



“Logo-bits cards for oral motor speech therapy”

Ref. 20020



LOGO-BITS CARDS FOR ORAL MOTOR SPEECH THERAPY

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1. CONTENTS:

- Contains a total of 72 cards:
 - o 33 cards for orofacial praxis (x 2)
 - o 3 cards containing a quick classification guide (x 2)
- Includes 2 adhesive sheets for printing the recommended phrases on the cards in the selected language.

At the end of this guide you will find a list of the recommended phrases associated with each card. This list should be printed onto each of the two adhesive sheets. You should then cut along the guidelines around the phrases to stick them on the back of the cards. The list has the numbered phrases for matching them correctly to the corresponding cards.

These phrases are for guidance purposes. The therapist can use other phrases to adapt them to their usual vocabulary and working methods.

The cards are classified according to their point of articulation: tongue, cheeks, lips and velum.

In order to identify which point is being worked on with each card, on the back you will find its number marked in one of four different colours which distinguish the four types of orofacial praxis: tongue - purple, lips - blue, cheeks - orange, and velum - pink.

The image on the back of the card, like the front, allows the therapist to reproduce it while showing the card, providing the relevant verbal support.

2. RECOMMENDED AGE GROUP:

From age 3 upwards.



3. OBJECTIVE:

To achieve greater functionality of the buccopharyngeal apparatus so that the person can acquire the skills and coordination necessary to speak correctly, regardless of their age.

Buccofacial activities should be geared towards achieving the correct orofacial mobility and can be used with disorders that present imbalances in the orofacial organs which cause difficulties in chewing, breathing, swallowing, articulation and phonation.

The objectives are:

- To develop the general motility of all the orofacial organs.
- Tongue: increase strength and tonic control, strengthening its elasticity, mobility and muscle tone.
- Lips: exercise and encourage labial mobility and separation, pressure, relaxation and elasticity.

The great advantage of the Logo-Bits Method of Orofacial Praxis is that it works with real-life images. Showing a real-life image of the correct position helps to mentally visualize, understand and internalise it so that the brain starts becoming aware of the specific movement which previously it did not recognise. By reproducing it consistently and mechanically over time we can correct the action and make it automatic.

The orofacial praxis cards help to locate the existing orofacial problem at a specific point of articulation. To do so, you will need to reproduce all the praxis cards. Once you have established where the difficulties that prevent correct pronunciation originate, you can work specifically on the point of articulation that does not have the right functional mobility.

Although we recommend using all the praxis cards to work on the buccopharyngeal cavity as a whole, if the problem is lingual, for example, you can separate all the tongue cards to intensity treatment on this specific organ.

4. THE LOGO-BITS METHOD:

The therapist sits facing the person undergoing treatment. If the therapist is right-handed, they should hold all the cards in their left hand, and go through the cards with the right hand, from back to front. It is important that the cards are held at the eye level of the person being treated.

The therapist can help in three ways: through verbal support, reading the phrase on the back; by using a tongue depressor or fingerstall to ensure the right position; and by modelling or reproducing the exercise themselves.

Some recommendations:

- It is advisable to exaggerate the expressions so the position can be clearly distinguished.
- We recommend placing a mirror on one side so the person can see what they are doing if necessary.
- It is important to use a timer for the sessions.



- The exercises should be performed progressively, increasing the number of cards as the patient progresses. It is important not to overwhelm or exhaust the patient.
- To get the optimum results from the exercises, a set time frequency should be established and adhered to.
- It is very important that the exercises have an element of fun to them so they can be associated with positive sensations.
- If the person conducting the treatment lives with the patient, we recommend that throughout the day, sporadically, you repeat a specific facial expression. The more repetitions, the sooner you will see results.

For every proposed exercise or movement, three evaluations should be made:

1. Check whether the person can actually perform that movement. If not, put the card aside so later on you can make a note and do further work on it. Observe which part/s of the buccal cavity are affected.
2. Assess the agility and control of movement of the organ involved.
3. Ascertain whether the person is able to do the suggested movements independently. If not, synkinesis, or involuntary associated movements, will occur, which you will need to use as a support for making the suggested movement; these might include head movements, rocking, eye blinking or twitching, etc.

By observing these three aspects you can conduct a basic evaluation and note your conclusions before starting to retrain any bad habits.

Once the sessions have started, we recommend you make a note of advances on a daily basis.

It is important to work with a timer to keep a record of how much time has passed and to increase it progressively. It is also important that the person can appreciate their own progress, observing how they need less time to do the same exercises each session. It also helps them to know that the exercises will last a certain length of time.

You should use the timer to establish the periods of time for the exercises. Every situation is different. The therapist should set the relevant time depending on the attention level of the person being treated.

The optimum timing is to go through the Bits in a series of three minutes. Once you have completed the set, congratulate the person concerned. Have a break to tell them how well they are doing, have a rest and drink some water. Set the timer for another three minutes and so on and so forth, taking into account the attention span of the individual person.

