Functional Speech and Language Techniques For All Types of Learners

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Agenda

• HOW TO MAKE CONNECTIONS

• CONNECTING WITH OUR WORLD: General Strategies to foster emotional regulation

• CONNECTING SOUNDS: Speech Development and Techniques

• CONNECTING WORDS: Language Development and Strategies
JUST IMAGINE

Turn on the radio, but do not tune it. Leave it on static and fuzz. Turn it up. Ask someone to turn the lights on and off. Strap yourself into a broken chair that is missing a leg and use a table that is off balance—you know the ones in the restaurants that make us all so mad. Now, put on some scratchy lace in place of a comfortable T-shirt, put your pants on backwards and wear shoes one size too small. Pour a bowl of grated Parmesan cheese, open a can of sardines and bring the cat box to the table. Now, snack on your least favorite food, the one you never eat because it comes with a gag reflex. With all of this in place, pick up a book and learn something new.
Imagine a world where communicating, interacting, reading body language, facial expressions and social cues is hugely confusing and difficult to comprehend.

Imagine a world where smells, sights, sounds and textures can be unbearably overwhelming.

Imagine a world where you can be easily misunderstood, judged, overlooked, ignored, ... invisible.

That world is called AUTISM.
General Statements

- Our children have sensory needs
- Our children experience difficulty processing the world. This leads to stress, anxiety, need for control
- Our children demonstrate reduced flexibility, difficulty with change
- Our children are bright and have talents, interests and motivators/enthusiasms that we can use to help them
If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with fear, they learn to be apprehensive.
If children live with pity, they learn to feel sorry for themselves.
If children live with ridicule, they learn to feel shy.
If children live with jealousy, they learn to feel envy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn patience.
If children live with praise, they learn appreciation.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.
If children live with security, they learn to have faith in themselves and in those about them.
Model Behavior

*Relationship Building:* Be willing to do what you are trying to teach

- Flexibility
- Waiting
- Positive Expression/Joy
- Appropriate emotional expression
- Attending/Listening Behaviors
“Tell me and I forget, teach me and I may remember, involve me and I learn.”

-Benjamin Franklin
PREPARING ACTIVITIES

- MUST BE MOTIVATING
- MUST BE MEANINGFUL
- MUST BE ORGANIZED
- KNOW YOUR STUDENTS/CHILDREN!!
  - enthusiasms
  - behaviors
  - learning style
  - sensory needs
  - routines
before you Speak

Think!

- is it True?
- is it Helpful?
- is it Inspiring?
- is it Necessary?
- is it Kind?
Behavioral Guidelines

- USE NO WORDS FOR ROUTINES
  --helps them process
  --echolalia
  --fosters self esteem/internalization

USE NO WORDS FOR ANYTHING NEGATIVE

--do not want to attend in any verbal/non-verbal; tangible/non-tangible way
we tend to judge others by their behavior, and ourselves by our intentions.

- Albert F. Schlieder
MAKING ENVIRONMENTAL CHANGES

- Use specific verbal praise
- Be aware of your own behavior
- Be aware as to who owns the problem
- Routine/predictability
- Transactional supports/visual supports
- Sensory needs
- Behavioral strategies
Transactional Supports

- Choice Board

- Transition: Clock, Timer, Countdown, Routine, Schedule

- First, Then

- Eyes
Verbal Behavior

- Use declarative statements

- Use words from the child’s perspective

**We develop appropriate behavior through language. (Scripting, too)**

- Communication is behavior; behavior is communication
ENTICE!!!

Nah, Lizzie... I got a cookie an' you can't have one...

Yum! Yum! Yum!

Uh Uh Uh Cookie!

Ma! I taught Lizzie a new word!!
There is a voice that doesn't use words...listen!

- Rumi
Whether I communicate verbally or not, please listen to me with your heart.

