

COMMUNICATING WITH YOUR YOUNG CHILD

IT IS A DAILY EVENT 😊

**Supporting the Young Learner with
Special Needs Education Summit
April 5, 2016**

- **Introductions**
- **Warm-up activity**
 - **Table games**

WHAT IS EXPRESSIVE LANGUAGE?

- **The use of gestures, words, sentences, and writing to convey meaning and messages to others.**
- **Skills can include being able to label objects in the environment, describe actions and events, put words together in sentences, use grammar correctly, retell a story, answer questions, and write a short story.**



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“What is it, boy? Want to go outside?”

EXPRESSIVE LANGUAGE STRATEGIES

- **NO baby talk!!! Model appropriate voice and language!!!**
- **Vary communication modes based on ability (pictures, words, signs)**
- **Talk about the here and now. Talk about objects, people, and events that can be seen, heard, and touched. Vocabulary is learned within the context.**
- **Talk about what is important to the child. Help the child learn and listen by talking about things of interest to them.**
- **Parallel talk—Talk aloud about what the child is doing. Verbalize descriptors, nouns, verbs, etc. throughout their participation. (Ex. “Picking up toys. Wow, that’s a big truck! Big truck in! Uh oh, fell out! It feels heavy!”)**



EXPRESSIVE LANGUAGE STRATEGIES

- **Self talk—Talk out loud about what you are doing by putting your thoughts and actions into words. (“I am going to sit in my chair. I am sitting down. I will pull my chair closer. Oops, I dropped my fork. I am picking up my fork....”**
- **Manipulate the environment to encourage the child to communicate. (i.e. withhold objects, only give them paint but no brush, give them a straw but no cup, track but no train, etc.)**
- **If the child makes a grammatical error, repeat the word/phrase again the correct way, without making the child aware of the mistake. For example, if the child says, “That him bike”, the adult might say, “Yes, that is *his* bike”.**

EXPRESSIVE LANGUAGE STRATEGIES (CONT.)

- **Extensions and Expansions—expand the student’s remarks so the child hears a good language model. Don’t ask the student to repeat what you say, just provide the model. (Child says, “ball”, Parent says, “Yes, you are throwing the blue ball. Ball is bouncing, bounce, bounce, bounce.”)**
- **Put meaning to child’s attempt for an utterance.**
- **Use song and rhyme. Language concepts are very much taught through these concepts. It is important they are repetitive and predictable, encouraging him/her to imitate and join in.**
- **Encourage children to ask questions. Model back correct question form (Child: “You go there?” Parent: “Am I going over here? Yes, I am going to the kitchen. I am getting a drink.”)**

EXPRESSIVE LANGUAGE STRATEGIES (CONT.)

- **Try to avoid interrupting a child's thoughts. Give them time to retrieve words, rather than providing the words for them.**
- **Repeat new words and sounds over and over throughout conversation and throughout the day.**
- **Ask open ended questions, try to avoid yes/no questions.**
- **Help improve conversational skills, by staying on topic, taking turns, being an active listener, and asking questions.**
- **Set up communicative temptations. For example, engage in play routines that the child enjoys several times (i.e. throwing a ball), then stop and wait for him/her to re-initiate the routine through the use of gestures, verbalizations, etc.)**

**TALK, TALK,
TALK!!!**

WHAT IS RECEPTIVE LANGUAGE?

- **The ability to listen and understand others.**
- **When children begin to talk, their receptive language skills are usually much more advanced than their expressive language skills.**

RECEPTIVE LANGUAGE STRATEGIES

- **Expressive language strategies reviewed will assist with receptive language, as well.**
 - **Teach vocabulary with real objects and within the real context. Vocabulary is best learned using theme-based learning.**
 - **Use movement and music to introduce a new concepts.**
 - **Video and T.V. are okay for learning and educational programs, but still should be limited. Children learn more from watching the adults/children in the room do actions.**
 - **Children need choices, don't accept not responding, level the way you give them options. i.e. Verbal choices, show visual choices, allow to touch a choice.**
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RECEPTIVE LANGUAGE STRATEGIES (CONT.)

