How to Use Speech FlipBook

We’ve included basic operating instructions for the app on the Info screen and on helpful instructional overlays within the app.

The power of this app isn’t in how it works, but in what you can do with it. It is so flexible, it can be used for many speech therapy and language learning goals.

1. Word Lists
2. Minimal Pairs
3. Articulation
4. Apraxia
5. Phonological Awareness
6. Dysarthria
7. Other Uses

How are you using Speech FlipBook?

We’d love to hear your ideas and uses to share with others.

Please send any feedback or ideas to info@tactustherapy.com.
1. WORD LISTS

Therapists often need lists of words for various purposes. You can use Speech FlipBook to create lists of single syllable words to your exact specifications from our list of over 2300 common words. Want a list of CV words that start with bilabials? Simple. Need a list of CVC words that follow the pattern alveolar-vowel-alveolar? You got it! Want to know all words that end in 3-sound clusters? No problem.

Here’s how: (in these instructions, V=vowel, C=single phoneme, CC=cluster)

*V WORDS: Set Word Shape to V on the Settings screen. Select the vowels you wish to use on the Vowels tab.

*CV or CCV WORDS: Set Word Shape to CV. Select the Initial Sounds, Initial Clusters, and Vowels you wish to use on the tabs. If you only want CV, deselect all Initial Clusters; if you want CCV only, deselect all Initial Sounds.

*CVC WORDS: Set Word Shape to CVC. Select the sounds you wish to use on the Initial Sounds, Vowels, and Final Sounds tabs. Deselect all Initial Clusters and Final Clusters.

*CCVCC, CCVC, or CVCC WORDS: Set Word Shape to CVC. Select the sounds you wish to use on all tabs.

*VC or VCC WORDS: Set Word Shape to VC. Select the Final Sounds, Final Clusters, and Vowels you wish to use. If you only want VC, deselect all Final Clusters; if you want VCC only, deselect all Final Sounds.

*ALL SYLLABLE SHAPES: Set Word Shape to all or any combination. Select all the sounds you wish to use on all tabs. The words will appear in the order: V, CV, VC, CVC, CCV, VCC, CCVC, CCVCC.

Choose to Flip by Words on the Home tab and press Start.

Tip: Choose to Flip by Sounds with Both real and non-words selected to create every combination of sounds in that syllable shape. Set Include to Real Words only to “find” real words by flipping the other sounds!
2. MINIMAL PAIRS

Minimal Pairs are words that differ in just one phoneme & have different meanings. These are useful in articulation therapy as well as to treat phonological disorders, since mispronouncing one sound will create an entirely different word (e.g. sit/fit). You can create minimal pairs with minimal or maximal contrast in the phoneme that differs: the sounds can contrast in only one of place, manner, or voicing (pit/bit), or they can differ in all 3 (wit/kit).

1) To create minimal pairs using Speech FlipBook, be sure the Settings are set to Include Real Words & choose to Flip By Sounds on the Home screen. Decide whether you wish to practice the minimal pair in initial or final position, or create them by varying the vowel.

2) In this example, we will create minimal pairs for a child who is gliding, or replacing /r/ with /w/ (e.g. wabbit for rabbit), in the initial position. To keep things simple, we’ll stick to the CVC Word Shape setting.

3) Select only R & W on the Initial Sounds tab. An easy way to do this is to tap the words “Initial Sounds” so all the sounds are on, then again so none are. Now touch the word “Approximants” to turn on the row, then touch Y & L to turn them off. Go to the Initial Clusters tab, tap the tab title again so that all sounds are off.

4) On the Vowels tab, touch the words Vowels & Diphthongs to turn all sounds on if they are not already on. Touch R-Controlled Vowels twice to turn all of these off to eliminate all other r’s from the words.

5) Turn on all sounds on the Final Sounds tab & turn off all sounds in the Final Clusters tab. This will ensure that all CVC words are available with no clusters.

6) On the Home tab, press Start to enter the FlipBook. Start by flipping the first sound for the first set of minimal pairs: watt & rot. Change the vowel & flip the first sound again to see any pairs. Flip the final sound & check again if there are pairs. You’ll find what/rut, white/right, wait/rate, witch/rich, whim/rim, whip/rip, wig/rig, wing/wring, weep/reap, weed/read, week/reek, reel/wheel, won/run, & several others. Children will have fun searching for the pairs!

Tip: Choose to Flip by Words with all the same settings to see all words starting with sound #1. Have the child say each word, then replace sound #1 with sound #2 to create real & nonsense words that are all minimal pairs!
3. ARTICULATION

Articulation is the formation of clear sounds. The vocal tract, including the larynx (voice box), velum (soft palate), hard palate, tongue, teeth, and lips, form a unique shape to create each sound as the air moves through.

