

# **TOUCH CUE SYSTEM**

**BY:**

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What is a Touch-Cue System? A Touch-Cue system is a series of hand signals that are associated with consonant sounds; these hand signals are placed in different locations around the mouth to prompt sound production. The Touch-Cue System, presented in this book, has been adapted and modified from several different sources to fit the needs of our preschool program.

This book was originally developed to help stimulate accurate production of error sounds in children with severe articulation delays, such as apraxia (motor planning problems) and phonological processes (delayed patterns of speech). After utilizing the program in the classroom it became evident that it worked for more than just the severe children. Every child with articulation delays began to benefit from this multi-sensory approach. The book is set up to help teach parents how to use tactile, visual and auditory cues to stimulate accurate production of sounds. Hand signals are used as visual cues. These hand signals are placed on a part of the oral cavity which stimulates the tactile cue. As the sound is produced an auditory cue is heard.

The Touch Cue System is used by the Preschool Special Needs Teacher and the Speech-Language Pathologist to help stimulate accurate production of sounds. The classroom teacher has become a crucial component in the carryover of information presented during language group into everyday activities. Without the support of the classroom teacher, the use of the Touch-Cue System would not be as successful. We in the classroom feel that the home-school link is just as important. Hopefully this book will be a tool to help connect the skills learned at school into the home environment.

This book is setup in a flap book style. This style is designed to help teach parents and educators how to use touch cued speech. Each page addresses a sound. On the bottom of the page the letter “name” is given (ex: h = hand sound); by saying the name you are giving the child the auditory cue for which sound they need to be producing. In the top left hand corner is the printed uppercase and lowercase letter, this is to help build letter recognition. In the center of the page is a picture with the name printed above to help build phonemic awareness. On the flip side the parent or educator is able to look at a photograph of the model of the touch cue or “hand signal” for each sound. The parent/educator should say the “name” of the sound (ex: “Okay we’re going to make the hand sound.”) and use the hand motions of the sound while producing the sound. After the sound is produced you should point to the letters and tell the child the letter (ex: “Look, it’s the letter Hh.”), then produce the word (“hot”) while pointing to the picture and using the hand signal. Afterwards ask the child to produce the sound (ex: “Okay your turn to make the hand sound”) while using the touch cue (hand signal) and verbalizing the sound. Repeat the process for any error sounds the child may have.

You may use the book for all sounds or just the child’s target sounds. The book was developed in order of progression of sound development, “h” being one of the first sounds to develop (mastered by age 3) and “th” being one of the last sounds to develop (mastered by age 7 ½). The following is a developmental chart, which has been adapted from several sources to give a general age range of development of sounds.

### ***Speech Skills***

*Learning to speak is a process that develops gradually from infancy to 7 or 8 years of age. There are differences in the age at which children master particular speech sounds. It is important to remember that learning to produce a speech sound correctly in all words and phrases is a gradual process. It is common for children not to produce all speech sounds correctly until age 7 or 8.*

#### **BY AGE: CHILDREN HAVE MASTERED THESE SOUNDS**

3 ½	p, m, h, n, w, b, and vowels
4 ½	k, g, d, t, ng, y
5 ½	f,v
6 ½	sh, ch, j, l
7 ½	s, z, th, r

The book is also set up to incorporate “paired” phonemes. The paired phonemes are two sounds that are produced exactly the same (placement of articulators is in the same spot), but one is a voiced sound (your vocal folds are vibrating- “voice turned on”) and one is voiceless (your vocal folds are not vibrating- “voiced turned off”) sound. These phonemes have been placed together in the book. The following phonemes are paired phonemes: p/b, t/d, k/g, f/v, ch/j, s/z. The only phoneme, which does not have 2 pictures and can be voiceless or voiced, is the “th” sound. When working with this sound you may use the same hand signal for the voiceless or voiced phoneme and give a verbal reminder to either “turn off” or “turn on” your voice.

We hope you find this book useful. We in the classroom have found this system to be a successful tool in stimulating correct sound production and are eager to see the carryover into the home environment.

