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<h2 style="margin: 0;">First Verbs, First Books & Focused Stimulation</h2> <p style="margin: 10px 0 0 0;">Presenter: Susan Hendler Lederer, Ph.D., CCC-SLP</p> <p style="margin: 10px 0 0 0;"><small>Moderated by: Amy Hansen, M.A., CCC-SLP, Managing Editor, SpeechPathology.com</small></p>	

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FIRST VERBS, FIRST BOOKS, & FOCUSED STIMULATION

Susan Hendler Lederer, PhD, CCC
Adelphi University
speechpathology.com
5/29/14



I CAN DO THAT



• Focus questions:

- Goals
- Treatment strategies

DR. SUZY LEDERER
ILLUSTRATED BY: ALEXANDRA CROUSE

Agenda

- All about verbs and verb learning
- Treatment strategies
 - Focused language stimulation
 - Gestures
 - Shared book reading
 - Parents as partners
 - Embedded learning opportunities (ELOs)
- Best books

Evidence Based Practice (ASHA, 2005)

- Efficacy
- Effectiveness
- Efficiency



All about Verbs

- First word 10-16 months; average 12 months
- Bloom & Lahey (1978) first 50 words:
 - Nine early content categories
 - Existence (nouns)
 - Action (verbs)
 - Locative action (prepositions and verbs)
 - Action and locative action obligatory in SW period
- *Later categories of other types of verbs*
 - State: *WANT*
 - Notice: *SEE*
 - Epistemic: *THINK*
 - Communication: *SAY*

Fenson et al., 1994

- Communication Development Index (CDI) research
- 1800 children; reported in 50% of children = age of acquisition (AoA)
- First locative action verb @ 19 months = ????
- fall, give, sit
- First action verb @ 19 months = ????
- cry, drink, hug, kiss, open, read, see*, sleep, wash
- Interesting...two word combinations already?



Why nouns before verbs?

- Not always easily represented
- Not stable (vary with context)
- Not perceptually distinct from the noun (e.g., "eat" means someone is eating something)
- Based on perspective (e.g., "come" vs. "go")
- Universal or noun-friendly languages (cross-linguistic research)?
 - American Sign Language (Anderson & Reilly, 2002): First 35 words include seven verbs
 - VS CDI first 50 include NO verbs
 - Chinese children have more verbs and acquire them earlier: verbs easier to create images for (Ma, et al., 2010)
- Bloom & Lahey (1978)
- Gentner (2006)
- Waxman et al. (2013)

Verbs in our Kids with SLI

- Action naming significantly more difficult than object naming (Sheng & McGregor, 2010)
- Smaller verb repertoires and rely on GAPS (Rice, 1993; Olswang, Rodriguez, & Timler, 1998)
- Difficulty with tense markings (Bishop, 2014)

Facilitating First Verbs

- Focused language stimulation
- Gestures

Focused Language Stimulation

- Targets preselected
- Modeled 5-10 times before changing targets
- Classic: Target not evoked; exposure alone is effective
- Information process theory: Limit demands on processing system
- Social learning theories: Learn from more knowledgeable others
- Strong empirical support (Robertson & Ellis Weismer, 2006 for review; Hanen Center research; Wolfe and Heilmann, 2010; DeVeney, Cress, & Reid, 2014)

Gestures as a Therapy Tool

- The efficacy of using simultaneous signs and verbal language to facilitate early spoken words in hearing children with language delays has been documented in the literature...
- Dunst, Meter, and Hamby (2011) (systematic review)
 - **Regardless of the population served** (e.g., autism spectrum disorder, Down syndrome, developmental delays, physical disabilities)
 - **Regardless of the type of sign language used** (e.g., American Sign Language, Signed English).

