

PRACTICAL GUIDELINES FOR PRACTICING PSYCHOMOTRICITY

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Abstract: *First steps in speech disorders therapy after screening is to assess students with disabilities complex language.*

A complex examination of each student is done in order to knowledge the psycho-somatic particularities, establish differential diagnosis, and elaborate collective and individual work programs.

It is evaluated the development of vocabulary, pronunciation of sounds, language psychological age, integrating phono -articulatory organs along with their motility.

Following the implementation of therapy language disorders programs – focusing in breathing practice, phonemic hearing, the general mobility and articulations, while issuing sounds and dropping them into syllables, words, phrases – respectively adapted to each student, each group

Particularly important is the introduction of a series of assessments after each sequence work upon which to continue or change the ways of the programs of therapy language disorders, focusing on securing and strengthening the sounds in words, sentences, phrases, both in current speech and in reading, recitation, singing, writing.

Periodic evaluation performed after going through each working sequence will have a formative role regarding both the volume and the quality of language acquisitions reflected at an individual level as well as the communication skills at a social level.

Practicing Psychomotricity involves exercises: breathing, developing hearing phonemic, the general motricity and articulations, complex intellectual stimulation, reading - writing as well as psychotherapeutic activities to educate students personalities will be permanent, weighting them in daily activities will be determined differently, in groups and individually, depending on each case pending in therapy. After therapeutic educational objective, psychomotor education complex can be achieved through:

1.EXERCISES TO DEVELOP GENERAL MOBILITY

- a. Arms movements, legs, neck, body;
- b. It will interchange tension exercises with muscle relaxation;

2. BREATHING EXERCISES EDUCATION

- a. Concomitantly or separately with the general gymnastics, will perform breathing exercises;
- b. Students will be trained to selfcontrol their breathing properly, by puttin hands on abdomen and thorax, associated with looking in the mirror to avoid lifting shoulders during inspiration;
- c. Will be performed, in the form of a game, wind exercise with the help of some objects to control its strenght and direction of expiration;

d. Breathing exercises associated with issuing sounds and general gymnastic enforced in a rhythmic way;

3.DEVELOPMENT EXERCISES OF THE FACIAL MOTILITY

- a. Raising and lowering brows;
- b. Alternative closure of the eyes;
- c. Simultaneously and alternately blinking;
- d. Alternation: smile-frowning;
- e. Alternative facial grimacing;

4.EXERCISES FOR DEVELOPING THE MOBILITY OF CHEEKS AND LIPS

- a. Swell simultaneously cheeks with closed lips; then gently lapping cheeks for expelling air;
- b. Alternative cheeks swell by passing air from right to left and vice versa
- c. The cheeks are sucked inside the mouth;
- d. Making movements that mimic sucking;
- e. Alternately, lift lip corners;
- f. Alternate smiley face with kissy face;
- g. Catch a piece of paper between lips keeping the lips tight and moves up and down and then returns to the normal voltage of the lips;
- h. With the lips held in normal tension blow gently pieces of paper, flakes, balloon etc;
- i. Blow down balls in a trough, ratchet, whistle, in a bowl of water (to make waves or with the straw to make bubbles) , inflate a balloon, etc;
- j. Induce vibrating lips separately, or in combination with vibration of the tongue

5.LINGUAL MOTOR SKILLS DEVELOPMENT EXERCISES:

- a. For driveability language can be made classic exercises: arrow, shovel, small cup, trough, originally performed outside the mouth then withdraw slightly tongue in his mouth, holding the position previously made; Repeat 1-2 times;
- b. Push tongue on one cheek ("candy", "swollen tooth"), and then on the other one;
- c. "Clean" teeth with the tongue on both the outside and inside of the dental arch upper / lower;
- d. Pass the tip of the tongue on the upper lip and then on the bottom, alternate between left - right, and / or rotary ("snout wiping");
- e. Rises tip of the tongue trying to reach the nose;
- f. Remove tongue outside as a "shovel" and leave it on the chin;
- g. It raises the tip of the tongue and "pat" palate;
- h. " Lick honey " from the hard palate;
- i. Place the tongue on the vault palate behind the teeth and get lower with noise;
- j. Alternatively corner of the lips are achieved with the tip of the tongue, with different mouth openings;
- k. It rises and descends tongue under different opening angles of the mandible;
- l. Pass the tip of his tongue on teeth top / bottom, from left to right and vice versa;
- m. It raises the tip of the tongue on / under the upper lip and retracts with a splash;
- n. Bonds tongue "shovel" to the surface of the palate and opens with a plash ("champagne cork");