- **Teach children to follow directions. Start with basic, then make more complex. As your child progresses, change up routine directions in the home to assist with increased comprehension.**
- **Don't allow a child to not do a direction, do hand over hand if necessary. DO NOT just do it for them. Later in the year we will work on this with our behavior training.**
- **Teach concepts throughout activities. Use a descriptive concept, use it in a sentence, then clarify what it means. i.e. "I have a pair of shoes. See, there are two of them."**

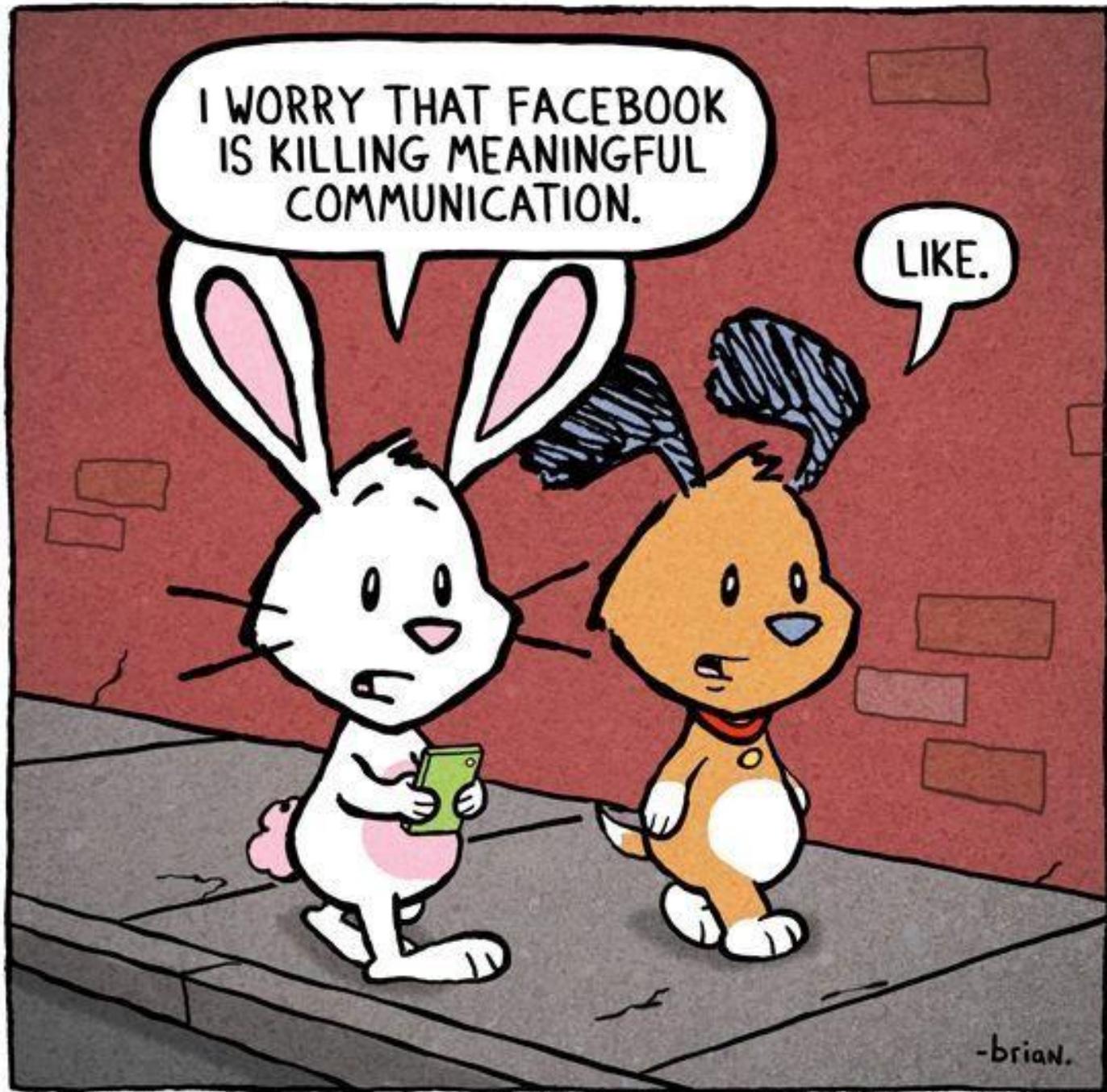
RECEPTIVE LANGUAGE STRATEGIES (CONT.)

