

**Where Do I Begin? A Therapy Framework,
Music, and More for Working with Young
Children and Families** © Afternoon session
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By Rachel Arntson, M.S., CCC-SLP



Talk It Rock It, LLC, P. O. Box 1734, Maple Grove, MN 55311
www.TalkItRockIt.com
Rachel@TalkItRockIt.com
Phone and Fax: 888.530.7773

**Where Do I Begin? Practical
Strategies, a Therapy Format, and
Music with Young Children**

Rachel Arntson, MS, CCC-SLP



Abstract

- Learn how to use music to reach specific speech and language goals with children from toddlers to early elementary age. We'll review the developing research literature on the topic, experiment with techniques for writing songs and lyrics to support specific goals, and have a make and take of props for immediate use. On the second day, this course will provide a framework for analyzing each child's communication skills. The instructor will focus on "tricks of the trade" to use with a variety of disorders from autism to apraxia. As a speech-language pathologist working full-time in early intervention, Rachel will use practical examples, case studies, and videos throughout this session.

Disclosure Statement



Rachel Arntson is owner and creator of all Talk It Rock It products (formerly known as Kids' Express Train) and receives compensation for products sold including music CDs, the WE CAN TALK book, and the Push-Pull Puzzle.

Although this seminar is intended to teach others the treatment strategies used daily by Rachel in an early intervention program, materials such as pictures, WE CAN TALK techniques, and other materials will be used as demonstrations. No techniques taught during this session, however, require any purchased materials to implement.

Contact information – Talk It Rock It, LLC
www.TalkItRockIt.com
Rachel@TalkItRockIt.com
Facebook.com – Go to Talk It Rock It

A Bit about Me and a Bit about Research



- **DETOURS.** A big one for me occurred in '97.
- Our job requires knowledge of **research**, knowledge of **self/talents**, and a **connection with** and **awareness of** what our clients need and want.
- **This is Evidence-Based Practice!**
- Be thankful for the Andy's in your work!!!
- From that analysis came this therapy format that I will share with you today.
- Does it relate to the current research? Amazingly YES!
- Who is your "Andy?" Parent?

A Bit about Me and a Bit about Research



- Focused language stimulation (Girolametto, etal.).
 - The idea with focused stimulation is to target a particular word, phrase, or grammatical form, and to use it repeatedly while interacting with the child.
- Enhanced Milieu Teaching (Kid Talk)
 - Naturalistic, conversation-based intervention that uses child interests and initiations as opportunities to model and prompt language in everyday contexts.
 - <http://kc.vanderbilt.edu/kidtalk/research.html>
- Family Guided Routines Based Interview and Intervention (Robin McWilliam, Juliann Woods)
 - The child's outcomes must reflect the skills necessary to function in the routines and activities identified as important to the family. The caregiver is involved in the teaching and learning process with the child.

A Bit about Me and a Bit about Research



- When Simon Says Doesn't Work (DeThome, etal.)
 - Provide access to AAC
 - Minimize pressure to speak
 - Imitate the child
 - Utilize exaggerated intonation and slowed tempo
 - Augment auditory, visual, tactile, and proprioceptive feedback
 - Avoid emphasis on non-speech-like articulatory movements: focus on function
- PROMPT, <http://promptinstitute.com>
- Applied Behavioral Analysis – ABA
 - The contingent use of reinforcement to increase behaviors, generalize learned behaviors or reduce undesirable behaviors is fundamental to ABA.
 - Discrete trial instruction, pivotal response training, incidental teaching, fluency based instruction.

A Bit about Me and a Bit about Research



- Early Social Interaction and Autism Navigator
 - SCERTS model (Wetherby, etal.)
<http://firstwords.fsu.edu/pdf/checklist.pdf>
 - Dr. Amy Wetherby, 16 gestures by 16 months
 - <http://autismnavigator.com>
- Gesture development (Capone, etal.)
 - **Showing off.** This occurs when infants **repeat their behavior** in order to get an adult to laugh or comment on what they are doing.
 - "**Ritualized requests**" – 9 to 13 months of age. Instead of whining or fussing, children gesture – **reaching** toward a desired object with hands that open and close rapidly ("I want, I want, I want!") or **placing** an object in an adult's hand to get help with that object.
 - **Deictic gestures** around 10-11 months. Deictic gestures are **showing** gestures to get someone to look at something, **giving** an object to show it, and **pointing** at objects to draw another's attention.
 - **Representational gestures** emerge prior to, and along with, first words. Child uses a **gesture in place of a word** – Child might flap his arms to indicate "bird."

