

Questions and Answers About Oral-Motor Assessment and Treatment



G&E Therapies
In-service Meeting

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I. Who needs oral-motor intervention?

- Children who exhibit the following characteristics may benefit from oral-motor intervention:
 - Low facial tone
 - Drooling
 - Sensory seeking behaviors
 - Low postural support
 - Downs syndrome, Autism, and other syndromes
 - Poor articulation
 - Eating difficulties
- Children who demonstrate the following oral-motor patterns may have limited oral motor skills:
 - Exaggerated jaw movement
 - Jaw thrust, clenching, retraction
 - Tonic bite reflex
 - Tongue retraction
 - Tongue protrusion, tongue thrust
 - Low tone tongue
 - Lip or cheek hypotonicity
 - Lip retraction, pursing
 - Hyper or hyposensitivity
 - Sensory defensiveness
 - Sensory overload
- When should a referral be made to an SLP?
 - Red flags include:
 - Poor postural support
 - Drooling
 - Eating difficulties
 - Articulation or intelligibility difficulties
 - Habitual open mouth or lip retraction



*See Assessment Checklist

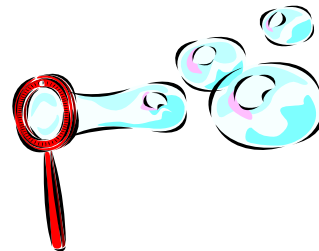
II. Expectations of an oral-motor program

- To increase awareness of the oral mechanism and its parts
- To normalize oral-tactile sensitivity
- To inhibit 'abnormal' and to facilitate 'normal' oral movement patterns
- To increase differentiation of oral movements
- To achieve successful speech sound production



III. Activities to Facilitate Improved Oral-Motor Skills

- S.A.T.P.I.O.M.'s (Socially-Appropriate Things to Put In and On the Mouth)
 - Socially appropriate
 - Sanitary
 - Safe
 - Inexpensive
 - Examples include:
 - toothbrushes, toothettes, horns, whistles, straws, tubes, glycerine swabs, bubble blowers, tongue depressors, lollipops, bitesticks, nuk massage brushes, teething toys, spoons, pacifiers, etc.
 - Food is also commonly used:
 - Small dry snacks-crackers, cookies
 - Purees-puddings, applesauce
 - Cold foods-ice cream, Popsicles
 - Tiny food-chocolate chips, raisins
 - Chewy food-licorice, gummy bears
 - Thick and thin liquids-water, juice



- Activities for Normalizing Sensation
- Activities for Cheeks
- Activities for Lips
- Activities for Jaw
- Activities for Tongue

IV. Resources

a. Web Sites

- www.speakingofspeech.com
- www.apraxia-kids.org
- www.speech-express.com
- www.tacanow.com (autism website that has ideas for oral-motor activities)



b. People

- Contact one of us if you have questions or concerns

c. Places

- Dollar Store
- Grocery Store
- Cupboards