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Speech-Language Pathologist

A special thanks to the Lil’ Bears Preschool special needs teachers, Cheri Wells and Cindy Velotta, for utilizing the Touch Cue System in the classroom

### **References**

- \*Meyer-Johnson, Roxanna, MA, CCC-SLP, Boardmaker
- \*Shand, Laurie, MA, CCC-SLP – developmental norms
- \*Hammer, David, “David Hammer’s Sound Cues for Children with DAS (2000)”
- \*Hyink, Pam CCC, SP “A Successful Therapy Technique for Speech Sound Stimulation”

ASHA Convention, Cincinnati, Oh 1983

Get ready to *touch* the lives of our children.



/h/ = hold hand in front of mouth, open lips and blow air on hand while moving hand away from mouth.

**Hh**

hot



h = hand sound



/w/ = close fingertips together and place by lips, round lips (as if ready to whistle) blow air out, opening lips as the air stream comes out, fingertips should move away from lips and open at the same time.

**Ww**

windy



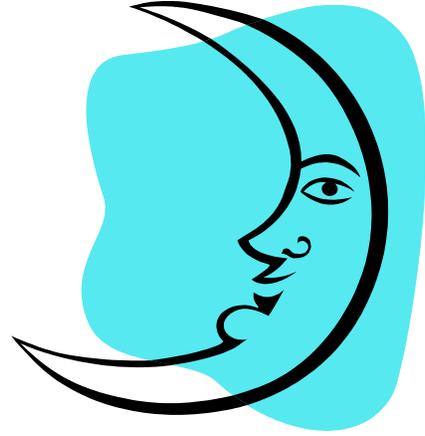
w = the wind sound



/m/ = lips together, hold 3 fingers in front of lips (horizontally), as making 'mmmm' sound slide fingers across the lips.

**Mm**

moon



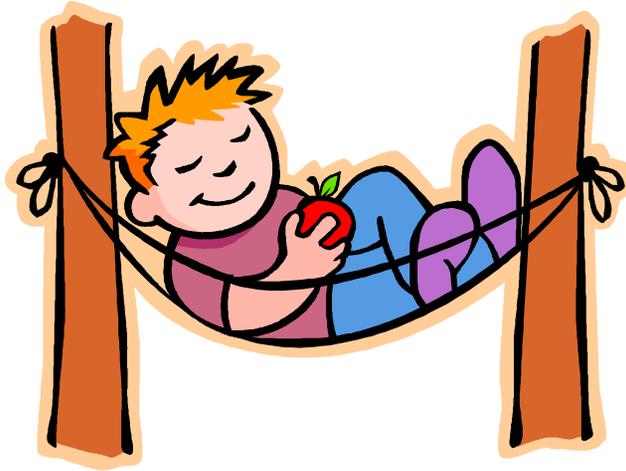
m = humming sound



/n/ = lips together, hold 2 fingers in front of lips (horizontally), as making 'nnnnnn' sound slide fingers across the lips.

**Nn**

nap



n = humming sound 2



/p/ = lips together, hold index finger in front of lips (vertically), as you say the sound move your finger in a downward motion.

**Pp**

pop



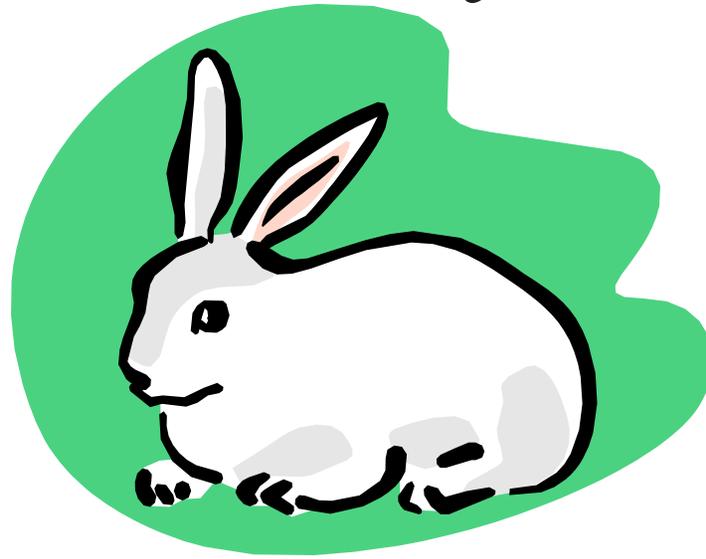
p = soft popping sound



/b/ = lips together, hold four fingers in front of lips (vertically), as you say the sound move your fingers in a downward motion.

