

- [Jim] With that, I'll turn it over

to our presenter, Ruth.

- Hi guys.

Here, let me start the
slideshow real quick.

Okay, so I'm really excited
to talk with you guys today
about "Incorporating Movement
and Patient Preferences into Therapy."

And we are gonna be
focusing on pediatrics.

So just to go over some of
the learner objectives today.

So I want you guys to come away
with practical patient preference ideas
that you can use to
assist with your therapy,
and then also have
practical movement-based
activities to use.

So I really want this to be
a practical presentation for you guys
so that way you leave this presentation,
having ideas for your kids,
having ideas of things you can try,
questions you can ask,
other things you can do
to get your kids engaged
and participating in therapy better.

And so that is my goal.

So that's why at the end
I will spend some time,

like a good portion of
time actually going over

some case studies,

some practical case
studies from my own work,

as well as having you guys participate

in a case study yourself.

That way you're actually able to use some

of these techniques

and just integrate them
right into your therapy.

Okay, so here's the outline.

So I'm gonna introduce myself
in the topic for a little bit,

then we're gonna go
straight into the movement

and patient preferences.

So we'll do an overview
of patient preferences

and some different ideas with that,

as well as an overview

of just how to integrate
movement into therapy.

And then, we'll spend a lot
of time with the case studies.

And then, you will be able to
put your own ideas out there,

ask questions so that this
really is a collaborative process

and that you guys will be able

to maybe have some ideas

for some of those hard kids that you have

or the kids that you're
just struggling with.

And then we'll do a little
bit of Q and A at the end.

Okay, so a little bit about me

and just the relevant
disclosures that I need to do.

So I'm a speech language pathologist.

I'm employed with Mountain
West Speech Services,

which is a private outpatient
pediatric clinic in Wyoming.

I love it.

I've been working there for three years.

I'm receiving a stipend
for this presentation,

and I don't have any
relevant non-financial

relationships to disclose.

So I've been a speech
pathologist for nine years,

and I have experience in
a variety of settings.

So I've worked with adults and kids.

Most of my experience has
been working with pediatrics,

and I love individuals of all disorders.

But I really have a special interest
in AAC, ADD, and autism.

So there's like, the three things

that I tend to like, focus on

and have a lot of my research

and just personal experience with.

And my passion is to really
see individuals learn

in a way that's respectful of them

and their unique style and gifts.

So that's why this topic is something

that I'm so passionate about

because I really love being
able to see those kids

have that spark understanding like,

oh, this is why I'm gonna work on this,

this is why I am doing this,

and being able to learn in their own way.

And I love seeing their personalities.

Every kid is so different,

and that's just part of
the best part I would say.

Okay, so this is just my
social media if you want

to like, follow me on these things.

I primarily am mostly on TikTok

rather than my Instagram or anything.

But you guys are welcome

to find me on any of these platforms.

Okay, so I want to hear a little bit

and see where you guys primarily work,

as well as like what age
ranges you work with.

It will just give me a
good idea to also be able

to share some more examples
from my own experience

that I'll be able to
maybe share some examples

that will be a little bit more specific

to the areas that you guys work in.

So let me start this poll here.

Awesome.

Okay, let me start this poll.

Okay, so first here I want you guys

to just answer what work
setting you guys are in,

and I'll give it a little bit of time

to let all this come in.

- Okay, I'll just give it
a little bit more time,

and then I'll end it

so you guys can also see the results.

Okay, here we go.

Let me see.

Okay.

Looks like there's still a
few more people answering.

Okay here, so you guys can see.

So it looks like most of you guys
are working in the schools.

And then, there's some of you guys
work in a outpatient home health.

And then there's some
that do mixed or other.

And just a couple people
looks like from the hospital.

So, okay, so that's helpful.

So I've worked in outpatient
for the past three years,

but before that I was
working in this school.

So I'll be able to

share some of the things
that I remember doing
and things that I've done in the past
as well in the schools.

And I'll try to, you know, incorporate
more of that into this presentation.

Okay, so now let me go back.

And then, what age ranges
do you guys work with?

Okay, I'll give you a
little bit more time,

and then we'll end this here in a second.

Okay.

There you go.

So you guys should be
able to see this too.

So mostly in the school age range,
which makes sense 'cause that's where
most of you guys are working.

And there's some, looks
like some in birth to three.

There's, you know, a few of you guys too
that work with adults, young adults,
and also just across the age span.

Okay, so we have a nice variety,

and I would say most of
the people it looks like

work with school age kids.

And that's primarily most
of my experience too.

Okay, let me stop sharing.

Let me go back.

Okay, and then, awesome.

Okay, so I want you guys to write a note to yourself.

You can just jot it down,

or like put it in your phone,

or even just kind of hold it in your brain.

What are you most wanting to get out of this presentation?

So you can even drop it in the chat.

I want this to be something that you guys really

are able to get what you want out of this presentation.