A Bit about Me and a Bit about Research



- Video modeling (Corbett & Abdullah)
 - social interaction behaviors
 - academic and functional skills
 - communication skills
 - daily living skills
 - play skills
 - social initiations
 - perception of emotion
 - spontaneous requesting
- Focus on strategies that are easily incorporated in a family's day. Your search will never end.

It's All About the Connection! Suggestions for the Parent Connection



- Video modeling (Corbett & Abdullah)
 - social interaction behaviors
 - academic and functional skills
 - communication skills
 - daily living skills
 - play skills
 - social initiations
 - perception of emotion
 - spontaneous requesting
- I am constantly trying to focus on strategies that are easily incorporated in a family's day. Your search will never end.

It's All About the Connection



- How do we take the perspective of the parent?
- How do we support, teach, listen to, and empower a parent?
- How do we reach the parents that are more difficult for us to understand?
- Caring for children in a supportive manner is not a part of culture. It is a HUMAN response.
- What we identify as a person's culture, may be a culture of trauma – even generational trauma.

It's All About the Connection



- Do we truly believe in the power of the relationship
 - between the **child** and **parent**?
 - between **you** and the **parent**?
 - between **you** and the **child**?
- All of the information in the world will not be helpful unless you
 - Genuinely show the parent that you care about and truly like their child,
 - Treat the parent as an equal in the intervention process,
 - Reach out to parents in a variety of ways that helps them know you are there for them throughout this process of helping their child.
 - Video tape yourself and analyze your approach to parents and kids. Ask others to critique you.

It's All About the Connection – Suggestions for Connecting with Parents



- How should we address a parent? Ask them.
- Eye contact may not be appropriate in some cultures.
- Get a connection with a parent on a regular basis. How do you do that when you don't see a parent?
- Catch the parent in the act of being good. Be specific.
- Ask questions about any issues they would like to change for their child. Explore that.
- Tell parents that we cannot change anyone's behavior. We first have to change our own.

It's All About the Connection – Suggestions for Connecting with Parents



- Refer to last week's session and comment about something specific that the parent said.
- Send occasional emails or phone calls to show the parent you are thinking about them.
- Don't be too quick to find a solution. Offer 1 to 2 ideas and ask the parent what they would like to try.
- Addressing fathers and mothers in progress review meetings. Watch equal eye contact.
- Admit your own errors.

My Beliefs on Parents – What are yours?



- All parents are doing the best they can.
- All parents bring their own package of understanding. We must sort through all of that to find common ground.
- Go slowly on trying to "fix them."
- Personal connections are more valuable than we could ever think.

The WHAT, the HOW, and the WHY Working with Parents



- The WHAT – Do we know WHAT activities will help a child learn? Can we share with the parents, WHAT those activities are?
- The HOW – Do we know specifically HOW we can do each activity so that a child can learn? These are the specific strategies that need to be explored.
- The WHY – Do we share WHY each activity and strategy are important and essential to their child's learning?
- If the parent does not know WHY, if you are not believable, then you will very likely not see change.

Connecting with the Child – Some common behavior strategies



- Children benefit from consistent, predictable routines.
- Children do better when they have a job and are aware of the job they are expected to do.
- Children need specific praise – “Good jobs”?
- The 4 to 1 rule.
- Children need to be given choices.
- Acknowledge when a child is angry.
- Stay in control. The last thing an “out of control” child needs is an “out of control” parent.

Connecting with the Child – Some common behavior strategies



- Use few words when a child is struggling.
- When giving instructions, say them ONCE and wait.
- Parents can be taught to see the Teachable Moments.
- The power of distraction and re-direction.
- The interruption strategy of holding a child's arm or elbow as child waits.
- Rubber band reminders for positive comments.

Do you have your favorite behavior strategies?

7 Communication Skills Analyzing and documenting a child's abilities/needs



- Being **WATCHFUL**
- Being **INTENTIONAL**
- Being **NOISY**
- **TURN TAKE**
- **IMITATE**
- **RESPOND**
- **INITIATE**

Balance in all 7 areas is crucial!

What we learn about a child in these areas, can be taught to others in WE CAN TALK.

Analyzing and documenting a child's abilities/needs



- Establish a BASELINE in these pertinent areas: **WIN - TTIIR**
- Tell Me About Your Child
 - Discuss, with the parents, the routines, skills, and needs of their child and family
 - Routines Based Interview
- Analysis Sheet
- Tracking Sheet
- Recording Sheet
- Data – scoring system – Ditching the Plus and Minus

Print Tracking Sheet, Tell Me About Your Child, Analysis Sheet, Recording Sheet from: www.talkitrockit.com

Analyzing and documenting child's abilities/needs



Ditching the Plus and Minus Scoring System

(ASHA 2008, Arntson, R.)