**Bb**

bunny



b = loud popping sound



/t/ = lips slightly open, tongue tip behind your teeth; hold index finger horizontally on your lips, as saying the sound move finger downward.

**Tt**

teapot



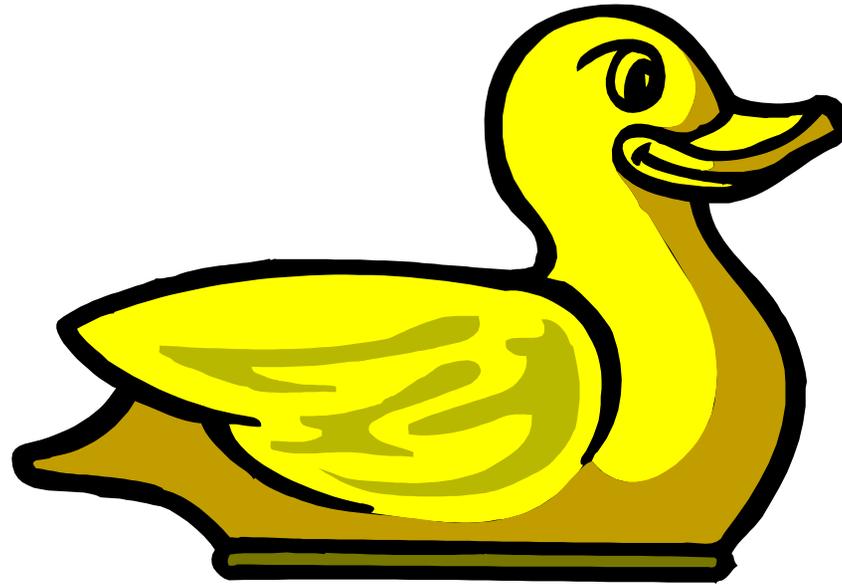
t= tapping sound



/d/ = lips slightly open, tongue tip behind your teeth; hold 2 fingers horizontally on your lips, as saying the sound move fingers downward.

**Dd**

duck



d = music sound



/k/ = mouth slightly open, tongue pulled back; hold index finger horizontally on throat, exaggerate sound by “coughing” to help stimulate production.

**Kk**

key



k = cough sound



/g/ mouth slightly open – tongue pulled back, hold index and middle fingers horizontally on throat, exaggerate sound by gulping to help stimulate production.

Gg

gum



g = gulp sound



/f/ = teeth biting bottom lip, hold index finger vertically (fingertip on lip) as sound is produced move finger outward.

**Ff**

fan



f = fan sound



/v/ = teeth biting bottom lip, hold index and middle finger in a 'v' shape vertically against lips, as sound is produced move fingers outward.

Vv

van



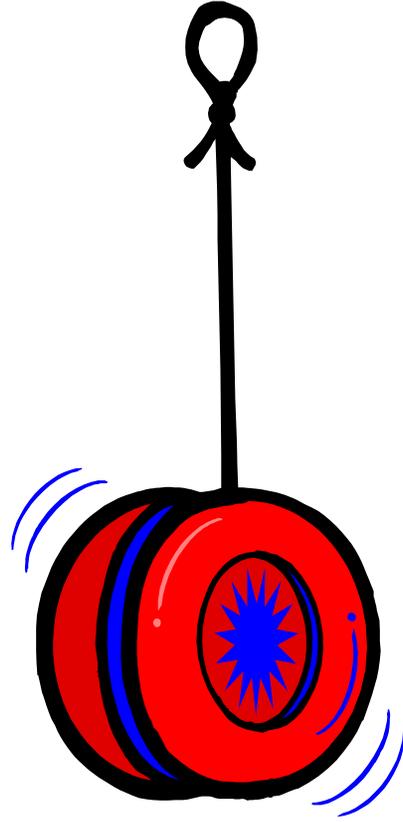
v = vacuum sound



/y/ = slightly open mouth, tongue tip down; hold index finger and thumb around throat, as producing the sound bring finger and thumb outward.

