If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. It may not include content identical to the powerpoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
“A Guide for Teaching Parents Strategies to Foster Language Development in Toddlers”

Brian Fisher, MS, CCC-SLP
Brynn Hanson, MS, CCC-SLP
Megan Sturm, MA, CCC-SLP

Introduction

• You are not a speech pathologist for the next hour and a half. Put yourself in the parent’s shoes.
• A guideline we use to facilitate language growth in children.
• Geared toward the birth-3 population where communication is a main difficulty for the child.
  • Can still be used with older populations who struggle with certain areas outlined in this presentation.
Learning Objectives

After this course, participants will be able to:
• List and explain the 3Ps of CARES play.
• Define and give examples of closed and open-ended play.
• Describe 3 techniques to use while reading to infants and toddlers.

Introduction

• A way to model and show parents what to do. Gives them a job/homework to work on outside of therapy.
• Keep it simple by providing handouts (5 to be given, 1 per session) of what was discussed and what to do at home for carryover.
Introduction

• Remember your population
  • 1st time parents
  • Overwhelmed due to communication difficulty diagnosis
  • Different types of socioeconomic classes/availability of resources/tools
  • 2nd/3rd/etc. child and development is completely different
  • Single parents
  • Grandparent is legal guardian
  • Foster child
  • Etc.

Topics

• Using play to stimulate language and learning
  • Guidelines
  • Open/close ended
• Special Play
  • CARES
• Vocabulary
• Literacy
• Behavior strategies
Using Play to Stimulate Language

• Let your child explore different toys by shaking, rolling, mouthing, feeling, and smelling them.
• Use toys in different ways (symbolic play – use a block as a block or as a phone) to promote language growth (Keren, 2005).
• Play simple musical, rhythm, or singing games, like Pat-a-Cake and help your child follow rhythm, words, intonation, movements, etc.

Using Play to Stimulate Language

• Encourage back-and-forth play with rolling a ball, tossing a balloon, blowing bubbles, etc.
  • Play that involves more parent child interaction versus professional/child interaction may increase child’s play skills (Bratton, 2005). This is why it is important to teach parents to do our job.
• Play simple games with your child (Peek-a-boo, This Little Piggy, So Big, etc.).
  • This provides an opportunity for anticipation, known rules/expectations, and scripts for them to learn.
Using Play to Stimulate Language

- Play in many different places such as at the table, on the floor, in the bathtub, outside, etc.
- Play with toys to help the child learn cause and effect relationships. For example, when you push a button on a certain toy, something pops up, or when you squeeze a toy, it makes a certain noise.
- Let your child explore toys by him/herself first, and then with your help.
- Help your child explore nesting toys, blocks, beads, cars, balls, etc.
- Modeling play may increase child’s play skills, comprehension skills, and expressive skills (Conner, 2014).

CARES PLAY

- **Special Playtime**
  - 5-10 minutes at a time
  - Make it a part of routine
  - All child-led
  - Typically easier to do with an open ended play task
  - Uninterrupted play between 1 adult and 1 child (easier with all attention on one child).
CARES PLAY

- 3 P’s
  - 1: Praise
  - 2: Paraphrase
  - 3: Point Out

1: Praise
  - Be specific with praise (Nice job making the horse jump.).
  - Exposes kids to more vocabulary
CARES PLAY

2: Paraphrase

- Repeat back what you hear the child say.
- Can repeat back nonsense words and syllables
- Take a guess or say what the child’s attention is directed at if you are unsure of what they say. Use context clues.
- Add words to their phrase (They say car, you say big green car.).

3: Point Out

- Describe what the child is doing.
- Sports Commentator approach.
- Especially great for kids who are using few to no words.
CARES PLAY

• Video

CARES PLAY

• Video
CARES PLAY

• **Things to avoid**
  - No distractions (Turn off TV, Put phone away, Find quiet room).
  - Do not use a tablet or computer for this activity.
  - No commands (Say this, Put the cow in the barn, etc.)
  - No negative talk (No, that's not right, It goes like this, etc.).
  - Make this time as uninterrupted as possible.
  - Try to clear the space of all other toys or go somewhere in the house where it can be just you, the child, and the toy/activity.