Ratings	Description
0.0	No attempt to perform the task.
1.0	Production/response is attempted, but significantly off-target in terms of the model.
2.0	Production/response is attempted, and the production contains some of the components needed to be understandable to others.
3.0	Production/response is accurate and includes components that are developmentally accurate for child's age.

The interview with the parent and observation of routines — Created for children with autism, but great for all children and families on your caseload



- 1. Play with people
 - Social games like peek-a-boo, songs, rhymes
- 2. Play with toys/props
 - Blocks, puzzles, sand box, play-dough, cars, babies, balls
- 3. Meals and Snacks
 - Preparations, Eating, Cleanup
- 4. Caregiving
 - Dressing, Diapering, Bath, Washing hands, Brushing teeth
- 5. Books, Early Literacy
 - Reading, Drawing
- 6. Family chores
 - Mailbox, Laundry, Care for Pets, Watering Plants, Gardening

The Early Social Interaction Project, 2007 Florida State University Research Foundation

Routines Based Interviewing



- Let's practice – Where do we begin?
- How much time do you have?
- Start with the biggest concern that the parent has.
 - When you think about your child and how he functions throughout his day, what would you say is your biggest concern?
 - Begin with their biggest concern.
 - Step by step, ask the details of each routine, situation.
 - Rate each routine in terms of their biggest concerns.

How do we analyze and treat the skill of being Watchful?



- Learning Objective
 - Teach children to be “watchful” of
 - Objects
 - People
 - Objects and people, shifting attention – take data
 - Will child watch when you interrupt play?
 - With books, meals, daily routines, chores
 - What does it take to get the shift in attention?
- Use activities with no objects first.
- Choosing a problematic routine or a fun one?
- Always think about POSITION!



How do we analyze and treat the skill of being Watchful?



- Use familiar objects in new ways or novel objects: ANYTHING that draws attention to the parent or to you.
 - Child should observe you or the parent first.
 - Child should not leave the play area with novel toys.
 - Take data on how often child leaves the area.
- Expand on the number of activities the child enjoys.
- Increase the number of times a child will engage with you.
 - Staying power.

Suggestions of novel toys

Watchful

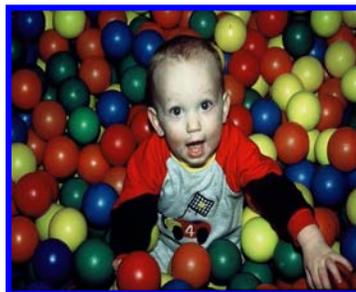


- What the child loves – Using what they have is best!
- Ribbon pulls/make one
- Egg Shakers- hiding them
- Scarves – hiding them
- Spray bottles/squirt toys
- Laundry baskets
- Puppets/socks
- Pop up toys
- Pull Pipes
- Tape/Bandaids
- Squeeze balls
- Vibrating pull toys
- Bubbles
- Twirly light toys
- Flashlights
- Wind-up toys
- Choo choo train
- Picture frames

How do we analyze and treat the skill of being Watchful?



- **EEE – Exaggerate, Expand, Extend,**
Do you Stand Out?
 - Exaggerate your movements
 - Exaggerate and vary your voice
 - Pause before saying words
 - Extend the length of some sounds
 - Be specific when teaching the cues to a parent
 - Gradually decrease these cues



How do we analyze and treat the skill of being Watchful?



- **Be the Giver** for your child. (children who won't release objects)
 - Child needs to become the Receiver before becoming the Giver
 - Giving objects sequentially to the child creates the ability to shift attention from objects to people
 - Give me your hand
 - Extend the time of giving objects and hiding objects in pockets, shirts, socks, containers

How do we analyze and treat the skill of being Watchful?



- **Vary the location-** When you're losing the **connection** - CHANGE SOMETHING
 - Swing or slide
 - Water areas: the shower, tub, sink
 - The stairway
 - Under places: the table, a blanket
 - In the car
 - In the highchair

Observe the parent, video tape and analyze together.

If you're riding a dead horse, dismount!



How do we analyze and treat the skill of being Watchful?