When a person cannot make a sound clearly, they often benefit from therapy to teach them how to shape their mouths properly to create the sound. They may need to practice making the sound alone or in the first, middle, or last part of a word. There may be one or many sounds that need to be practiced. You may see progress faster by focusing on just one sound or cluster at a time, repeating the production hundreds of times per session.

Here’s how to set up Speech FlipBook for your articulation needs:

*INITIAL SOUNDS: To create articulation exercises focusing on the first sound in words using Speech FlipBook, be sure to set Word Shape to CV and CVC.

On the Initial Sounds or Initial Clusters tabs, select only the sound or sounds you wish to target in initial position. If you are targeting only clusters, be sure to turn off all Initial Sounds, and vice-versa if only targeting single sounds. Select all of the Vowels and Final Sounds/Clusters you wish to include in the words. You may want only sounds in the user’s repertoire, or all sounds for the greatest variety of words.

*FINAL SOUNDS: To focus on the last sound(s) in the word, select VC and CVC Word Shapes on the Settings screen. Then select only the target sound or sounds on the Final Sounds or Final Clusters tabs. Mix & match between tabs, but be sure to turn off all sounds and clusters you do not need.

*VOWELS: To target a particular vowel or vowels, such as the r-controlled vowels, select the Word Shapes you want and select all the sounds on all 5 tabs you wish to include, selecting only the target sounds on the purple Vowels tab.

Return to the Home screen, choose Flip by Words and press Start. Flip through the words that contain your selected sounds. Record the user’s production as you go, comparing the user to the model. Listen to each part of the word separately as needed.
4. APRAXIA

Acquired apraxia of speech (AOS) is a motor speech disorder, usually caused by damage to the brain due to stroke, head injury, or tumors. In adults, it is often accompanied by aphasia, a language disorder. Childhood apraxia of speech (CAS) is a developmental speech disorder in children. Regardless of type, apraxia causes difficulty in motor planning of speech sounds.

Therapy for apraxia should be based on a complete assessment by a Speech-Language Pathologist, but frequently therapy starts with single sounds and single-syllable words, such as those included in Speech FlipBook.

Please see the instructions for WORD LISTS and ARTICULATION in addition to these specific strategies:

*START SIMPLE: Choose only Vowels to start, working up to more complex syllable structures by adjusting the Word Shape setting: V, CV, VC, CVC, etc.

*CONSONANTS YOU CAN SEE: Choose bilabial consonants to start, so the client can watch the lips of the therapist or helper. Select M, B, P, and W on the Initial Sounds tab by touching the word Bilabial.

*HIERARCHY: The sounds in Speech FlipBook will appear in the order they are most often mastered in typically developing children so you will be flipping in an order that is increasingly more difficult.

*REPETITION: After finding a syllable the person can say, repeat it over and over. Hold up a hand and raise one finger each time the word is said correctly until you get to 3 or 5 for an easy visual counter.

*ALTERNATING SYLLABLES: Flip by Sounds to change just one sound in a syllable with each flip (ma, pa, ba). Variations on alternating syllables include changing at the end (ma, ma, ma, ba), alternating back and forth (ma, ba, ma, ba, ma), and changing only the vowel (ma, may, me, my, mo, moo).

*CORE VOCABULARY: Edit the Master Word List from the Settings if you wish to only use words in the user’s vocabulary.

*VISUALS MATTER: Offer a mirror positioned in front of the user so they can watch their own mouth form the sounds. Let them see the Spelling setting on the screen for extra visual information about the letters that form the sounds.
5. PHONOLOGICAL AWARENESS

*Phonological awareness*, or the explicit understanding that words in the speech stream consist of smaller units called phonemes and ability to mentally manipulate those units, plays a causal role in reading acquisition. At the phoneme level, children learn to identify all phonemes in a word (cat is made up of k – a – t), blend phonemes (k – a – t makes cat), manipulate phonemes (say cow, now change the /k/ to /h/ = how), and associate phoneme and grapheme (“B says /buh/”). These skills are usually acquired between kindergarten and second grade, but children without these skills are often behind in reading for years.

You can use Speech FlipBook to practice these skills, especially at the more advanced phoneme level. Here’s how:

Set *Include* to Real Words and *Word Shape* to CVC. Select all the *Initial and Final* sounds (clusters for more advanced work) and the vowels/diphthongs only (r-controlled may be confusing) on the *Vowels* tab. Choose to *Flip By Sounds*.

**SEGMENT**: Play the whole word by pressing the bar at the bottom. Ask the user to say each of the 3 sounds, then listen to each sound by pressing the first, middle, and last pages to confirm they are correct.

**DELETE**: Play the whole word by pressing the bar at the bottom. Ask the user to say the word again, leaving out one of the sounds. Ex: “Say mop - say it again without the /pl./”

**ISOLATE**: Play the whole word by pressing the bar at the bottom. Ask the user to identify the first, middle, or last sound. Press the target position to confirm if they are correct. Ex: “What’s the middle sound in mop?”