• **Extra/Disclaimer**
  - Still do traditional regular play.
  - Balance of Special Playtime and regular play is important.
  - This could be a very different type of play for parents.
  - Stress that it is okay if they catch themselves not following the protocol exactly. Just give it time.
  - Practice, practice, practice.
  - Do in small doses to help get the hang out it.
  - Model it during a session for the family.
Types of Toys

Close Ended Toys

• Toys that have a clear ending point- shape sorter, puzzles, potato head, etc.
• These toys are nice to help a child build attention to a task because you can encourage them to finish.
• Language is sometimes harder to promote during these activities because there is limited play/interaction you can make the toys perform.
Close Ended Toys

• Video

Types of Toys

• Open Ended Toys
  • Toys that do not have a definite ending point. They are toys that can be used in many different ways- house, play food, farm, etc.
  • These toys are nice to help children with pretend play, expanding language, and interaction with others.
    • Children may start to learn pretense as early as 16 months (Bosco, 2006) so begin introducing pretend play early.
  • Choose your children’s toys based off of their developmental level and your communication goals for them.
Types of Toys

- Open Ended Toys

Open Ended Toys

- Video
Vocabulary

• The body of words used in a particular language. The foundation of language.

• Receptive
  • What we take in/understand

• Expressive
  • What we use/produce

Vocabulary

• Typical Progression
  1. Objects/nouns (ball, car, juice,)
  2. Actions/verbs (run, go, play, jump)
  3. Descriptors/location (in, hot, cold, big, pretty)
    • (Cartmill, 2014), (Ozcaliskan, 2005)
Receptive Vocabulary

• It’s bigger than expressive and grows faster (You know more than you can say).

Receptive Vocabulary

• 12-18 months:
  • Pointing to pictures in books
  • Pointing or can get many objects when asked
  • Follow simple commands
  • Listens more carefully (story, song, book)
Receptive Vocabulary

- **18-24 months:**
  - Almost all names of everyday objects
  - Many describing words (big/little)
  - Many actions words (eat, run)
  - Many pronouns (I, him, her)
  - Simple 2 step commands (Go in your room and get your shoes)
  - Harder commands (Give me the little car)
  - Words in same group (pig is an animal)

Receptive Vocabulary

- **24-30 months**
  - Longer, harder sentences (When we get to the store, we will get ice cream)
  - Routines (Child gets shoes when you say “We’re going to the park.”)
Receptive Vocabulary

- 30-36 months
  - Names of almost all people and objects in familiar environment (verbs, common adjectives, and prepositions)
  - How objects in environment work together
  - Who, what, where, why and how questions
  - Spatial concepts (behind, in front, next to)
  - Comparative concepts (bigger, longer)
  - Number concepts (one, some, many)
  - 3 step directions (Open the box, take out the car, and give it to me.)
  - Indirect Language (understands the concept of later)

Expressive Vocabulary

- Takes more time to develop. Child may say parts of words as articulation is likely to be a factor, although most speech understood by unfamiliar listeners by 36 months.
Expressive Vocabulary

- **12-18 months**
  - Says “no” and shakes head for “no.”
  - Asks for more
  - Repeat animal sounds
  - Says family and pet names
  - Names familiar objects and pictures in books
  - Repeats words on command
  - Many single words used
  - Mixes jargon, gestures, and words
  - Single words for many things (Cup might mean: I want a drink, Where is my cup? That’s a cup, etc.)

- **18-24 months**
  - Less jargon, more true words
  - Different tones of voice (statements vs questions)
  - More speech sounds emerging (f, s, sh)
  - At least 50 words
  - Pronouns (I, me, mine)
  - Some descriptive words (hot, big, good)
  - Repeats 2-3 word phrases
  - Puts 2-3 words together on own
  - Attempts to tell you about an event
  - Uses own name
Expressive Vocabulary

- **24-30 months**
  - Short sentences
  - Responds to more complex questions (Wh- questions)
  - Talks to him or herself (practicing)
  - Present tense
  - Tell some feelings
  - Speech more clear and understood by family members
  - May use –ing, prepositions, and plural /s/ words

Expressive Vocabulary

- **30-36 months**
  - Longer more complex sentences (grammar errors still likely to occur)
  - Can use “and” and “because” to link sentences
  - Describe recent events
  - Still talk to him or herself to help understand things
  - Uses questions
Stimulating Vocabulary

• **Modeling**
  - Keep it simple – Key words (Don’t be as concerned about articles/filler words.)
  - Running dialogue (Get in the habit of talking out loud)
  - Use your hands (gestures, pointing, signing, point to your mouth to get his/her attention) (Baumann-Leech, 2011)
  - Be your child’s voice (Say what they are doing/playing with)
  - Rule of thumb: If you’re tired of hearing your own voice, then you’re doing a good job.