- **What's the "point"?**
 - Child follows a point
 - Near and far away
 - Tour of the house
 - Daily routines/toys – Show where things go
 - Bubbles – pointing where to blow them.
 - Lotion –
 - Puzzles or containers - Let's explore puzzles
 - "Put it right there."
 - "Here comes this one."
 - **Books** - Sitting position during book reading, types of books and how to practice, "What's the point?" Practice the "ouch" point.

How do we analyze and treat the skill of being Intentional? WWW: Wait, Watch, and Wonder



- **Wait** in the middle of an activity or game (story of G)
 - Do several activities with parent and child
- **Watch** what your child does
 - Loses interest/Gets frustrated
 - Smiles/Laughs
 - Looks of anticipation
 - Gestures
 - Vocalizes
- **Wonder**
 - Wonder about what your child is communicating
 - Wonder how you can help your child reach the next level
 - Wonder about routines where you can improve communication levels
 - Wonder about cues – verbal, gestural, physical prompts



Expected Ages - Gestures and Joint Attention

- **Under 6 months**
 - ✓ Smiles with shared affect
 - ✓ Whines or fusses when distressed
- **6-7 months**
 - ✓ Looking and vocalizing
 - ✓ Reach to be picked up
 - ✓ Pushing away with arm
- **7-8 months**
 - ✓ Anticipatory behavior
 - ✓ Reach for objects with whole hand, 7 mos, with vocalization – 8 mos.
 - ✓ Pushing away with hand and vocalizing
 - ✓ Showing off
 - ✓ Waves in context – 8 mos



Expected Ages - Gestures and Joint Attention

- **9-10 months**
 - ✓ Reaches with open and closing hand
 - ✓ Giving an object to comment
 - ✓ First clapping
 - ✓ Waves to prompt
 - ✓ Shows objects
 - ✓ Coordinated joint engagement – The gaze alternates between object and person (9 to 14 months)
- **10-11 months**
 - ✓ Initiates social games
 - ✓ Giving an object and vocalizes
 - ✓ Pointing
 - ✓ Shows and vocalizes
 - ✓ Reaches with open and closed hand with vocalization

Expected Ages - Gestures and Joint Attention



- **11-12 months**
 - ✓ Shows function of objects
 - ✓ Giving an object to request an action
- **12-13 months**
 - ✓ Hugs objects
 - ✓ Excited clapping
 - ✓ Point to objects to request
 - ✓ Point to objects combined with a word

How do we analyze and treat the skill of being Intentional?



- **Learning Objective** - Teach children to respond intentionally to others. (Closet door story)
 - Reach and Point
 - Give – Teaching the If/Then concept
 - Objects to request help
 - “Give me your hand.”
 - “Give me 5.”
 - Pull – Practice pulling people to preferred objects
 - Eye contact and giving hands
 - Increase the number of times the child wants the activity to continue. Take data.

Connection time - *The light activity*

How do we analyze and treat the skill of being Intentional?



Stages of Humor and Laughter:

(Consider these when choosing activities)

- Stage 0: 0 - 6 months – Tactile stimulation/motor movement
- Stage 1: 6 -12 months – Unusual behavior of an Attachment Figure
- Stage 2: 1 - 3 years – Treating an Object as a Different Object
- Stage 3: 2 - 4 years – Misnaming Objects or Actions
 - Stage 3a – Using Opposites as a Way to Misname
- Stage 4a: 3 - 5 years – Playing with words/sounds (not meanings)
- Stage 4b: 3 - 5 years – Nonsense Real-Word Combinations
- Stage 4c: 3 - 5 years – Visually absurd, Distortion of Features of Objects, People, or Animals
- Stage 5: 5 - 7 years – Pre-Riddles, Double meanings – Riddles

Paul McGhee, PhD, *Understanding and Promoting the Development of Children's Humor, A Guide for Parents and Teachers.*

Laughter and Drew video

Laughter is a “Social Thing”



- *“Only 10 to 15 percent of laughter is the result of someone making a joke. Laughter is mostly about social responses rather than a reaction to a joke. Laughter above all else is a social thing. The requirement for laughter is another person.”*

Robert Provine, PhD,
Neuroscientist at the University of
Maryland, Baltimore County



How do we analyze and treat the skill of being Intentional?



Initiate any activity and then STOP! - examples

- Chase/Catch - <STOP> - Eye contact, giving 5
- Rough housing- <STOP> - Giving 5
- Swinging - <STOP> - Giving hands or giving 5
- Peek a boo - <STOP> - Body movements and eyes
- Snacks - <STOP> - Giving hands
- Dancing - <STOP> - Body movements
- Jars with items- <STOP> - Giving objects or point when out of reach
- Lotion - <STOP> - Giving hands or feet
- Light switches - <STOP> - Reaching and point
- Bubbles - <STOP> - Reaching, giving 5, knocking, and pointing

All can be shaped into imitation and verbalizations

Let's watch Nora being intentional with a song.

