A Systematic, Practical, and Flexible Therapy Format for Young Children ©

By Rachel Arntson, M.S., CCC-SLP
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, will be taught to others in WE CAN TALK.
Analyzing and documenting a child’s abilities/needs 2

- 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

*Story of Andrew – Parents’ desire for him to use words*

*Print Tracking Sheet, Tell Me About Your Child, Analysis Sheet, Recording Sheet from: www.talkitrockit.com*
<table>
<thead>
<tr>
<th>Ratings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>No attempt to perform the task.</td>
</tr>
<tr>
<td>1.0</td>
<td>Production/response is attempted, but significantly off-target in terms of the model.</td>
</tr>
<tr>
<td>2.0</td>
<td>Production/response is attempted, and the production contains some of the components needed to be understandable to others.</td>
</tr>
<tr>
<td>3.0</td>
<td>Production/response is accurate and includes components that are developmentally accurate for child’s age.</td>
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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
Transactional supports according to the SCERTS model

- A Motivating Activity
- Positioning that is optimum for interaction – face to face
- A Productive Role for the child
- Following the child’s attentional focus
- Predictability where the activity has a clear beginning, middle, and end.
How do we analyze and treat the skill of being Watchful? 1

- Learning Objective
  Teach children to be “watchful” of
  - Objects
  - People
  - Objects and people, shifting attention – take data
    - Will child watch when you interrupt play?
- The activities you choose are based on what skills and weaknesses the child has.
- Use activities with no objects first.
- Focus on position for every activity.
How do we analyze and treat the skill of being Watchful? 2

- Use novel toys and use familiar objects in new ways: ANYTHING that draws attention to you or a parent
  - Child should observe you or the parent first
  - Child should not leave the play area with novel toys
  - What are the child’s interests? Use them.
  - Take data on how often child leaves.
- Expand on the number of activities the child enjoys
Suggestions of novel toys
Watchful 3

- What the child loves – Using what they have is best!
- Ribbon pulls
- Egg Shakers - hiding them
- Scarves – hiding them
- Spray bottles/squirt toys
- Pop up toys
- Pull Pipes
- Popping Potato Head
- Laundry baskets
- Rainstick
- Tape/Bandaids
- Squeeze balls
- Vibrating pull toys
- Bubbles
- Twirly light toys
- Flashlights
- Wind-up toys
- Choo choo train
- Picture frames
- Puppets
How do we analyze and treat the skill of being Watchful? 4

- 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.
  - Gradually decrease these cues
How do we analyze and treat the skill of being Watchful? 5

- **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
  - Extend the distance – Use baskets, nets, colanders, garbage cans, other rooms
How do we analyze and treat the skill of being Watchful? 6

- **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

*If you’re riding a dead horse, dismount!*
How do we analyze and treat the skill of being Watchful? 7

- **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 1

- **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
How do we analyze and treat the skill of being Intentional? 2

- **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? 3

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


Laughter and Drew video
“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? 5

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
How do we analyze and treat the skill of being Intentional? 6  Laughter Elicitors

- Ah-Choo – Nothing better than this!
- 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? 7  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 – Kids’ Express Train
- 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? 8  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! (KET Set 5)
- Who is the puppy today, and what does the puppy say? Woof, woof, woof (KET Set 5)
- If you’re name is _____, pop up.
- Uh oh, uh oh, there’s a hole in your shirt! Oh NO!
How do we analyze and treat the skill of being Noisy? 1

- **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
- 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 being Noisy? 2

- Phonemic Inventory and Different/undifferent ratio (Andrew video)
- Focus on words containing sounds in child’s sound repertoire.
- Don’t require or request imitation.
- Unable to spontaneously verbalize during play?
  - Spontaneous song, especially during play
  - During play, make sound effects/gestures/sudden movements
- Is the child TOO NOISY? Yes, it is possible! Go to Watchful techniques
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”!
How do we analyze and treat the skill of Taking Turns? 2

- Actions with toys and routines – Vary the action and the verbal
  - Tubes – My favorite!
  - Dump and fill toys; cans, buckets, garbage cans, shape sorters
  - 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? 1

- 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? 2 - 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? 3 – 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 4

The Value of Vowels → Functional Words → Inflection is crucial!

(Can you guess the word?)

- Vowels in isolation - Important building blocks - Open, pucker, smile
  - Sounds - slurp ah, grunt uh, ay – with thumbs up, oo, oh, ee
  - Words - up, off, on, hot, eat, no, go, me,

- Vowel 1 + Vowel 1 - Use inflection changes and gestures

- Vowel 1 + Vowel 2 or V+V+V
  - Words - Uh oh, ow and owie, out, yeah, heehaw, eye, away
  - Oo + any vowel shapes into /w/ - whee, whoa, wawa, wow, woo woo
  - Ee + any vowel shapes into /y/ - yay, yeah, yo, you

- Inflection with gestures
  - Words – “Where are you?”, “Oh man”, “Ready, Set, Go”

- What about the alphabet?

