SLP's and Families: Working Together in Early Intervention

Apps for iOS, books, toys, routines, websites and resources

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TEACHING PARENTS

❖ Involve them, let them discuss, problem solve and practice.
❖ Don't use SLP jargon (or define it, if you do use it!)
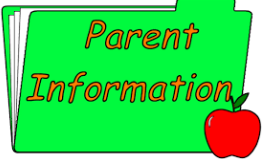❖ Remember they may be having feelings of denial, confusion, inadequacy, guilt anxiety/fear/sadness, anger...

WHO AM I?

❖ I'm a Speech and Language Pathologist (for @30 years!)
❖ I've worked mostly in early intervention and with autism spectrum disorders
❖ I've worked in private practice doing home visits, schools- preschool to high school, hospitals, group homes & clinics
❖ I'm currently a Clinical Assistant Professor at the University of Arizona
❖ I'm Hanen certified in It Takes Two to Talk, More Than Words, Talkability and Learning Language and Loving It
❖ What I talk about pertains both to normally developing children and those with delayed/impaired language.

The Hanen Program®

ARIZONA

TEACHING PARENTS

❖ Use modeling while describing.
❖ Use active listening.
❖ Allow them to discover how well these strategies work.

Parent Information

ASK ME ANYTHING

❖ If at any time, you have a question, just ask me and I'll answer whatever I can!

i 👨 you a question

THE COMMUNICATIVE FUNCTION OF BEHAVIOR

❖ **BEHAVIOR COMMUNICATES WANTS, NEEDS AND EMOTIONS**
❖ **Behaviors:**
❖ **Pointing, Crying, Looking, Guiding, Reaching, Throwing a toy, Laughing, Using gestures/sign language, Tantrumming, Holding mouth closed/turning head away from spoon, Moving to a different activity, Dropping a toy, Exhibiting different facial expressions (smile, frown, grimace), Displaying shared attention**
❖ **Intents:** Wants, Needs and Emotions
❖ **Hungry, Sad, Happy, Tired, Wet diaper, Scared, Hurt, Wants Something, Thirsty, Learning, Stressed, Bored, Doesn't like it, Mad, Interests, "no!", Needs Help, Doesn't know how**

Actions speak louder than words
Actions can be words

1. PICK A PARTNER
2. PICK A COMMUNICATIVE BEHAVIOR & INTENT
3. PERFORM IT FOR YOUR PARTNER
4. SWITCH AND REPEAT!

LANGUAGE FACILITATION TECHNIQUES

- Not being a mind reader
- Noticing
- Playing like a child
- Waiting
- Repeating, Repeating, Repeating aka Focused Stimulation

LANGUAGE FACILITATION TECHNIQUES

- Techniques and strategies to help parents, therapists and caregivers become involved in positive interactions that will expand a child's language throughout the day.
- Can be used together or alone.

LANGUAGE FACILITATION TECHNIQUES

- Scaffolding
- Delaying responses to gestures
- Getting face to face
- Reading dialogically
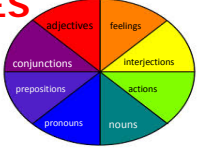- Letting your child lead

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LANGUAGE FACILITATION TECHNIQUES

- Beneficial for typically developing children as well as speech and/or language delayed children.
- Take practice to use consistently, both for therapists and families

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LANGUAGE FACILITATION TECHNIQUES

- Focusing on the here and now
- Using self talk
- Asking fewer questions, Making more comments
- Using parallel talk
- Listening

LANGUAGE FACILITATION TECHNIQUES

❖ **Offering choices**
❖ **Using broadcast talk**
❖ **Expanding**
❖ **Engineering the environment**

(color wheel: adjectives, feelings, conjunctions, interjections, prepositions, actions, pronouns, nouns)

"BAGLESS" THERAPY

❖ Most (if not all) of the language facilitation techniques can be used with what is in the home.
❖ Daily routines
❖ (Not toy) Play- think outside the bag- phone books, circulars, cans, boxes, couch cushions, blankets, bowls, cups, etc.