How do we analyze and treat the skill of being Intentional? Laughter Elicitors



- Ah-Choo
- Peek-a-Boo variations –
 - Baby lying down, lift feet over head, bring down, and say Peek!
 - Behind a couch, a table, chair – use a puppet and choose different places from where the object jumps out
 - Mirror looking – Drop down and pop up
- Sleeping Bear - Pretend snoring and sleeping – being dramatic, chasing
- Hide and Seek – take turns hiding
- Sock Stealing, smell child's feet and react, "yuck"
- Catch and Hug games as opposed to Chase games
- Raspberries on the tummy, toes
- Sound effects when getting kids dressed

How do we analyze and treat the skill of being Intentional? Laughter Elicitors



- Disappearing Noodle
- Popper rocket toys and wind-up toys
- Scarf Magic – Tie scarves together and let child pull the long string out of your sleeve
- Tunnels and Tubes
- Animal Face Posters
- Objects in a bag or sock – Pull them out one at a time with fanfare
- Ripping paper
- Stacking blocks and watching them fall
- Puppets that will EAT THINGS!
- Swinging in a blanket, pulling on the floor on a blanket, pulling in a laundry basket
- Hiding objects in child's pants leg or shirt

How do we analyze and treat the skill of being Intentional? Songs and Rhymes



- Horsie, horsie go to town. Horsie, horsie don't fall down.
- Here comes the mousie, living in the housie, gonna get you!
- Creepy mouse, creepy mouse from the barn into the house.
- Bumble bee, bumblebee in the barn. Gonna get ____ under the arm.
- Row, row, row your boat, fishie swim. Row, row, row your boat, We fall in!
- Ahchoo song – I am a little puppy playing peek a boo. Got a tickle on my nose, Ah, Ah Choo!
- Who is the puppy today, and what does the puppy say? Woof, woof, woof
- If you're name is ____, pop up.

How do we analyze and treat the skill of being Noisy?



- **Learning Objective** – Increase spontaneous verbalizing
- Notice what activities and environments make the child NOISY. Any noise!
 - Objects and toys
 - Games or situations
 - Rooms in the house
- Enjoy those spontaneous moments and keep them going. Laughter is the best!
 - Shape the squeals and laughs into vowel sounds
- Phonemic Inventory and Different/undifferent ratio
- Focus on words containing sounds in child's sound repertoire.
- Don't require or request imitation.
- Spontaneous song, especially during play
- Model vocally what child could do independently during play.

KID TALK – *Andrew's shower with Dad.*

How do we analyze and treat the skill of Taking Turns?



- **The Giver, the Taker, the Conversation Maker.**

Learning Objective: To help each child enjoy giving and taking objects, actions, and words – Having a conversation!

- 50/50 – Always take a turn and watch the child's response
 - Do not talk during child's turn
 - Does the child watch your turn? Be enticing! Data
 - Say "your turn" and give that "LOOK"!
- **Actions with toys and routines** – Vary the action and the verbal
 - Tubes – My favorite!
 - Dump and fill toys; cans, buckets, garbage cans, shape sorters, blocks
 - Knock knock games
 - Imaginative play with animals – fly, walk, run, sleep, eat, drink

Take data on the number of turns a child is willing to take.

How do we analyze and treat the skill of Imitating?



- Ways to look at imitation
 - 1. Spontaneous imitation
 - 2. Imitation upon request
 - 3. Gestures + Verbalizations
- Initially look at the “attempts” to imitate – not accuracy
- Imitation is a means to an end – Spontaneous speech!
- Be careful of praise – The motivation is the activity
 - Breaks the flow of the practice
 - Can create shut-down
- Switch practice targets often to increase auditory awareness

It is very important that children learn to move as they verbally imitate!

