!
Munch, munch! Mmm, delicious!

Chorus

Here comes the dino!
Stomp stomp stomp!
Whatcha gonna do?
Do do do?

Chorus

Thanks Dee Dinosaur!
Come and play another day!
Bye bye, Dee!

Words: Sarah Kilcoyne. Music: Helen Carrington



Listen and sing-a-long!

Scan the QR code or visit www.childrens.health.qld.gov.au/service-speech-pathology-my-mouth-music/



My Mouth Music activities

- Pretend to be a dinosaur stomping. Make the 'd' 'd' 'd' sound as you do it. You may want to put pieces of newspaper on the floor to stomp on.
- Photocopy the **Dee Dinosaur** picture and the **doughnuts** on the opposite page. Cut a slit in **Dee's** mouth to feed the **doughnuts** into. You may want to colour the **doughnuts** in different colours and encourage your child to select the 'green **doughnut**' etc.
- Draw **daisies** and other 'd' foods to feed to **Dee Dinosaur**.

Every day opportunities for practice

- Build a tower with blocks, make the 'd' sound with each block you add to the tower.
- Talk about things that go up and **down** (e.g. elevators, escalators or when you pick your child up or put them **down**).
- Sort the washing to see if you can find all of '**Daddy's**' or another '**D**' names' clothes (e.g. '**Daddy's** shirt,' '**David's** socks' etc).

Extension activities

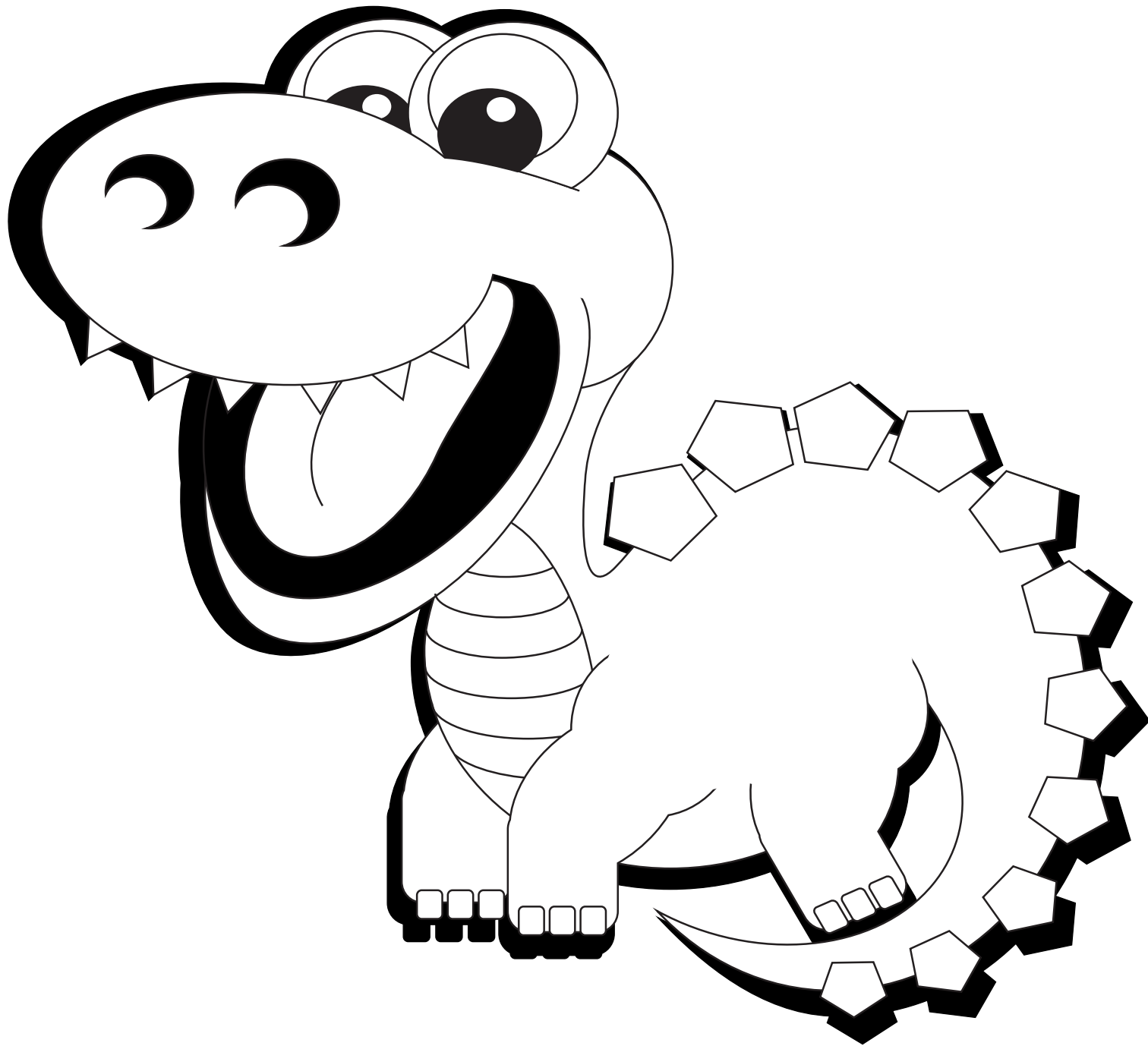
- Turn a plastic container upside down and use it as a **drum**. Make the 'd' sound as you **drum**.
- Make **playdough dogs, ducks, or dinosaurs**.
- Play: '**Do** what I **do**' give the child actions to follow as you say: '**Do** what I **do**.' Give the child an opportunity to be the leader as well.
- Have a torch and hold up a sheet, pretend to make **dinosaur shadows** behind the sheet with shadows.
- Play in the sandpit and do lots of **digging** and use this as an opportunity to talk about '**dirt**.'
- In the bath we can wash our: '**Dirty** face,' '**Dirty** arm,' '**Dirty** leg' etc. You can also wash all the "**dirty**" **dollies** and babies
- In play with a **dolly**, you could encourage your child to: 'Give **dolly**' toys, clothes furniture etc.

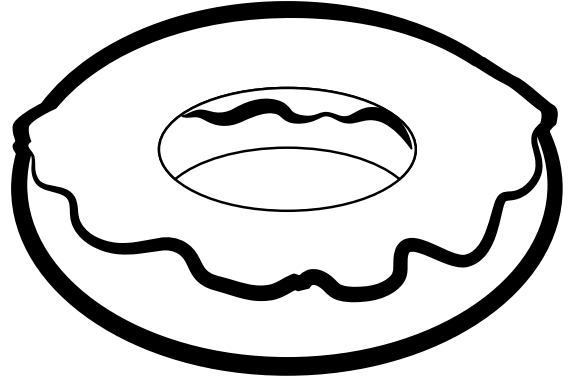
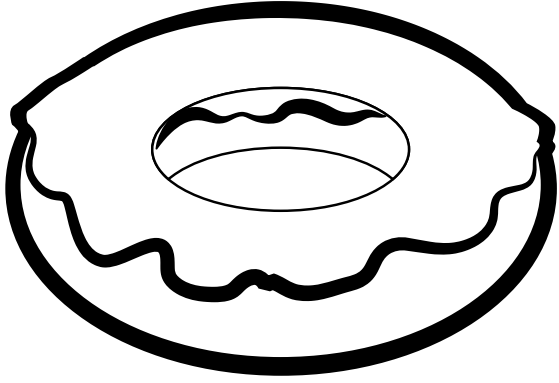
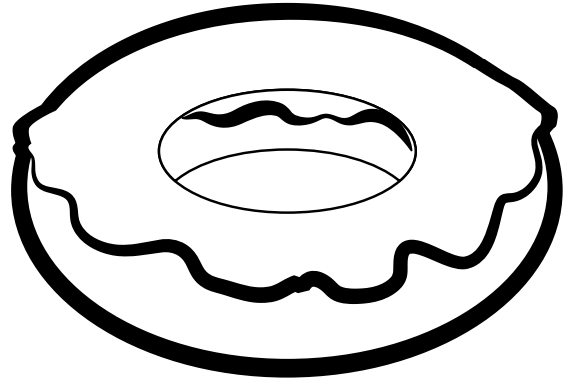
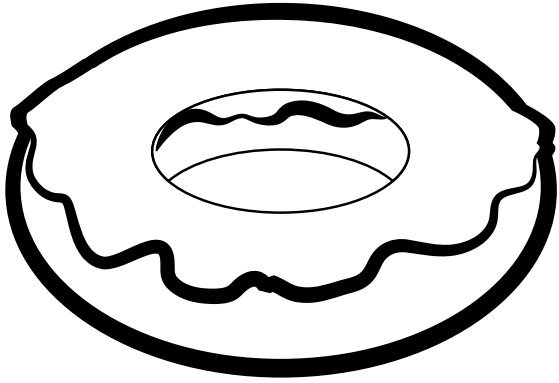
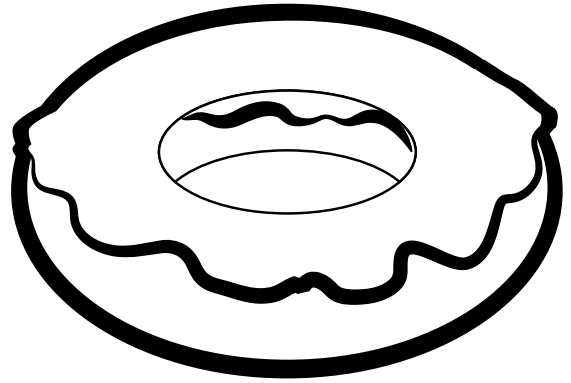
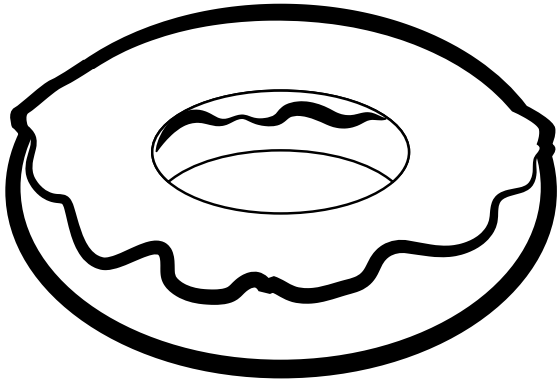
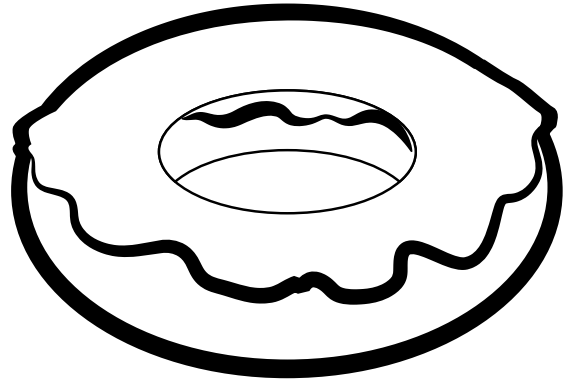
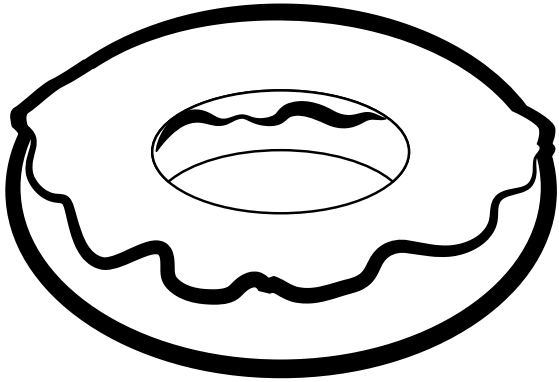
Books to read

- *Oh Dear!* by Rod Campbell
- *Go, Dog. Go!* by P. D. Eastman

My Mouth Music in the car

- When you see diggers call out the 'd' sound.





Long sounds

The 'f' sound

Special name: The spray sound.

How is it made?

The top teeth rest on the lower lip and the child gently blows air through their mouth. This is a quiet (voiceless) sound.