WHEN TO USE LANGUAGE FACILITATION TECHNIQUES

❖ **Activities/routines**   ❖ **Toys/Play**

❖ **Songs**   ❖ **Reading**

Daily Routines

PUSH-BACK CAN OCCUR
Parents/Caregivers:

❖ May think you're not "working"
❖ May not understand that they need to be part of the solution (not staying in the session, not practising, not being home for appointments)

WHEN TO USE LANGUAGE FACILITATION TECHNIQUES

❖ **Activities/routines**
  Getting dressed
  Shopping
  Putting shoes & socks on
  At the library
  Bed time
  Changing diaper
  Watching TV
  Potty time
  Story time
  Meal/snack time
  Bath time
  Getting in/out of car

❖ **Songs**
  Wheels on the Bus
  Old MacDonald
  Twinkle, twinkle, little star
  Hello
  Itsy Bitsy Spider

❖ **Toys**
  Non-noisemaking (blocks, Lego)
  Developmentally appropriate
    Dress up
    Play House
    Toy garage

❖ **Reading**
  Books –The Big Book of Exclamations
    Repeating line and rhyming books
  Magazines
  Flyers
  Newspapers
  Cereal Boxes

http://www.mnsu.edu/comdis/kuster2/repetitivebooks.html

PUSH-BACK CAN OCCUR
Parents/Caregivers:

❖ May feel they know better
❖ May not be willing to try a technique/strategy more than once
❖ May use or model media use with no interaction

OUR DIGITAL WORLD

- ❖ Digital medium (TV, tablet, phone) is **NOT** best practice for children under 3
- ❖ But: Families use it as a babysitter, tantrum eliminator, pacifier
  - ❖ **Can be beneficial for certain kids (short attention span, motivated by media)**
  - ❖ **As with toys – media should be developmentally appropriate and exploratory, not just bells and whistles**

Screen sense: setting the record straight
research –based guidelines for screen use for children under 3 years old

I'm so thankful my childhood was filled with imagination and bruises from playing outside, instead of apps and how many likes you get on a picture.

MEDIA FOR LEARNING:
ADVICE FOR PARENTS

- ❖ Create ways to extend children's learning from media
- ❖ Keep in mind that repetition can support learning
- ❖ Make media a socially interactive experience

Our Digital world

- ❖ Many apps - books, games, etc. can be used for therapy, for motivation, for learning
- ❖ While parents generally start out with limits on screen usage for young children- 1 to 2 hours a day- with the vast majority of the programming being educational- media use tends to increase significantly as children get closer to 5 years old and includes fewer educational media choices
- ❖ Can model and discuss media use with families

Screen sense: setting the record straight
research –based guidelines for screen use for children under 3 years old

MEDIA CONTENT

- ❖ **CHOOSE CONTENT CAREFULLY:**
  - ❖ Choose programs that have interactive components
  - ❖ Avoid fast-paced programs
  - ❖ Choose programs that focus more on the story and less on the technological features
  - ❖ Do not expose children to violent screen content

MEDIA FOR LEARNING:
ADVICE FOR PARENTS

- ❖ Be thoughtful about how you use media with young children
- ❖ Use mealtimes as important opportunities to connect with children
- ❖ Help children bridge the gap between content they are exposed to on screens- new words and concepts- and their real life experiences. Be sure the content reflects the child's everyday experience. Participate/co-view and make screen use interactive, talk about what children are seeing, and encourage them to use their minds and bodies as much as possible to maximize learning

MEDIA CONTENT

Choose shows that:

- ❖ Have onscreen characters who speak directly to the child
- ❖ Actively elicit participation
- ❖ Label objects
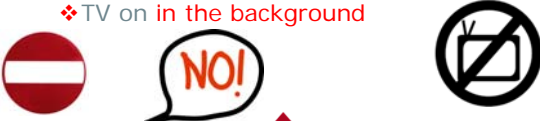- ❖ Provide opportunities to respond