How do we analyze and treat the skill of Imitating? - Cues to increase **attempts** and **accuracy**



- Helping children who are reluctant to imitate
 - Try verbal choice questions
 - Act like you don't care if they imitate
- Objects or pictures up to face
 - Child holds object up to your face
 - Child holds object up to child's face
- Give the child the object before you say the word
- Chains of 3 – Entices imitation and prepares for phrases
- Tap out the syllables, on child's leg or shoulder
- How to model the word depends on child's production



How do we analyze and treat the skill of Imitating? – Noise Imitation – Shape into Vowels



➤ Noises

- Ouch, scolding, things that are stuck or heavy, pretending something is hot
- Animal sounds – swimming, flying, panting, plus common animal noises
- Vehicle noises – How many different sounds and movements can you make?
- Slurp swallow, sneeze, cough, cry, blow, kiss, raspberries, honk, yawn



The skill of Imitating



The Value of Vowels Functional Words Inflection is crucial!

- Vowels in isolation - Important building blocks
- Inflection with gestures
 - “Where are you?”, “Oh man”, “Ready, Set, Go”
- CV, CVC, and C₁V₁C₁V₁ structures/words
- C₁V₁C₁V₂ and C₁V₁C₂V₂
- Final consonants - VC and CVC structures

My speech practice kit – How to create practice materials and activities for families when drill and practice is needed. Apraxia kit shapes may be helpful

See [Recording Sheet for specific word and phrase examples](#)

For free picture, go to
<http://www.talkitrockit.com/pages/FREEResources/>



Vowels



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 Rachel Arntson, Rachel@TalkItRockIt.com
 www.TalkItRockIt.com

How do we analyze and treat the skill of Imitating?



- Extend the vowels to prepare for the consonant
- Hand cues for final consonants
- Phrases with medial consonants may work better than final consonants. Bow tie = boat, Bye key = bike, I see = ice, Me too = meat, Hot tea, Eat two, Eat toast
- Voicing errors – b/p, d/t, g/k
 - Start with the H sound
 - Whisper those words
 - Use chains of three on one breath
 - Hook, hook, hook
 - Hike, hike, hike
 - Hop, hop, hop
 - Hot, hot, hot
 - The phrases - Up high = a pie, up hill = A pill, bike hat = bye cat, bike home = bye comb may be helpful

How do we analyze and treat the skill of Imitating?



- Consonant blending – Use chains of 3 on one breath
 - S blends – bus, mess, nice, kiss, mouse, rice
 - L blends – lip, lap, luck, lick, leg
 - R blends – right, red, rake, wrap
- Phrases for consonant blending
 - Ice water, ice tea, ice milk, kiss me, house boat, house key, bus key, bus door, bus tire, bus wheel, bike wheel, book worm, eat one, nice toe

How do we analyze and treat the skill of Responding?



- Unresponsive or overly sensitive to environmental sounds
- Responding to child's name – Songs, Sit n spin, Tickle game
- Responding to facial expressions
 - Long term social skills – Begin the intervention with very young children
- Responding to gestures

How do we analyze and treat the skill of Responding?



➤ Commands

- Natural routines
 - “Go get ____.”
 - “Give it to me.”
 - “Ready, set, go.”
 - Clean up
 - Throw or put away.
- Predictable songs and books – Story of Nora and Elmo, I Love book
- Pointing on command - Touch the, push the, tickle the, kiss the, hug the, where’s the, give me the, show me the....?
 - “What’s the Point?” – Puzzle - Let’s watch a video.
 - Does child respond with an eye gaze – “Here comes the ____.”
 - Teach pointing and pushing the puzzle piece requested.
 - Expand this skill to other daily routines.

How do we analyze and treat the skill of Responding?



➤ Questions

- Choices, both visual and verbal
- What’s that?
- Where is the ____? Where does this go? Which one do you want?
- Yes/No? – Helps decrease frustration by saying, “Then tell me....”
- What should I do? What do you want?
- What doing?
- What happened?
- More complex questions

How do we analyze and treat the skill of Initiating?



- **Initiate** may not happen until **Imitate** and **Respond** are present.
 - Some children can be intentional/reactive but don't initiate on their own.
- First words list – How do you keep track?
- Document language sample frequently
 - Ratio of initiated/imitated/responses
 - Intelligibility rating
 - MLU
 - Balance between parent and child talking ratio
 - Variety of initiated speech
 - Greetings
 - Commands
 - Comments
 - Protests
 - Requests

How do we analyze and treat the skill of Initiating?



➤ Teaching children to Command, Request, Comment

- Practice “Be the Messenger”
 - Give _____.”
 - Show _____.”
 - Tell _____ _____.”
 - Ask _____ _____.
 - Increase the distance
- Teaching parents the “Be clueless” technique – WWW
- Be aware of the cueing needed and gradually decrease



How do we analyze and treat the skill of Initiating?



