

A decorative graphic featuring a large, faint dashed circle that frames the central text. Various solid-colored circles in teal, lime green, orange, and pink are scattered around the perimeter. Some circles overlap, and there are also dashed circles of different colors (teal, green, yellow) interspersed among the solid ones.

Parent/Tot Group: Week 5



SESSIONS 1-4 Review:

- I liked...
- I learned...
- I was surprised by...
- I would suggest....

“

Session 1

- © What type of communicator is your child?
- © OWL

Type of Communicator:

161

162

My Child's Stage of Communication Development

To learn more about your child's communication, complete the following checklist. As you read the statements, put an A, O, R or N next to each one to show how well it describes your child.

A = Always
O = Often
R = Rarely
N = Never

Sometimes a child's ability to **understand** language is more developed than his ability to **express** himself. So it's possible that your child may be at one stage for expression and a more advanced stage for understanding.

Discoverer	Understanding*	Expression
	<p>MY CHILD ...</p> <ul style="list-style-type: none"> looks at me when I talk or sing softly to him. smiles when I smile at him or talk to him. recognizes familiar voices. turns his head toward sounds he hears. responds when I call his name by looking at me, moving his body or holding still. recognizes a few gestures (such as gestures for up or no). anticipates the next step in daily routines. 	<p>MY CHILD ...</p> <ul style="list-style-type: none"> cries or fusses when he is sleepy, hungry or uncomfortable. has different cries, depending on what he needs. makes sounds when he is spoken to or smiled at. makes vowel sounds like "ah," "uh" and "eh." makes consonant sounds like "buh," "guh" or "ma." imitates some sounds he hears. imitates me back when I imitate a sound that he makes. imitates simple actions, for instance banging on the tray of his high chair. babbles, repeating sounds like "ba-ba-ba" or "nuh-nuh-nuh." closes his eyes or turns away when he doesn't want something. looks at, reaches for or moves toward objects or people he's interested in.

* Discoverers don't yet understand what words mean.

Communicator	Understanding	Expression
	<p>MY CHILD ...</p> <ul style="list-style-type: none"> understands familiar words in routine situations, like <i>bye-bye</i> or <i>up</i>. understands names of familiar objects, like <i>bottle</i>, <i>light</i> or <i>cookie</i>. responds to simple questions like "Where's your teddy bear?" by moving to the object, looking at it or pointing to it. can follow simple directions accompanied by gestures (such as when you wave and say, "Wave bye-bye"). understands the meaning of no. 	<p>MY CHILD ...</p> <ul style="list-style-type: none"> takes me by the hand and pulls me toward objects that he wants. draws my attention to objects and people by giving or showing them to me or pointing to them. imitates actions such as clapping. imitates sounds. uses a few gestures, such as shaking his head for no or waving goodbye. looks at or points to what he wants or is interested in, and then looks at me. makes sounds that resemble words. puts strings of sounds together that almost sound like speech (called "jargon").
First Words User	Understanding	Expression
	<p>MY CHILD ...</p> <ul style="list-style-type: none"> can point to familiar body parts and objects. follows simple instructions even without gestures (such as "Kiss the baby"). can answer yes-or-no questions, such as "Do you want a banana?" responds to questions like "Where's the cup?" understands the names of many familiar objects, people and animals. 	<p>MY CHILD ...</p> <ul style="list-style-type: none"> uses at least three words (or signs, or points to pictures) to communicate. uses more gestures or sounds than he used to. imitates sounds (like those animals make) and words. uses between 10 and 25 words or signs. points to 10 or more pictures to send messages. uses 25 to 50 words or signs.