- ❖ Are storybook-like
- ❖ Have a strong narrative
- ❖ Are visually appealing
- ❖ Contain vocabulary words and their definition
- ❖ Have the visual representation of the vocabulary word

MEDIA LIMITS

Set limits:

❖ on **screen time** to be sure that children have plenty of time exploring the real, 2-D world with family and friends. Go out and play

❖ in young children's **bedrooms** – remove screens from bedrooms

❖ **before bedtime** and avoid using screens as part of the bedtime routine to increase quality of sleep

❖ TV on **in the background**

PLACES TO FIND APPS

❖ A4cwsn.com also on Facebook
❖ Momswithapps.com/Apps-for-special-needs
❖ Specialchildren.about.com/od/equipment/tp/featuredapps.htm
❖ Http://Babieswithipads.Blogspot.Com/
❖ Http://www.friendshipcircle.org/apps/
❖ Http://Bridgingapps.org/
❖ http://www.balefirelabs.com/apps/ (Sign In Required (free))
❖ http://www.theimum.com/category/special-needs-2/
❖ http://www.appolicious.com/searches?term=speech+therapy
❖ http://www.geekslp.com/ also on Facebook
❖ http://www.smartappsforspecialneeds.com/2014/05/top-10-free-or-inexpensive-apps-for.html

❖ **Itunes App Store** https://itunes.apple.com/us/genre/ios-education/id6017?mt=8

MEDIA LIMITS

Set limits:

❖ on **adult-directed TV** when children are present

❖ turn the TV off **when no one is watching**

❖ on **unhealthy snacking and eating meals** during screen time

❖ **when with young children** - be mindful of and limit your own screen media use when children are present.

DIGITAL BOOK APPS I'VE SEEN

❖ Wanderful Interactive Storybooks (developed from Living Books)
❖ Ruffs Bone by Eli Noyes
❖ Arthur's Birthday by Marc Brown
❖ The Berenstain Bears Get in a Fight by Stan and Jan Berenstain
❖ In the Dark
❖ Stella Luna by Janell Cannon (new)
❖ The Tortoise and the Hare an Aesop's Fable
❖ The New Kid on the Block by Jack Prelutsky
❖ Harry and the Haunted House by Mark Schlichting
❖ Little Monster at School by Mercer Mayer
❖ Arthur's Teacher Trouble by Marc Brown

HOW TO FIND APPS

1. Go to the App store
2. Touch "Explore" (with magnifying glass icon)
3. Type in a keyword or the name of the App (watch your spelling!!)
4. Once you choose an app you think you might like or you see what you're looking for, "select" it and then you are taken to the App page
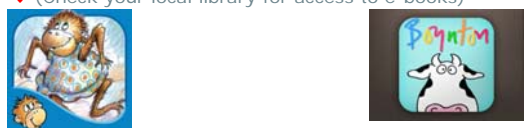
You'll see:
❖ Name of the app and developer of the app
❖ Cost (under the icon)
❖ 3 boxes- Details, Reviews & Related
❖ Screen shots (swipe to see next screen shot)
❖ Description
❖ What's new in the version you're looking at
❖ Information (Seller, category, etc.)
❖ In-App Purchases (if any)
❖ Version History
❖ Developer Website
❖ License Agreement
❖ Privacy Policy
❖ Developer Apps

MORE DIGITAL BOOKS APPS I'VE SEEN

❖ Little Critter collection - OceanHouse Media
❖ The Little Red Hen - McGraw Hill Education
❖ Five Little Monkeys Jumping on the Bed - OceanHouse Media
❖ Moo, Baa, La– Moo Media

❖ (Check your local library for access to e-books)

ROUTINE APPS I'VE SEEN

❖ Visual Schedules
❖ Idress for weather

MOTIVATIONAL APPS I'VE SEEN

❖ Talking Memory Kids
❖ Match and pair
❖ Simon Says
❖ Toy Story 3
❖ Tic-Tac-Toe
❖ Yes, Chef
❖ Panda Pop
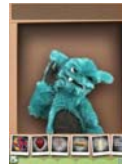❖ Talking Tom
❖ Fruit Ninja HD free

