



Speech Hens
Speech-Language Pathology Services

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as **this webinar will be recorded.**

Relax, and enjoy the presentation!

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Speech Hens
Speech-Language Pathology Services

Helping Children Become Successful Communicators

Webinar for ECEs, Daycares, & Families
May 2nd, 2022


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Questions

Questions will be addressed after the presentation.

If you have a question, feel free to post it in the chat section, or if you would prefer to ask your question anonymously, please send a direct message to Marianne Ward.

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Lori Holstein, Registered Speech-Language Pathologist

- 33 years as an SLP working with preschoolers and their families in Haldimand Norfolk
- 32 years with the Province's Preschool Speech and Language (PSL) initiative, trained in evidence-based approaches
- Hanen certified to deliver training to parents and educators of children, including those with Autism
- PECS trained (Picture Exchange Communication System)
- Completed Motor Speech Disorders 201 training in 2019

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Agenda

- Quick review of Milestones; 'language delay' and what it could mean
- How to STOP children from learning to communicate effectively
- How to PROMOTE language development
 - Key Hanen © strategies

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Milestones from MCCSS (Ministry of Children, Community and Social Services)

Coles notes:

12 month olds = 3-5 words

18 month olds = 20 words

24 month olds = 100 or more words, combining regularly

30 month olds = 350 words, lengthy phrases, sentences, emerging grammar

EarlyChildDevelopment.ca

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Quantity vs. Quality!

Are they "powerful words"?
No, done, help, on, mine, go, up,
milk, eat, ball, hi

These will help a child communicate
more effectively than a child with
50 words used to name letters,
numbers, shapes, color

Are they used independently?

Or only imitatively?

What functions do they serve?

Naming? Or requesting protesting,
greeting?

Where and with whom?

Not generalized across all contexts

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What it could mean...

1. "Late Talker"
2. Motor Speech Disorder
3. Language Delay
4. Language Disorder
5. Autism

Hearing loss?

[Infant Hearing Program | Affiliated Services for Children and Youth \(ascy.ca\)](#)

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ANNOYING CONVERSATIONS

I hate it when I'm talking with someone and they...

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How to STOP children from communicating...

1. Play the "TEACHER" role: bombard with questions, instructions on the right/wrong way to play.

2. Be the "ENTERTAINER": come up with all the ideas about how and what to play, start the play take all the turns



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3. The "SCHEDULED" adult: Don't notice their interest, interrupt them, rush them.

4. Put all the focus on TALKING: ask questions, coax child to "Say...", "use your words".



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5. Be the POLICE: all about the laws/rules. (even when it doesn't pose a threat to safety or property).



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6. Be distracted



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Toys that make noise, 'smart' devices, TV



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Hanen ® Strategies and Evidence

Children who interact with a "teacher", "entertainer", "director", "distracted" or "coaxer" adult?

Children who are having fun, pressure-free interactions with adults who respond to the child's interest and wait for them to start the play?

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Key Strategies

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Observe, Wait & Listen (OWL)

#1 Goal for the child: having FUN, pressure-free interactions with adults who let them lead.

Just like adults, children prefer interacting with people who share their interests and follow them. They don't just *prefer*, they **NEED** balanced interactions, with people who don't take over.

This is opposite of what many children experience. Adults are coaxing them to do this/that, say this/that, play with this/not that. As a result, the child does not seek interaction. They leave. They don't stay, and they certainly don't talk! The research confirms this.

So, **FLIP THE SCRIPT!!!**

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Observe, Wait & Listen (OWL)

How we help children achieve their #1 Goal:

- **OBSERVE** the child's interest. Notice what they are moving towards, reaching for, or looking at. Notice the child's facial expressions.
- **WAIT:** your interaction should be like a ping-pong game, where each player gets one turn. In this game, your child **ALWAYS** goes first. Wait for your child to **PING**. After you respond (pong), you must wait to see what he will say or do next!
- **LISTEN:** sometimes it may be unclear, or jabber, or a grunt or a word. It may not mean what you think. You have to **OBSERVE** to know if that *ba* is ball, bottle or blanket.



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Join In On the Play!

It may feel silly or uncomfortable at first, but it's okay to be silly!

Here are a few things to keep in mind when joining in on the play:

- Observe the child as he/she plays
- Don't be afraid to COMMENT on things the child or yourself are doing in the play
- Get your own stuff
- Use **FUN WORDS AND SOUNDS**: Yay! Wow! Oh Man! Burrrrp! Errrch! Blablabla (tractor sound). Chewing, slurping, eating, snoring, animal, vehicle sounds. With these, you look more like a playmate, and these are fun sounds/words, tempting to imitate!



