

# DTTC Hierarchy Flow Chart

flow chart designed by Jennie Bjorem, M.A., CCC-SLP  
www.bjoremspeech.com

**Direct imitation:** Eyes on me, say what I say", you model and the child imitates, listen carefully for correct vowels within the production. Follow the flow chart. Our goal is getting an accurate production consistently with the least amount of support.

**Simultaneous production** - the child will say the target with you at the same time. "watch me say it with me". Provide all cueing necessary for the correct production. Stretch out sounds and slow rate if needed, change prosody but keep stress accurate. Continue with movement, don't segment. Don't expect the child to get the exact prosody as you in simultaneous production, but you should hear variations in each trial. Begin slow and move to a normal rate.

Try taking away voicing and mime (move your mouth) the target together working on only the movement of the target without sound and then add back in the voice, using all of the cues to help the child produce the target correctly. Try again in simultaneous production.



Move to another target and try this another session

Continue **direct imitation** - As long as correct production continues, begin to change prosody including stress and rate. Encourage the child to make the target sound like your model. Establish multiple correct productions with good rate and varied prosody.

**Delayed imitation** - you provide a model and have the child pause... then imitate. Continue to work on correct productions with prosodic variations in delayed imitation. We are working on fading the cues so the child can learn the new motor plan.

Continue practicing in delayed imitation and move to functional **spontaneous production**. Try probing the target using questions or in play. You may want to try adding the word to another core word. For example if the child is able to say "Mama" and our target word has been "hi" you would work on "hi mama" or "mama hi" using the same hierarchy flow chart. \*Once the child consistently has the target spontaneously it moves to our carryover practice list.



Strand, E.(2018) Childhood Apraxia of Speech Advanced Training Workshop. University of Kansas

Remember to be mindful of fading cues and circling back for more support when needed. Our goal is accurate productions. Say to the child "you are a hard worker" and "when you work hard you learn hard things" and "you should feel proud". Try to avoid "good job" or "you're so smart" or "I'm proud of you". Encourage the drive and hard work to come from within. #wordpower #growthmindset



OH Hey  
SLPs

Pre-Recorded with Jennie  
engaging • fun • dynamic

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James, SLP

Jennie brings an authenticity that gives her audience permission to participate in a much more meaningful way.

SCAN ME



Through Jennie's clear explanations and video examples, I learned so much about childhood apraxia of speech.

Danielle, SLP

Maria, SLP

I appreciate the time which Jennie took to create such a comprehensive course. I felt like I was able to view the videos with a 1:1 coach and I loved it!

Jennie is a dynamic, knowledgeable presenter! I love the clearly laid out information and organization in addition to the fantastic videos with real examples.

Amy, SLP

Learn the latest research-based assessment and treatment for childhood apraxia of speech  
Jennie Bjorem, M.A., CCC-SLP





# DTTC Hierarchy Flow Chart

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## Direct imitation -

"Eyes on me, say what I say", you say the target word/phrase and child imitates, listen carefully for correct vowels within the production. Follow the flow chart. Our goal is getting an accurate production consistently with the least amount of support.

**Simultaneous Production** - the child will say the target with you at the same time. "watch me say it with me". Provide cueing necessary for the correct production. Stretch out sounds and slow rate if needed. Avoid sounds you cannot stretch out such as /p/ and /b/ if the child is having difficulty. Continue with movement, don't segment.

Continue **direct imitation** - As long as correct production continues, begin to change prosody including stress and rate. Encourage the child to make the target sound like your model. You can try different voices... a mouse voice or a mad tone. Use Bjorem Speech Prosody Cues. Establish multiple correct productions with good rate and varied prosody.

As long as correct production continues, begin to change prosody including stress and rate and say the target together. Don't expect the child to get the exact prosody as you in simultaneous production, but you should hear variations in each trial. Begin slow and move to a normal rate.

Try taking away voicing and mime (move your mouth) the target together working on only the movement of the target without sound and then add back in the voice, using all of the cues to help the child produce the target correctly.

**Delayed Imitation** - you provide a model and have the child wait a few seconds to say the target. Use a wait visual if needed. Continue to get correct productions with different prosodic variations in delayed imitation.

You can say things like "When you watch me it will help you".

Continue practicing in delayed imitation and move to **functional spontaneous** use of the word. Try probing the target using questions or in play. You may want to try adding the word to another core word. For example if the child is able to say "Mama" and our target word has been "hi" you would work on "hi mama" or "mama hi" using the same hierarchy flow chart. \*Once the child consistently has the target spontaneously it moves to our carryover practice list.

Fade your voice, just mime the movements while saying the target at the same time as the child having the child say the target. You are giving less support to see if the child can obtain the movement.

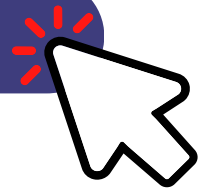


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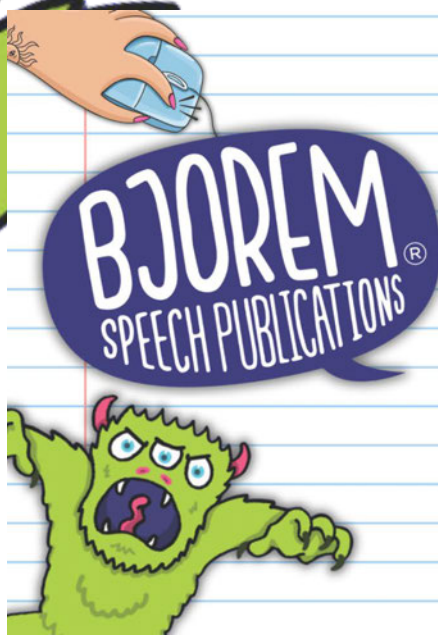
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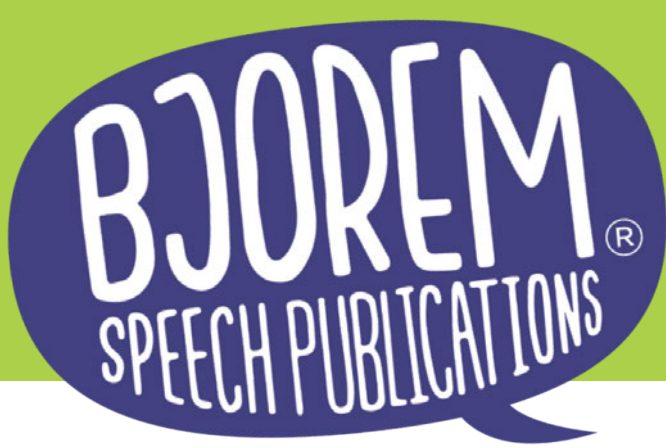


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