- **Ask a variety of questions. Use ho, what, where, when, and why throughout your activities. If the child is unable to respond, give the leveled choices to assist.**
- **Help children understand sequencing. First, we will get out the pan, then put in the cake, then cook it, and last eat it.**

**COMMUNICATION IS ONLY
COMMUNICATION, IF THERE IS
UNDERSTANDING AS WELL.**

WHAT IS PRAGMATIC LANGUAGE?

- **The use of language in a social setting.**
 - **It includes skills such as:**
 - using eye contact
 - using joint attention
 - initiating
 - taking turns
 - participating in play
 - commenting
 - requesting
 - asking questions
- 



I WORRY THAT FACEBOOK IS KILLING MEANINGFUL COMMUNICATION.

LIKE.

-brian.

PRAGMATIC LANGUAGE STRATEGIES

- **Encourage eye contact during play and daily routines**
 - **Facilitate peer play situations, providing a model and demonstrating acceptable social behavior and interaction skills**
 - **Model joint attention behaviors by commenting on what the child is looking at or playing with**
 - **Introduce turn-taking during highly desirable activities**
 - **Model more advanced symbolic play schemes (i.e. feed the doll while saying, “the doll is hungry”)**
 - **Allow initiation of communicative interactions rather than anticipating and meeting the student’s needs without the request**
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WHAT IS A SPEECH SOUND DISORDER?

- **Difficulty producing sounds correctly when communicating**
- **Two different types:**
 - Articulation
 - Difficulty by producing a specific sound, not due to muscle weakness
 - Phonological
 - A rule-based pattern of errors
- **Effects overall intelligibility of speech**
 - The ability to communicate where others can understand the message

SPEECH SOUND STRATEGIES

- **Respond to what he/she says not how he/she says it.**
- **If the child makes an error, repeat the word or sentence again the correct way, without making the child aware of the mistake. For example, if he/she says, “I want to go on the _lide”, the adult might say, “Oh, You want to go on the *slide*”.**
- **Overexaggerate the target during daily activities. For example, final consonant deletion... “Can I haVe miLK pleaSe?”**
- **Do NOT require repetition...promotes negative practice.**

SCHEDULE AND COMMUNICATION NEEDS

- **Do NOT be intimidated by picture schedules...I PROMISE, they do work for the kids that need them.**
- **Following a schedule will allow for independent functional transitions and decrease behaviors.**
- **Give warnings before transitions.**
- **Use a consistent cue to assist with transitions (bell, alarm, count down, etc.)**
- **The more talking and planning about the day, the less behaviors will occur.**



OUTSIDE PLAY AND PLAYGROUND TIME

- **Talk and play with your students**
- **Great time to teach concepts (up/down, fast/slow, etc.)**
- **Use extensions and expansions throughout the play**
- **Encourage social language, have them ask peers to join them.**
- **Use the time to also bond with your child and engage in their play**



MEALTIME OR SNACK TIME



- **This is America, and we are social eaters.**
- **Food is one of the primary motivators for most children, use that to your advantage.**
- **This is a great time to set up an obstacle for the children...they now anticipate snack and are excited for it, withhold it and see what happens with their level of requests.**
- **A direct model for a request, is not necessary. Self-talk about the snack, the vary the level of requesting required. (i.e. Pictures, single word, question forms, etc.)**

MEALTIME OR SNACK TIME (CONT.)

- **Set up your environment for communication opportunities. Adults can eat and model vocabulary and communication throughout the meal. For lower communication and nonverbal children, set up communication temptations. i.e. If it is cereal, put 4-5 small pieces in front of child and encourage them to ask for more.**
- **Find a balance between nutritional needs and the communication at mealtimes...it may be easier to utilize these strategies with snacks between mealtimes that are more motivating foods.**