The time of the session should be increased gradually as and when the person's execution gets faster. This will always depend on the dexterity, limitations and pathology of the person concerned. For example, you could not work at the same speed with someone with cerebral paralysis, another person with Down's syndrome, another on the autism spectrum, someone with dyslalia or a stroke victim. Each individual will have their own specific treatment pattern. Depending on the person and their associated disorder, you should establish a series of exercises aligned specifically with their needs.

You should create a long-term programme that contains frequent exercises (every day) in brief but intensive sessions (10 to 15 minutes per session, in times sets of three minute). The goal is to generalize these new habits progressively without exhausting the person. These brief yet



intensive sessions should be done as a routine and should also be recognized and rewarded. The aim is to motivate the person to want to do more sessions. Do not overwhelm the patient during a session. Their attitude and motivation towards Logo-bits is very important to achieve the optimum results over time.

With practice, in three minutes – and sometimes in even less time – you can go through all the cards.

Bear in mind that treatment of small children is more challenging because they do not understand the purpose of the exercises; however, from the age of six it gets easier and the bone structures are still fairly malleable.

5. OTHER ACTIVITIES WITH THE OROFACIAL PRAXIS CARDS:

As there are two identical sets, there are numerous options for playing identification games. With imagination and in an entertaining way, always attuned to the abilities and needs of the specific patient/s with whom you are working, you can create or adapt all kinds of games.

CARD IDENTIFICATION:

As there are two identical packs, you can show one card and ask the patient to identify that same card in the other set of cards.

1. Select the cards you want to use (in pairs, in separate groups, etc.).
2. Place a group of cards face-up on the table facing the person and hold the other set in your hand.
3. Show them a card and ask them to identify it among the cards on the table.
4. When they find it, they should perform the exercise on the card and keep the pair of cards.

CARD PAIRING MEMORY GAME (easy identification):

As there are two identical packs, you can play visual memory games with them.

1. Select the cards you want to use (in pairs).
2. Put the cards on the table so the large image is face-down and take turns to turn them over two by two.
3. When the person turns up two identical cards, they should perform the exercise on the card and then keep the pair.

Note: The fact that when the cards are face-down you can still see the small image on the back means that everyone can form the pairs more easily, even people with greater limitations. The more cards are paired up, the more you can work on the exercises on the cards.



6. RECOMMENDED PHRASES FOR THE CARDS (TO PRINT)

① STICK OUT YOUR TONGUE

② TOUCH YOUR UPPER LIP WITH YOUR TONGUE

③ STICK OUT YOUR TONGUE TO THE RIGHT

④ STICK OUT YOUR TONGUE TO THE LEFT

⑤ LICK YOUR UPPER RIGHT LIP

⑥ LICK YOUR UPPER LEFT LIP

⑦ TOUCH THE TIP OF YOUR NOSE WITH YOUR TONGUE

⑧ PUT YOUR TONGUE BETWEEN YOUR TEETH AND YOUR UPPER LIP

⑨ PUT YOUR TONGUE BETWEEN YOUR TEETH AND YOUR LOWER LIP

⑩ FOLD YOUR TONGUE OVER UPWARDS BETWEEN YOUR TEETH

⑪ FOLD YOUR TONGUE OVER DOWNWARDS BETWEEN YOUR TEETH

⑫ ROLL UP YOUR TONGUE BETWEEN YOUR LIPS

⑬ PRESS YOUR TONGUE AGAINST YOUR PALATE

⑭ TOUCH YOUR UPPER RIGHT-HAND MOLAR WITH YOUR TONGUE

⑮ TOUCH YOUR UPPER LEFT-HAND MOLAR WITH YOUR TONGUE

⑯ TOUCH YOUR LOWER RIGHT-HAND MOLAR WITH YOUR TONGUE

⑰ TOUCH YOUR LOWER LEFT-HAND MOLAR WITH YOUR TONGUE

⑱ PUSH YOUR TONGUE AGAINST YOUR RIGHT CHEEK

⑲ PUSH YOUR TONGUE AGAINST YOUR LEFT CHEEK

⑳ CLOSE YOUR LIPS AND BLOW OUT YOUR CHEEKS

㉑ SUCK IN YOUR CHEEKS

㉒ PUT YOUR LIPS TOGETHER AND TWIST THEM TO THE RIGHT

㉓ PUT YOUR LIPS TOGETHER AND TWIST THEM TO THE LEFT

㉔ RAISE YOUR UPPER LIP TO SHOW YOUR GUMS

㉕ PURSE YOUR LIPS AND SAY "U"

㉖ VIBRATE YOUR LIPS WITH A FINGER

㉗ HIDE YOUR LIPS

㉘ PUT YOUR LOWER LIP OVER THE UPPER ONE

㉙ PUT YOUR UPPER LIP OVER THE LOWER ONE

㉚ SMILE AND SAY "EEE"

㉛ BITE YOUR LOWER LIP

㉜ BITE YOUR UPPER LIP

㉝ OPEN YOUR MOUTH AND YAWN