Ideas to help your child learn the 'f' sound

Mirror time

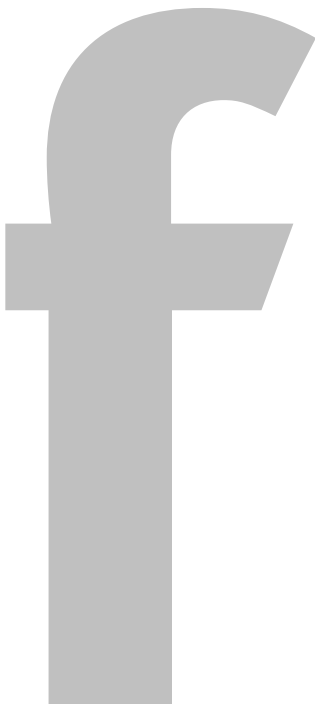
In front of a mirror, practice 'being a rabbit' – putting the top teeth on the bottom lip. Bite gently on the bottom lip, then blow, letting the lip move from under the teeth.

Mouth play

The child may need an extra cue to bite gently on the bottom lip with the top teeth and let out a 'big h' sound.

Imitation

Ask your child to hold their hand in front of your mouth and feel the burst of air when you make the sound. Ask your child to hold their hand in front of their mouth and feel the air flowing out of their mouth.



Shoo Fly

Chorus:

Shoo fly, don't bother me.
Shoo fly, don't bother me.
Shoo fly, don't bother me.
I'll get you with my spray, wait and see.

Fff, don't bother me.
Fff, don't bother me.
Fff, don't bother me.
'Cause I don't like your company.

Get off, get off,
Oh fly, get off me.
Get off, get off,
Oh fly, get off me.

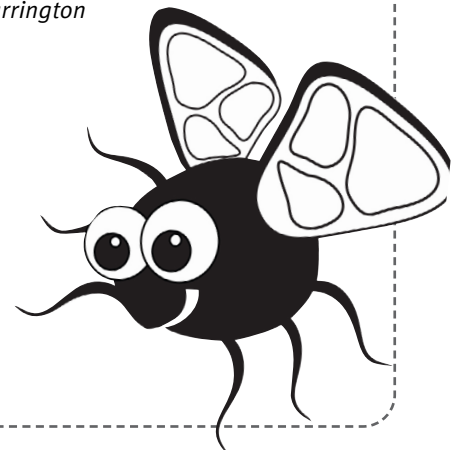
Shoo ant, don't bother me.
Shoo ant, don't bother me.
Shoo ant, don't bother me.
I'll get you with my spray, wait and see.

Fff, don't bother me.
Fff, don't bother me.
Fff, don't bother me.
'Cause I don't like your company.

Get off, get off,
Oh ant, get off me.
Get off, get off,
Oh ant, get off me.

Chorus

*Original words: Billy Reeves
Original music: Frank Campbell
Adapted by: Helen Carrington*



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sing-a-long!

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Huff and Puff

The big, bad wolf,
Said to the little pig:
“I’ll huff,
And puff,
And blow your house right down.”
He went huff, ff, ff,
And puff, ff, ff.
And the poor little pig’s straw house fell down,
Fell down to the ground.



The big, bad wolf,
Said to the little pig:
“I’ll huff,
And puff,
And blow your house right down.”
He went huff, ff, ff,
And puff, ff, ff.
And the poor little pig’s stick house fell down,
Fell down to the ground.



The big, bad wolf,
Said to the little pig:
“I’ll huff,
And puff,
And blow your house right down.”
He went huff, ff, ff,
And puff, ff, ff.
But the clever little pig’s brick house stood strong.
Yay! And that is the end of the song.



Concept: Sarah Kilcoyne

Words and Music: Helen Carrington



My Mouth Music activities

- Use a squirty bottle filled with water and pretend to spray imaginary flies as you practice saying your sound. Each time your child makes an attempt at the 'f' sound, give them a turn at spraying the water bottle.
- Arrange cotton balls so that the child can blow them across the table saying: 'huff' and 'puff'. Make sure that the air is coming out of their mouth as they make the sound.
- Photocopy the 'bee' and 'fly' pictures. Practice spraying the bugs with the 'f' sound.
- Photocopy the house, wolf and pigs pictures. Act out the 'Huff and Puff' song, making the 'f' sound.

Every day opportunities for practice

- At dinnertime, encourage your child to tell you when they have finished their meal. Practice saying 'finished'.
- When getting ready for bath time encourage your child to help take all the of their clothes 'off' (e.g. 'shirt off', 'pants off', 'socks off' etc).
- While your child is getting dressed talk about putting shoes and socks on their 'feet'.
- Talk to your child as you are filling up your child's cup with milk or water about their cup being full. Say it's 'getting fuller, getting fuller, now its full!'
- In the garden, squirt plants as you say the 'f' sound. You could use a hose or a squirty bottle.
- Talk about things that are 'funny' or 'not funny' throughout the day.

Extension activities

- You could extend the song to include mosquitoes (e.g. "mossies") or bugs. Change the word fly to suit the bug that you are going to sing about. Still encourage the child to make the 'f' sound as they spray the bug.
- Draw funny faces together, talk about the eyes, nose, mouth on the face.
- Trace around your feet on a large piece of paper. You could cut these feet out and follow the feet to find toys hidden around the room.

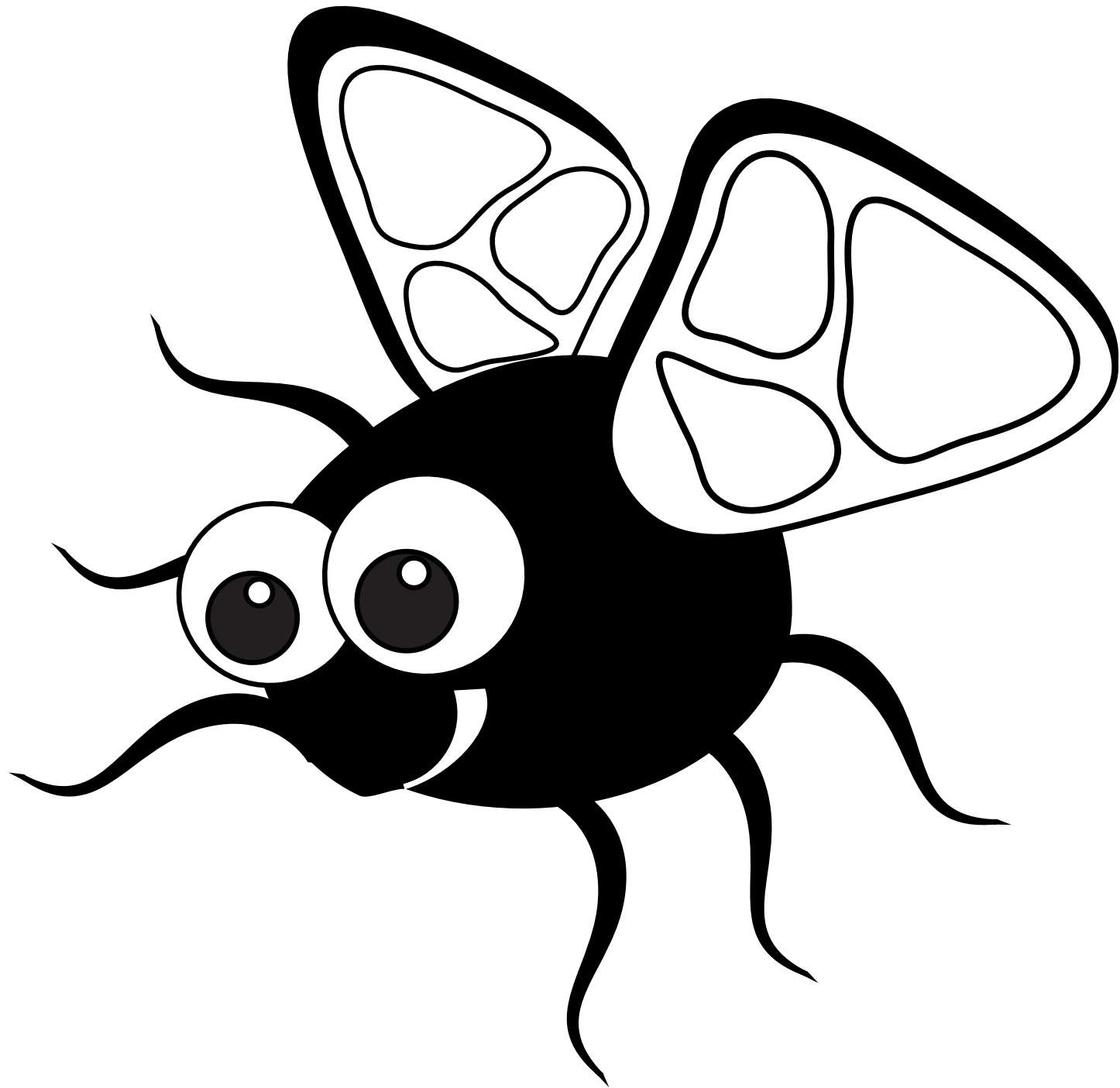
- Use chalk to trace around your or your child's feet or hands outside and talk about fingers. Draw fingernails on the fingers and colour them in different colours. As you are tracing around your child's hand and feet talk about how the chalk 'feels funny' and 'tickles'.
- During water play outside, fill empty plastic cups with water and talk about them being full or empty.
- Hide toys around the room and see what you can find.
- Pretend to be fairies, make the 'f' sound as you fly around the room.
- Play mothers and fathers.
- Feed toys food, see how many different foods that begin with the 'f' sound that you can think of.
- While doing a puzzle, talk about whether the pieces 'fit' or 'don't fit.'
- Play Jack and the Bean Stalk and pretend to be the giant saying: "fee-fi-fo-fum."
- Play 'on' and 'off' with music. Press stop and play with the music turning it on and off.
- Pretend to talk on the phone. Take it in turns. Pretend the phone is ringing, answer it by saying: "Hi!" and don't forget to say: "Bye!"
- Sing: "Old MacDonald had a farm."
- Count: "One, two, three, four, five."