Yy

yo-yo



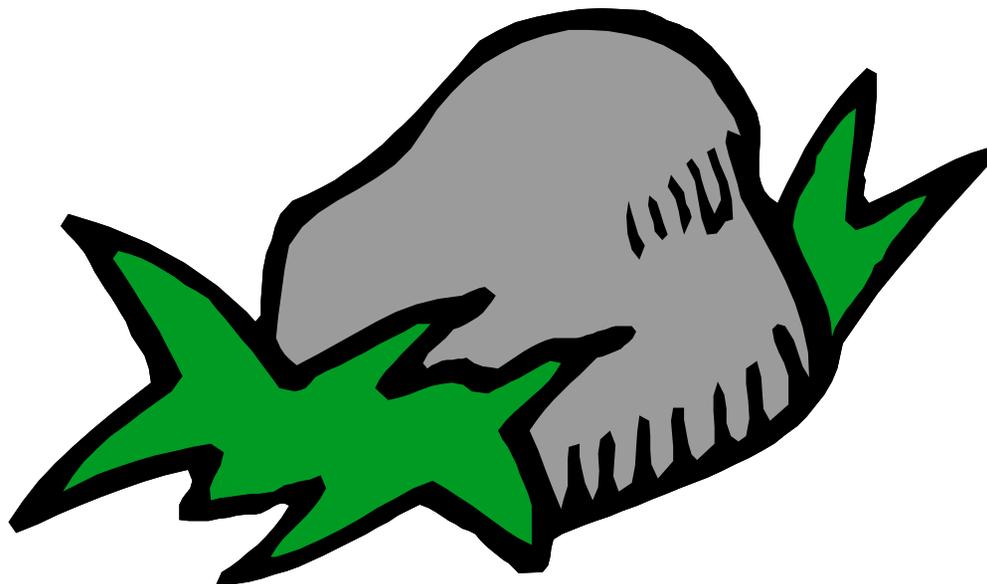
y = yelling sound



/r/ = slightly open mouth, round lips, pull tongue back;  
hold index finger vertically at the throat as you make a “roaring” (like a lion) sound.

Rr

rock



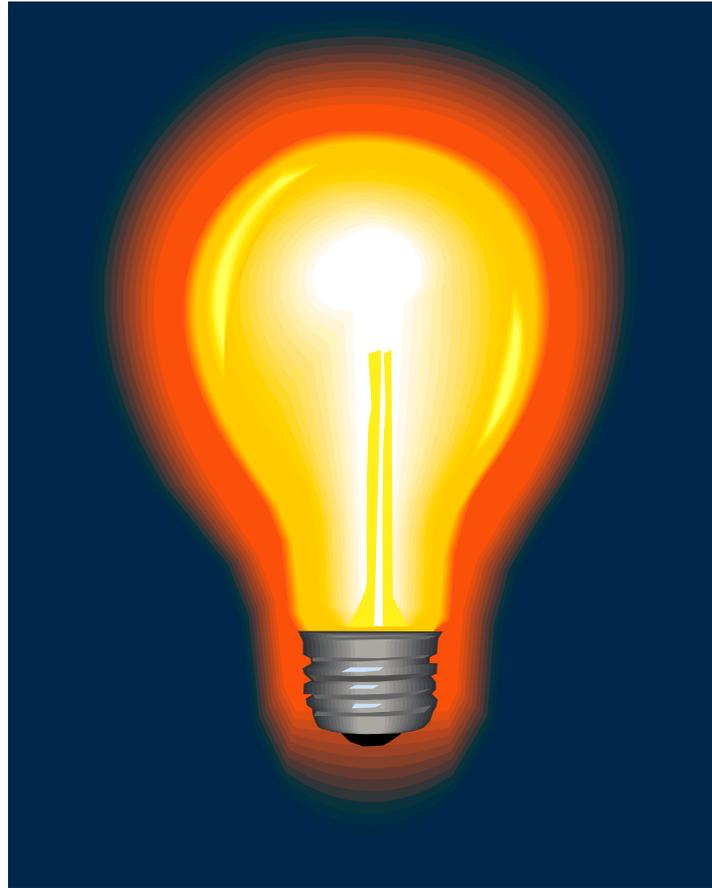
r = roaring sound (lion)