See Recording Sheet - Use Kids’ Express Train picture sheets for practice
How do we analyze and treat the skill of Imitating? 5 - Sound progression of consonants

- CV, CVC, and $C_1V_1C_1V_1$ structures/words
  - Begin with any consonant + uh or ah vowel
  - Shape ASAP into word approximations, not word perfections
    - B and P – bye, bite, bee, boo, ball, boot, bow, boat, bowl, pop, pants, pie, poop, bath, beep, peek, book, boom, bone, bug, bus
    - M – kiss+ah = ma, mama, me, my, mine, more, move, moon, mouse, meat, milk, mop, mess,
    - H – whisper, ha ha, hi, hole, hat, hop, help, house, hide, hug, horse
    - Y, W, L, R – yuck, yum, wheel, wash, walk, wet, row, run, rock, light
    - D and T – dada, dog, door, done, down, two, tie, toe, teeth, toast, dance
    - N – no, night night, new, nose, knee, knock, num, nut, neck
    - K and G – key, cow, car, cocoa, cake, go, cup, coat, gum, can, kiss
    - F, S, SH, CH, J – fall, fish, foot, feet, phone, see, sun, shoe, choo choo, shirt, chip, juice, sheep, shake, jump
    - Blends (simplify) block, brush, plane, blow, clock, stop, stay, tree, fries, fly, star, snow, stuck
How do we analyze and treat the skill of Imitating? 6 - Sound progression of consonants (continued)

- CVCV when the Vowels and Consonants Change
  - $C_1V_1C_1V_2$ – Baby, mommy, daddy, puppy, cookie, nana (banana), cracker, bubble, potato, turtle, dirty,
  - $C_1V_1C_2V_2$ – monkey, bunny, honey, money, pony, happy, hippo, table, tummy, water, kitty, ducky, diaper, piggy, birdie, hammer, nummy, yummy, yuckie, potty, bottle, noodle, window, taco, donkey, doctor, bumble bee,
    - For medial sounds and especially /n/, tap the knee
    - Phrases may work for medial consonants. My key = monkey, My knee = money, Two bees = table.
  - $V_1C_1V_2$ – apple, open, all done, icky, ok, ah choo, oh no, away

Let’s watch Andrew and take some 0, 1, 2, and 3 point data.
How do we analyze and treat the skill of Imitating? 7 - Sound progression of consonants (continued)

- Final consonants - VC and CVC structures
  - First final consonants to emphasize – up, pop, cup, help, hop, eat, hot, hat, out, ick, book, hook, walk, egg arm, home, yum, gum, mom, in, on, one ice, house, mess, bus, off, ish, fish, push
  - 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
  - Other phrases – Hot tea, Eat two, Eat toast
- Two word phrases
  - My ___, Bye ___, Hi ___, No ___, More ___, Go ___, Two ___, ___ Up, Big ___, Hot ___, ___ down, No way, Back in,
- Two syllable words - Final consonants - C1V1C2V2C3
  - Donut, peanut, wagon, bacon, snowman
How do we analyze and treat the skill of Imitating?

- 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

- **Multi-syllabic words and phrases**
  - Macaroni, broccoli, paper towel, apple sauce, pepperoni, peanut butter, elephant, kangaroo, happy birthday, I love you.
How do we analyze and treat the skill of Responding?

- Unresponsive or overly sensitive to environmental sounds
- Responding to child’s name – songs?
- Responding to facial expressions
  - Long term social skills – Begin the intervention with very young children
  - Use songs with emotion
How do we analyze and treat the skill of Responding? 2

- Commands
  - Natural routines
    - “Go get ____.”
    - “Give it to me.”
    - “Ready, set, go.”
  - Predictable songs and books – Story of E and Z
  - 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? 3

- Questions – Use as cues for interactive communication
  - Choice, both visual and verbal
  - What’s that? (Use 0-3 scoring) (Use our Animation Station 1)
    - Timing is important to decrease echolalia
  - Where is the ___? Where does this go? Which one do you want? Use a puzzle.
  - Yes/No? – Helps decrease frustration by saying, “Then tell me….”
  - What should I do? What do you want?
  - What doing and What happened?
  - More complex questions

*Connect - Family Routines* – Being careful of too many 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
- 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? 2

- 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? 3

- The key is finding what motivates children, makes them laugh.
- Create the list of a child’s LOVES! Teach specific names. Not just “more.”
- Teaching skills through video modelling
- Jars and cupboards –
  Keeping objects in visual range, but not within reach
- 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 Wonder about what your child is communicating. Wait and watch!
E Exaggerate and entice with your gestures and voice to increase imitation.
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. Acknowledge and applaud your child's attempts to answer.
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

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