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Type of Communicator:

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Combiner	Understanding	Expression
	<p>MY CHILD ...</p> <ul style="list-style-type: none"> — can answer questions like "What do you wear on your feet?" — understands questions that start with who, such as "Who is at the door?" — understands the meaning of the following concepts: <ul style="list-style-type: none"> — in, — on, — under, — big, — little. — can sort objects by category, such as animals and toys. — listens to simple stories. 	<p>MY CHILD ...</p> <ul style="list-style-type: none"> — combines two words or signs together, as in "Want juice" or "No bed." — uses at least 50 words. — asks questions using a rising tone (as in "Mommy sleepy?"). — asks questions that start with <i>what</i> and <i>where</i>, like "What's that?" — combines three words together, as in "Want more juice" or "Me no hat." — refers to himself by his name.

Discoverer, Communicator, First Words User or Combiner?

Look for the highest stage under "Understanding" where you wrote down an A or an O for at least *three* statements. This is your child's stage of communication development for **understanding**.

Now look for the highest stage under "Expression" in which you marked an A or an O for the *first* statement in that list. This is your child's stage of communication development for **expression**.

As you read this book, you'll come across strategies that apply to a particular stage of communication development. **Usually, the stage to keep in mind will be your child's stage of expression.** In some later chapters, however, you'll be asked to select strategies according to your child's stage of understanding.



OWL

OBSERVE
WAIT
LISTEN



This week, I will...

O

Observe how my child reacts or sends messages, and what my child is interested in.

I might see:

W

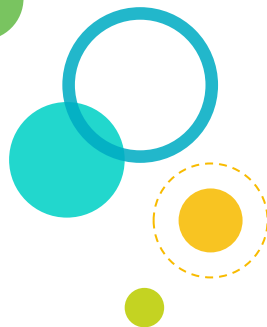
Wait to give my child a chance to start the interaction by saying or doing something.


I will remember to wait by:

L

Listen for anything my child might say.

I might hear:





When I...

O

Observed, I saw my child:

W

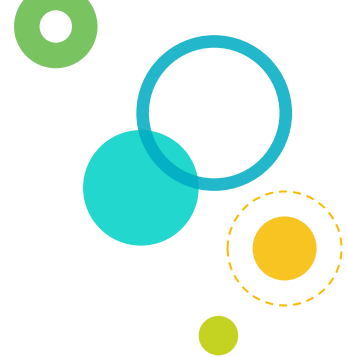
Waited, my child did or said:

L

Listened, I heard my child say:

My child started the interaction by:

So, I responded by doing and saying:



Home Plan



Activity or routine:



My child will:

-
-
-

I will help my child do this by:

-
-
-



The
Hanen
Program

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The background features a large, light blue dashed circle. Various colored circles are scattered around it: a large yellow circle at the top left, a medium blue circle at the top center containing the text "66", a large orange circle at the top right, a medium green circle at the bottom left, a small pink circle at the bottom center, and a small blue circle at the bottom right. A large orange circle is also visible on the right side, partially overlapping the dashed circle.

66

Session 2

- ◎ Following your child's lead
- ◎ Creating opportunities to follow your child's lead

FOLLOW YOUR CHILD'S LEAD



Help Your Child Achieve His Goals

Step 1: Follow Your Child's Lead

Helping your child achieve his goals begins with playing the role of the Tuned-In Parent more often. When you use a Tuned-In style with your child, you'll wait and let him lead the interaction. To learn how to do this, read chapters 2 and 3 in your *It Takes Two to Talk* guidebook. Then, with your Hanen SLP, use the checklist below to decide which strategies you are already using and which new ones you will add to help your child achieve his goals.

A Checklist for Following Your Child's Lead



First, I will:

- ☐ **Observe:** what my child is doing and what he's interested in. I will get face to face with him.
- ☐ **Wait:** to give him a chance to take the *first* turn. I will try counting to five to help me wait.
- ☐ **Listen:** for any sounds or words he uses.

When I do this, my child will:

- ☐ Take the *first* turn in our interaction by saying or doing something (Goal 1).
- ☐ Show me what he's really interested in.