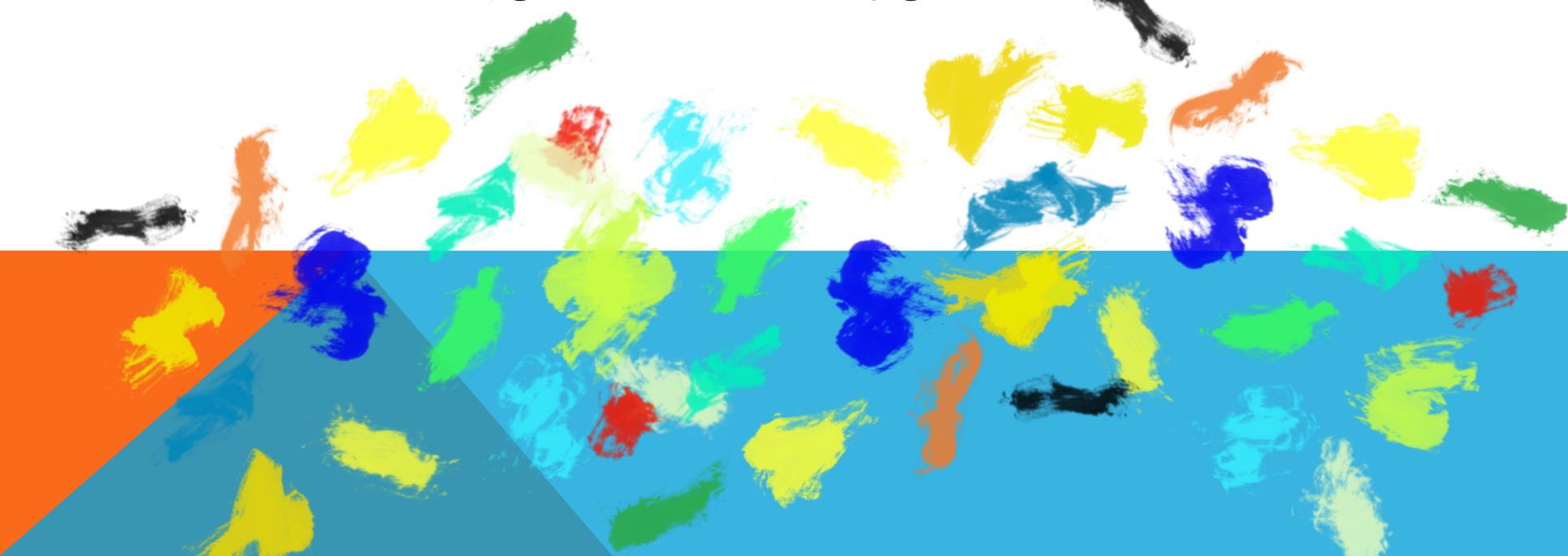
POTTY TRAINING TIME

- **Teach sequencing of steps**
- **Work on concepts throughout the process (up/down, wet/dry, cold/hot, etc.)**
- **Allow independence in the process for whatever level the student is capable to complete.**

