

Reduplicated Syllable Therapy (RST)

Why target reduplicated syllables? Easy, early success with sounds! My experience at a self-contained school led me to begin using this method. This is for children not ready for Cycles (CVC/CCVC words).

Reduplicated Syllable Therapy

Targets SOUND GROUPS or Nonsense Syllables and is for children that fit into the following scenarios

(This list is not exhaustive):

- Children in Early Intervention.
- Children transitioning from EI to the schools for services at 3 years of age.
- Children in self-contained rooms with verbalizations, but not a lot of words. Disorders like Down's Syndrome, Autism, etc.
- Children with motor-planning issues that do not have a lot of beginning sounds in their inventories. Possible apraxia?
- Children using more jargon than true words.

To use this approach, you need to first develop a baseline for each early sound.

Get out your Reduplicated Syllable Chart (it's in your handout and looks like the picture on the page on the right).

Turn your main handout over for a minute and let's figure out where to start!

Do not let the chart overwhelm you! It looks intimidating, but it is the same thing over and over for each sound!

Reduplicated Syllable Therapy (RST) Baseline Chart

Chart created by Dawn Moore ~ © 2017 Expressions Speech & Language Center

STEP ONE: Establish ENTIRE Baseline in 1, 2, 3 Syllables Using CV Structure

QUESTION: Is the child able to produce any early sounds (/b, d, h, m, n, p, t, w, j/) in CV structure with MAX cues?

YES: Complete the baseline below (for all sounds) to determine initial targets.

NO: Stimulate sounds in ISOLATION from the above list and return to this baseline **as soon as possible**.

	1-Syllable Baseline	2-Syllable Baseline	3-Syllable Baseline	TARGET
	Five Targets in CV bay bee bye bow boo	Five Targets CVCV baybay beebee byebye bowbow booboo	Five Targets CVCVCV baybaybay beebeebee byebyebye bowbowbow booboooboo	Circle your target /b/ level here:
Initial /b/	Did the child produce at least 3/5 of the targets? YES: Immediately attempt 2-syllable baseline..... NO: Answer the question below...	Did the child produce at least 3/5 of the targets? YES: Immediately attempt 3-syllable baseline..... NO: Answer the question below...	Did the child produce at least 3/5 of the targets? YES: Circle 3-syllable in the target column..... NO: Answer the question below...	1-syllable 2-syllable 3-syllable
	Did the child produce at least 2 of the target words? YES: Circle 1-syllable level in the TARGET column at the end of this line. NO: Do not target this set at this time. Move to next sound.	Did the child produce at least 2 of the target words at this level? YES: Circle 2-syllable level in the TARGET column at the end of this line. NO: Circle 1-syllable level in the TARGET column at the end of this line.	Did the child produce at least 2 of the target words at this level? YES: Circle 3-syllable level in the TARGET column at the end of this line. NO: Circle 2-syllable level in the TARGET column at the end of this line.	Move to next sound and do the same baseline.

	1-Syllable Baseline	2-Syllable Baseline	3-Syllable Baseline	TARGET
	Five Targets in CV day dee dye doe do	Five Targets CVCV dayday deedeede dyedye doedoe dodo	Five Targets CVCVCV daydayday deedeedeede dyedyedye doedoeoedoe dododo	Circle your target /d/ level here:
Initial /d/	Did the child produce at least 3/5 of the targets? YES: Immediately attempt 2-syllable baseline..... NO: Answer the question below...	Did the child produce at least 3/5 of the targets? YES: Immediately attempt 3-syllable baseline..... NO: Answer the question below...	Did the child produce at least 3/5 of the targets? YES: Circle 3-syllable in the target column..... NO: Answer the question below...	1-syllable 2-syllable 3-syllable
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Reduplicated Syllable Therapy

Step 1--Baseline

What SOUND GROUP are you going to start with? /b/

Where would you start? 1 syllable baseline.

You see the words listed: bay, bee, bye, bow, boo

Get the child to imitate these words after you!

Answer the question to find out what to do next: Did the child produce at least 3/5 targets?

Yes: Follow the arrow to 2 syllable baseline and do the same thing over again but with 2 syllable CV words (baybay, beebee etc.).