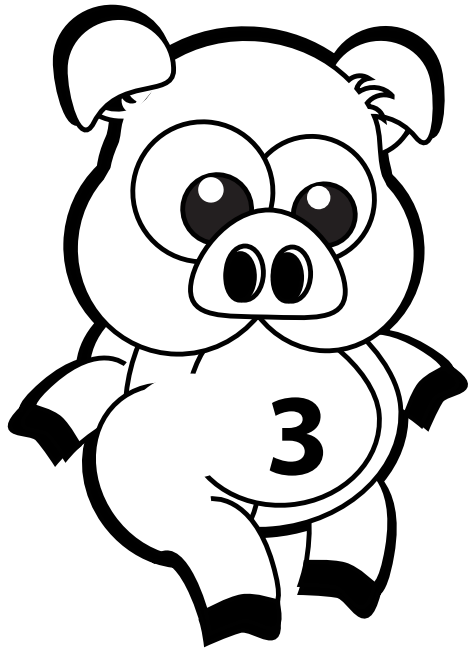
Books to read

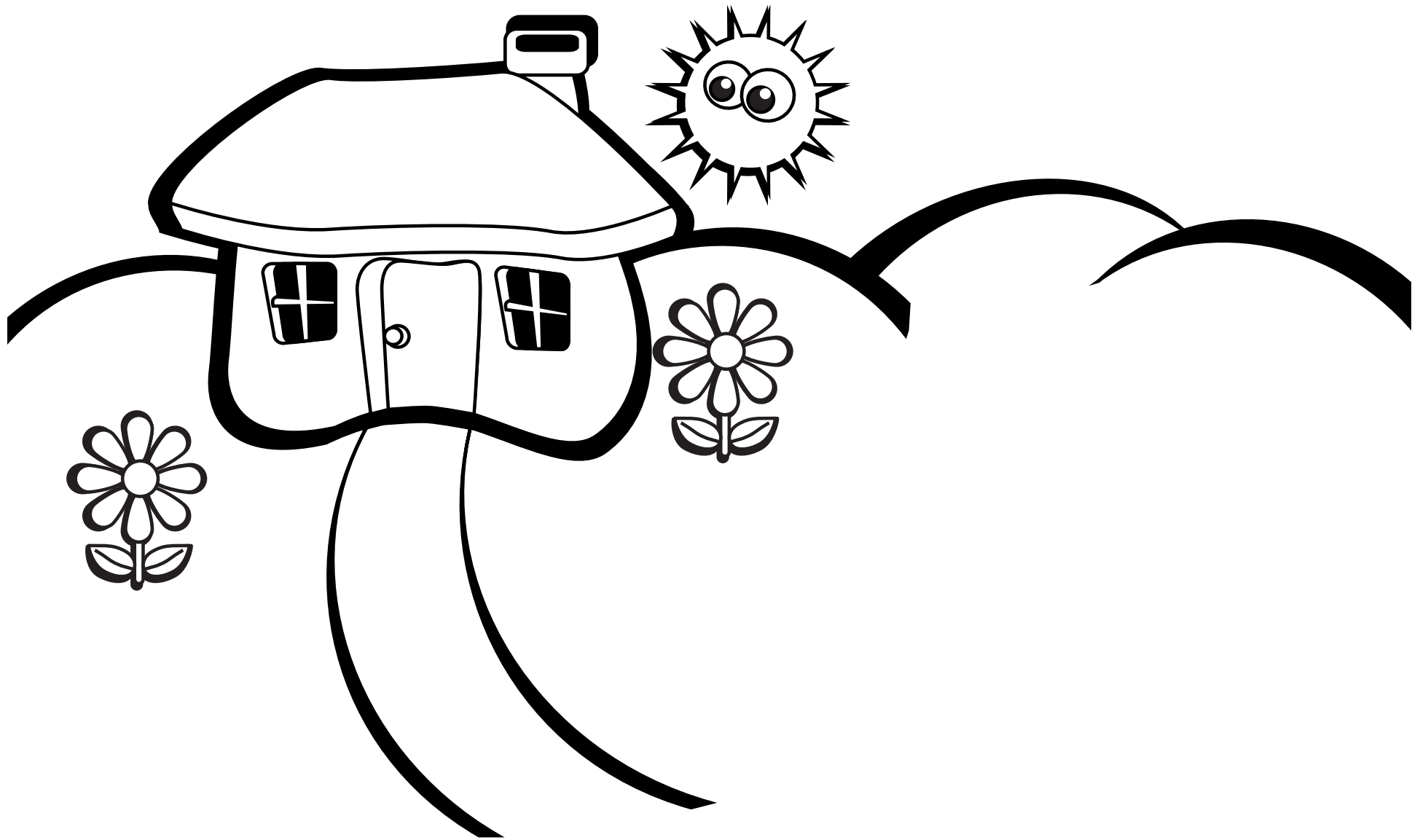
- *Whose Family?* by Jeannette Rowe
- *Jack and the Beanstalk* – children's classic
- *The Three Little Pigs* – children's classic
- *The Fish* by Dick Bruna
- *The Foot Book* by Dr Seuss

My Mouth Music in the car

- Talk about the 'fun' things you did that day and at daycare or home.
- See who can find the tallest fence
- See who can see a fire truck
- See who can find a variety of different things e.g. 'I found a red sign!' 'I found a blue car' etc.







The 's' sound

Special name: The snake sound

How is it made?

The tip of the tongue is behind the front teeth. The air stream comes out past the centre of the tongue. Work from the 't' sound which is made in the same place "t-t-t-sssss". Encourage your child to make a 'long t sound.' This is a quiet (voiceless) sound. You might need to gently hold your child's nose to help direct the air out of the mouth. If your child has trouble with this sound, discuss it with your child's speech pathologist.

Ideas to help your child learn the 's' sound

Mirror time

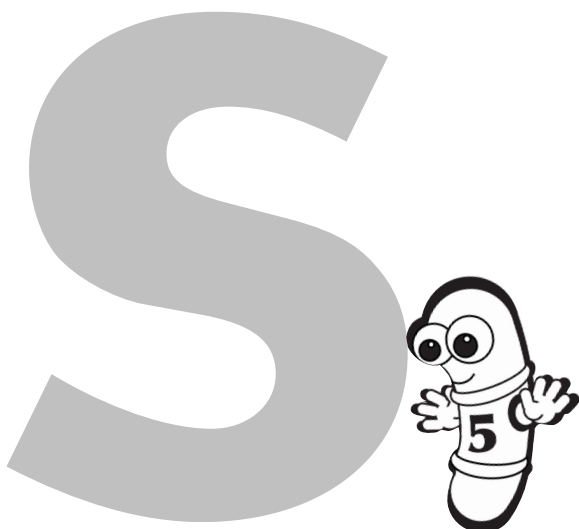
Smile, close your teeth and let the air flow down the centre of your tongue.

Mouth play

Keep your teeth closed and make the long 'snake' sound.

Imitation

Help your child feel the air flow by holding a hand in front of their mouth.



Five Fat Sausages

Five fat sausages,
Sizzling in a pan.
One went "sss",
And then went "bang"!



Four fat sausages,
Sizzling in a pan.
One went "sss",
And then went "bang"!

Three fat sausages,
Sizzling in a pan.
One went "sss",
And then went "bang"!



Two fat sausages,
Sizzling in a pan.
One went "sss",
And then went "bang"!

One fat sausage,
Sizzling in a pan.
It went "sss",
And then went "bang"!



*Words & Music: Traditional
Adapted by Helen Carrington*



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Silly Soup

Chorus:

So, so silly,
Silly soup.
So, so silly,
Silly soup.

What goes in a
Silly soup?
Something silly.
Silly soup.

Smelly socks!

Some socks, some socks,
Some socks in the soup.
Now let's heat it up. Sss!
Sssssss!

Chorus

Slippery soap!

Some soap, some soap,
Some soap in the soup.
Now let's heat it up. Sss!
Sssssss!

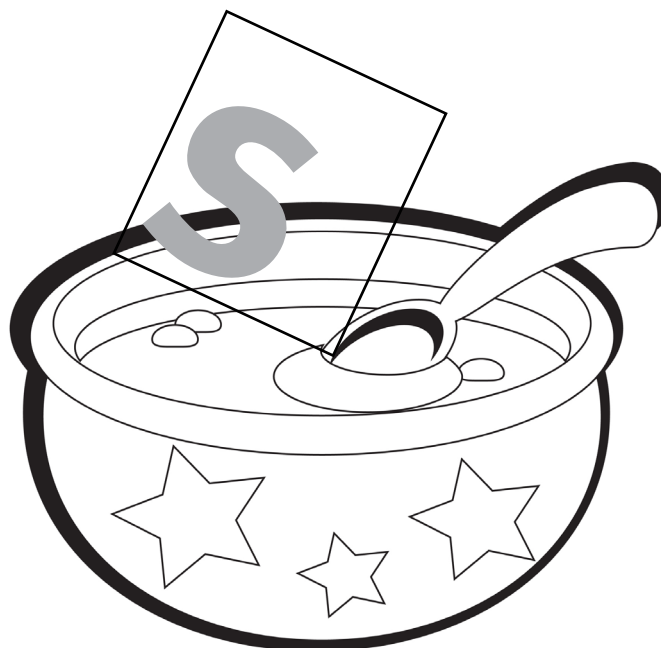
Chorus

Sticky sand!

Some sand, some sand,
Some sand in the soup.
Now let's heat it up. Sss!
Sssssss!

Chorus

*Concept: Sarah Kilcoyne
Words and Music: Helen Carrington*



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Susie the Snake

Susie the snake is slithering along,
Ss, ss, ssss.

Susie the snake is slow and long,
Ss, ss, ssss.

Susie the snake sings a hissing song,
Ss, ss, ssss.

So stop and stay away
From Susie the snake!

Susie the snake is slithering along,
Ss, ss, ssss.

Susie the snake is slow and long,
Ss, ss, ssss.

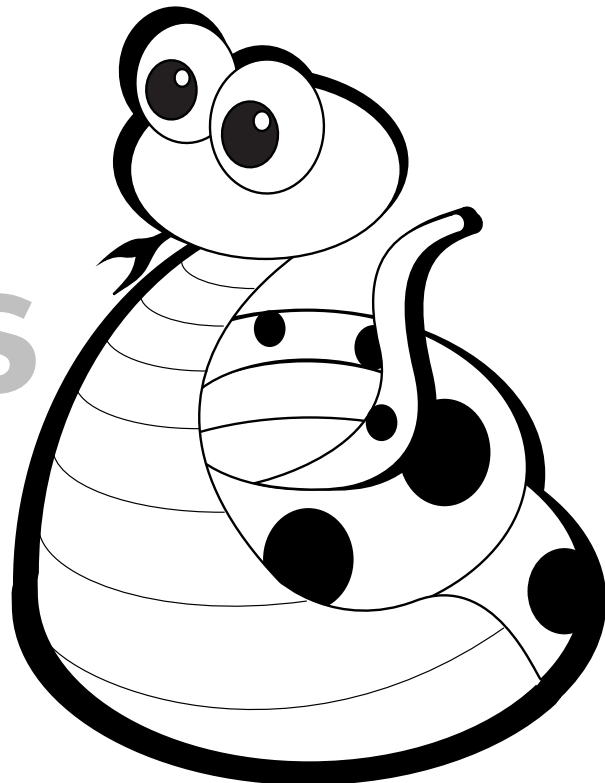
Susie the snake sings a hissing song,
Ss, ss, ssss.

So stop and stay away
From Susie the snake!

Sss, sss, ssss! Sssss!

*Concept: Sarah Kilcoyne & Helen Morris
Words and Music: Helen Carrington*

Ssssss



My Mouth Music activities

- Make play dough **s**ausages and pretend to 'cook' them with your snake sound as you sing: 'Five Fat **S**ausages.'
- Photocopy the five fat **s**ausages and pan picture. Cut out the **s**ausages and 'cook' them in the pan with your '**s**' sound as you sing the song.
- Pretend to make a special '**s**' soup. Each fill a plastic bowl with water for '**s**oup' and take a plastic spoon each. Pretend to fill your soup bowl with '**s**' things (e.g. **s**ocks, **s**eaweed, **s**ausages etc). Stir your soup and pretend that it is getting cold. Then say: 'We all need to heat up the soup with our '**s**' sound: "**ssssssssssss!**"
- Photocopy the '**Silly Soup**' picture and stick the **silly** pictures in the **s**oup as you **sing**. You could also cut out other **silly 's'** pictures from junk mail and magazines to put in the "**s**oup."
- Photocopy the **Susie the Snake** picture and use it to '**s**lither' around the house, making the '**s**' sound as you go.

