An Introduction to the SATPAC Program and Approach

MS 30

Disclosure Statement

Financial:
- Owner and Developer of SATPAC Speech and receives royalty payments.
- Receives royalty payments from Marshalla Speech & Language

Nonfinancial:
- Board Member of the Oral Motor Institute.

Precursor to the SATPAC Program (Use of Oral-Motor Placement Techniques as needed)

Purpose: For correct speech, a consistent motor pattern needs to be established.

Oral-Motor Principles

General Goals

Learning Through Our Senses

Movement Patterns Becoming Auto-Organizational

Emphasizing the Tactile Sense

Importance of Repetitive Practice of Movements

Therapy must be Continuous (on-going), Sequential and Cumulative (simpler to more advanced levels of skill) with Development Taking Time

Development of Strength, Tone and Endurance;

Oral Stabilization

Oral Differentiation.
Overview of the SATPAC Program

SATPAC (*Systematic Articulation Training Program Accessing Computers*) is an articulation software/online program which simulates normal conversation by incorporating coarticulation and natural prosody at a conversational rate. Best practices which include the use of facilitating contexts, nonwords and numerous repetitions of the target sound lead to quicker remediation of deficits.

Target sounds are established, practiced and transferred. In the Establishment and Practice Phases, nonwords are used. In the Generalization/Transfer Phase, real phrases and sentences are used that move the student systematically to normal conversational competence.

Overview of the SATPAC Approach (6 Key Elements)

- Facilitating Contexts
- Coarticulation
- Normal Rate
- Natural Prosody
- Use of Nonwords
- Therapy Response Rate

SATPAC Program Phases (Establishment, Practice and Generalization/Transfer)

Establishment Phase

Purpose: To systematically establish consistent usage of the target sound.

One nonword context is used for 7 steps (e.g. BEETSEET) 95% accuracy (19/20 correct responses)

1) Bisyllable word said slowly
2) Target sound prolonged
3) Equal Stress on the Syllables
4) Stress on the Syllable containing the target (beetSEET)
5) Stress on the Syllable not containing the target (BEETseet).
6) 4 phrases said 5 times each with stress not on the target sound
7) 4 sentences said 5 times each with stress not on the target sound

Practice Phase

Purpose: To systematically develop use of the target sound at a conversational rate in many different contexts.

Multiple nonword contexts for 6 different lists 80% accuracy at 140 BPM for lists 1-5 and a slow conversational rate for list 6.

Generalization/Transfer Phase

Purpose: To systematically transfer target sound into phrases, sentences and ultimately conversational speech

CVCV Lists for Childhood Apraxia (DAS)

Purpose: To systematically develop successful ability to sequence CVCVs to increase verbal expression.
4 nonword lists are used

1) CVCVs reduplicated (e.g. tete) with only sounds used in the child’s repertoire

2) CVCVs with random vowels (e.g. tetoo).

3) CVCVs with random consonants (e.g. weepee)

4) CVCVs all random (e.g., wano)

CVCV Lists for Phonological Processes

Purpose: To provide contrasts between former error sounds and the target sounds (e.g., t,d,k,g for the fronting process)

2 nonword lists are used (lists 3 and 4)

3) CVCVs with front to back and back to front contrasts and systematic vowels (toko, goodoo)

4) CVCVs with front to back and back to front contrasts-everything random (takoo, guda)

3 Peer-Reviewed Studies


1) 20 student were seen for a frontal lisp for 15 individual, 10 minute sessions (2 ½ hrs total). I was the SLP.
2) A 2 year follow-up found that none had received any additional therapy and that approximately 75% of them were remediated.


1) 13 students were seen by two different SLPs for 12 individual, 15 minute individual sessions (3 hrs. total).

2) 9 of 13 were remediated (69 %)


1) A 13 year old 7th grader with no /r/ sound was seen for 7 individual, 30 minute sessions.
2) At the final session, he was 75% accurate in conversation
3) One month and 6 month stability checks had him at 90% in conversation.

(Contact me at steve@satpac.com if you have any questions)
REFERENCES


Sacks, S., SATPAC: (2003) A Tool in Remediating Articulation/Phonological Deficits, ADVANCE Magazine