Then, I will:

(check the best ideas for your child):

- ☒ **Join in** by getting my own toys or objects and using fun sounds and words.
- ☐ **Imitate** his actions, sounds and words — and wait.
- ☐ **Interpret** his messages — and wait.
- ☐ **Comment** on what he's interested in — and wait.

When I do this, my child will:

- ☐ Take more turns with me. (Goal 2)
- ☐ Stay in the interaction longer with me. (Goal 2)
- ☐ Have more fun with me. (Goal 3)

Session 2 Home Plan: Follow Your Child's Lead



Step 1

This week I'm going to practise following my child's lead during...

- A daily routine:
- A play activity:



Step 2

If my child doesn't start the interaction, I will create an opportunity for my child to lead by:

Step 3

First, I will get face to face and OWL. Once my child does or says something I will follow my child's lead by:



- Joining in and playing
- Imitating
- Interpreting
- Commenting

A decorative background featuring a large, light blue dashed circle. Various colored circles and arcs are scattered around it: a large yellow circle at the top left, a large orange circle at the top right, a large red circle at the bottom left, and a large blue circle at the bottom right. Smaller circles in green, yellow, and red are also present. A large white circle with a black outline is positioned in the upper center, containing the text "66".

66

Session 3

- ◎ How to have balanced interactions
- ◎ How to help your child take turns
- ◎ How to use routines to foster turns

Session 3 Home Plan A: Cue for Turns



Our activity:

Step 1

I will match my turns to my child's turns by:

-
-
-

Step 2

I will cue my child to take a turn by:

-
-

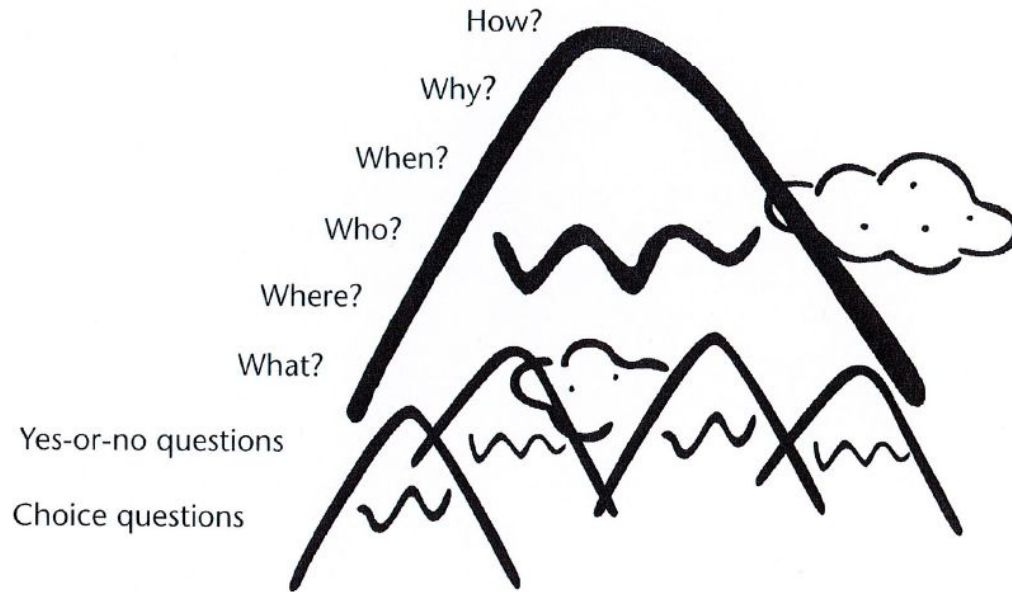


Step 3

Questions I can ask:

Comments I can make:

Mountain of Questions



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Conversation Stoppers



Try to avoid asking:

- too many questions
- questions that your child doesn't have time to answer
- questions that test your child's knowledge
- questions that are too hard for your child to answer
- questions that don't reflect what your child is interested in
- questions that answer themselves

Use Routines to Help Your Child Take Turns

SPARK



S tart the same way each time

P lan your child's turn: When? How?