Every day opportunities for practice

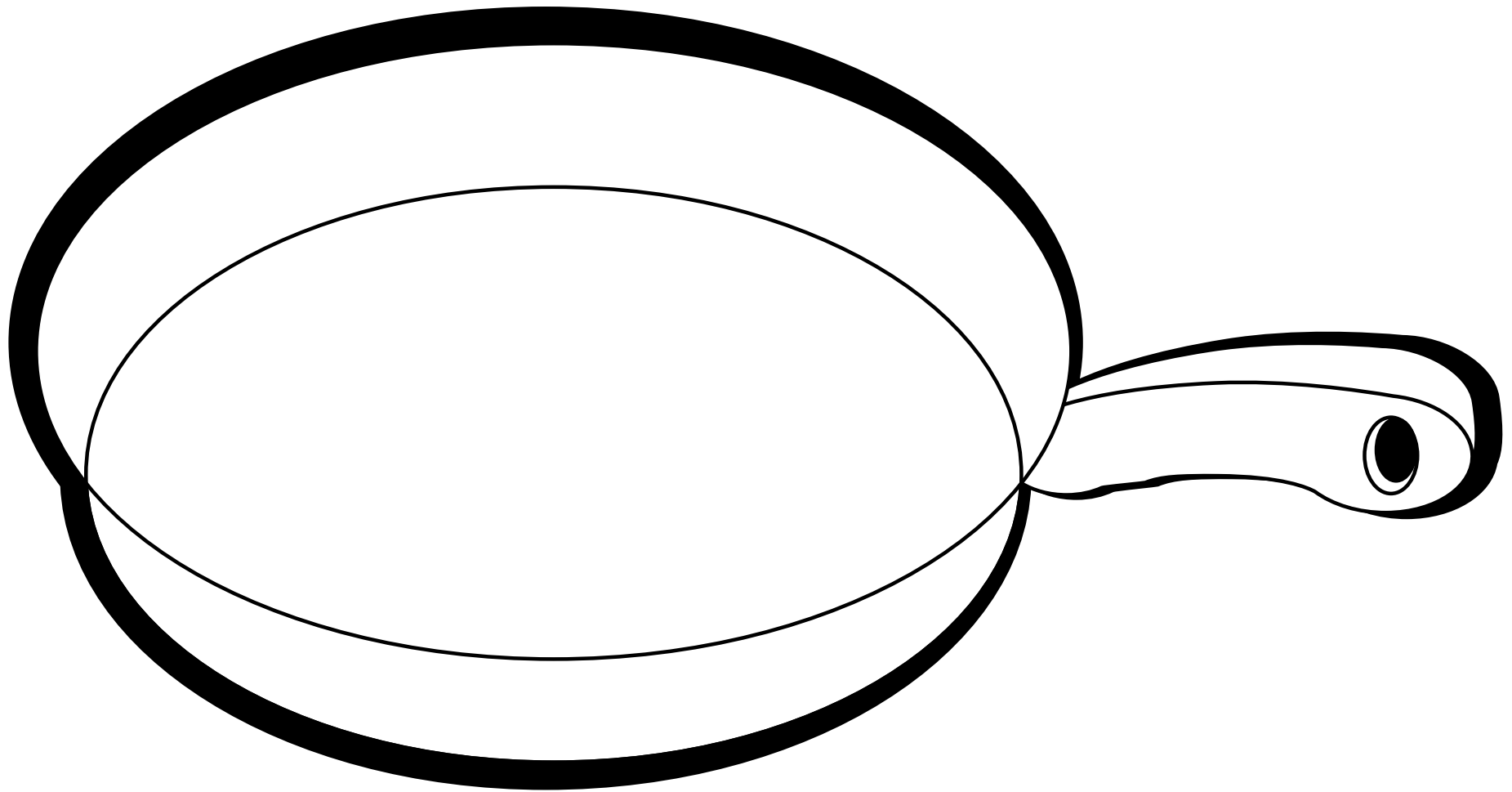
- Have **s**ausages for dinner. Make the '**s**' sound by itself or in simple syllables after each bite of the **s**ausage. Don't forget the '**s**auce', make the '**ssssss**' sound as it goes on the **s**ausage.
- Make **s**andwiches or a **s**alad to share for lunch or dinner.
- Talk about the taste of food, whether it is **s**our, **s**alty or **s**weet as you learn about new foods at home.
- Make a bubble bath and wash the toys with **s**oap.
- Take long pieces of string or wool and pretend they are snakes and make a long '**s**' sound.
- Have your child help you sort the washing (e.g. green **s**ock, blue **s**ock, purple **s**ock etc).
- During bath time pretend that the bath water is the '**s**ea', the child can pretend to put their bath toys in the '**s**ea' (e.g. say 'duck in the **s**ea,' '**s**oap in the **s**ea' etc).
- Play matching games to find the things that are the '**s**ame' (e.g. **s**ocks, shoes etc).

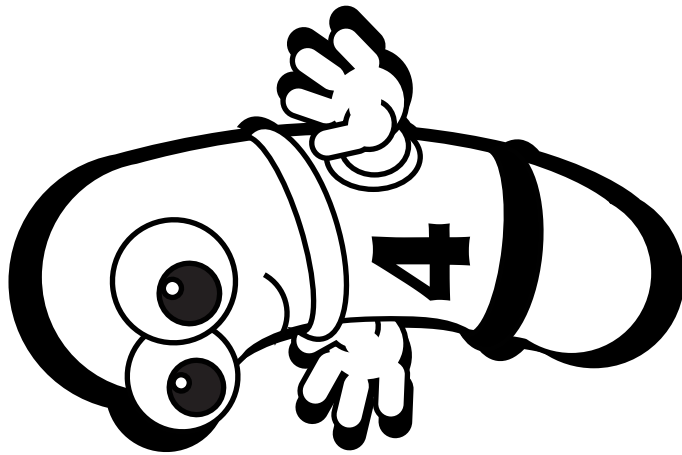
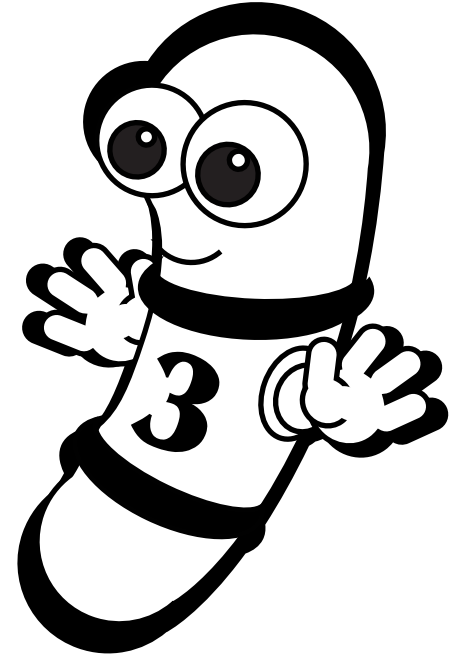
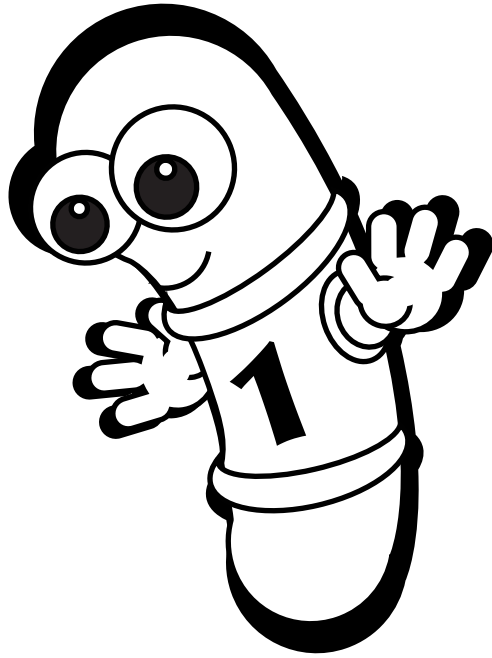
Extension activities

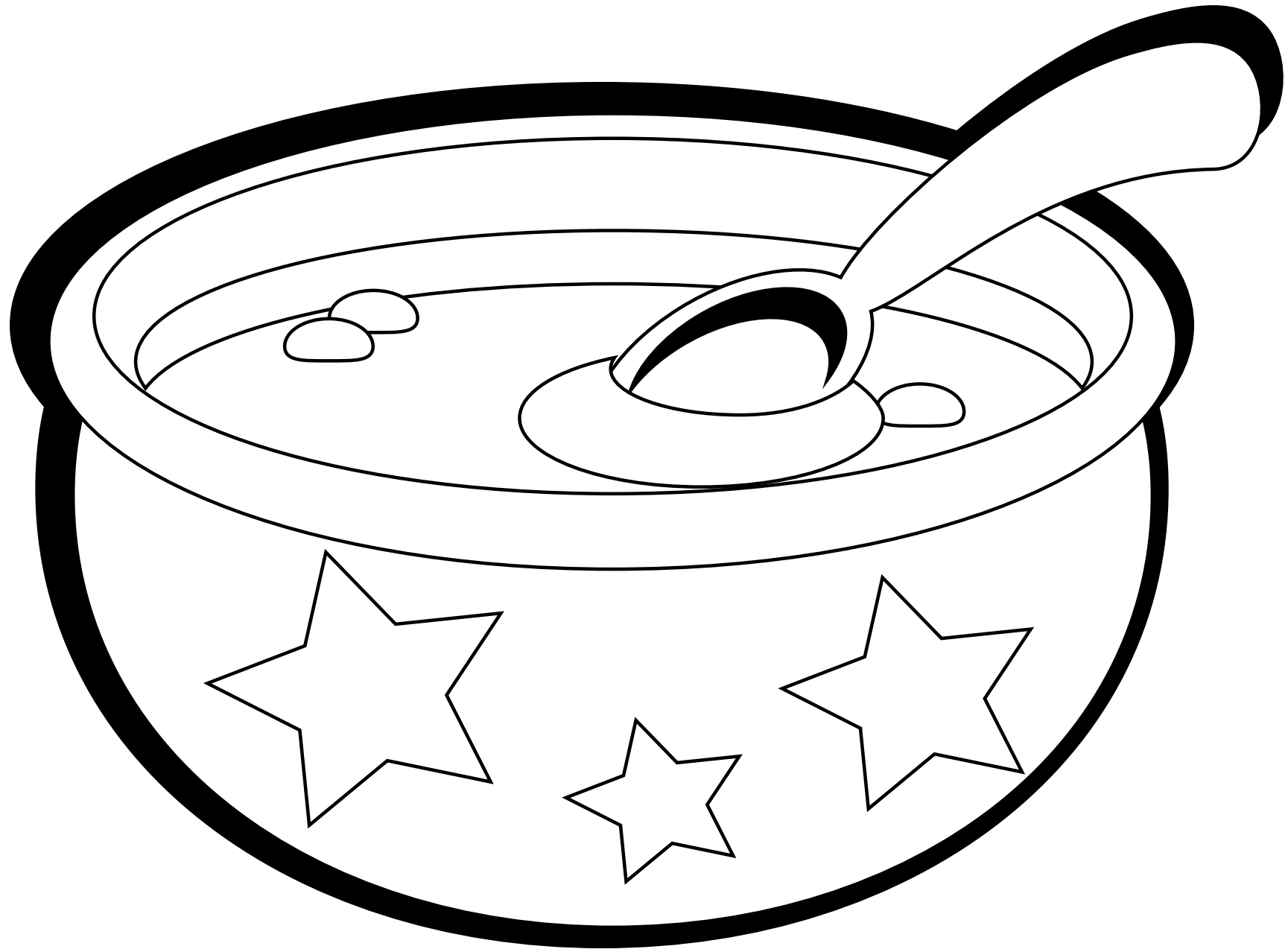
- Play teachers and tell all of the toys to '**s**it down.'
- Play doctors and pretend that the toys are '**s**ick.'
- Talk about feelings and being happy and **s**ad. Draw 'happy' and '**s**ad' faces.
- Draw **s**uns on pieces of paper and hide them around the room. Make the '**s**' sound each time you find one.
- Pretend to be '**s**eagulls' and eat chips.
- Draw snakes on the pavement with chalk making the '**s**' sound as you do it.
- On an outside table put shaving cream on some plastic and draw **s**nakes in it with your fingers while making the '**s**' sound.
- Make mummy and baby **s**nakes out of old clean **s**ocks or **s**tockings and hide them around the room. Make the '**s**' sound when you find them.
- Fill a bucket with water, and put water toys in the '**s**ea' to swim.
- Talk about the **s**easons, and how **s**ummer and winter feel.