**REVERSE**: Play the whole word by pressing the bar at the bottom. Ask the user to say the word in reverse. Press each sound from right to left to hear the answer.

**MANIPULATE**: Play the whole word by pressing the bar at the bottom. Ask the user to say the word, recording it if desired. Ask them to say it again after flipping one of the pages, playing the sound if needed. Compare the recording of the first word with the whole word sound of the second word. Ex: “Say mop - say it again with /b/ at the end.”

**BLEND**: Touch each sound and ask the user to say which word they make when blended together. Allow more time between sounds for greater challenge. Press the word at the bottom to confirm they are correct. If the user can read, be sure to select *Hide Words* in the *Settings* so you can press the *Reveal Word* icon when needed. Set *Include* to Both real and non-words for added challenge!

**ASSOCIATE**: As you do any of these activities, the user can see that certain spellings go with certain sounds. Looking at the words in the bottom bar, variations on letters associated with various sounds can be learned.
6. DYSARTHRIA

*Dysarthria* is a motor speech disorder, usually caused by weakness from damage to the brain or nervous system often due to stroke, head injury, tumors, neurological disease (ALS, MS, Parkinson’s), cerebral palsy, or muscular dystrophy. Depending on the cause, speech may sound slurred, too soft or too loud, too slow or too fast, flat or overly prosodic, nasal, hoarse, breathy, or may be completely absent (anarthria). Therapy for dysarthria should be based on a complete assessment by a Speech-Language Pathologist, but frequently therapy requires single-syllable words, such as those included in Speech FlipBook, to practice clearer speech.

Please see the instructions for ARTICULATION and MINIMAL PAIRS in addition to these specific strategies.

*HYPERNASALITY*: When weakness affects the velum, or soft palate, air flows up through the nasal cavity as well as the oral cavity & creates a nasal sound that is not wanted. Create Minimal Pairs focusing on m/p/b, n/t/d, & ng/k/g to bring awareness to this & practice reducing it.

*SLOWING RATE*: An effective & natural way to slow the rate of speech is to focus on lengthening the vowel in each syllable or word. Use any word list in the app to practice elongating the vowel to slow the overall pace of speech, often giving the weakened articulators time to form the sound, resulting in greater intelligibility.

*INCREASING VOLUME*: Therapy may focus on improving respiration or laryngeal function, or may simply use the key word “loud” to work at the sound, word, or longer levels to recalibrate the client to speak with greater vocal intensity. Create a word list to practice speaking louder.

*EXAGGERATING ARTICULATION*: Create a word list containing problem sounds to work on exaggerating the movement of the articulators. Using the key word “crisp” or “clear”, focus on improving accuracy, precision, timing, & coordination of articulators.

*TIP*: Use Real Words or Non-Words composed of target sounds to have the client say a word while the listener says or writes down what they thought they heard. This barrier game also works well with minimal pairs.

*TIP*: Increase complexity by having the client use each target word in a phrase or sentence. Start with a carrier phrase such as “I said...” and move up to using the word appropriately in a sentence.
7. OTHER USES

Apraxia, articulation, dysarthria, phonological disorders, and phonemic awareness are all uses of Speech FlipBook, however there are even more uses for therapists, teachers, and families! Below are a few extra ways you can use this app to target speech and learning goals:

*TRANSCRIPTIONS: Students of linguistics and communication disorders often struggle to learn transcriptions. Turn on the IPA setting to see how words are transcribed. Quiz yourself by hiding words and guessing what the word is once displayed in IPA. See many examples of each vowel or consonant sound in words.

*APHASIA: Practice reading real and non-words. Re-learn letter-sound associations. Say the meaning of each word or use each word in a sentence. Challenge yourself by listening to each sound in a word with the spelling hidden, then guess what the word is and how to spell it. Practice creating rhymes or alliterations. See also APRAXIA.

*HOMOPHONES: Many words sound exactly alike, but have different meanings and spellings. There are over 250 sets of homophones in Speech FlipBook. When you find one, think about what each spelling means and how sounds can be spelled different ways. Ex: “two / to / too” all have the same 2 sounds.

*ACCENT REDUCTION: English sounds, especially vowels, can be very difficult to learn. Practice each sound in English alone or in words. Copy the model for real words. Study how sounds are spelled and learn multiple spellings for the same sounds.

*RHYMING: Flip only the first sound to create rhymes with all sounds selected. Looking for a specific rhyme? Turn on only the final sound of the word you’re looking to rhyme with and flip through all initial sounds.

*AUDITORY TRAINING: Deaf and Hard of Hearing people can use this app to see how sounds and spellings go together. Those with cochlear implants can train their hearing to each sound alone or in words.

*LISP: Pam Marshalla’s “Long T” method of lisp remediation calls for using words that end in /ts/. We have included 25 words that end in /ts/ in minimal pairs with words that end in both /t/ and /s/ to help you use this method.