Gesture as a Therapy Tool to Support Verbal Word Learning

- Theoretical support
 - Developmental research on the **gesture-language continuum** (Goodwyn, Acredolo & Brown, 2000; McCune-Nicolich, 1981; McLaughlin, 1998)
 - Language-learning theories
 - **Socially-based transactional model** (Skinner, 1957; Yoder & Warren, 1993) creates responsive parents
 - Cognitively-based **information processing model** (Ellis Weismer, 2000; Just & Carpenter, 1992) (e.g., visual image plus word)

Gestures as a Therapy Tool

- Empirical support
- Kids with language delays
 - Teaching gestures directly to children (McGregor, 2009)
 - Increasing parent use of gestures (Longobardi, Rossi, Arnaud, & Spataro, 2012)
 - Baumann Leech and Cress (2011): As good as PECs for one late talker
 - Robertson (2004): Two late talkers learned all 10 vs. 6 words without signs
 - Wright, Kaiser, Reikowsky, & Roberts (2012): Four kids with DS increased sign and words using EMT, pretend play, and joint attention, emotional regulation intervention
 - Preliminary evidence

Contexts for Facilitating First Verbs

- Shared Book reading
- Parents as partners
- Embedded Learning Opportunities

Shared Book Reading

Shared Book Reading

- "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children...especially so during the preschool years" (National Commission on Reading; Anderson, Hiebert, Scott, & Wilkinson, 1985, p.23)
- Simultaneously develop skills in both language and literacy (Kirchner, 1991; Ratner, Parker, & Gardner, 1993)

Shared Book Reading

- Teacher/parent
 - Expressively models how to be a reader
 - "Literacy Socialization"
 - Makes reading enjoyable
 - Introduces a variety of authors/styles
 - Helps child understand the story
- Child gradually assumes more responsibility and feels like a "reader"

How to Read to Facilitate Vocabulary Development

- Read through with expression to model fluency and provide appreciation of author's craft
- Choose books with lots of repetition of target vocabulary
- Read same story over and over to increase vocabulary learning (Horst, Parsons, & Bryan, 2011)
 - Especially with elaboration and for K-kids with lowest vocabulary at outset (Justice, Meier, & Walpole, 2005)
- Provide opportunities to join in (echo, choral, call and response, fill-in)

Parents as Facilitators

- Focused stimulation
 - Hanen Program
- Shared book reading
 - Dialogic reading (Zevenbergen & Whitehurst, 2003)
 - Meta analysis of dialogic reading: Not all families (i.e., low income) can be taught shared book reading techniques (Mol et al., 2008)
 - Parents as an undertapped resource (Reese, Sparks & Leyva, 2010)

Embedded Learning Opportunities

- Generalization
- Exposure to words and signs across activities and settings (Horn & Banerjee, 2009; Lederer, 2013; Noa, Allen, & Squires, 2009).
- Professionals and families work together to identify opportunities across the child's day and night in which the intended targets can be facilitated.

Challenges

- Although it has been demonstrated that some parents can be taught to use Focused Stimulation and Shared Book Reading strategies...
- 1. Not all SLPs have the resources (e.g., time, money, access to parents) to train families to facilitate language or literacy skills
- 2. Not all families are equally skilled in facilitating language or successfully engaging their children in shared book reading (Mol et al., 2008)
- 3. Parents and children may be non-native speakers of English, which may make training additionally challenging.

Child Study

- George
- 2 1/2 yr old with R & E language delays; began with about 30 single words; a few verbs
- Twin with ASD
- Mom read ICDDT every night for 5 weeks
- Targets: fly, hop, run, swim, swing, sleep
- Parent kept log; tested weekly with book pix; tested at end with people pix for generalization
- Outcomes....

One Possible Solution

- | | |
|--------------------------------|--------------------|
| • Shared book reading | • Efficacy ✓ |
| • Focused stimulation embedded | • Effective ✓ ? |
| • Could add elaboration | |
| • Add gestures | • Efficient ? |
| • Parents | |
| • ELOs | |

Best FS books to Facilitate First Verbs

Target: READ
Sing THESE ARE MY GLASSES

Target: WASH

Best FS Books to Facilitate First Verbs

Target: GO
THINGS THAT GO (BOARD
BOOK)

Target: EAT

Best FS Books to Facilitate First Verbs

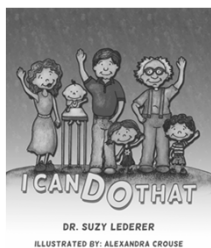
Target: HUG

Target: OPEN
(any lift the flap)

Best FS Books to Facilitate First Verbs

Targets: eat, drink, sleep

Target: Kiss, sleep, drink, eat, hug, cry
(NOT THE NOUN)



Write your own!!!!