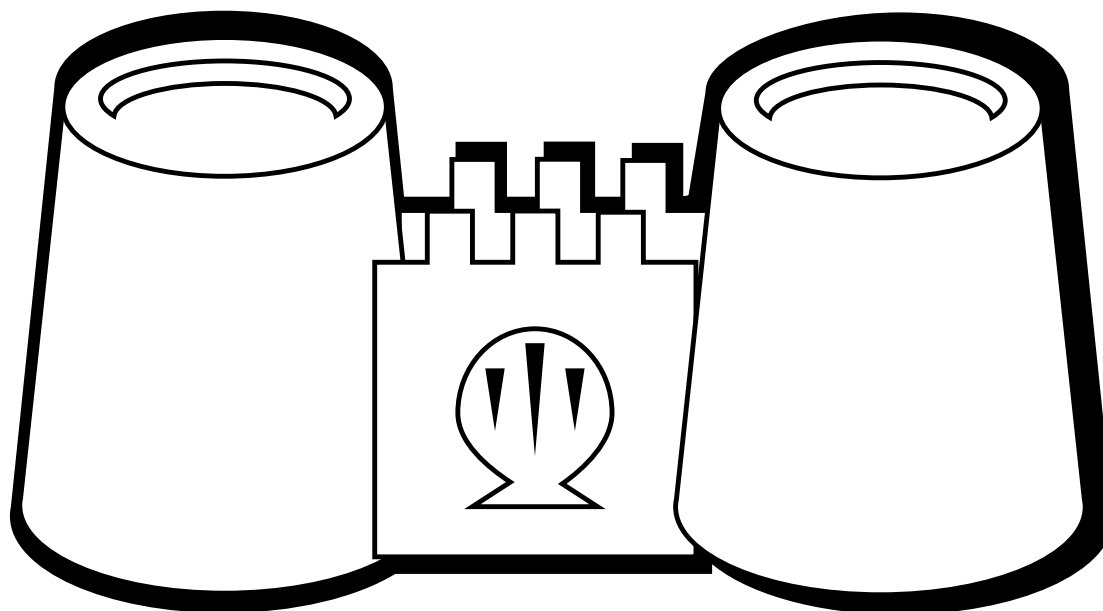
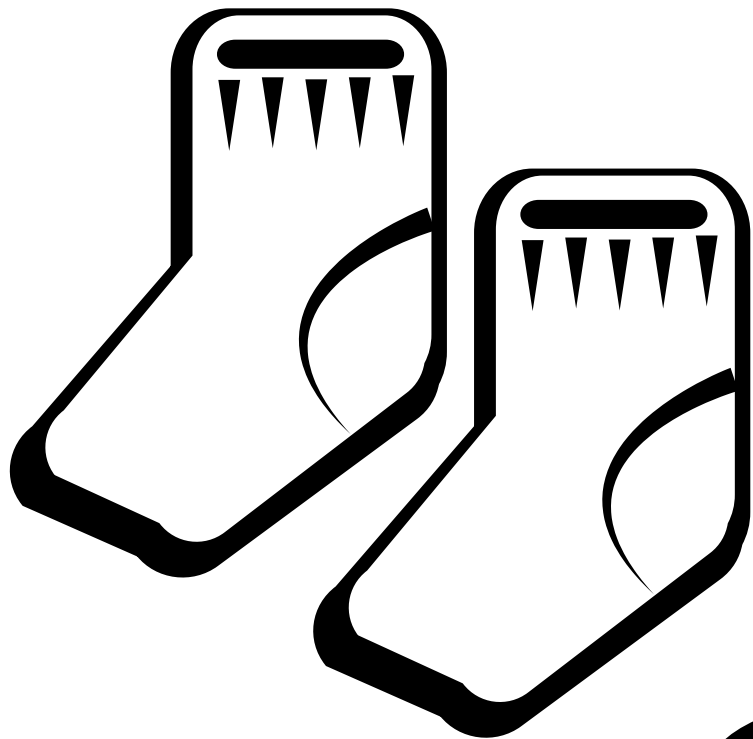
My Mouth Music in the car

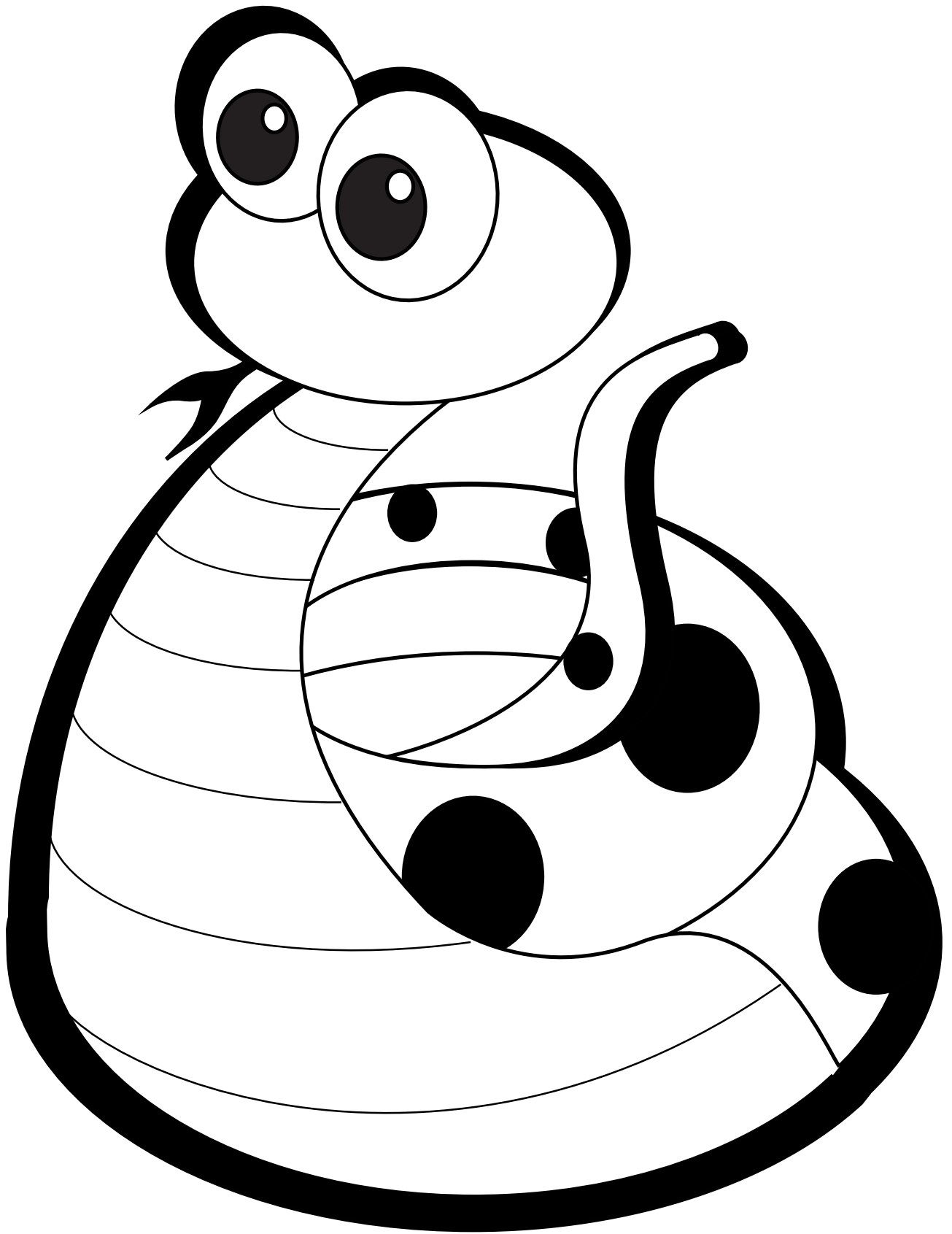
- Call out which colour **s**ign you **s**ee (e.g. 'I **s**ee a blue **s**ign,' 'I **s**ee a red sign,' 'I **s**ee a green **s**ign' etc).
- While driving, pretend you are a long snake **s**lithering through the **s**grass and make a long '**s**' sound.
- See who can make the longest '**s**' sound.
- Pretend to put on magic sunglasses and talk about what you can **s**ee while you are driving (e.g. 'I **s**ee a....' etc).











The 'sh' sound

Special name: The 'be quiet' sound.

How is it made?

The lips are rounded and pushed forward. The tongue tip is behind the front teeth, a little further back than for the 's' sound. Air passes down the centre of the tongue. This is a quiet (voiceless) sound. You may need to gently close your child's nose with your fingers to help the air come out of their mouth when they make this sound.

Ideas to help your child learn the 'sh' sound

Mirror time

Practice pushing your lips together and round them, put your teeth together and blow. Practice pushing lips forward and round, then back to normal. Do this a few times then add to the sound.

Mouth play

Tell each other to "be quiet" and make the 'sh' sound.

Imitation

Take turns making the 'sh' sound.

Sleepy Baby

Chorus:

Sleepy, sleepy baby.
Shhh, shhh, shhh.

Sleepy, sleepy baby.
Shhh, shhh, shhh.

Close your eyes,
Do not cry,
I will sing you a lullaby.

Chorus

Say goodnight,
Turn off the light.
I cuddle you and hold you tight.

Chorus

I love you,
With all my might.
I rock you gently from side to side.

Chorus

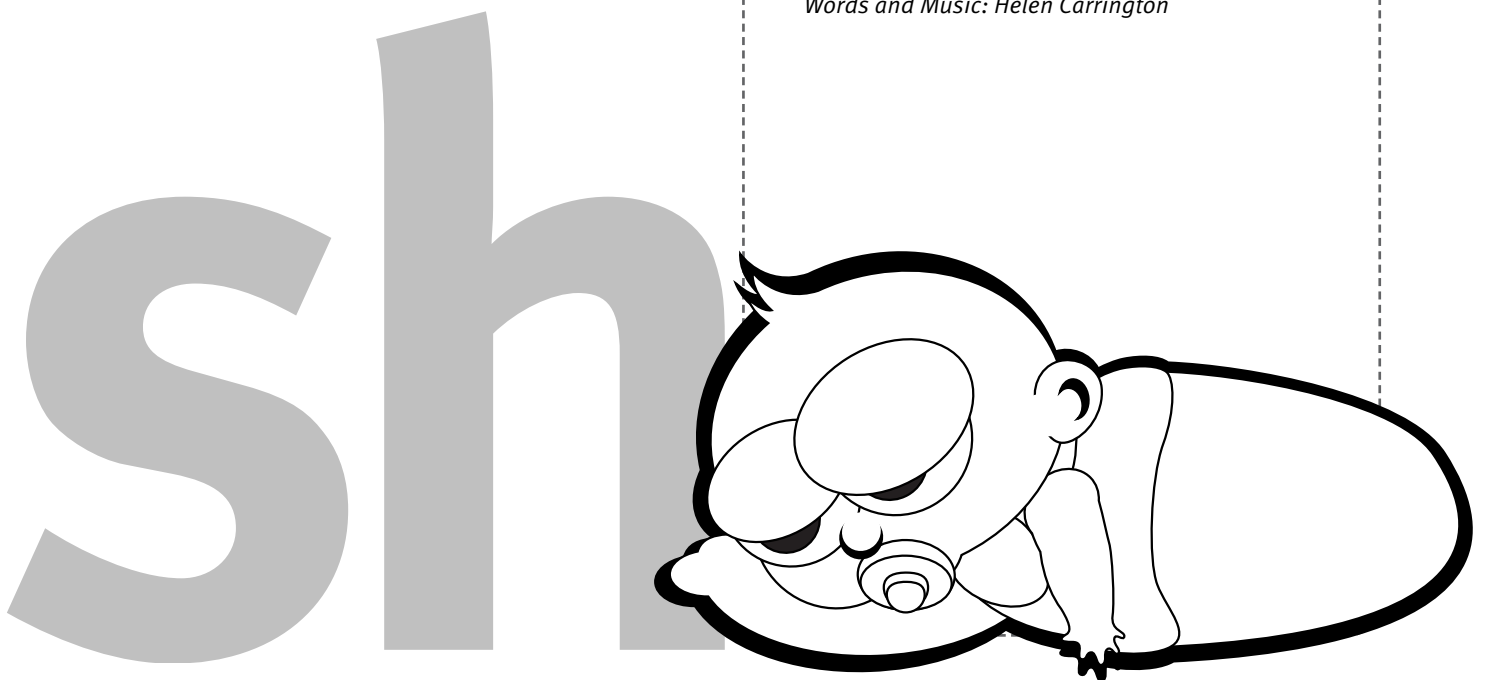
Concept: Sarah Kilcoyne

Words and Music: Helen Carrington



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pathology-my-
mouth-music/](http://www.childrens.health.qld.gov.au/service-speech-pathology-my-mouth-music/)



Washing Day

Chorus:

Hip hip hooray,
It's washing day!
Hip hip hooray,
It's washing day!

So many dirty clothes,
Where they come from no one
knows.

Shirts in (Shirts in)
Shh, shh.
Shorts in (Shorts in)
Shh, shh.
Shiny Shoes in (Shiny Shoes in)
Shh, shh.
Shawl in (Shawl in)
Shh, shh.

