

KINGS & QUEENS

Care Centre for intellectual and multiple disabled children

P.O. Box 196
Adukro- Offinso

Garden City Special School (G.C.S.S.) - Kumasi

Subject: Speech Therapy, for children with saliva or drooling problems

Date: 31st of January, 2012

Present: Mr. Joshua Otu (founder of the speech therapy program) G.C.S.S.; Amanda Linda (House manager/caregiver Kings and Queens); Aline Hut (Master of science (jr.) in behaviour studies (Kings and Queens))

- Linda and Aline went to the G.C.S.S. in Kumasi to ask information about the Speech training program. Mr. Otu (second Headmaster of the school and the founder of the program) gave information and a small workshop about this program.

- Linda and Aline asked about the information because of Akwasi Sr. Paapaa and another child who is coming to stay at Kings and Queens. They both show saliva and drooling and have difficulties with swallowing and their speech.

Explanation by Mr. Otu:

Spitting of saliva on the lips is called drooling.

Many children with an intellectual disability show a mouth disorder. This means that the mouth muscles are hard, not flexible and not relaxed.

It is difficult to make the muscles relaxed and strong, you can't give these muscles a massage with your hands, so you have to try to stimulate the muscles on another way. That's why training with this persons starts with the training of the tongue.

The poster shows 20 images/pictures of a cat doing exercises with his tongue or mouth. The pictures show a cat instead of a human doll, because it will distract the children less from the therapy. When a person is shown at the pictures the children might associate these person with somebody, what can cause confusion.

How to use the Program:

Make an estimation of the position of the child. Start always with the first image. When it's easy for the child continue, otherwise stop and start practising.

Time doesn't matter, it's about the quality of the exercise. It is okay to practice one picture for one week or longer. Repeating the exercises during the training and during the day might help the child to do the exercise on the right way.

During the day you can use the exercise in play/games.

While practicing: take place with the child in front of a mirror in such a way that you can see each other. Only bring the images in which you are going to use that day. Practice the exercises together.

Give compliments during practising and make sure to make it a habit to swallow every 2 -3 minuts and to wipe away the saliva which is druling.

Duration: Every session can differ. The duration depends on the time a child can stay focused. If this is short, only practice short. If it is longer, continue longer. Try to make each lesson around 60 minutes: When the exercises are difficult, do some games with the child and combine these games with the exercises.

It can take some children a few years of practicing to reach nr. 20.

Start every lesson with repeating the last lesson, practice the new image (if possible) and end with some games. (Throwing a ball, making sounds as: Ooo, Aaa, Go..) meanwhile you help the child to do some exercises with his mouth (the exercises you did during the lesson). Also remind the child to swallow every 2 - 3 minuts. And use the hancerchief!

When a child is druling, make a comment: Use your hancerchief.

When the child is doing well: always make a compliment and reward the child

Materials needed for Speech Therapy:

- *One poster with all the images of the therapy.*
Why? To make clear to the children they're making progress. They can follow their own development by seeing on the poster where they started and where they are going to (From picture 1 to picture 20). Step by step!
- *20 small pictures/images of the cat (copied pictures from the main poster)*
Why? To use these pictures during the speech therapy. By this way you help the child to focus only on one or two exercises at the time. It makes the therapy more clear and satisfying for the child to practice one, two or three pictures at the time (for maybe one week), instead of seeing all 20 pictures and still not reaching the end!
- *Hancerchiefs*
Why? For each child who is taking part to this course, one hancerchief. Every 2 or 3 minuts you have to remind the child to wipe the saliva away and try to swallow. Do this together!
- *Mirror*
To do the exercises together by looking in the mirror
- *Chalk*
To use with image nr. 15. Blow the cotton wool over the line, but try to keep it in the play field.
- *Straws*
To use with image nr. 16. Blow the cotton wool away by blowing through a straw. Or take a bowl of water and blow bubbles by blowing through a straw
- *Cotton wool*
Use is with image nr. 15 and nr. 16.
- *Note book*
Make an individual planning for each child who is taking part in the program. Write down:
 - date of practice
 - Image to start with
 - Image you practiced this day
 - Write down remarks (progress, faced difficulties, reaction of the child)

Explanation of the images (Nr. One - Nr. Twenty):

- Nr. 1: Move your tongue to the top of your nose and move your tongue from left to right
- Nr. 2: Put your tongue straight forward out your mouth and move you tongue from left to right
- Nr. 3: Move your tongue downwards towards your chin. Move your tongue from left to right
- Nr. 4: Stretch your tongue upwards to your nose
- Nr. 5: Stretch your tongue towards your chin
- Nr. 6: Keep your tongue in your mouth and make it wide behind your lower teeth
- Nr. 7: Stretch your tongue straight out of your mouth. Repeat this several times
- Nr. 8: Move your tongue from left to right
- Nr. 9: Keep you mouth closed and put air in your right cheek
- Nr. 10: Keep your mouth closed and put air in your left cheek
- Nr. 11: Put the top of your tongue behind your front upper teeth
- Nr. 12: Put the top of your tongue behind your front lower teeth
- Nr. 13: Smile!
- Nr. 14: Place you teeth on top of each other and open your lips
- Nr. 15: Make a place on the floor or on a table and draw one line with chalk in the centre. Blow a piece of cotton over the line, but not out of the field/ of the table. For every good blow over the line you receive one point. Try to beat the other and get three points as first! (Note for the teacher: Play it in such a way that the child always wins!)
- Nr. 16: Take a straw and blow bubbles in the water or blow a piece of cotton over a line made with chalk
- Nr. 17: Put a small/ flat item into the mouth of the child and ask the child to hold it with his lips. Remove it after a few seconds and to it again for several times
- Nr. 18: Hold a straw close to the mouth of the child and let the child touch this item with his/her tongue
- Nr. 19: Well done! The child is able to do all the exercises!
- Nr. 20: Finish! Give the child a big compliment!

By Aline Hut,
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