/l/ = open mouth slightly, place tongue tip behind top teeth; hold index finger and thumb in “L” shape, move hand out as sound is produced.

**Ll**

light



l = lala sound

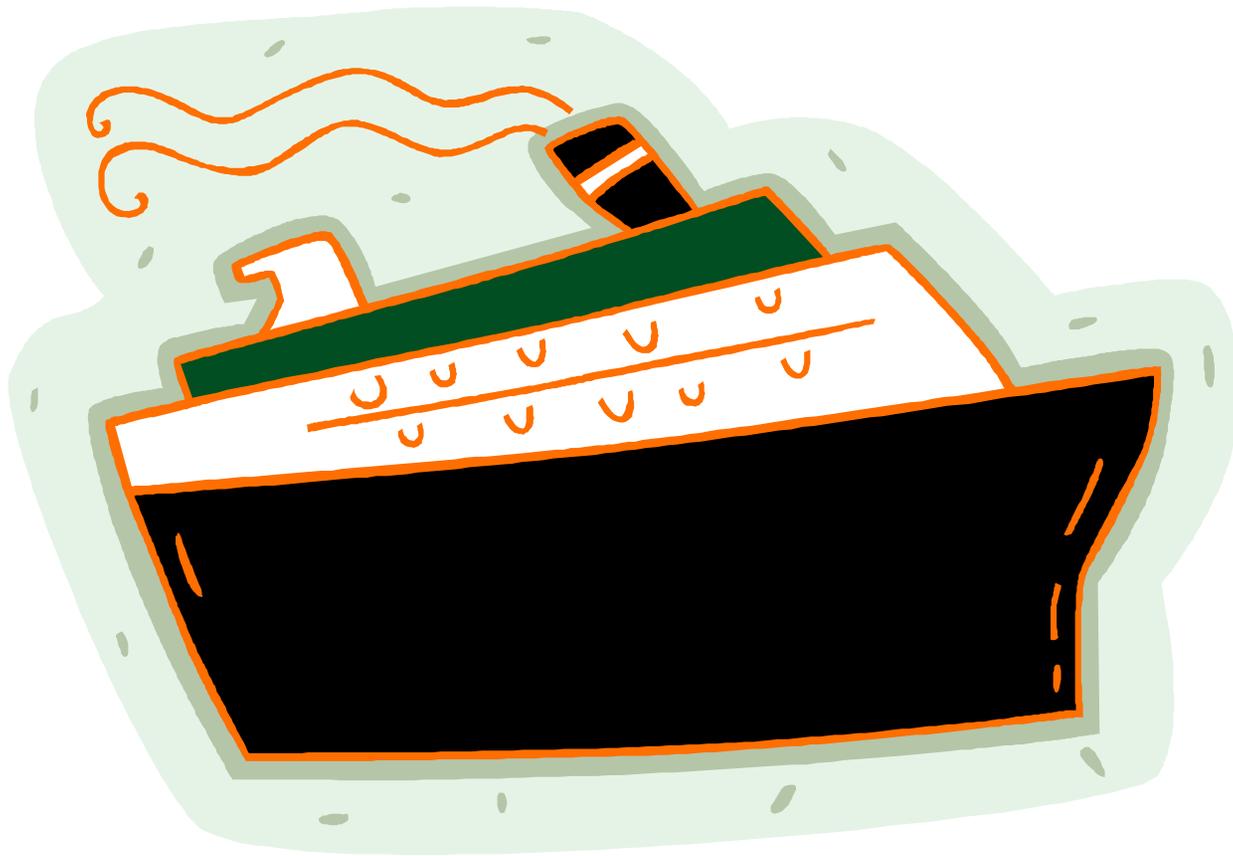


/sh/ = teeth together, lips slightly rounded; place index finger vertically on lips (quiet sign),  
produce sound (hand does not move).