I have autism.
Speak in such a way that others love to listen to you. Listen in such a way that others love to speak to you.
GENERAL STRATEGIES

- Enticements
- Reduction in Rate
- Use of Intonation Features
- Waiting
- Fading Cues
- Manipulate/Sabotage
- Use Consistent Words for Preparation or Otherwise
Words We Use

- “TIME TO ………”

- “It looks like…”; “It sounds like…..”; Susan feels…

- Validate…….AND…….choices within your own ramifications
NOT BEING ABLE TO SPEAK IS NOT THE SAME AS NOT HAVING ANYTHING TO SAY
SPEECH

• DEFINITION

• TYPICAL DEVELOPMENT

*Apraxia*: “Difficulty executing and/or coordinating sequences of the oral-motor movements necessary to produce and combine consonants and vowels to form syllables, words, phrases and sentences in volitional control.” Kaufman
### Speech Sound Development

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Age Mastered</th>
<th>Common Errors</th>
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</thead>
<tbody>
<tr>
<td>most vowels, p, b, m, d, n, w in CV</td>
<td>2-3</td>
<td>omissions, subs., distortions</td>
</tr>
<tr>
<td>p, b, m, n in initial, medial and</td>
<td>4</td>
<td>final cons. del., stopping</td>
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<td>final word positions, and h, w, d</td>
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<tr>
<td>in initial and medial word positions</td>
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</tr>
<tr>
<td>k, g, f, t</td>
<td>5</td>
<td>subs., syll. del., cluster reduction</td>
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<td></td>
<td></td>
<td>stopping, fronting</td>
</tr>
<tr>
<td>ng, y, v</td>
<td>6</td>
<td>subs. b/v, n/ng</td>
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<tr>
<td>l</td>
<td>7</td>
<td>y or w sub, d/l in the middle</td>
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<tr>
<td></td>
<td></td>
<td>of words, l at end</td>
</tr>
<tr>
<td>th, s, z, r, sh, ch, j</td>
<td>8-9</td>
<td>omissions, distortions, subs.</td>
</tr>
</tbody>
</table>
Meaningful Techniques For Articulation

What Kind of Learner?
Visual Learner

- Sign Language
- Visual attention to mouth
- Mirror
- Written letter
- Speech EZ Program
Auditory Learner

- Dripping vs. Flowing Sounds
- Songs
- Rhythm
Tactile Learner

- Voiced vs. Voiceless
- Rhythm
Experiential Learner

- Movement
- Meaningful/Familiar Words in Meaningful Context
- Pivot Syllable
VIDEO A.T.
LANGUAGE

- RECEPTIVE/EXPRESSIVE
- VERBAL/NON-VERBAL
- COMPONENTS
  -- FORM, CONTENT, USE
COMPONENTS OF LANGUAGE

- **FORM:** Grammar or syntax; the organization of the words
- **CONTENT:** Vocabulary; the meaning or semantics of words
- **USE:** The social communication aspects of language or pragmatics
  Examples: turn-taking, eye contact, topic maintenance
All people smile in the same language.
NON-VERBAL

Gestures
Personal space
Eye gaze
Facial expression
Head nods
Posture
Keyboarding
PECS
Signing
Language Development

• **Birth-3 months**
  - reacts to sudden noises
  - reacts to familiar objects/people
  - quiets or smiles when spoken to
  - begins differentiating cries
  - watches objects intently
  - coos--beginning to form prolonged vowels with intonation
3-6 Months

- moves eyes/head in direction of sound
- responds to changes in your tone of voice
- reacts to name
- uses louder voice
- babbles CV syllables with intonation
- laughs
6-9 Months

- comprehends simple words ('no')
- singsong babble
- controls babbling to two syllables ('mama' -- no meaning)
- understands and reacts to facial expressions
- attempts gestures (bye, pat-a-cake)
- looks at family members when they are named
- shakes head for no
- uses b, p, m, k, w when babbling
9-12 Months

- imitates sounds and babbling
- begins to understand that words represent objects
- jabbers loudly
- responds to music
- gives or seeks objects that you request
- imitates animal sounds
- gestures and whines to request something
12-18 Months

- comprehends 50-75 words
- uses 3-20 real words
- will point given ‘where?’
- will point to known object when named
- follows simple commands
- imitates words
- points to body parts
18 Months- 2 Years Old

• comprehends about 300 words
• uses about 50 words (mostly nouns)
• uses rising intonation to ask a question
• follows two-step directions
• begins to use verbs and adjectives
• tells you his name when asked
2-3 Years

- understands differences in meaning (go/stop, big/little)
- speech is understood by familiar listeners most of the time
- engages in eye contact during conversations with occasional prompting
- makes frustrations known more with words than through crying or temper tantrums
- wants to get your attention constantly and show you things
- identifies boy/girl
- answers who, what and where questions
- understands prepositions
- begins to ask yes/no questions
- past tense is used; function words
3-4 Years

