**ReST Stimuli (Murray, McCabe and Ballard, 2015)**

These stimuli were developed and used as part of the Rapid Syllable Transition treatment as tested in Murray, E., McCabe, P. & Ballard, K. (2015) A Randomised Control Trial for Children with Childhood Apraxia of Speech Comparing the Rapid Syllable Transition Treatment and The Nuffield Dyspraxia Programme – 3rd edition. *Journal of Speech, Hearing and Language Disorders.* 58: 669-686. Please acknowledge this if you use these stimuli.

**The three syllable stimuli is in the table on the next page.** This table can be used as therapy cards. Randomly select 10 strong-weak and 10 weak-strong stimuli to be used in treatment and reserve the remaining 10 to be used as untrained words.

**The stimuli can be adapted as needed for individual clients.**

*Length changes:*

* Changing the stimuli to 2 syllables. Always do this by deleting the 3rd syllable – the ‘er’ or ‘y’/’ee’ ending with the preceding consonant. For example, if the child is at a two syllable level – delete the last syllable – e.g. – ‘tubbefy’ becomes ‘tubbe’
* Putting these words at the end of a carrier phrase for phrase level. That carrier phrases are below. Randomly assign words to carrier phrases so children get a variety of pseudo-words and phrase combinations.
* I saw a \_\_\_\_\_\_\_\_\_\_
* I want a \_\_\_\_\_\_\_\_\_\_\_
* She has a big \_\_\_\_\_\_\_\_\_\_\_\_
* I went to the \_\_\_\_\_\_\_\_\_\_\_\_\_
* Where’s the \_\_\_\_\_\_\_\_\_\_\_\_?
* He bought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* It’s his \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* There’s a \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Can I have a \_\_\_\_\_\_\_\_\_\_\_\_\_?
* Here’s the new \_\_\_\_\_\_\_\_\_\_\_\_\_

*Segment changes:*

The stimuli here have the consonant phones: ‘b’, ‘f’, ‘t’, ‘g’.
This was to create stimuli that:

* could be acoustically analysed with plosives and fricatives
* that most children could produce between the ages of 4-12
* had maximal differences across place, manner and voice within the set.

If a child cannot produce one of those sounds with >20% accuracy – please swap that sound for another sound. Otherwise you will focus too much time on articulation versus the beats and smoothness components of the program.

Suggested changes are swap ‘f’ to ‘v’ or ‘s’ or swap ‘g’ to ‘d.’

Alternatively, for older children, swap sounds to those they need to work on – e.g. ‘r’.

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| --- | --- |
| Tubbefy | footaber |
| gantibee | gabbity |
| fargeber | booteger |
| bofegee | borgify |
| forbitty | Gofiter |
| toofeber | forbeter |
| goofeber | bartifer |
| toogefy | fabarger |
| tegooner | bemater |
| begater | gefoober |
| fabeemer | tefeener |
| fetoomee | betarfer |
| gebarter | gatoobee |
| gefarber | fabooner |
| begootee | fegarter |