- o. It sits tongue "shovel" between teeth, supported by the lower lip and pronounce "drink" or "my";
- p. With tongue "shovel" wipe the vault palate;
- q. Place tongue "shovel" between lips and blow strongly achieving with and then without concomitant vibration of the lips;
- r. With the index finger placed under the tongue between the teeth, causes mechanical vibration of the tip of the tongue;
- s. Rise root tongue to palate, with opened jaw at first, then they closed (this phase requires students to touch the neck speech therapist to feel as up and down the back of the tongue, then practice alone with self-check of own neck , it can be used a candy if it fails by imitation);
- t. With the top of the tongue supported on the alveoli behind the lower teeth, make a strong movement pushing the back of the tongue towards the outside of the mouth, which was wide open;
- u. The same movement with the upper teeth scraping tongue;

6.MANDIBLE MOTOR SKILLS DEVELOPMENT EXERCISES:

- a. Get your head slightly on the back and open mouth, the jaw located in the seating position and then slowly return to the initial position; is repeated 1-2 times;
- b. Alternately opens and closes the mouth, opening angles ranging from high to low and vice versa;
- c. The lower jaw moves left - right separately, and alternatively;
- d. Mimic the cud in both directions;
- e. Jaw moves back and forth;
- f. Tongue is pressed on the lower wells and mandible movement is conducted by pressing the tongue;

7.UVULAR MOTOR SKILLS DEVELOPMENT EXERCISES

- a. Raising and lowering the uvula in mouth breathing and nose: both nostrils / nostril with a finger pressed;
- b. Raising and lowering the uvula in weevils, yawning, snoring, etc.
- c. Massage uvula with a spatula or finger;
- d. "Swallowing the sec";
- e. Self massage of the uvula with the root tongue , the tongue movements being controlled by the subject by grabbing the neck with palm raised to chin;

8.EXERCISES DEVELOP AUDITORY ATTENTION:

- a. Students are trained to respond to various beeps: whistling, jingle bell, beating hands, imitation of animals, etc. by certain movements agreed: footwork, arm lifts, choice of objects, toys, pictures, etc;
- b. Are exercises recognizing various objects known by hitting them with a pencil or falling;
- c. Students should determine the direction of sound or noise objects;
- d. With Eyes closed, children should specify how many balls are left by speech therapist to fall in a box;
- e. Students are back to a speech therapist and clap their hands: once if you hear the sound of the whistle, twice if a bell three times if a drum, etc;

Exercise can be varied with other instruments

- f. Speech therapist claps in different rhythms then the student has to repeated keeping the same rhythm beats heard;
- g. Beat in the table with the palm or other object (toy) a number of times then the student repeat the same number of beats in the same way;
- h. Executing the rhythmic movements of arms, legs, head, body, producing the pace given by the speech therapist;
- i. Run by a speech therapist rhythmic songs or recitations associated with rhythmic movements of the limbs or whole body then students repeat song or lyrics heard - initially alone with the speech therapist, speech therapist model;

9.CAPACITY DEVELOPMENT EXERCISES OF VISUAL DISCRIMINATION AND VISUAL MEMORY:

- a. Geometric figures, after various sorties criteria: size, colour, asperity (smooth/rough)
- b. Make up the pairs of images;
- c. Sort images after certain criteria: size, colour (e.g. Dwarf: large, medium, small, or with clothes: green, red, yellow, blue, etc.);
- d. Place some objects on the table. Students observe, recognize them, call them, then close my eyes ("sleep") and speech therapists hide an object. Children have to guess what object has been taken off the table;
- e. Same game but it adds an object and students discover;
- f. Same game but it is replaced an object with another;
- g. Can complicate the game by increasing the number of hidden objects, added or replaced;
- h. Student looks at incomplete drawings , names the parties presented in the drawing, then those who are missing, after which draw the missing parts.
- i. It presents students three or more drawings of which two are identical. They must discover the two identical designs;
- j. Exercises for the recognition and naming of colours on different objects, then the geometric figures, combining two characteristics: size and colour (large square, red); students must choose between several geometrical figures shown by the speech therapist and to specify the characteristics: large square, red;
- k. The same exercise in the form: "I take a big, red square, you give me a small red square;
- l. The same exercise but modifying the colour : (large square, large square red, green);
- m. It drills in points): d, e, f, g, and can be executed with geometric figures in order to reinforce concepts learned;

10.CAPACITY DEVELOPMENT EXERCISES OF SPATIAL STRUCTURING:

- a. It starts with the students forming an Indian string and it learns the position in space of each: the first, second, third, ..., last;
- b. Ditto first point but with the students seated in a line;
- c. Playing different games;

- d. To play simple games with the supports then clipped the same way but of different sizes;
- e. To make replicas of multiple construction plans;
- f. Learning exercises: left-right order; top-down; per-sub-near; in the front-back; left, top-right, bottom, middle, etc., carried out initially with different objects, then the worksheets: the upper-left corner, in the middle on the right side, up the Middle, in the lower-right corner, etc;

11.EXERCISES TO DEVELOP THE CAPACITY TO DISCRIMINATE TACTILE-KINAESTHETIC:

- a. Recognition exercises to certain objects based on a sense of tactile-kinaesthetic, with and without visual inspection;
- b. Place various objects in "Dress with surprises"; students, in turn, seeks an object, it touches him, without looking, tell what object has chosen, then it removes from the frock; the game can diversify: specify what uses that object, what colour, shape, size, features, etc;
- c. Student or speech therapists say/read a riddle and other student looking into "the dress with surprises," the answer to the riddle;
- d. Recognition exercises various materials: wood, metal, cloth, fabric, glass, etc;
- e. Recognition of the various exercises qualities: coarse-fine, bumpy-smooth, warm-cold, soft-hard, etc;
- f. Exercises to recognition of different geometrical figures or object size, shape, the qualities of the previous point, based on tactile kinaesthetic sense-with and without visual inspection;
- g. Exercises in recognition of peers with eyes closed, only a sense of tactile-kinaesthetic;
- h. Playing games with your eyes closed, supports only tactile kinaesthetic sense-in the beginning with intermittent eye opening and/or verbally by the route the speech therapist, then without visual or verbal aid;

12.CAPACITY DEVELOPMENT EXERCISES SPATIAL ORIENTATION AND RECOGNITION OF BODY SCHEME:

- a. Students follow different running movements with the trunk, hands or feet in response to verbal commands given by the speech therapist, and model;
- b. For recognition of their own bodily scheme are named different parts of body, starting with the big ones: head, torso, and then details: eyes, nose, mouth, ears, eyebrows, shoulder, elbow, knee, fingers, etc;
- c. The same exercise but by specifying position: left-right (right hand, left foot, right eye, etc.);
- d. For recognition of body schema is done same exercise executed with puppet or another person: speech therapist or another student;
- e. It is presented to students pictures or drawings with people and is needed to recognise parts of the body;
- f. On worksheets with drawings depicting the human body, the children draw those parts indicated by the speech therapist (right hand, left eye, etc.)
- g. Specify the missing element in an incomplete drawing representing a human being, then students has to draw the missing part;

h. Are presented images in different positions. Students need to imitate the positions of the various components of those tangible in images; Students draw people in orthostatic position, or in certain positions, with or without either intentionally omitting a model element, either putting the elements of the human body in different positions after the indication has been received;

13. EXERCISES TO DEVELOP THE CAPACITY OF UNDERSTANDING OF TEMPORAL RELATIONS:

- a. The recognition of exercises) seasons after their characteristic traits: rain (warm, cold), snow, cold, Frost, nice weather, sunshine, hot, after their effects on nature (full of trees, with leaves, yellowed leaves, naked), or as people dress, what activities are carried out in the field or in gardens, orchards, school activities, etc.;
- b. Accurate of the four seasons and repetition;
- c. Knowledge of each of the months of the season;
- d. Knowledge of the months of the year;
- e. Getting students used with the use of the calendar;
- f. Knowledge the days of the week;
- g. Ball games are: Catch - bird associated with naming the days of the week or months of the year;
- h. Knowledge and use of the clock;
- i. Make assessment exercises and games to evaluate seconds and minutes by checking on the clock or stopwatch to time assessments made by students;
- j. Exercises (games) for the evaluation of a certain period of time after the events took place in that period (e.g.: human transition from infant stage to becoming old, the life of a flower, etc.)
- k. Are presented drawings with images after stories like: "Giant Radish", "The three bears", etc., and students must place them in the chronological order of events illustrated;