- asks many questions
- understands time concepts
- starts to use ‘s’ to denote present tense
- uses contractions
- uses plurals, ‘’ and ‘are’
- initiates conversations
- sits down and attends to an activity for 10-15 minutes
4-5 Years

- describes pictures and makes up stories using complete sentences
- uses all pronouns correctly
- uses past, present and future tenses
- uses irregular verbs
- follows complex directions
- listens and attends to stories, conversations, movies
5-7 Years

- sentence structure, attention span for listening and memory for directions are expanded
- vocabulary increases
- retells stories with greater elaboration and in cohesive sequence
- stays on topic in a group and turn-takes in conversation
- learns language relationships
7 Years to Adolescence

- uses a functional and abstract language system
- less vagueness
- masters word relationships
- understands and uses idioms
- comprehends new information that is heard and read
- understands plots with increasing complexity that is either heard or read
Based on all the head tilts, maybe I'd better explain this again...
Receptive Language Strategies For The Visual Learner

- Schedules
- Timers
- First/then boards
- Nonverbal techniques
- Signing survival words (wait, stop, don’t like, don’t know, don’t want)
Receptive Strategies

(Auditory)

- Break down directions
- Demonstrate
- Sing-song
- Same words in Same Context
Receptive Strategies for Tactile Learner

- Hand-over-Hand and fade
Receptive Strategies for the Experiential Learner

- Rhythm
- Repetition
- Same words in same context
MICHAEL, USE YOUR WORDS.
Techniques For Expressive Language (Form) for the Visual Learner

- Color Code,
- Visual Organizer
Techniques for Expressive Language (Form) for the Auditory Learner

- Pause for auditory closure
- Chaining
Techniques for Expressive Language (Form) for the Tactile Learner

- Rhythm
Techniques for Expressive Language (Form) for the Experiential Learner

- “Chase Me”
- “I found it”
- “We are __________ing”
Techniques for Expressive Language (Content) for the Visual Learner

- Fading word and picture
- Different sizes
- Multiple ways to demonstrate meaning
Describing A Toy

Tell About a Toy

Write the name of a toy you like in the square.
Write an adjective that tells about the toy in each circle.


Using a graphic organizer to plan a description
Categorization
Similarities/Differences
Techniques for Expressive (Content) for the Auditory Learner

- Choices to Develop Vocabulary
Techniques for Language (Content) for the Tactile Learner

- Hold, Feel, Do
Techniques for Language (Content) for the Experiential Learner

- Fantasy play
Cause/Effect
Narrative
Perspective...
Receptive/Expressive Language (Use)

- Turn-taking Games
- “Thinking about you; thinking about me”
- Flexible: “To make changes and still be OK”
- Superflex Curriculum: Brains, eyes and body are part of the group
- Ready/Listening Position
- Teaching how to attend to what’s important
Coaching Cards

THINKING SIDE AND REACTING SIDE
Thought Bubble
Other Techniques For Pragmatic Language

Ipad
Social Stories
Peer Modeling
Incidental Teaching
Written

- Power Cards
- Solving Problems
- Facts vs. Opinions
Faking Being Interested

Faking It When You Are Not Interested!

The ultimate SOCIAL FAKE is needed to be able to listen to someone talk about something that you are not interested in! When you are in this boring situation, what do you think you can do?

List 3 Choices:

- A Bad Choice
- A Good Choice
- A Good Choice

What Makes the Bad Choice a Bad Choice?
(Hint: Think about the consequences which will result from each of the choices)

To do the good choices, what do you have to do with your body and words so that you are really FAKING IT WITH SUCCESS?

What does it mean to ‘FAKE IT WITH SUCCESS’?
Solving Problems

1. What is the problem?

2. What choices do you have to solve the problem?
   1. a bad choice
   2. a good choice
   3. a good choice

3. Write in possible consequences of each choice:
   1. 
   2. 
   3. 

4. What choice or choices are best to pick?

5. When are you going to start to solve your problem?
   (List time and/or date)

6. Where are you going to do this? (Location)

7. Who do you need to talk to, to help? (Person)

8. What are you going to say or ask?

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THANK YOU!!!!!

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