Chorus

Watch them spin around,
And make this sloshing sound:

Sh-sh, sh-sh,
Sh-sh, sh-sh,
Sh-sh, sh-sh,

Sh-sh, sh-sh.

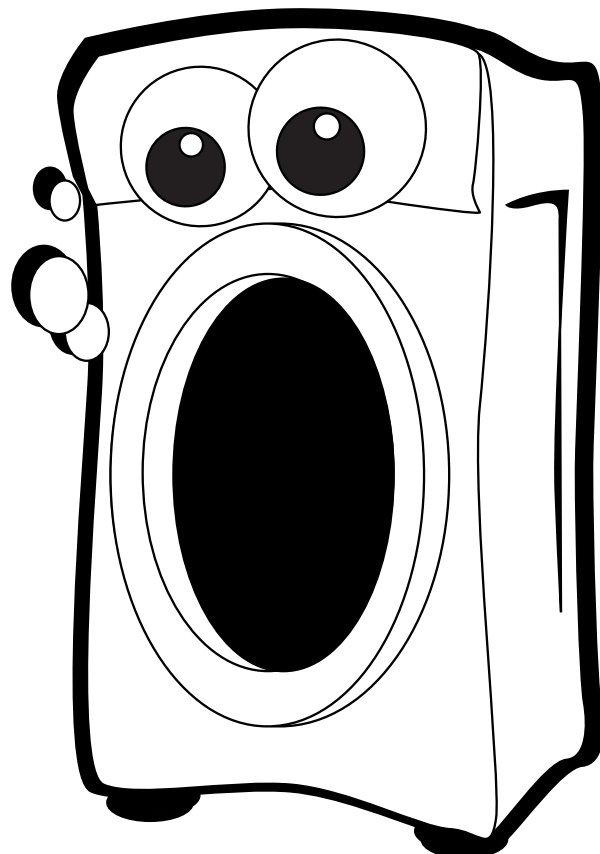
Chorus

Now all our clothes are clean.
Take them out of the machine.

Shirts out (Shirts out)
Shh, shh.
Shorts out (Shorts out)
Shh, shh.
Shiny Shoes out (Shiny Shoes out)
Shh, shh.
Shawl out (Shawl out)
Shh, shh.

Chorus

*Original concept: Helen Morris
Words: Sarah Kilcoyne
Music: Helen Carrington*



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sing-a-long!

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My Mouth Music activities

- Pretend to put the child's toys to sleep. Tuck the toys into bed, or put a blanket over them and tell each one to 'shhhhhh'.
- Pretend to put clothes in the washing machine. Make the 'sh' sound as you wash the clothes.
- Photocopy the washing machine picture and pretend to put the washing in the washing machine to wash it.
- Sit your child on your lap. Give your child a doll or a teddy to sing to, quietly rock the baby as you sing the song saying: 'sh' together as you sing.
- Photocopy the 'sleepy baby' picture and rock it as you sing a lullaby to it using the 'sh' sound.

Every day opportunities for practice

- When you are cleaning, talk about how you're polishing shoes or furniture and now they are all: 'shiny'.
- Play with 'noisy toys', with toy animals that make a variety of noises (e.g. growls, meows etc). Tell them to: 'be quiet' using the 'sh' sound.
- Practice being noisy and quiet and saying 'sh'.
- Sing 'Heads and shoulders, knees and toes.'
- Take a teddy or a toy dog for a pretend walk on a leash.
- Pretend to put soft toys to bed and say 'sh' as you go to sleep.
- Match shapes that you see in everyday life (e.g. a circle plate)
- When you are brushing your child's hair sing: 'This is the way we brush our hair.'
- Pretend to wash the dishes or put the dishes in the dishwasher.
- Splash water in the pool or when your child is having a bath.
- Screw up pieces of paper and throw in the rubbish.
- If you can't understand what your child is saying, ask them to 'show you.'
- Feed toys pretend marshmallows or sushi.

- When you are playing outside use an umbrella as the shade and pretend to put the toys in the shade.
- Go on a bush walk to your local park or down the street and see what you can see in the 'bush.'
- When you are making lunch or dinner, ask your child to help you mash the banana or potatoes.
- Encourage your child to help you sort the washing and peg it on the line. Each time your child hands you a peg, they can make the 'sh' sound.

Extension activities

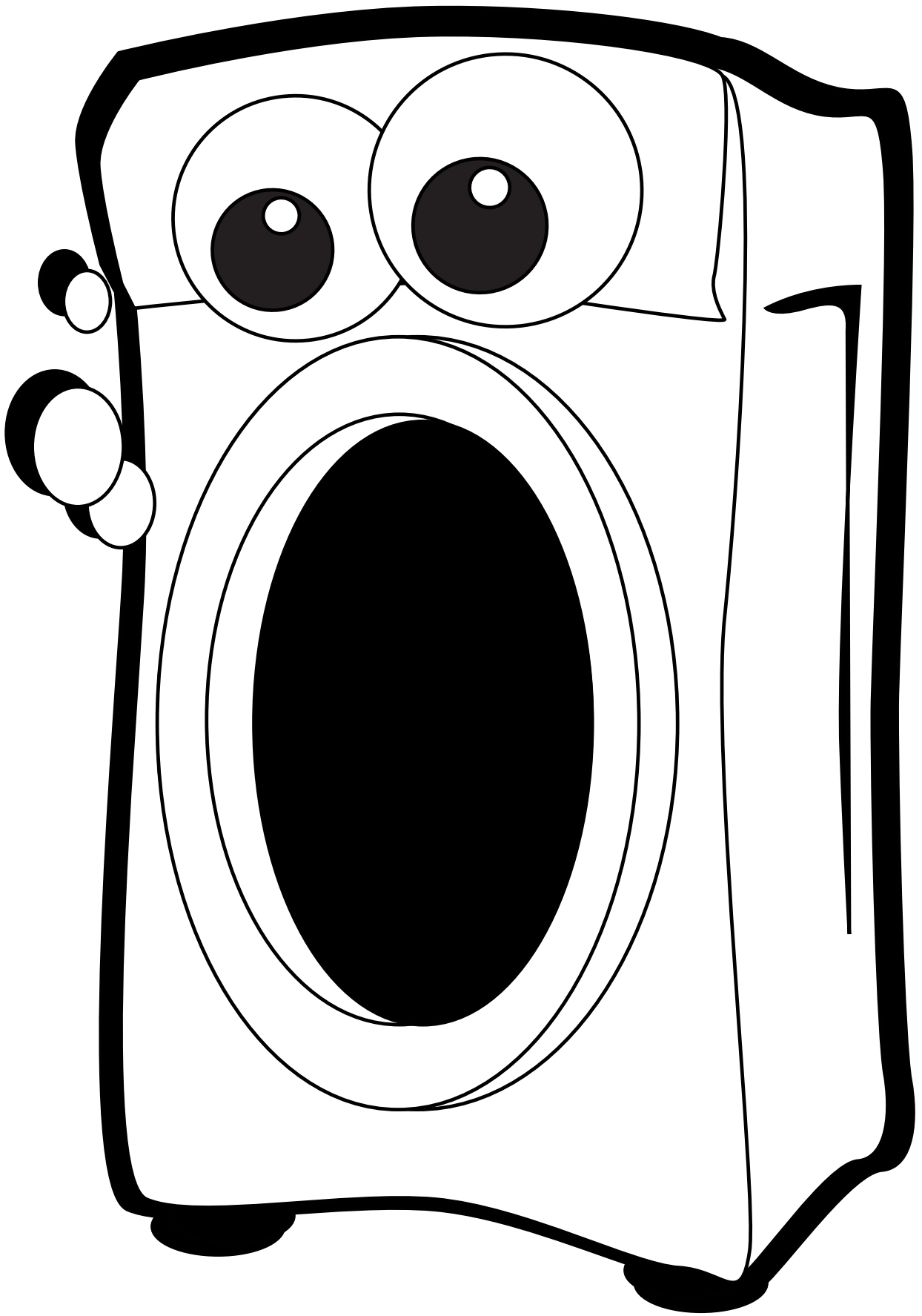
- Draw different shapes on pieces of paper.
- Talk about toys going on a trip and pack everything 'she needs.'
- Play birthday parties and make a wish once you have blown out the candles.
- Play dress ups and try lots of 'shoes on.'
- Make shakers in containers with lids and fill them pieces of pasta. Sing: "Shake, shake," as you shake them.
- Sing: 'Baa baa black sheep.'
- Use a bowl to float in a large container of water and pretend it is a ship.
- Put toys on a chair that rolls and say: 'Push,' as you push them along.
- Play dress up and have a fashion show with shirts, shawls and shoes.

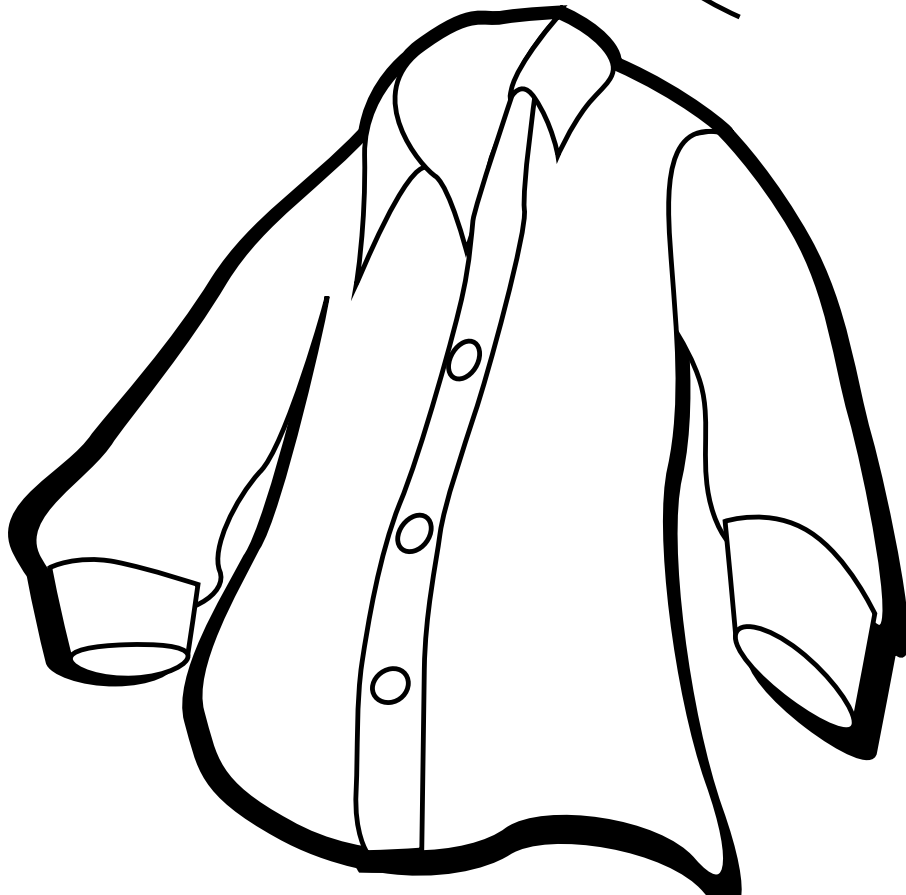
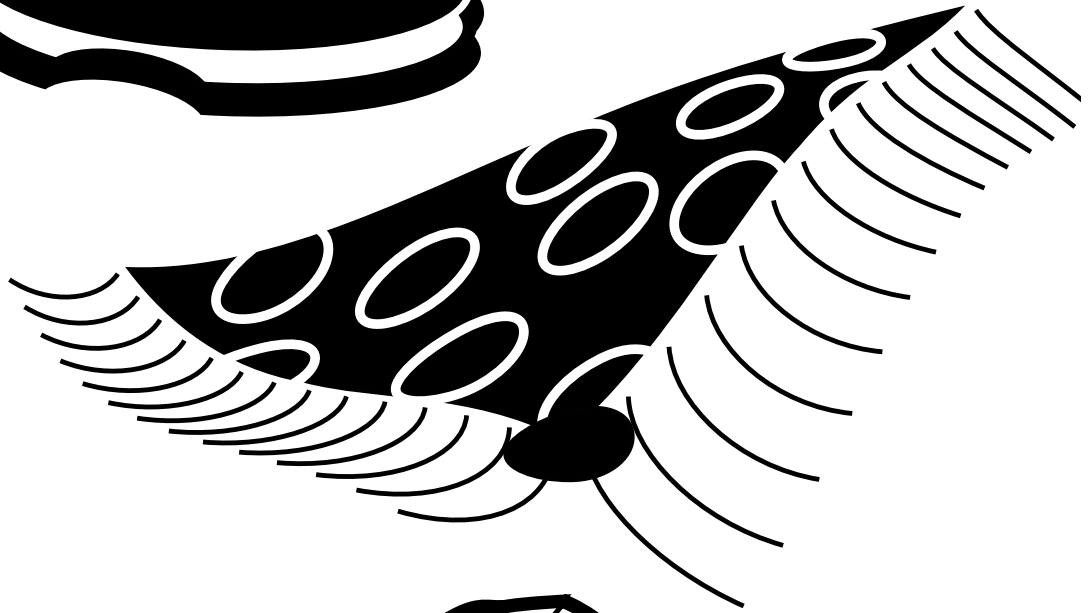
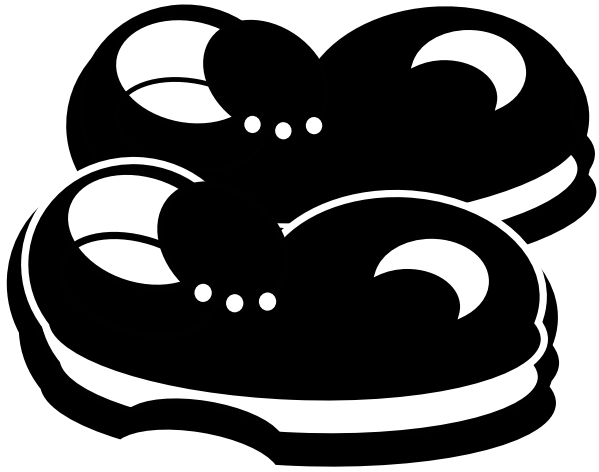
Books to read