SH

sh

ship



sh = quiet sound

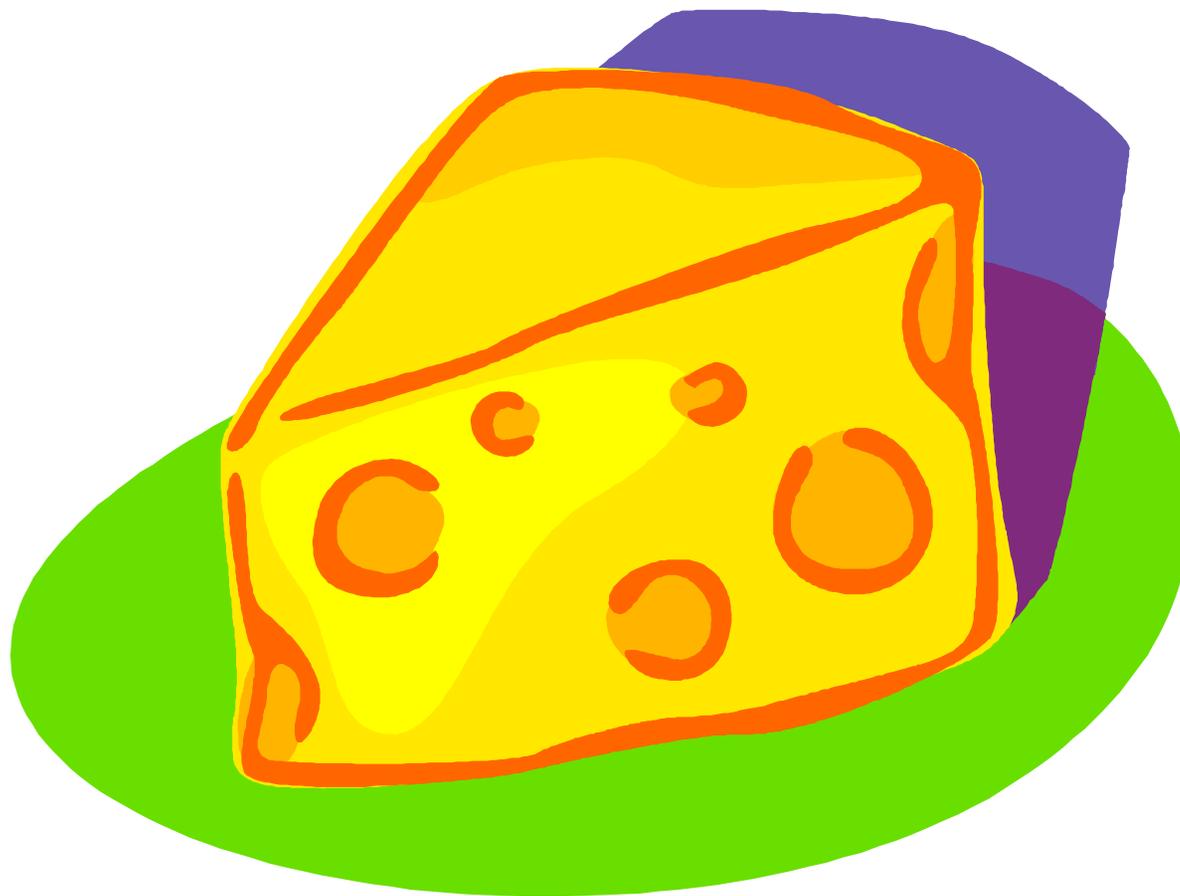


/ch/ = teeth together, lips slightly rounded; put hands/arms by side, move in circular motion (as the wheels on a train) while producing the sound.

**CH**

**ch**

**cheese**



ch = train sound



/j/ = teeth together, lips slightly rounded; put first 2 fingers horizontally in front of the lips to make a flat 'v', as producing the sound move the 'v' downward.

