Every child is communicating now

Watch the video and look for:

1. How is the child communicating now?
2. Why is the child communicating now?
Social Communication

Strategies to enhance social communication:

① Notice and respond
② Balanced turn taking
③ Mirroring and mapping
④ Expanding
⑤ Prompting and eliciting language
① Notice and Respond

- Powerful strategy for increasing and shaping language initiations
  - Notice and respond to both communication and play

- Why is it so powerful?
  - Teaches the child what they do is important
  - Makes you and active partner
  - Remember: Goal is to increase spontaneous initiations
    - What does this look like?
Noticing and responding to all communication

Prelinguistic
• Point
• Show
• Give
• Vocalizations

Linguistic
• Signs
• Pictures
• Symbols
• Words

Requesting
• Reach
• Lifts arms up
• Shakes head

Commenting
How to notice and respond

- **Repeat** the word the child said
- Or **add words** to what they said
  - Match to the child’s meaning
- **Point** to the object or action as you respond
- Respond to **vocalizations** if they are communicative
How to Notice and Respond

- Respond every time a child communicates
- Respond by talking about what the child is doing
- Respond by adding more information
  - Gesture: Imitate gesture and add a word
  - Approximation: Make it a word
  - Word: Add or substitute a more appropriate word
- Language is most meaningful when it’s:
  - related to what the child is doing
  - in response to what the child is communicating.
2. Balanced turn taking

- Take turns communicating with the child.
- Allow time for the child to communicate.
- Play a game of “communication catch”
  1. Child communicates
  2. Adult responds (and waits)
  3. Child communicates
  4. Adult responds (and waits)
- Only say something after the child communicates.
Balanced turn taking
③ Mirroring and Mapping

- When the child is not communicating, there is no opportunity to notice and respond

- We can still join in the interaction through play
  - Mirroring and Mapping is noticing and responding to play
    - Imitate the child’s play
    - Label the language of these actions, by describing these actions (1-2 words)
    - Pair with a point as frequently as possible

- Label must come after imitation

- Avoid mirroring behaviors that are unacceptable (e.g., throwing toys, hitting).
Target Talk

- Use developmentally appropriate language matched to your child’s level

- Choose language to model based on what the child is using and what the child should use next

- How do we plan for diversity?
  - Avoid being overly repetitive but use enough diversity to teach
  - Diversify based on how many different words the child can handle while still learning
  - Your child’s mastered play level will help you to figure out the number of different words you can use
Target Talk: Content Words

- Focus on content words
  - Nouns – dog, car, block, baby, road
  - Verbs – push, go, wash, eat, drive
  - Protoverbs – in, out, on, off, up, down
  - Requests – want, more, help, mine
4. Expansions: Responding to language

- When the child communicates, respond by imitating the communication and adding target words
  - Child: car
  - Adult: roll the car

- Expansions immediately connect child language to new language
Expanding Gestures

- Expand on gestures based on function of child’s communication
  - Child: {points to request for car}
  - Adult: {gives} car.

- Child: {point to balloon to comment}
  - Adult {point} balloon!
Recasting

- Repeating a child’s utterance with most sophisticated correct form
  - Morphosyntactically
  - Phonologically
  - Semantically

- When might you choose to expand vs. recast?
  - How are you using the intervention?
  - Does your child have content words?
  - Does your child need to practice making sounds in a low pressure environment?
What is a time delay?

- Nonverbal indication that we want the child to communicate
- Specific situation paired with expectant look and pause
  - Routine
  - Inadequate portions
  - Assistance
  - Choice
What is a time delay?

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Time Delay

- Set up the environment: plan materials, routines, be clear to the child, use modeling to set up behavioral expectation.

- Determine the child target response
  - Nonverbal (look; point, show, give; vocal + point,)
  - Verbal (word, phrase)
  - Important that child understands the expected response;
  - Specify criterion for the individual child, use consistently.

- Plan your response: follow target child behavior with label or expansion PLUS immediate access to the reinforcer.

- Can use TD to initiate a milieu teaching prompting episode
  - BUT, only use it one way for an individual child.

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Examples of Environmental Arrangements for Time Delay

<table>
<thead>
<tr>
<th>Environmental Arrangement</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate portion</td>
<td>One cracker at time</td>
</tr>
<tr>
<td>Assistance</td>
<td>Toys in closed containers</td>
</tr>
<tr>
<td>Choice</td>
<td>Balloon or cracker</td>
</tr>
<tr>
<td>Play routine with Pause</td>
<td>Trucks going down ramp</td>
</tr>
<tr>
<td>Transition routine with Pause</td>
<td>Stand at door to playground,</td>
</tr>
</tbody>
</table>
Time Delay: When to use them?

- When the child is communicating infrequently
  - To teach the expectation of conversational turn-taking
  - To encourage and reinforce them for communicating

- When the child is object-engaged
  - To draw their attention to you
  - To re-engage them in a conversation
## Building Routines and Add Time Delay

<table>
<thead>
<tr>
<th>Toy</th>
<th>Routine Steps</th>
<th>Level</th>
<th>Time Delay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trucks and blocks</td>
<td>Put blocks in the truck, drive the truck, dump blocks out</td>
<td>Simple &amp; combo</td>
<td></td>
</tr>
<tr>
<td>Truck, Barn structure, and animals</td>
<td>Put animals in the truck; drive to the barn; put the animals in the barn</td>
<td>Pre-symbolic</td>
<td></td>
</tr>
<tr>
<td>Food, plates, cups, utensils</td>
<td>Put food on plates; pretend to mix, cook; pretend to eat</td>
<td>Combo &amp; pre-symbolic</td>
<td></td>
</tr>
<tr>
<td>Small blocks and agents</td>
<td>Build a house, walk the people into the house, build a bed, have the people sleep</td>
<td>Combo &amp; symbolic</td>
<td></td>
</tr>
<tr>
<td>Agents and vehicles</td>
<td>People climb in the vehicle, drive to the school, to the zoo, to the hospital</td>
<td>Higher symbolic</td>
<td></td>
</tr>
</tbody>
</table>
Promoting: Why prompt language?

- Sometimes you want to set up a time delay, but you want your child to practice a specific target word.
- The child isn’t using the word from you modeling alone.
- Use prompting to teach new language.
Prompting Sequences

Examples of Prompting

- See handout for complete sequence

- Environmental arrangement, behavioral momentum make communication functional and reinforcing for child

- Be sure your child knows the expected response
  - Arrange environment
  - Model, model, model THEN prompt in context
  - Child specifies the reinforcer with interest, attention
  - Communication is functional

- Choose the sequence and number of prompts to fit the child’s interest, language level, and to maintain communication interactions
Milieu Teaching Prompts

Video Examples

Say prompt

Open question to prompt

Time Delay to prompt
What strategies do you see?
## Linking EMT Intervention to Developmental Principles

<table>
<thead>
<tr>
<th>Developmental Principle</th>
<th>EMT Intervention Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are communicating now</td>
<td>Notice and respond</td>
</tr>
<tr>
<td>Communication is based on interaction between child and adult</td>
<td>Respond and model</td>
</tr>
<tr>
<td>Communication develops on a platform of joint attention</td>
<td>Environmental arrangement to promote play and engagement</td>
</tr>
<tr>
<td>Children learn through contingent modeling</td>
<td>Respond and model, expand, join in and model</td>
</tr>
<tr>
<td>Goal is for children to become independent social communicators</td>
<td>Prompting, modeling, responding</td>
</tr>
<tr>
<td></td>
<td>Use least to most support strategies</td>
</tr>
</tbody>
</table>
Questions?

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