No: Follow the arrow down to answer the question to find out where to start with /b/ or if you need to SKIP it: Did the child produce at least 2 of the target words?

Decision based on answer to question

YES: Circle 1 syllable level in the TARGET column on far right. This is where you will start with /b/.

NO: Do not target this sound at this time. Move to next baseline.

Notes

For any sound group you target, you want to have at least two words and you will work to reach 5 targets for each initial consonant.

For example, if the child can produce only 1-syllable /b/ words bay, bee, then you would target **bay** and **bee** over and over again during the session while trying to add in other /b/ + vowel sounds (bye bow, boo). **For the example above, you will only have 2 targets.**

Example

Let's say the child was able to produce ALL of the 1-syllable /b/ words. What would you do next?

Move to /b/ 2-syllable baseline and have the child imitate baybay, beebee, byebye, bowbow, booboo.

If the child was able to produce 2/5 of the 2-syllable /b/ combinations, what would you do?

Stay here (with /b/) and drill the 3 combinations the child could do. Try to add in the other combinations when possible, **but only if the child is able.**

For some kids, even if you are able to get 2 sound + vowel combinations, working on them over and over again during the session might not be feasible. **You will need to use your professional judgment regarding skipping a combination and coming back to it later.**

For many kids, stimulability happens when you skip the difficult sounds and target the other, easier combinations. This happens in Cycles too!

For all sets, you are always using the long vowels ay, ee, ai, oh, oo. **This sound drill is not the entire focus of the session, it is part of the session.** Try to elicit the sounds during breaks while using language stimulation activities as most kids working at this level are going to have language delays too!

For example: If the child wants to open the gate on the train set, elicit their target sounds while holding down the gate (i.e., withholding) and then open after they say the sounds.

How do you ELICIT these sounds? Be creative! Have them stomp, jump, clap, bang toys, yell, whisper, tell the words to the Teddy bear (cracker or stuffed animal, Mom, into your phone etc.).

Anything goes here!!!!

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You've established where you are going to start with /b/.

What do we do next?

Move to /d/ and do the same thing!

What sound are on? /d/

Where would you start? 1 syllable baseline.

You see the words listed: day, dee, dye, doe, do

Get the child to imitate these words after you!

Answer the question to find out what to do next: Did the child produce at least 3/5 targets?

Yes: Follow the arrow to 2 syllable baseline and do the same thing over again but with 2 syllable CV words (dayday, deedeede etc.).

No: Follow the arrow down to answer the question to find out where to start with /d/ or if you need to SKIP it: Did the child produce at least 2 of the target words?

Decision based on answer to question

YES: Circle 1 syllable level in the TARGET column on far right. This is where you will start with /d/.

NO: Do not target this sound at this time. Move to next sound baseline.

Example for /d/

What if the child was able to reach the 3-syllable level of /d/ and could produce daydayday, dyedyedye, doedoedoe. **What would you do?**

Target those 3 combinations over and over again.

Try to add in deedeede, dododo IF you can during the session. If the child cannot do them, skip it and work on the sound combos they can produce.

The reduplicated syllables are considered 1 target whether they are CV, CVCV, or CVCVCV. For the above example, you only have 3 targets (daydayday, dyedyedye, doedoedoe) b/c the child could not produce the other two.....yet.

Scoring/Data

Everything revolves around data and accountability so you need to take data on these productions. This is done not only for your work/billing, but also so you can SEE the progress the child is making, especially since it may be SLOW progress because of their delays!

Each production is counted as right or wrong. If the child is only working at the 1 syllable level, this is easy, right?

What happens when the child is at the 2- or 3-syllable level? How do you count those productions? **EACH syllable must be present for the entire 2- or 3-syllable production to be counted correctly.**

Remember you are only working at the CVCV or CVCVCV level here, so you need to be strict with requiring the child to produce all parts of the CV combinations.

Now we're ready to.....What?

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Move to /h, m, n, p, t, w, j/ and do the same thing!

When you finish ALL of the sounds, review the right side of EACH sheet to see where you begin with each sound. You've finished your baseline and THIS is your first RST SET!

Great.....Now What?