Jj

jeep



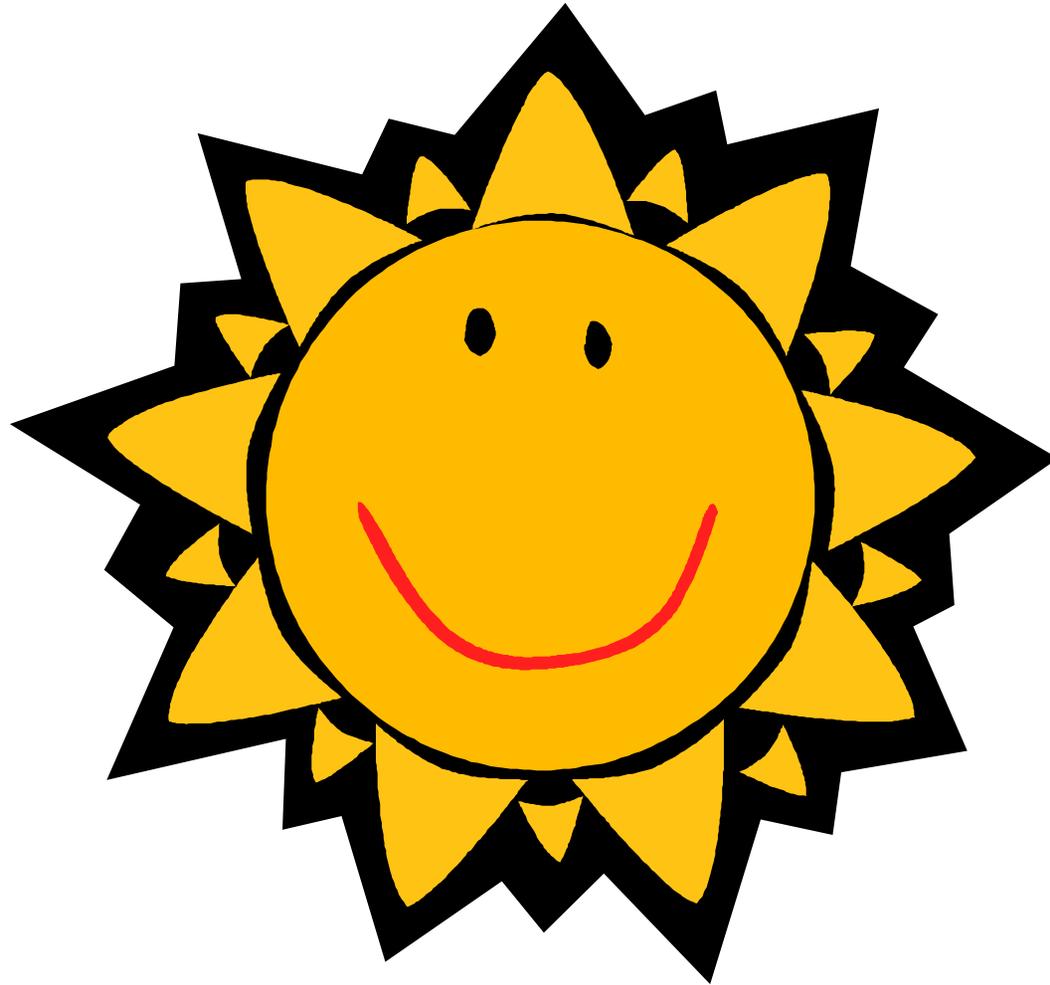
j = jingle sound



/s/ = teeth together, lips pulled back, tongue behind teeth;  
place finger on top of shoulder and slide it down your arm while producing the sound.

Ss

sun



s = snake sound



*/z/* = teeth together, lips pulled back, tongue behind teeth; place first two fingers on shoulder in a */v/* shape, slide fingers down arm in a zigzag motion while producing the sound.

Zz

zebra



z = bumble bee sound



/th/ = place tongue tip between teeth, make a fist and put thumb between first and second fingers;  
as you are producing the sound move hand out away from mouth.

**TH**

**th**

thumb



th = "tire going flat" sound