Stimulating Vocabulary

• **Play**
  - Name toys
  - Change out toys/cycle through
  - Use toys that make noise to peak interest level
  - Point out what he/she is doing
  - Label what he/she is interested in
  - Incorporate movement into play as physical movement can make things more interesting which may help stimulate vocabulary.
Vocabulary

• Video

Stimulating Vocabulary

• **Motherese**
  
  • “...a unique speech register characterized by a number of parameters including raised, exaggerated pitch, and slower speaking rate.” (Song, 2010)
  
  • Benefit: Promotes an infant’s affect, attention, and language learning. May play an important role in cognitive and social development (Saint-Georges, 2013)
  
  • It’s interesting to infants and peaks their interest/attention. It’s engaging.
Stimulating Vocabulary

- Places to go
  - Outside (own yard)
  - Park/playground
  - In the car for a drive
  - Library (Take advantage of programs for toddlers – story time)
  - Zoo/aquarium
  - Local farms
  - Museum (Hands on children’s museums)

Extra Vocabulary Info

- Speech sounds
  - Model and repeat correctly
  - As vocabulary grows, focus can switch to articulation
Extra Vocabulary Info

- **Sign language/gestures**
  - Pair sign language with words (Model the word even if he/she is only using the sign) (Dunst, 2011)
  - Label when he/she points to something or reaches for something (stress to parents that this is communication)

Extra Vocabulary Info

- **Grammar**
  - If child has a language delay, words used should have concrete meaning
  - Correct by repeating the child’s message correctly (Child says, “Car green go.” You say, “Green car go.”)
Extra Vocabulary Info

- **Literacy**
  - Better vocabulary may lead to better reading comprehension later on (Neuman, 2014)
  - Reading to your child may improve vocabulary (Penno, 2002)

Literacy: 10 reasons why you should read to your kids

1. A stronger relationship with you
2. Academic Excellence
3. Basic Speech skills
4. The basics of how to read a book
5. Better communication skills
6. Mastery of language
7. More logical thinking skills
8. Acclamation of new experiences
9. Enhanced concentration and discipline
10. The knowledge that reading is fun!

(https://www.earlymoments.com/Promoting-Literacy-and-a-Love-of-Reading/Why-Reading-to-Children-is-Important/)
Importance of reading (long term)

“Through early experience, the foundations of literacy are laid long before children ever enter formal public school classrooms. Children who do not have the requisite print and language experiences at school entry are at a much greater risk for later reading problems.”


Incorporating interest in reading

• The relationships between children’s interests and the literacy and language outcomes are significantly related.
• Personal interests include a child’s preferences, likes, favorites, and so forth, that engage him or her in desired activities. (DeLoache, 2007).
• Situational interests refer to the interestingness of persons, objects, activities, and so forth, that evoke prolonged child attention or engagement. (Chen, 2001).
• Bronfenbrenner (1992) described personal interests as person factors and situational interests as environmental factors that in combination invite and encourage child learning and development. (Dunst, 2011).
Literacy: Reading books to infants

• Choose books that have bright, simple pictures, and things in the baby’s world like bottles, shoes, stuffed animals, and other babies.
• Have books the baby can bang or chew on, such as board books or books made out of cloth.
• Look at the pictures in the book for short periods of time.
• Bring attention to pictures by pointing to and naming pictures.

Literacy: Reading books to toddlers or preschoolers

• Pick books that show fun actions and predictable activities
• Animal books, nursery rhymes, pop-up books, books with flaps, and good night books are popular choices.
• Books that show objects in categories are particularly good for language learning.
## Literacy: Techniques to use before reading

- Put books low on shelves or in baskets where your child can see, reach, look through, and get out books.
- Let your child choose which book he or she wants to read.
- Set aside a time during the day or before bedtime to read a story.
- Choose a quiet area to read the story. (help attention skills).
- Let children see you reading/writing.
- Point out words while driving in the car, playing on the playground.
- Go to the library and help children pick out books.
- Get a library card.

## Literacy: Techniques to use while reading

- Read aloud every day
- Read books with excitement and enthusiasm. Change the pitch and tone of your voice, and use your hands and face for expression. Use different voices for characters in the book.
- Allow your child to take the lead while reading. Let them turn the pages (at his or her own speed) and choose which pictures to look at.
- Have them point to pictures that you are naming.
- While reading, point to and talk about the pictures that go with the words.
- Move your finger along the words to increase your child’s awareness of printed words. You can count the number of words in a sentence or the number of letters in a word.
Literacy: Techniques to use while reading

- Pause while you read and ask them about what has happened in the story.
- While reading, take a break and ask them what he or she will happen next.
- Point out words that begin with the same letter, as well as words that rhyme.
- Talk about the different sizes of letters and words while reading books. If some letters are big and others are small, talk about those differences.
- Talk about new words. Ask them to tell you what they think the word means.
- Relate a book to your child’s life.
- Ask children meaningful, open-ended questions, such as “What do you think is going to happen next?”

