

Everyday We're Modeling: How to model language across the day to support your preschoolers

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The goals for this year

- Three trainings for staff and then the same training adapted for families
- Training 1 : Modeling
 - Teachers at PLC 10/8/19
 - Parents 11/7/19
- Training 2: Play and Language
 - Teachers at PLC 2/11/20
 - Parents 2/27/20
- Training 3: TBD
 - Teachers at PLC 4/7/20
 - Parents 5/7/20

- More info to come on Parent trainings, stay tuned

Today's Objectives

After today I will be able to...

- Understand why to model language
- Model language during activities at home
- Be able to explain how to model to other family members
- Think of activities when I can use modeling at home

Myths vs. Facts

- The primary goal of communication is not only to express wants and needs.
- Using AAC does not delay or prevent the development of verbal communication skills.
- Visual prompts should be used prior to verbal prompts in children with and without autism.
- Children do not have to show us that they are "ready" and demonstrate certain skills (cognitive, motor, symbol-knowledge) prior to being given access to AAC.
 - We do adapt the AAC to match their needs

Communication Functions

○ Think of all of the ways we can communicate



Why do we model

Remember we model verbal language to babies when they develop speech

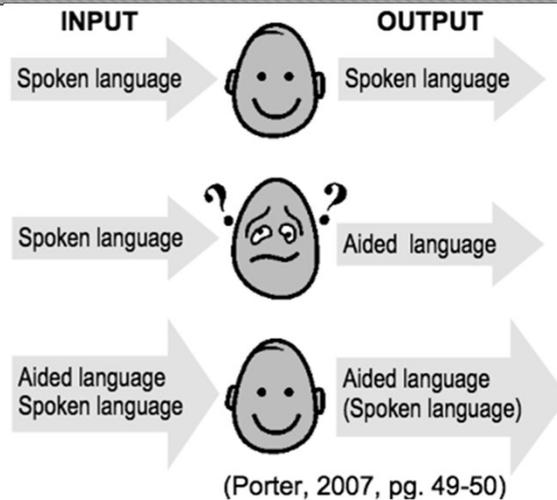
So...

We should be modeling and teaching the language system we are expecting our children to use in the same way.

“The average 18 month old has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system (AAC) and receives speech/language therapy 2 times/week for 20-30 min. will reach the same amount of language exposure (in their AAC language) in 84 years”

- Jane Korsten

Input vs. Output



What ways do our students communicate



- Intentional Body actions
- Gestures
- Eye contact
- Facial Expressions
- Behavior
- Verbalizations
- Vocalizations
- Visual supports
- Picture exchange
- Low, Mid & High Tech
- Speech Generating devices

Don't be afraid to combine ways to share a message

- We combine our gestures with our speech
- Combine visuals with speech
- We want to show our kids as many ways as possible to get their message across
- There is no one right way - adapt to what your child needs

See the communication in action.

Modeling is:

- **Evidence-based practice**
- **Motivating & interactive**
- **NOT a test**



When can we model



Who can model



- Anyone!
- Teach siblings and cousins to communicate using your child's system
- Follow your child's lead
- Encourage others to talk to your child
- Show family how your child uses their system
- Talk to your SLP for more ideas

What can I do to model?



1. **Respond to your child's communication** – “I see you are ...”
2. **Use verbal or pictured words to comment on your actions** - “I eat”
3. **Narrate your play** – “Go Up”
4. **State your wants** – “I want it”
5. **Give directions** – “put on”
6. **Ask and answer questions** – “where – up”, “Can I put on?”, “you want eat?”, “yes”, “no”
7. **Direct your child's attention** - “look”
8. **Ask for help** – “help me”
9. **Read along with visuals** - “turn”
10. **Express Emotions** – “mad”, “you're sad”, “I'm happy”

SMoRRRES for modeling success

- **Slow Rate of Speech** – slow gives them time to process
- **Modality** – use verbal with their modality
- **Respect & Reflect** – honor what they mean
- **Repeat...use the 3F's** – Functional, Fun, Fast
- **Expand** – build on what they do
- **Stop** – provide an expectant pause

1 up rule

○ Use 1 more word than the child does

- Child does not use words or pictures → Model 1 word
- Child exchanges or indicates 1 word → Model 2 words
- Child uses 2 word phrase → Model 3 words

Let's see it in action

Modeling in Play



Modeling during meal time



Helping someone else model

- Explain the communication system to someone first
- Show them how the child uses it
- Have them watch you use it to model
- Let them practice with it
- Set up an opportunity or activity for them to use it with your child

Let's watch some examples



Scenario: Getting ready for school

- Sharing chores/grooming tasks → My Turn/ Your Turn
- Asking for help with clothes → Help
- Putting on clothes → put, give, on/off, get
- Putting things in lunchbox → put in, more, have
- Liking the lunch → like, yes, no, good, bad
- Answering what they want → yes, no, eat, drink, more, all done
- Asking where something went → in, out, on, where, what, all gone
- Expressing being ready → all done, go, hi, bye

Scenario: Meal Time

- Request – Eat, Drink, Help, More
- Action – Put, Give
- Completion / Protest – All Done, Stop
- Comment – Like / Don't Like, Oops, Mess
- Amount – Big / Little
- Answer – Yes / No

Scenario: Doll House or Cars

- | | |
|---------------------------------|--------------------------------|
| ○ Sharing - My Turn/ Your Turn | ○ People – I, Me, You, She, He |
| ○ Request – Help, More, Want | ○ Direct – Stop, Go, Look |
| ○ Action – Put, Give | ○ Answer – Yes, No |
| ○ Location – On / Off, In / Out | ○ Ask – Who, What, Where |
| ○ Comment – Like / Don't Like | ○ Color |
| ○ Size – Big/Little | |

Let's Practice

- Find a partner and pick a toy and communication system
 - Model along with the activity – 1 person is the parent and 1 person is the child
- Let's come back together
- Practice training another communication partner to model
 - 1 person is the parent and 1 person is the sibling, family friend, or grandparent
- What other activities can you think of?

This is connected to our ESDM curriculum

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| <ul style="list-style-type: none"> ○ Expressive Communication <ul style="list-style-type: none"> ○ Pointing to express, requesting, commenting, answering, labeling, producing phrases ○ Receptive Language <ul style="list-style-type: none"> ○ Following an adult point, looks at indicated pictures, follows commands, understands pictured vocabulary, responds to questions | <ul style="list-style-type: none"> ○ Social Skills <ul style="list-style-type: none"> ○ Makes eye contact, follows adult action, get's adult attention, engages with peer, initiates interactions, shares, uses emotions ○ Imitation <ul style="list-style-type: none"> ○ Imitates actions, imitates speech sounds, imitates two-movement sequence, imitates words |
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Stay in touch with your school team

- Watch out for concepts and themes shared by the classroom
- Let your SLP or teacher know what visuals you need
- Ask for help if you aren't sure how to use something at home
- Ask for copies of visuals or classroom materials

How else can we help you with trainings and supports?

- Any ideas or suggestions for future trainings
- What other type of supports do you need for your homes
- Reach out to your SLP with specific needs

Survey Time

Upcoming Dates

- Training 1 : Modeling
 - Parents 11/7/19
- Training 2: Play and Language
 - Parents 2/27/20
- Training 3: TBD
 - Parents 5/7/20

- Keep an eye out for RSVP info as we get closer
- More info to come on Parent trainings, stay tuned
- Other feedback or questions: megan.murray@redclay.k12.de.us