- The key is finding what motivates children and makes them laugh.
- Create the list of a child's LOVES! Teach specific names. Not just "more."
- Teaching skills through video modeling.
- Visual schedules
- Picture Exchange Communication System
- Other "exchanges" could be considered as well
 - Movie jackets

WE CAN TALK



Tips for enhancing your child's speech and language

- W** Wait, Watch, and Wonder about what your child is communicating.
- E** Examine your position. Exaggerate and entice with your gestures and voice.
- C** Comment about what you and your child are doing, seeing, and enjoying.
- A** Add singing throughout your day. Children love and learn from music.
- N** Notice when your child initiates communication. Respond and add to it.
- T** Take turns talking, giving your child time to respond. Keep it going.
- A** Ask questions to decrease your child's frustration, but use them carefully.
- L** Laugh a lot! Laughing together is a great way to get talking started.
- K** Keep books handy. Your child needs a daily dose of reading.

"The best way to change our child's communication ability or behavior is to first change our own."

W



Wait, Watch, and Wonder -1

Wait, Watch, and Wonder about what your child is communicating.

- Wait and watch in the middle of an activity.
- Does your child:
 - Lose interest
 - Get frustrated
 - Smile/Laugh
 - Give a look
 - Gesture – take your hands, pull you somewhere, point
 - Vocalize
- Now let's WONDER about
 - How you can help your child communicate more effectively

W



Wait, Watch, and Wonder - 2

Wait, Watch, and Wonder about what your child is communicating.

- Loses Interest
 - Choose motivating activities. Grab his hands and do the activity again to increase **staying power**.
 - Gives a look /smiles
 - "Give me 5".
 - Reaches for an object
 - Teach him, "Give me your hand".
 - Gets frustrated – We are probably expecting too much too soon.
 - Catch him before he gets frustrated by using repetitive phrases like "Ready, set, go".
 - Gestures/Points/Pulls
 - Try asking if he wants something or wants more. If he does, teach him the "if/then" strategy.
 - Use "Then tell me ____", "Then show me ____." Use, "I'll help you." if child does not respond.
 - Pair verbal with gestures.
 - Knock knock for doors and containers.
- Be careful of withholding or forcing.
- The possibilities are endless here, and are based on the skills the child is currently showing.

E



Examine your position. Exaggerate and Entice –1

Exaggerate and entice with your gestures and voice.

- Be more interesting than the other distractions in a child's world.
- For the child who is not watchful and/or not imitating.
 - Be more animated and silly
 - Use activities that have few to no props
- How do you entice without forcing?



E



Examine your position. Exaggerate and Entice –2

Exaggerate and entice with your gestures and voice.

- For the beginning imitators or talkers – some favorites
 - Combine gestures with verbalizing
 - Chains of 3
 - Use inflection in your voice
 - Ahchoo, Horsie Horsie song, and other interactive games
- For the child who is already verbal
 - Exaggerate the sounds or words that the child needs practice saying.
- How do you not only Exaggerate and Entice, but do it frequently?
 - Help parents find specific situations/routines where they can use the EE technique
 - Try video modeling



Comment -1

Comment about what you and your child are doing, seeing, and enjoying.

- Put words and knowledge into your child's head.
 - Children from language rich environments hear 2,100 words per hour versus 600 words per hour in homes with less stimulation. (Hart and Risley, 1999, Meaningful Differences in the Everyday Experiences of Young American Children)
 - In many instances, this separates the children who succeed in school and those who struggle. Let's decrease this gap. (Do the math on words heard from birth to 5)
- Follow the child's lead of preferred activities and comment about objects, actions, and descriptions. Create the list for each child.
- My friend's daily current events with her class.

Tip:

Focused language stimulation

Choose words and repeat them 5-10 times within a short time.



Comment - 2

Comment about what you and your child are doing, seeing, and enjoying.

- What if my child is not paying attention when I speak?
 - Be more enticing with your gestures and words
 - Focus on activities that create eye contact and interaction
 - Keep talking
- How complicated should I get with my words?
 - Look for balance
 - Adults speak less and more simply to children with limited speech
 - Keep it simple to increase imitation
 - Make it more complex to expand your child's understanding



Add singing.

Add singing throughout your day. Children love and learn from music.



- **Benefits to music – Parents sadly sing less to their children.**
 - Music motivates us, alerts us, touches us emotionally
 - Increases imitation skills
 - Expands vocabulary
 - Allows verbalizations combined with gestures
 - Allows a child to sequence sounds more easily
- Sing children's songs
- Play instruments
- Make up your own songs –Ask parents about this. Praise them for their attempts. Give ideas on how to use those songs to help their child learn. Point out ways that their child is helped through their songs.