Literacy

- Video
Literacy: Techniques to use after reading

- Talk about their favorite part of the story.
- Have them retell the story using pictures for help.
- Talk about the things that are the same and different about words and pictures. Have them point to words and then pictures in the book.
- Do an activity that is related to the book. You could make a craft or put on a skit that acts out the story.

Types of Books

- Pop up books
- Magnetic books
- Texture/tactile books
- Noisy books
- Lift and see book
Literacy: Suggested Authors

- Eric Carle
- Lucy Cousins (Maisy series)
- Eric Hill
- Dr. Seuss
- Margret Wise Brown

Literacy: Helpful Websites

- http://www.asha.org/about/publications/literacy
- http://www.readingrockets.org/
- www.getreadytoread.org
- www.booknutsreadingclub.com
- www.nationalreadingpanel.org
Behaviors

- Many children become frustrated when they can’t communicate their wants and needs. Parents can also become frustrated when they can’t meet their child’s needs.

Strategies for reducing frustration:

- Focus on the positive. Praise your child for communicating with you whether it’s talking, gesturing, or even eye contact. “I like how you used your words” or “Good talking!”
- Empathize with your child when she becomes frustrated. “I know this is hard for you. You’re doing a good job. Try to tell me again”
- Remind your child to “use your hands” (for sign language) or “use your words.” Be consistent with your phrasing.
- If you notice your child becoming frustrated, ask him to show you or say it another way.
Strategies for reducing frustration:

• Give your child choices by holding up two objects. When he makes a choice, name it for him and encourage him to say the word or even the first sound of the word.

• Prepare your child for communication interactions. If you’re going to the playground, you might tell her, “We’re going to the playground! There will be other kids there. You can talk to them and ask them to play with you.” Keep this informative rather than demanding – don’t force anything.

• Always acknowledge their attempts. Even if you can’t understand them, let them know you are listening and you appreciate them trying to communicate with you.

Suggestions to manage or deal with difficult behaviors:

• Explain your family’s rules simply to your child. “You guys can play with cars. If there is screaming or fighting, you will go to Time Out.”

• Time-out is very effective for toddlers and young children. One minute per age is recommended (2 years old = 2 minutes). Have a designated area for your child to go to Time Out. Be consistent.

• Simply ignore the behaviors. Sometimes children act out because they don’t know how else to get our attention. By ignoring the bad and praising the good we can eliminate the negative without direct interventions.
Behavior Management: First/Then...When/Then

- This helps when a child does not understand or does not want to comply with your directions.
- Instead of overwhelming them with lots of language you can simple state “When you...then you...”.
  - For example, your child wants a snack but you need them to get in their coat on so you can leave. “When your coat is on then you can have your snack” or they want their toy cars but their train is all over the floor and they refuse to clean up, “First clean up your train then you get your cars”. This helps simplify expectations and make it easier for them to understand what you want/what they need to do.

Behavior Management

- If your child is throwing toys when they are finished with them....
  - State “All done”, or “you threw your toy. That must mean you’re finished”.
  - Do not give that toy back to them after it is thrown. This might get a negative reaction when it is taken away but the child must learn that throwing is not acceptable.
Behavior Management

• If your child is throwing toys while playing with them...
  • Comment on what they are doing in a positive nature, or what they could be making that toy do instead. “Oh the cow is flying! Bye cow!” or “That’s so silly, babies can’t fly. They can run. Look!” and act out something that your child could do with that toy instead of throwing.
  • Many times children throw or bang toys because they do not know enough language to make them do other things.
Top 5 Take-aways

• There are multiple ways to play (even with the same toy).
• Talk until your blue in the face, and then talk more.
• Keep it simple, keep it sweet.
• Make reading fun and incorporate interests.
• Be consistent with behavior management (turn a negative into a positive).

Resource

Sign up now for updates and SLP tools from Cincinnati Children’s Division of Speech-Language Pathology

Link: https://viablesynergy.wufoo.com/forms/s3q62e1k51n5v/
References


References


References