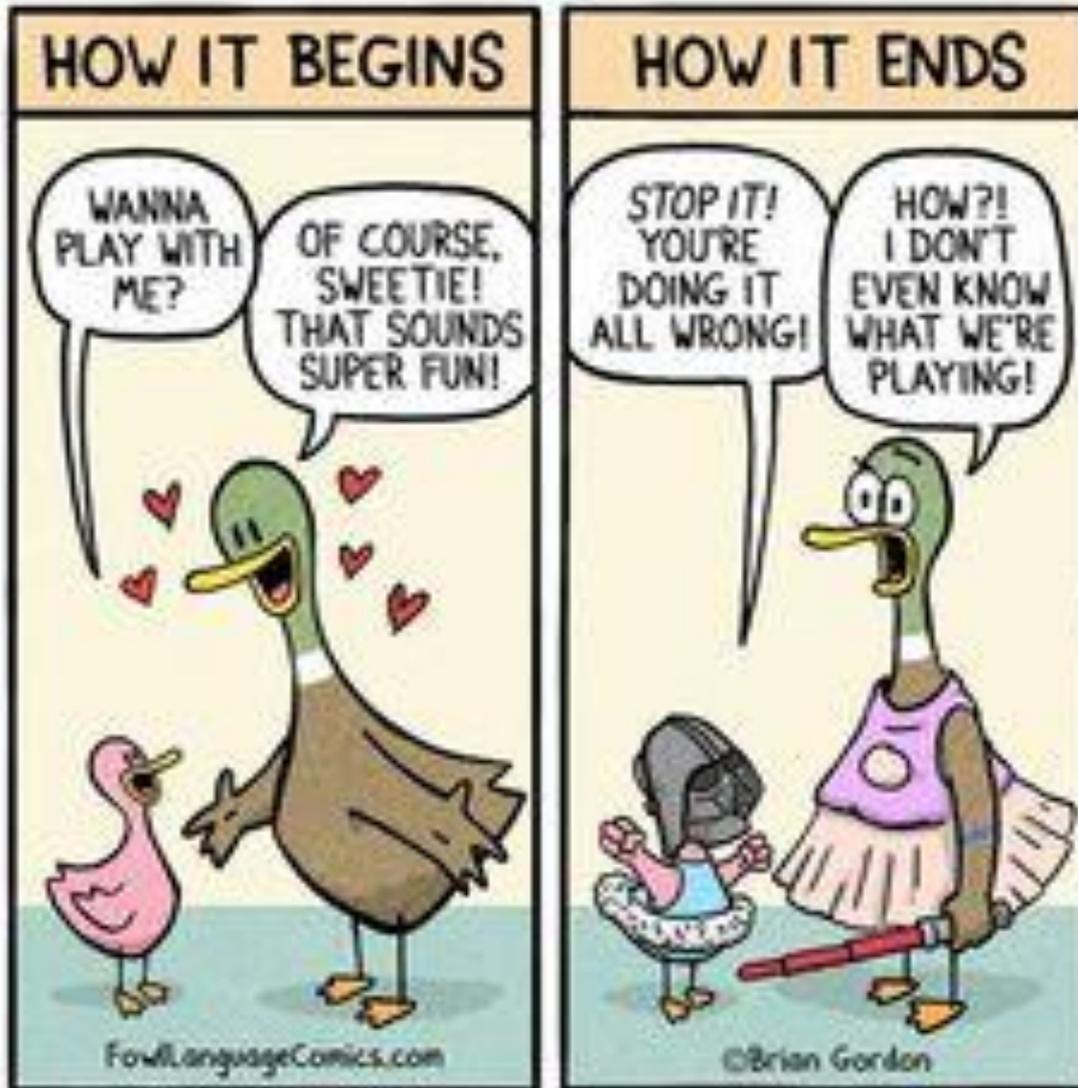


ART AND CRAFT TIME

- **Don't be so concerned about the product it produces, but the steps to get there . Teach vocabulary and concepts along the way.**
- **Integrate vocabulary throughout the activity.**
- **Withhold items and have the kids request for them.**
- **Set up obstacles to allow for communication, i.e. give paint, no paintbrush, give them an empty glue stick, etc.**



PLAYING MAKE PRETEND



PLAY TIME

- **Be a part of the play, when possible sit down and engage in the activities the child chooses.**
 - **Parallel talk, self-talk, extend and expand throughout play.**
 - **Key time to be using actual objects of interest to teach vocabulary and concepts.**
 - **Encourage social language between adult and/or peers.**
 - **Ask questions during play.**
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Playing to learn?

WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!



I'M DEVELOPING MOBILITY OF THOUGHT.

I'M PRACTICING COOPERATION.

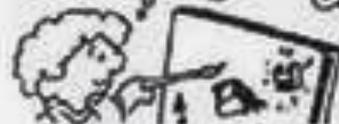
I'M FOLLOWING A MENTAL PLAN.

I'M PROBLEM-SOLVING.



I'M DEVELOPING A GOOD SELF-CONCEPT.

I'M DEVELOPING NUMBER CONCEPTS.



I'M DEVELOPING MORE ELABORATE LANGUAGE.

I'M DEVELOPING A SENSE OF STORY AND ENHANCING MY STORY COMPREHENSION.



I'M MAKING GENERALIZATIONS ABOUT THE PROPERTIES OF VARIOUS OBJECTS.



I'M DEVELOPING HAND-EYE COORDINATION.

I'M DRAWING AND CONCEPTUALIZING MY SKILLS.

I VALUE PLAY AS AN IMPORTANT MEDIUM FOR LEARNING. I HAVE DEVELOPED A BROAD RANGE OF DEVELOPMENTAL GOALS WITH THE FOCUS ON PLAY. THIS PROGRAM PROVIDES CHILDREN WITH PLAY EXPERIENCES THAT ENABLE THEM TO DEVELOP AND ACCUMULATE THEIR OWN KNOWLEDGE!

I'M DEVELOPING CLASSIFICATION SKILLS.



I'M TESTING MY BALANCE SYSTEM.



I'M LEARNING HOW TO TAKE TURNS.

I'M DEVELOPING GROSS MOTOR SKILLS.



I'M LEARNING TO "DECENTER" MY VIEWPOINT.



DAILY ROUTINES

- **Best opportunity to use language is during daily routines.**
- **Builds both comprehension and expression of words**
 - Getting dressed
 - Bath time
 - Time to eat
 - Going out



QUESTIONS