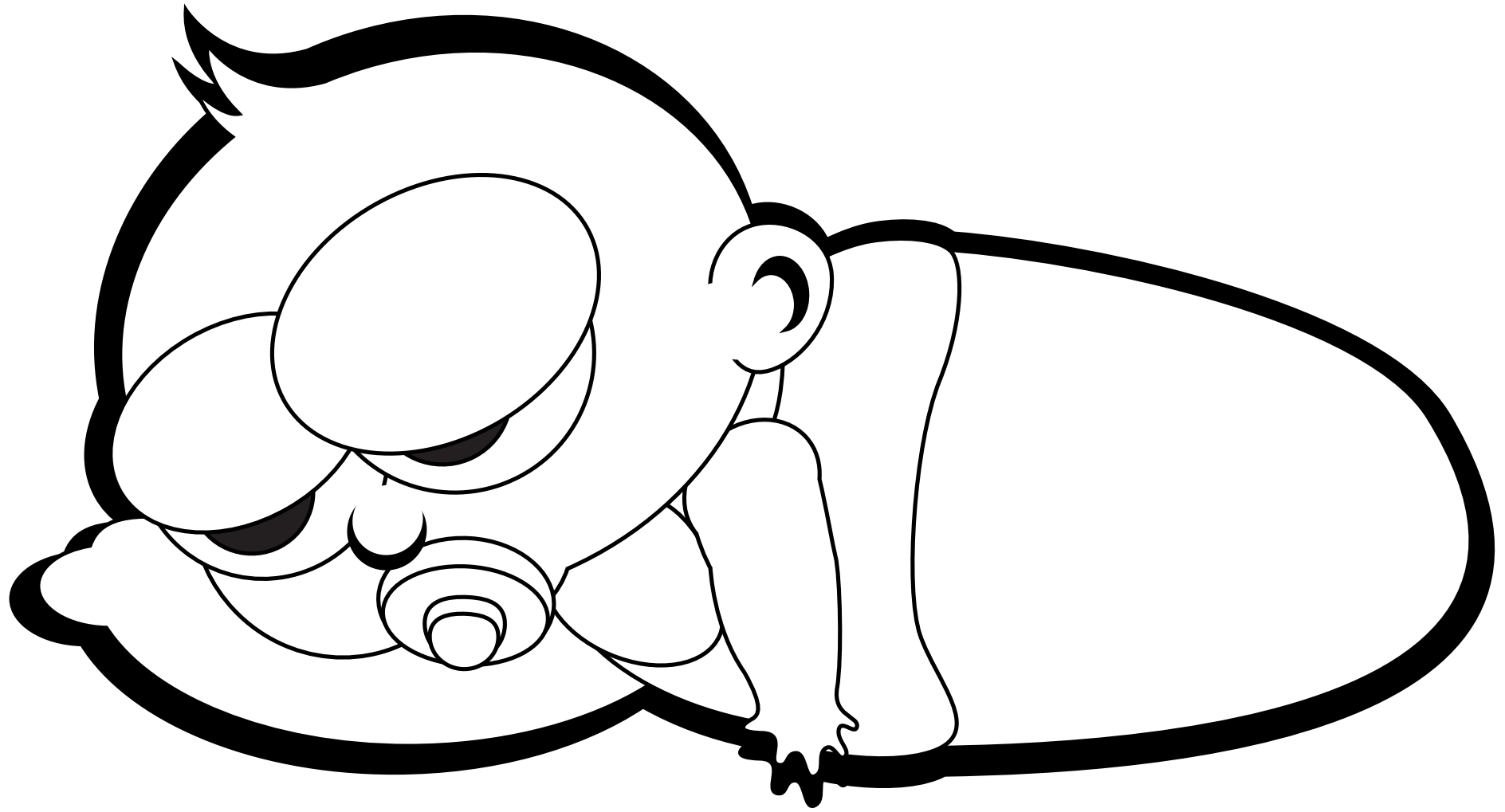
- *The Washing Line* by Jez Alborough
- *Pete The Sheep* by Jackie French

My Mouth Music in the car

- In the car keep an eye out for 'flashing' lights on emergency vehicles or traffic lights.
- Pretend when you are in the car that it is a spaceship and that you see aliens or space people in other spaceships as you drive along. Make the 'sh' sound as you 'soar through space'.







The 'ch' sound

Special name: The train sound.

How is it made?

The 'ch' sound is a combination of the 't' sound and the 'sh' sound. The lips are pushed forward and the tongue touches the hard ridge just behind the top teeth. Pressure is built up behind the tongue and then released as the tongue is lowered. The air comes out of the mouth.

Ideas to help your child learn the 'ch' sound

Mirror time

Round your lips in the mirror.

Mouth play

Get your tongue ready to say a 't' sound then sneeze. Say 't' and 'sh' quickly together. Say 't' then blow the tongue away to say a 'ch'. It is sometimes easier to practice this at the end of words rather than the beginning.

Imitation

Take turns in saying: 'ah-choo.'

ch

I Hit The Beach

When it gets hot,
I hit the beach.
But when we park the car,
The sea seems out of reach.

Why?

The sand is hot, hot, hot.
It burns my feet, feet, feet.
And I don't know, know, know,
If I can take the heat, heat, heat.

The sand goes crunch and I say "Ouch!"
Ouch, ouch, ouch, ouch, ouch, ouch,
splash!
The sand goes crunch and I say "Ouch!"
Ouch, ouch, ouch, ouch, ouch. Ahh!

When I get hungry,
I eat my lunch.
But it will get messy,
I just have a hunch.

Why?

I love to eat, eat, eat.
I can't be neat, neat, neat.
I eat so fast, fast, fast,
When it's something sweet, sweet, sweet.

My teeth go crunch when I go munch.
Munch, munch, munch, munch, munch,
munch, yum!
My teeth go crunch when I go munch.
Munch, munch, munch, munch, munch.
Yum!

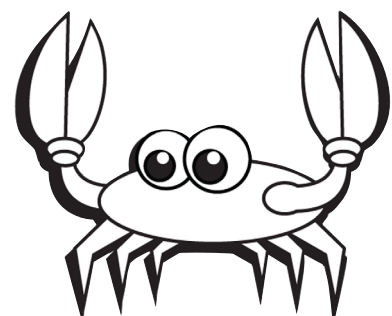
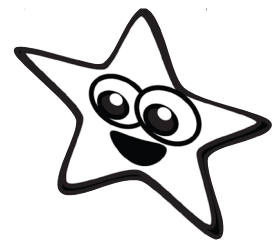
Words: Katie Walker-Smith

Music: Helen Carrington



Listen and
sing-a-long!

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My Mouth Music activities

- Set up a pretend **beach** scene with some towels or sheets for the water and the sand. Take some toys and pretend to drive them to the **beach**. Act out running over the hot sand whilst saying: “**ouch**”. Have a picnic or a messy **lunch** with the toys afterwards with lots of food to ‘**crunch**’.
- Photocopy the **beach** scene and cut out the funny **beach** pictures. Talk about putting the ‘**cheese on the beach**’ etc.

Every day opportunities for practice

- Talk about **changing** the sheets / towels on washing day.
- Have a **lunch** with **crunchy** spinach, **peach** and other foods to ‘**munch**’ and ‘**crunch**’.
- Hide under sheets and pretend to be baby **chickens** or dinosaurs **hatching**.
- During pack up time do an **ostrich** parade and pick up all of the toys.
- Sit the toys on the **couch** to **watch** a show.
- Talk about which colours / shapes **match**.

Extension activities

- Put toys on top of or under the **chairs** around the house.
- Put stickers on toys / action figure’s **chin** or **cheek**.
- Make a treasure **chest** out of an old shoebox. Pretend to be pirates and ask: “What is in the **chest**?”
- Do the **chicken** dance and dance like **chickens**.
- Pretend to feed toys ‘**chips**’, ‘**cheese**’ and ‘**chocolate**’.
- Play **cheerleaders** and **cheer**: “Three **cheers** for you!” “Three **cheers** for me.”
- Pretend to be at the **beach** in the backyard.
- Make pretend **watches** out of paper and pretend to tell the time and: “**Check** your **watch**.”
- Go to the park and see how many **branches** and park **benches** you can see.
- Hide some toys and ‘**search**’ to see if you can find them.