14. STATIC BALANCE EXERCISES AND DYNAMIC EDUCATION AND SUPERVISION OF THE MOVEMENT GENERALLY:

- a. Standing on one leg with and without supporting arms;
- b. Walking in straight line on the carpet, on a plank, bench gym;
- c. Movements of the feet: (Gymnastics: lifting, flexing, stretching, dancing, cycling, climbing / descending stairs, stair chair / scale etc.);
- d. Movements of the arms and alternating-synchronized using sticks or sticks with ribbons;
- e. Movements of the arms and alternating-synchronized using balls or balloons;
- f. Use "Diabolo" game;
- g. Movements of the torso with keeping the same position for some time ("Santa," "The Balance", "The Bridge");
- h. Running short distances with stop command;
- i. Jumping into one foot with and without support;
- j. The game "Hopscotch" with or without movement of the "stone"
- k. Maintaining balance with and without assistance, on a rubber wheel;
- l. Keeping balance with and without assistance, on a plank placed on a cylinder;
- m. "Fight for stick" (while the child recites a poem he has to pull with both hands a stick);

Note: most of the exercises may be associated with verbalization;

15. CAPACITY DEVELOPMENT EXERCISES COORDINATION OCULAR - MOTOR:

- a. Balloons and balls games: grip, throwing, tightening fist, kneading, etc.;
 - b. The Introduction of needles of different sizes;
 - c. Needle Prick into paper or cardboard, randomly;
 - d. Needle-Prick in paper or cardboard, respecting a given contour;
 - e. Winding wire, thread on spool; Skein of wool;
 - f. Sewing buttons;
 - g. Use in various forms of safety pin;
 - h. Catching paper stapled sheets;
 - i. Catching, pushing, dragging of objects activities;
 - j. Joining and assembling, screwing-construction, etc., using cubes, chopsticks, games, construction games;
 - k. Settlement and arranging exercises of different objects: cubes, slices, toothpicks, matches, bearings, balls, beads, geometric figures, toys, etc.;
 - l. Catching and handling of small objects with tweezers;
 - m. Stringing beads, buttons, pasta, etc., wires, wire, nylon thread;
 - n. Making nodes of different materials on the wires;
 - o. Simple braids from string, wool, etc.;
 - p. Deformation of wire;
 - r. Modeling of dough: geometric figures, letters, etc.
 - s. Projection of sunlight reflected from a small mirror on the various points set out by the speech therapist;
 - t. Beating with the fingers in table mimics: rain, clatter of horses, playing the piano, writing at the computer, etc.
 - u. Type using the toy typewriter;
 - v. Dressing, undressing a doll;
 - x. Activities of folding or bending different materials: paper, glazed paper, cardboard, textiles;
 - y. Paper jams;
 - z. Implementations of geometric figures and games "puzzles";
 - v. Cut-outs, seams, (collages with different materials);
 - Outline of letters after the given contour;
 - Colouring exercises respecting the stroke;
- Use the template in the drawing the stroke;
- Writing letters, words, sentences, texts-with or without the help of the speech therapist:
- Copying of texts;
 - Transcription of texts;
 - Writing after dictation;
 - Compositions on topics;

Note: Exercises developmental coordination ocular - hand may be associated with manually executed verbalization related activity or related activity therapy of speech disorders. At fixing sound in words activity, speech therapist says the practiced word and child repeats the word as color, strung beads, screw, etc.)

16. EXERCISES OF VOCABULARY DEVELOPMENT

- a. Watching movies or filmstrips followed by discussing those watched;
- b. Auditions for songs, poems, riddles, stories-followed by discussing those heard;
- c. Repetition (learning) of songs, poems, stories;
- d. Recording cassette of songs, poems, stories to be learned;
- e. Naming objects or images of objects;
- f. Composition of demand by images representing various actions;
- g. Exercises screening action in to a image;
- h. Composition of sentences after pictures representing various actions ("What does it do?" game);
- i. Classification exercises of certain objects;
- j. Exercises description of objects after different criteria;
- k. Comparing object exercises specifying the defining characteristics;
- l. Detection of objects that do not belong in a particular category (the game: "What doesn't fit?")
- m. The game "Themed Crosswords," in which a student describes subject matter (vegetables, fruits, pupil, furniture), while the other students guess the word and entered it in the rebus);
- n. Game "Who/What am I?" -a student mimics an animal, a profession, etc., while the other students must guess what it was feigned;
- o. Word Association to the image ("Read and match!");
- p. Arranging words in sentences (Tangled sentences);
- r. Identifying and learning words that are not in active vocabulary;
- s. Completing sentences with particular words learned by students;
- t. Reading quizzes and writing the correct response;
- u. Reading texts, while respecting the expression of punctuation signs;
- v. Role games;
 - Psychodrama;
 - Any educational game aimed at developing vocabulary;
 - Counting exercises, addition, subtraction, etc., made with concrete objects and then, if possible, shall be in writing, specifying the terms of these operations;

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