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Interpret the Message

'What does that mean?'

A child's protests and expressions of feeling are things to look forward to! These are times to practise interpreting the child's message.



We all have words we use that make us feel better when we're frustrated. Children ought to have those too



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Interpret the Message

"Go Away!"

"Don't wipe my nose!"



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Interpret the Message

"Mean daddy!"

"Rats!"

"Darn!"



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Setting Up the Situation

Ways to set up the play or situation to create more opportunities for language:

Offer only little bits of something at a time

- Building blocks one by one
- Break up a cookie into smaller pieces or use tiny cookies
- Pour only little bits of juice or milk into the cup

Do something weird or out of the ordinary and WAIT

- Put socks on hands
- Try putting your coat on your child

Find toys that are harder to use, (e.g., wind-up toys), start them once and then wait for them to stop. Place a toy into a container that your child needs help to open

- Wait for your child to request help
- Sit face to face and watch your child expectantly to show you are ready for a request/comment
- Avoid jumping in to start it again right away

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Setting Up the Situation



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Expand the Language

If child's turn is **VERBAL** (as in, they use a word), use their word and **ADD ONE**:
Child: "shoe" (wants it on)
Adult: "Shoe. Shoe ON" (adult hesitates, holding shoe, gesture for 'on')
Child: "shoe ON"
Adult: "Shoe ON! Yes! Shoe ON" (as shoe goes on)
Adult: "Shoe ON FOOT" (Expands again).

If child's turn is **NONVERBAL** (as in a gesture or sound), Expand by **INTERPRETING the message**:
Child: (lifts foot up) "Uh".
Adult: "ON" (puts shoe in position, waits)
Child: (nudges shoe with foot).
Adult: "ON" (putting toe in the shoe). "ON" (completing task)









Sharing Books

Reading causes you to focus on the text instead of your child's interest or language level. You hold the book, read each page, turn the page at the proper time, and decide when it ends. Instead, use the 3A's:

- **ALLOW:** Let the child "ping" - THEY choose the book. You **OBSERVE** and **WAIT** to see what they will do. Join them and position yourself so that you can see what their interest is
- **ADAPT:** Don't **READ** - usually the text is at a much higher level than your child is expressively, and there is no hope they will be able to imitate what you've read
- **ADD:** Add language suited to the child's language level. If they are silent, fun words and sounds should be modelled. If they are using single words, model **NEW** single words, or expand on their words by modelling two-word phrases!

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Visuals

- Objects (open the door, show the shoes, bring over the toy bin)
- Gestures (hand-out for "give me"; tap chair for "sit here")
- Symbols



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Visuals - pictures

- Schedules



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Visuals - pictures

- Social stories

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Troubleshooting

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Undesirable Initiations

Anything goes..... Almost!

- expect children to be curious & explore. Respond with OWL and follow their lead by imitating, interpreting, and joining in...

- As long as it is not a threat to HEALTH, SAFETY, PROPERTY!

- E.g., computer, standing on table, drawing on walls



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Undesirable Initiations

3-Step Response:

1. "No" - this step is OPTIONAL. Not all kids like the word or react negatively, so we skip it or replace it with "oops" or "uh-oh"
2. Simply worded explanation 'why not' (e.g. *that's mine; feet on the floor; on the paper*)
3. More desirable alternative - this step is MOST IMPORTANT. Model a really fun alternate (*new shiny toy; hopping on the floor; dots on paper, goofy sounds/words to make it more fun*)

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Protests, Expressions of Feeling:



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Interpret

Child: (crying, pointing to the door)
 Mom: "Out!" You want OUT. (mom signs "out") Mom waits.
 Child: (points out) Mom: "Out" (signs).
 Child: (at schedule, points to toys)
 Mom: "Toys."

Child: (pulling on lid of toy bin)
 "No" Mom: "No cleaning up!"

Child: "No!" Mom: "Not yet!"
 Child: "Not yet" Mom: "Right! Not Yet!
 Not yet Mom!"

Explain

"I know you want out. But it's time for books" (mom shows schedule).
 "But it's time for books."

"That's right, books, then toys, clean up, good bye!"

"I know you want to keep playing. But it's time to clean up (shows schedule)."

"But it's time to say good bye. And then, McDonalds!"

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Questions and Comments?

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Thank you for your participation!

- Repeating this webinar
- Recordings
- Resources
- Suggestions (other disciplines to share this with, other webinar topics)

- Plans for ASD-specific webinar