Step 2—Begin RST Set 1—THERAPY

- Write the list of sounds and the level (1, 2, 3, syllables) on the form labeled **Appendix A: Reduplicated Syllable Therapy Tracking Sheet. LET'S LOOK AT THAT!**
- Target each set of words TWICE (over 2 sessions). There is a place on the tracking sheet to write in the dates or simply check off that you targeted them.
- For most children, CV are easier to elicit/produce than sounds in isolation. I stopped using isolated sounds years ago and I've seen better results. Think about this when it comes to other sounds you target in articulation therapy. The 1-syllable nonsense sheets can be used there too!
- **However, every child is different! if you have a child that is NOT stimulable for ANY CV, you should work on sounds in isolation and environmental noises and try to get to CV as soon as possible.**
- To elicit productions: Use withholding of food, toys, etc. during PLAY!
- Use singing voice, whisper voice, loud voice, stomping, clapping, jumping etc., any way you can get the child to produce the sounds. Physical movement makes a difference!

- ALWAYS try to increase complexity. When a child is reaching 70-80% at the current syllable level, try to increase to the next level. You always want to increase complexity whenever you can. **Your goal is to get to 3-syllables.**
- **When you get through all of the sounds the child can produce, start over. This will be RST 2.**

Step 3—Begin RST Set 2

- In SET 2, you will REPEAT all of the sound groups you targeted in SET 1.
- **Try** to add any sounds that were not stimulable in SET 1.
- **Try** to increase complexity for all sounds when the child is ready.
- This means if the child was only targeting 1 syllable in SET 1, try to increase to 2 syllable.
- Try to increase 2 syllable to 3 syllable.
- When you reach the end again, start over in RST Set 3.
- Always add in those that were not stimulable and work to get to 3-syllables for each sound. It's okay if some sets are at different syllable levels.
- As you begin to reach 3-syllables with some sounds, try to add final sounds to the initial sounds that were easiest. For example: If the child can produce initial /b/ 3-syllables, begin working on CVC. Your choices of final sounds include: /m, n, p, t/. Do **NOT** target voiced final sounds.
- When you work on CVC, you will still have 5 targets (6 targets if you target two final sounds at once). Example for /b/+ /m/: bam, bame, beam, boom, bim.

- If the child is **unable** to produce CVC, you can target VC to begin establishing final sounds /m, n, p, t/.
Add them to your SET Remove those at >80% at 3-syll.
- You can use words like: am, em, im, ohm, um and an, en, in, on, un. You can use short or long vowels. I usually use short to change it up.
- It may take 2-3 (or more) Reduplicated Syllable Therapy to get to final sounds or you can decide to move to Cycles for them.
- I usually have no more than 3 SETS of Reduplicated Syllable Therapy. Many kids move onto Cycles after 2 SETS. This will be up to you based on how well the child is doing!

Check your understanding

- 1) Initial /b/. Child was stimuable for this sound at 1 syllable level. **What should I do next (before I start targeting this sound at 1-syllable)?**
 - a. Check if the child is stimuable at the 2-syllable level.
YES, they are.
 - b. Check if the child is stimuable at the 3-syllable level.
NO
 - c. Start at the appropriate level. **Which is....**
 - d. **Target for:** _____ sessions at _____ syllable level

- 2) Initial /d/. Child was stimuable for this sound at 1- and 2-syllable level. What should I do next (before I start targeting this sound)?
 - a. Check if the child is stimuable at the 3-syllable level. **Yes, they are.**
 - b. Start at the appropriate level. **Which is.....**
 - c. **Target for:** _____ sessions at _____ syllable level
- 3) Initial /h/. Child was NOT stimuable for this sound at 1 syllable level. What do I do?
 - a. **Skip this sound.** The child is not ready. Maybe work on isolation with ha ha ha while trying to move a tissue if you want.

Scenarios

1. You're working with a child on initial /t/ today and they are doing really well with 2-syllable. What should you do?

Try to elicit 3-syllables as they are probably ready!

2. You're working with a child at the 1-syllable level with only 3 sounds (way, wee, why). What should you try to do every session?

Try to elicit the missing sounds 'woah' and 'woo' a few times during the session

3. You're working with a child at the 3-syllable level for /m/ and they are doing really well. What should you do to increase complexity?

Try to add some final sounds like /m, n, p, t/. You could try words like 'mom', 'mop', 'mat' etc.