SONG APPS I'VE SEEN

❖ Wheels on the Bus – Duck, Duck, Moose
❖ OldMac HD - Duck, Duck, Moose
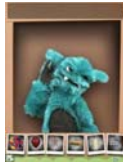❖ Toddler Tunes – Tiger Stripes

❖ YouTube-
https://www.youtube.com/

LANGUAGE BUILDING APPS I'VE SEEN

❖ My PlayHome
❖ My PlayHome School
❖ Furry Friend Plus
❖ Toca Boca apps- Hair Salon, Kitchen, Pet Doctor, Tea Party, Birthday Party
❖ Sound Touch
❖ Video Touch
❖ My Scene

MOTIVATIONAL APPS I'VE SEEN

❖ The Very Hungry Caterpillar
❖ Furry Friend
❖ Talking Tom
❖ Pocket Pond
❖ Pocket Pond 2

AAC APPS I'VE SEEN

❖ TouchChat
❖ Proloquo2Go
❖ LAMP Words for Life
❖ Flip Writer AAC
❖ PRC
❖ TapToTalk
❖ Talk To Me 100
❖ SPEAKall!
❖ GoTalk Now

SPEECHIE APPS I'VE SEEN

- ❖ **PAR Toolkit**- age finder, normal curve, compliancy calculator (IEP), scaled score converter, stopwatch
- ❖ Tools4students- graphic organizers
- ❖ **TxTools**- tally percentages, age finder, IEP scheduler
- ❖ **VisTimerFree** - timer
- ❖ **CommonCore** – standards for math, language arts, history/social studies and science and technical subjects
- ❖ **On Track**- reading stage description
- ❖ **Bitsboard**- make custom boards/games

IN CLOSING

- ❖ Language Facilitation techniques can be incorporated all day, every day, even during media use.
- ❖ Language Facilitation techniques are not hard, but do take practice and awareness.
- ❖ Language and cognition are intertwined: early intervention and the positive interactions afforded by these techniques will promote the optimal health and learning that we know a child needs while 80% of his/her critical brain development happens.
- ❖ Media use can be beneficial, but should be used with caution.

ASD APPS I'VE SEEN

- ❖ Guess Who
- ❖ Social Stories
- ❖ Moody Monster
- ❖ Autism Emotion
- ❖ Find Me
- ❖ Model Me Kids
- ❖ If

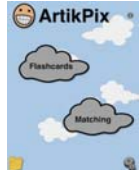## COMMUNICATION IN EARLY INTERVENTION

- ❖ ?Questions?
- ❖ Comments
- ❖ Concerns

ARTICULATION APPS I'VE SEEN

- ❖ ArtikPix
- ❖ Articulate!
- ❖ Phonemes
- ❖ Minimal Pairs
- ❖ Speech with Milo Boardgame
- ❖ Articulation Station
- ❖ Secret Mission Articulation
- ❖ Phonics Genius

REFERENCES & WEBSITES

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- ❖ Paul, Rhea & Roth, Froma P., 2011.
- ❖ Clegg, Hollis, Mawhood & Rutter, 2005.
- ❖ Johnson, Beitchman & Brownie, 2010.
- ❖ Tomblin, Zhang, Buckwalter & O'Brien, 2003.
- ❖ Tomblin, Zhang, Buckwalter, Catts, 2000.
- ❖ Girolametto, Steig Pearce, & Weitzman, 1996.
- ❖ First Things First - http://www.azfitf.gov/Pages/default.aspx
- ❖ Reach out and Read - http://www.reachoutandread.org
- ❖ Hanen - http://www.hanen.org/Home
- ❖ University of Arizona – http://slhs.arizona.edu
- ❖ http://changingminds.org/techniques/body/body_language.htm
- ❖ http://www.zerotothree.org/parenting-resources/screen-sense/?referrer=https://www.google.com/
- ❖ http://www.mnsu.edu/comdis/kuster2/repetitivebooks.html