

Addressing Oral Motor Skills in Children with Low Tone: Impacts on Speech, Feeding and Learning for both Home and Classroom Settings; Strategies for optimal outcomes

- I. Speaker Introduction
- II. What are oral motor skills
 - A. Speech musculature
 - B. Range of motion, coordination, strength
 - a. dysarthria/ muscle weakness
 - b. oral motor vs. motor planning
 - C. Characteristics we see
 - a. open resting mouth posture
 - b. mouth breathing
 - c. forward tongue position
 - d. drooling/ spitting
 - e. reduced articulation skills
 - f. reduced feeding skills
 - g. hyposensitivity-sensory seeking behaviors
 - D. Impact on Speech acquisition/ production
 - a. reduced lingual tone
 - i. affects articulation placement
 - ii. affects movement/ co-articulation
 - iii. affects speech intelligibility
 - iv. social effects
 - b. endurance
 - c. rate, prosody, fluency
 - d. decreased awareness/ self-monitoring/ self-correcting
 - e. decreased breathing coordination
 - f. nasal speech
 - g. ear infections/ hearing issues
 - h. lip closure affecting /m,b,p/
 - E. Impact on feeding development
 - a. decreased suck, swallow, breathe pattern
 - b. decreased transition to solids
 - c. decreased chewing skills
 - d. tongue thrusting, pushing food out
 - e. decreased lip closure to keep solids/ liquids in
 - f. over-stuffing due to hyposensitivity

- g. decreased jaw stabilization for drinking
 - h. endurance factor
 - i. reduced tongue control to manage food bolus
- F. Impact on learning
- a. oral sensory seeking behaviors affect attention
 - b. need for input over-rides concentration
 - c. decreased sensory regulation/ awareness
 - d. affect on social
 - e. drooling/ spitting
 - f. reduced speech intelligibility
 - g. resort to physical movements
 - h. frustration translates into negative behaviors
- G. Strategies for home setting
- a. facilitate feeding
 - i. wean bottle sooner than later
 - ii. straw drinking vs. sippy cup
 - iii. side spoon feeding
 - iv. body stabilization during feeding
 - v. strengthening exercises from SLP
 - vi. cues for over-stuffing, lip closure, pocketing
 - b. facilitate speech production
 - i. consult SLP
 - ii. cues for tongue in, lips together
 - iii. oral motor exercises
 - iv. cues for “better speech”
- H. Strategies for school setting
- a. cues for drooling/ dry chin
 - i. bandana vs. bib
 - ii. tissue vs. wiping sleeve
 - b. cues for lips together
 - c. cues for “better speech”
 - d. sensory breaks
 - e. support/ facilitate proper feeding methods
 - f. reward systems
 - g. increase verbal praise, decrease negative consequences
 - h. wooden block/box under feet for body stabilization

III. Conclusion/ Questions