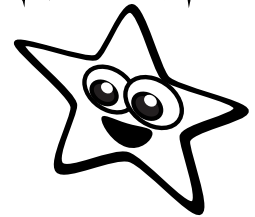
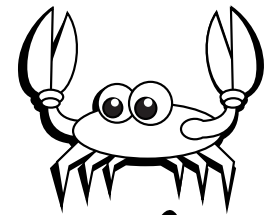
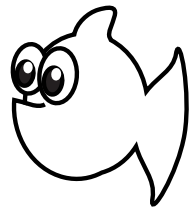
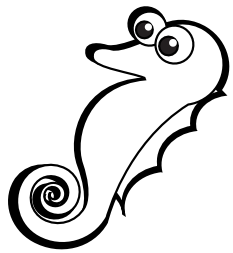
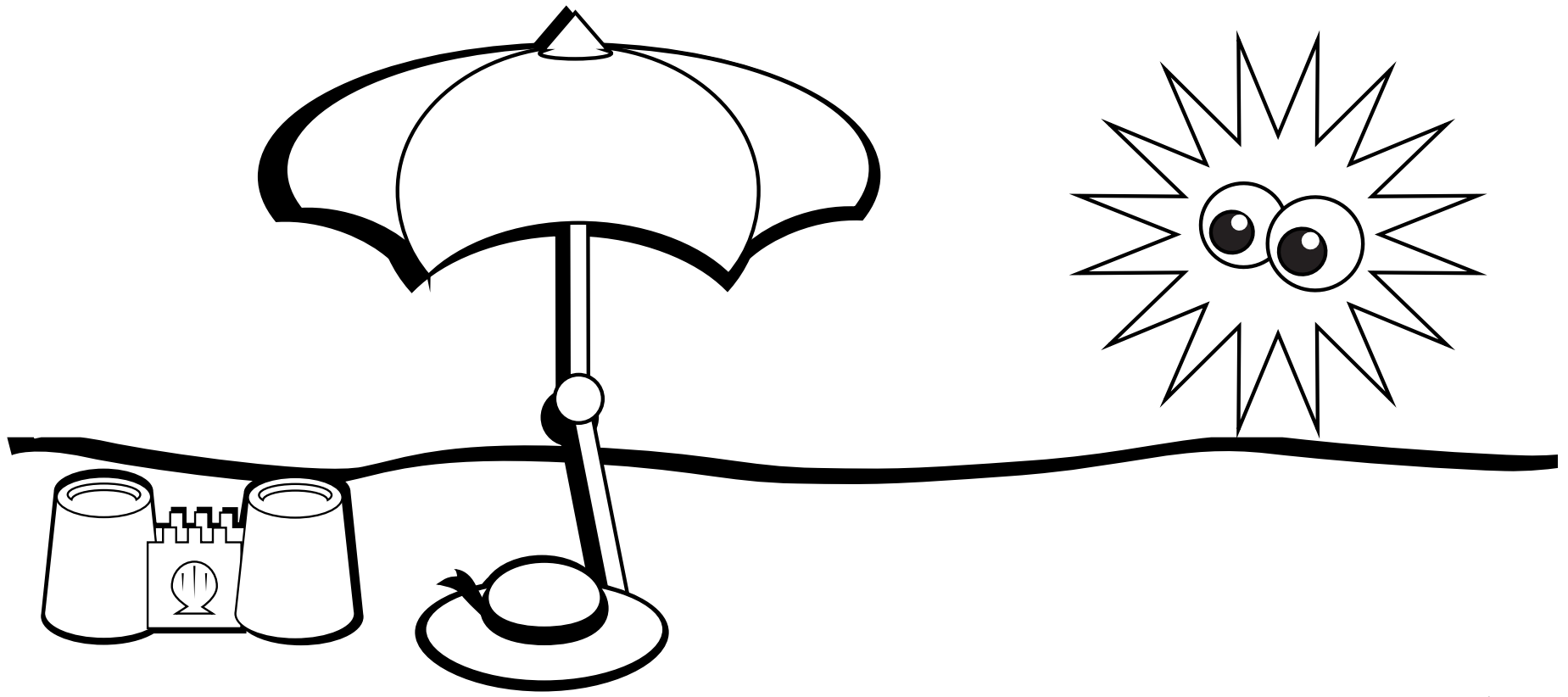
- Play **catch** and tell the child to ‘**catch**’ before you throw.
- Draw some pants and shirts with **patches** on them.
- Play hospitals and pretend that some of your child’s toys are injured. Put band-aids on them and take turns to say: “**Ouch**.” Pretend that some of them have caught a cold and say: “**ah-choo**.”
- Make a magic feely bag with an old pillowcase and a range of interesting toys. The child has to **reach** inside and **touch** what is in there.
- Dig a **ditch** in the sandpit.
- Play follow the leader around the house, singing ‘**marching**’ as you **march**.
- Talk about the things that go in the **kitchen**.
- Line up **chairs** and play trains and make the ‘**ch**’ sound.
- Give your child a **choice** between two toys and ask them to ‘**choose**.’
- Play ‘**chasey**’ in the backyard and take turns saying: I’m going to **chase** you!”

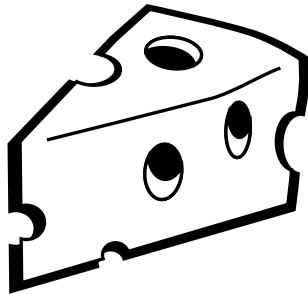
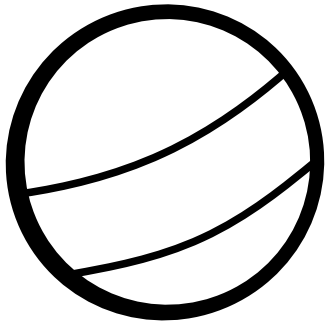
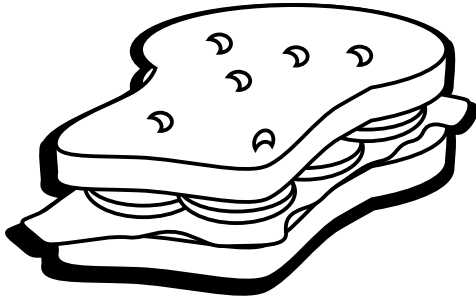
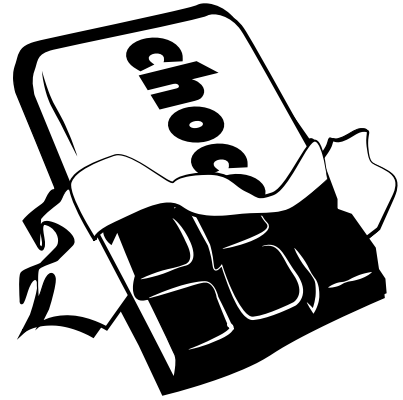
Books to read

- *This Little Chick* by John Lawrence
- *Just Grandma And Me* by Mercer Mayer

My Mouth Music in the car

- **Chirp** like birds in the car every time you see a bird: ‘**Cheep cheep**.’
- Pretend the car is a train, say: ‘**Choo choo**’ every time we start driving again. Here we go!





The 'th' sound

Special name: The cheeky goose sound.

How is it made?

The tongue is held between the top and bottom sound and air is blown out over the tongue. It is a quiet (voiceless) sound.

Ideas to help your child learn the 'th' sound

Mirror time

Put your tongue between your front teeth, bite gently and blow. Encourage your child to do the same.

Mouth play

Pretend to be a 'cheeky goose' and blow the air out over your tongue.

Imitation

Encourage your child to watch you and copy what you do.

th

I Think

I put my tongue between my teeth,
Thhh, thhh.
I blow the air out through my mouth,
Thhh, thhh.
I thought it might be hard, but now,
Thhh, thhh.
I practise thoroughly,
Thhh, thhh.

Chorus:

I think, think, think,
I can do it!
Anything, thing, thing,
When I try, try, try.

I think, think, think,
I can do it!
Anything, thing, thing,
I want to do!

I put my tongue between my teeth,
Thhh, thhh.
I blow the air out through my mouth,
Thhh, thhh.
I thought it might be hard, but now,
Thhh, thhh.
I practise thoroughly,
Thhh, thhh.

Chorus

Final chorus

I thought, thought, thought,
I could do it!
Anything, thing, thing,
So I tried, tried, tried.

I thought, thought, thought,
I could do it!
Anything, thing, thing,
And now I can!

Concept: Sarah Kilcoyne

Words and Music: Helen Carrington



Listen and
sing-a-long!

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pathology-my-
mouth-music/](http://www.childrens.health.qld.gov.au/service-speech-pathology-my-mouth-music/)



My Mouth Music activities

- Talk about where your lips and tongue go to make the **'th'** sound.

Every day opportunities for practice

- Talk about being 'hungry' or **'thirsty'**.
- Talk about what you **think** about **things** throughout the day (e.g. "I **think** I would like a sandwich for lunch' etc).
- Talk about your fingers and see if you can find your **thumb**.
- Practice saying: "**th**ank you."

Extension activities

- Find your **thumbs**. Stick stickers on your **thumbs**.

My Mouth Music in the car

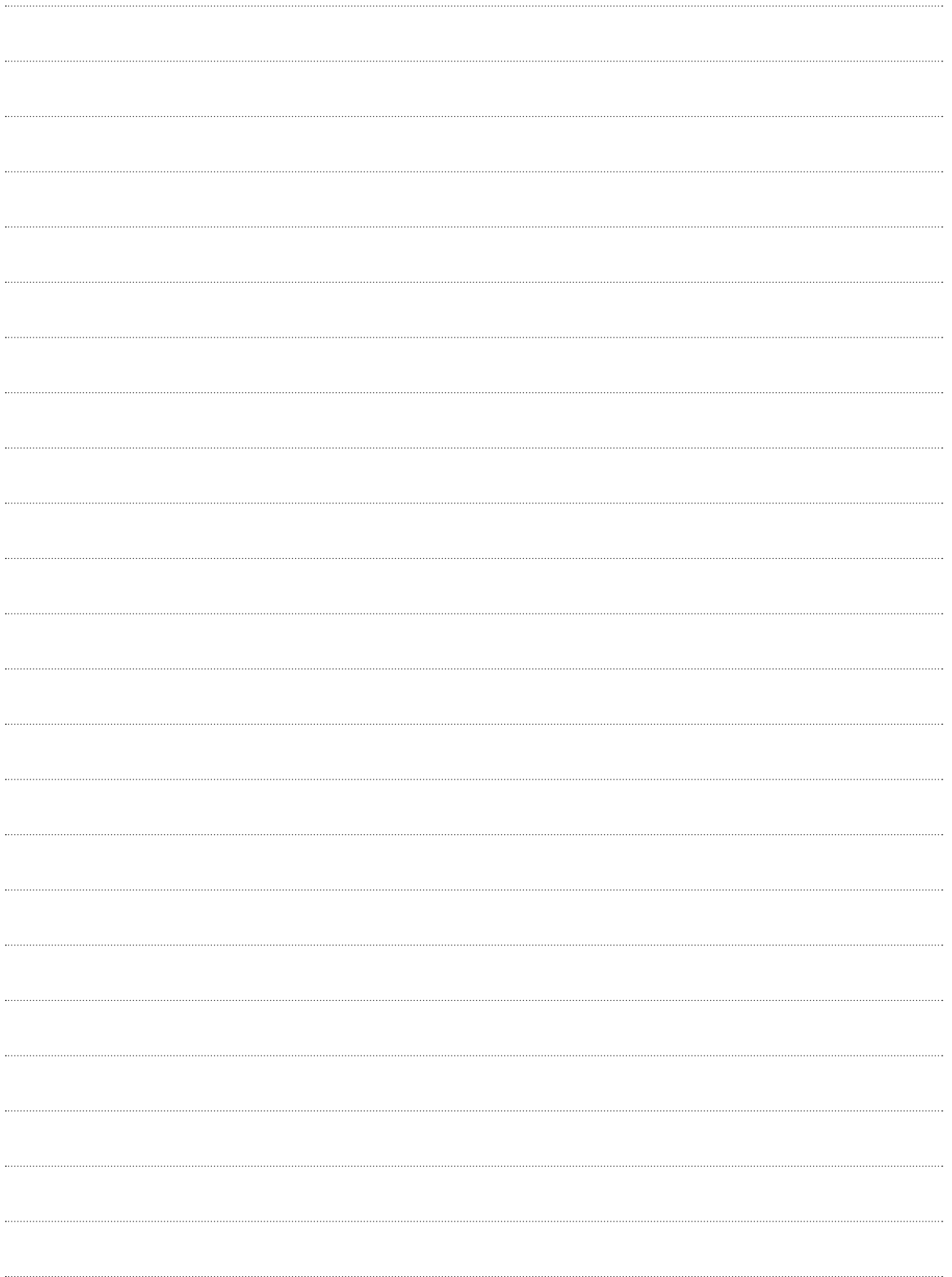
- Practice making the **'th'** sound while driving along. See who can make the longest **'th'** sound.

Books to read

- *Oh, The Things You Can Think!* by Dr Seuss
- *Tyler Toad And The Thunder* by Robert L. Crare and Kay Choralo

Appendix 2 My Word List

A series of horizontal dotted lines for writing a word list.



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My Mouth Music track list

1. **Harry the Hot Dog**
2. **Puppy is Hungry**
3. **The Happy Bus**
4. **Captain Tom's Boat**
5. **Timmy the Tap-Dancing Turtle**
6. **Dino Stomp!**
7. **Shoo Fly**
8. **Huff and Puff**
9. **Washing Day**
10. **Sleepy Baby**
11. **I Hit the Beach**
12. **Five Fat Sausages**
13. **Susie the Snake**
14. **Silly Soup**
15. **I Think**

Contributors

Vocals: Helen Carrington

Additional vocals: Cameron

Spoken sections: Sarah Kilc

Guitar, piano & organ: Hele

Percussion: Cameron Smith

