



## A praxis-productive intervention program for children with phonological disorder

Taísa Giannecchini

Fonoaudióloga Clínica, Brazil

### Abstract:

**Purpose:** This study analyzed the applicability in the speech pathology clinic of a praxis-productive intervention program for children with phonological disorder, by its implementation. **Methods:** the study proposed a theoretical model of the program, based on a literature review on speech motor control, which orders muscle contraction for the execution of praxis, including the planning, preparation of movements and execution of plans, aiming at muscle contractions and movements of structures that ultimately lead to speech articulation. Thereafter, the material was applied to 12 children aged 6 to 8 years with phonological disorder, to show the applicability of the praxis-productive intervention program in practice. **Results:** the results showed improvement of speech in all individuals within the time defined by the instrument, with higher scores for the evaluative evidence of phonology and oral praxis after intervention compared to the scores before intervention. **Conclusion:** the praxis-productive intervention program was useful, simple easy to apply by the speech pathologist and well understood by the participants, with favorable responses for the acquisition of phonemes.

**Introduction:** The speech pathology clinic is continuously preparing to receive, support and re-educate individuals with communication disorders. Among the pathologies managed by this specialty, the speech disorders, either phonetic or phonological, present high and complex demands, thus requiring constant update of the professional and deepening on the theoretical questions related to speech execution and learning.

### Methods

This study was approved by the Institutional Review Board of University of São Paulo, under CAAE: 32126414.0.0000.5417. To design the praxis-productive



intervention program, the specialized literature was surveyed for lips and tongue exercises, which were part of the motor stimulation and were combined with the stimulation of phonological aspects.

**Results:** Concerning the evaluations to which the individuals were submitted, the results were analyzed before and after intervention by the praxis-productive program proposed in the present investigation.

**Conclusion:** The praxis-productive intervention program (PPIP) designed for children with phonological disorders was composed of 12 sessions, being 8 of auditory stimulation and orofacial praxis of lips and tongue, and 4 sessions to evaluate these aspects before and after intervention. The application of PPIP indicated improvement of speech in all individuals, within the time established by the instrument, with higher scores in phonology evaluations and oral praxis after intervention compared to the scores before intervention, indicating its usability. The PPIP was useful, simple, easy to apply by the speech pathologists and well understood by the study subjects, with favorable responses in the acquisition of phonemes and consequently in the phonological and praxis development. Future studies should expand the sample, both in age and different types of speech disorders, to complement the present findings and allow the development of intervention programs to meet the clinical demands.

### Publication of speakers:

1. Taísa Giannecchini, Douglas RC. Fisiologia aplicada a Fonoaudiologia. Guanabara-Koogan. 2006.

5<sup>th</sup> European Otolaryngology ENT Surgery Conference | August 24-26, 2020 | Barcelona, Spain

**Citation:** Taísa Giannecchini; A praxis-productive intervention program for children with phonological disorder; Ent 2020; August 24-26, 2020; Barcelona, Spain