Notice –1

Notice when your child initiates communication.
Respond and add to it.



- Noticing is all about respecting your child – Kids are worth it!
- The biggest compliment you can give is to imitate your child.
 - Imitating affirms what he is saying.
 - Imitating shows that you are interested in WHAT he says and NOT HOW he says it.
- Add to what he says by
 - Commenting
 - Asking questions
- The reality with some children is that all communication partners have to be aware of how to increase communication.
 - The card/instruction concept (Gives others ideas on how to interact.)



Notice – 2

Notice when your child initiates communication.
Respond and add to it.



- “Be the messenger” strategy – Teaches children to initiate social encounters. Gradually decrease these cues
 - Give it to me – Give it to _____
 - Show it to _____
 - Tell _____
 - Ask _____
- Develop specific strategies for teaching a child to initiate
 - Greetings
 - Requests/commands
 - Protests
 - Comments
 - Responses



Take turns talking

Take turns talking, giving the child time to respond.
Keep it going.



- Taking turns mimics an actual conversation.
 - The 50/50 balance
 - Don't talk during your child's turn.
 - Waiting is a key component, but don't lose the child's interest by waiting too long.
 - How many turns?
- Balance your turns with...
 - Comments
 - Questions and verbal directions
 - Imitating your child and requests to imitate

The Hart and Risley study of commenting versus directives



Ask questions

to decrease your child's frustration, but use them carefully.

➤ Why use questions?

- To decrease frustration
- To show we're interested and want a child's opinion
- To give information
- To evaluate your child's knowledge

➤ Be careful with too many questions – Check your balance of comments, questions, and directions. Does your child..

- Respond to your commenting?
- Understand and respond to a variety of questions?
- Follow verbal directions?
- Follow daily routines and chores?
- Point to or give common objects
- Follow action directions and participate in imaginative play?



Laugh a lot!

Laugh a lot! Laughing together is a great way to get talking started.

➤ Laughing may be the only form of verbalizing you can elicit.

- Laughter leads to playfulness of childhood and begins our interaction with the world around us.
- Laughter reduces anxiety and lowers blood pressure.

➤ Positive interaction creates positive behavior – 80% study

- Use the 4:1 rule – Giving genuine compliments is often easy to forget, especially with the most challenging children. Be specific.



Keep books handy: 1



Keep books handy. Your child needs a daily dose of reading.



➤ Studies show that children who are read to in early years are stronger readers - 5 essential emergent literacy skills

- Oral language – How many words do children need to hear per hour?
- Phonemic awareness
 - Rhyming
 - Syllables in words
 - Beginning letter sounds
 - Sounds sequenced together make words
- Print awareness
- Alphabet knowledge
- Emergent writing

Arntson, R., et al (2010). Emergent Literacy Training For Parents In An Early Intervention Program. ASHA Poster Session.

Keep books handy: 2



Keep books handy. Your child needs a daily dose of reading.



➤ How do we enhance a child's literacy skills?

- Read WITH and not TO – have conversations, ask questions, refer to real world.
- Choose books of high interest and active participation.
- Books with rhyme, rhythm, and repetition – Have your child fill in the phrases and tap out the syllables.
- Use photo albums and create your own books.
- Elaborate and entice with your gestures and words.
- Set up your house and play area with print – notepads, grocery lists, coupons – Make comments about it.

WE CAN TALK



Tips for enhancing your child's speech and language

- W** Wait, Watch, and Wonder about what your child is communicating.
- E** Examine your position. Exaggerate and entice with your gestures and voice.
- C** Comment about what you and your child are doing, seeing, and enjoying.
- A** Add singing throughout your day. Children love and learn from music.
- N** Notice when your child initiates communication. Respond and add to it.
- T** Take turns talking, giving your child time to respond. Keep it going.
- A** Ask questions to decrease your child's frustration, but use them carefully.
- L** Laugh a lot! Laughing together is a great way to get talking started.
- K** Keep books handy. Your child needs a daily dose of reading.

"The best way to change our child's communication ability or behavior is to first change our own."

THANK YOU for inviting me to spend the day with you!



"May your conversations be rich and your joy overflow as you watch your children learn and grow."

Rachel Arntson

Talk It Rock It, LLC, P. O. Box 1734 Maple Grove, MN 55311
Web address: www.TalkItRockIt.com E-mail: Rachel@TalkItRockIt.com
Phone and Fax: 888.530-7773

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