A djust the routine – *cue* your child to take a turn

R epeat the same actions, sounds and words

K eep the end the same



Session 3 Home Plan B: Use a Routine to SPARK an Interaction



Our routine:



Start the routine the same way each time

To start the routine I will say and do:

Plan your child's turn

My child will take a turn by:

My child will take a turn when:



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A Adjust the routine to give your child a chance to take a turn

I will cue my child by:

R Repeat the same actions, sounds and words

K Keep the end the same

I will end the routine by:

Report Back:
SPARK



My child took turns by:

I helped my child take turns by:

“

Session 4

- © How to add language to your child's interaction

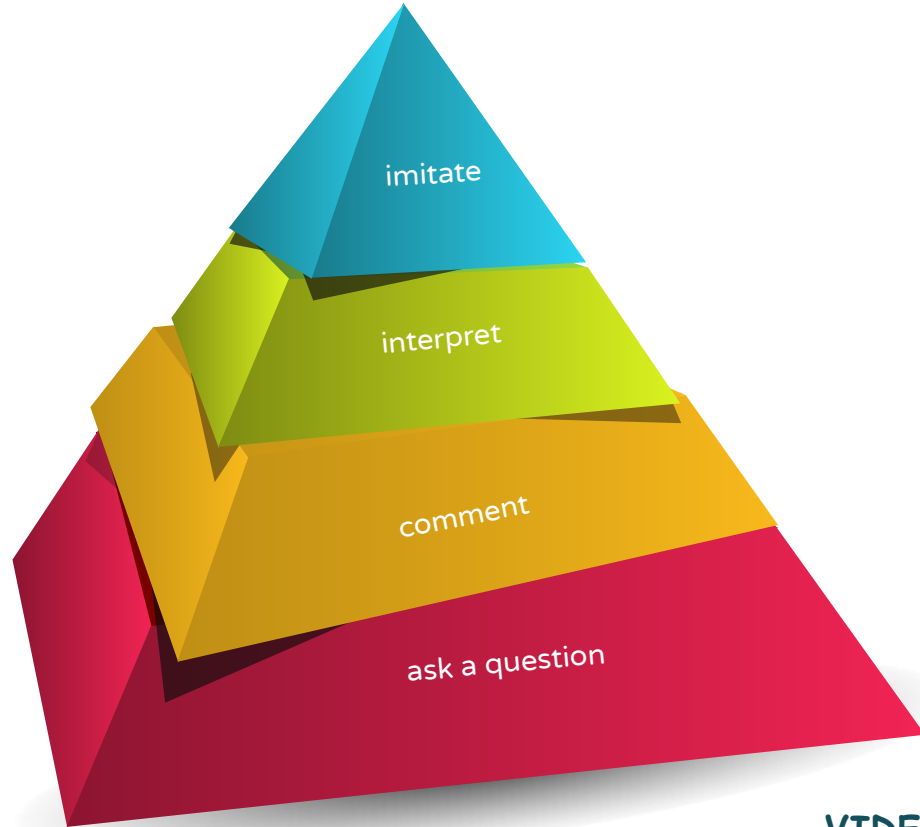


First Experience...
Then Understanding

Experiences:

- Five senses:
 - Sees
 - Hears
 - Touches
 - Tastes
 - Smells

Add Language at your child's stage by
following their lead



VIDEO

Highlight your language

Say less Say one word at a time Break it into smaller parts	Stress Emphasize main words Be animated
Go slow Slow down	Show Use gestures Act it out Use facial expressions

REPEAT REPEAT REPEAT

Session 4 Home Plan: Add Language for Discoverers



During this routine, my child might
be interested in:

I will talk to my
child as if my child
can talk to me by:

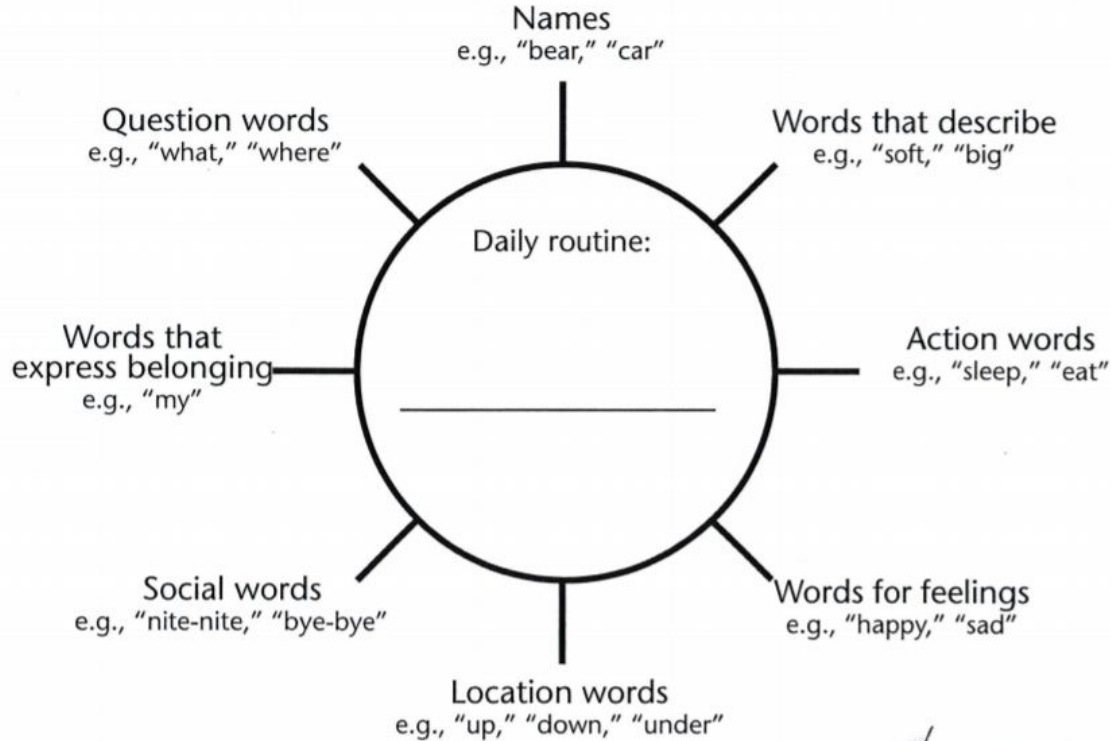
Daily routine:

I could get my
child's attention by:

I could use fun sounds
and words like:



Add Language for Communicators, First Words Users and Combiners



Strategy Reminder

1. Get the interaction going

- ☐ Get face to face
- ☐ Observe, Wait and Listen
- ☐ Follow your child's lead
 - ☐ Join in and play
 - ☐ Imitate
 - ☐ Interpret
 - ☐ Comment



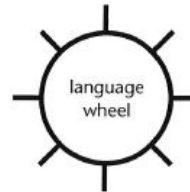
2. Keep the interaction going

- ☐ Match your turns to your child's turns
- ☐ Cue your child to take a turn
 - ☐ Lean in and wait expectantly
 - ☐ Use a visual helper
 - ☐ Give hand-over-hand help
 - ☐ Ask a question
- ☐ SPARK an interaction with a routine



3. Add language to the interaction

- ☐ Give your child a word
- ☐ Expand on your child's message
- ☐ Highlight your language — use the Four Ss
 - ☐ Say less and Stress
 - ☐ Go Slow and Show
 - ☐ Repeat, repeat, repeat!
- ☐ Add language to build your child's understanding of the world



Thanks!



Any questions?

Contact Information!



Welcome Parents & Tots

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*

<https://www.rochester.k12.mi.us/pages/157770/parenttot-group-2020-2021>

<https://www.rochester.k12.mi.us/pages/157772/parenttot-group-2020-2021>