So please like write it down,

and if you have any feedback for me at the end,

I would love to hear it or, you know,

throw it in the Q and A or the chat box.

So I think sometimes it's great to like have

that reflection for yourself at the end.

Be like, okay, this is what I was expecting.

This is what I wanted.

This is what I wanted to get out of it.

And you know, versus not.

So, okay, so lemme go back.

Okay, so movement and patient preferences.

Okay, so sometimes I like polarizing questions, okay?

But to engage or to teach.

Sometimes this is just a question

I like to pose to myself.

What am I gonna do?

Am I gonna engage them or teach them?

Now, obviously we know
that it's to do both,

but sometimes I just like

to think about this even sometimes

when I'm going into a session of like,

okay, what am I really trying to do today?

Sometimes I think with some
of those harder kids...

Here, I'll go to the next slide.

So as a therapist...

I'm not gonna do the poll
I don't think on this one,

but I just want you to think about like,

as a therapist, what is your bend?

So when you walk into a session,

and I think this really depends

on the kid that you're working with

or the individual you're working with,

sometimes even, you know,

if you're working in the
schools you have groups,

think about just like when
you walk into a session,

generally speaking, what is it
that goes through your brain?

Are you thinking like, what
am I gonna teach them today,

or how am I gonna engage them?

I think sometimes just as people,

we tend to like gravitate
towards one side or the other,
and it can give us good insights
into maybe something that we, you know,
need to like focus more of our energy on.

But also I think when we have kids
that maybe are just more difficult

for us to figure out how to
help them or individuals,

I think that sometimes we
end up going more towards

that engagement piece.

So, okay.

Let me...

Okay.

Let's go to the next one.

Oops, there we go.

Okay, so these are two
questions that you could ask

with any activity that
you're doing with your kids.

Is this engaging?

And what is this teaching?

So I think I like this just
kind of simplified process

for my brain when I'm
thinking about something

that I'm gonna be doing with kids,

is like, okay, is this
gonna be engaging for them?

Is it gonna be interesting?

Is it something that
they really like doing,

or is it somehow engaging
them in some way?

And then also what is this
actually teaching them?

So sometimes we might
be teaching them things

that aren't their goals or, you know,

sometimes things are really engaging,

but they're not really
teaching them anything.

And so it's how do we, you
know, really meld those two?

Okay, so kind of another
way of looking at this,

and this is from the Sensory SLP.

I don't know if you guys have seen this.

It's called her language staircase.

And I really like this

because she does talk about
those two pieces really.

So the steps being those things
that you need them to learn

or want them to learn or
things that they need to learn.

And that motivation piece

at the top is really
holding it all together.

And so that's why I
like those two questions

that I just, you know,
think about myself is,

is this engaging,

and then what is this teaching?

So the teaching things are
those little stair steps

and those skills that they're learning.

And then the engagement piece.

I know she has that as part
of like the bottom piece,

but I like to think of
that like motivation

and engagement tend to be like, you know,

they tend to be very similar in my brain.

So really like, are
they even engaged in it?

Because if they're not,

it's gonna be so much
harder for them to learn,

or they won't because
some people it's like,

if they're not motivated,

if they're not engaged by that thing,

you lost them, you know?

Or if they're really,
really motivated by it,

but there's no stair steps of skills

that they're learning,

then in the end, like, okay
cool that they love it,

but there's really nothing that's like,

there's no substance.

There's no foundation,

so you really need both of
those two things together.

Okay.

So something about just
like, that question about

is this engaging to the child?

So this is really a multifaceted thing.

So it's not so simple necessarily.

So either, you know, they can
have that connection to you

and you are very engaging and motivating.

So you can do pretty much anything,

and because they have
that connection to you,

they're going to be interested.

So sometimes even spending
that time with things

that they just really love,

just to get that piece of them

being engaged with you

and being connected to you,

you'll see that then later on

they're gonna be way more interested

and engaged in maybe anything

that you have to present to them

simply because they have
that connection to you,

or they can have a connection

with whatever it is you're doing.

And I would say a lot of times,

like, when you work in the schools,

you might not have the
luxury of being able to spend

a lot of time like you
may in outpatient settings

of being able to build
that rapport with the kid.

You might not have that when

you work in the schools,

and I understand that.

And so then you may be
looking more on like,

okay, how can I give that connection

and engagement to this specific
thing that we're doing?

That's gonna make it
more interesting to them.

So that's where you have

all those patient preferred
tasks and everything.

So the other thing that
can be engaging to kids

is if it just meets a need.

And if you guys just think
about this for yourself,

like, there's gonna be
things that are motivating

to you just because
they meet a need, right?

If you're hungry, it's
gonna be really motivating

to go get something to eat
just because you're hungry.

Now, if you're not hungry, mm,

it's not gonna be that interesting, right?

Unless it's something that
you really, really enjoy,

like chocolate cake or something.

Then, you might be really motivated by it.

It doesn't matter if you're hungry or not.

So, and then there's also gonna be things

that maybe you really love all the time.

Like okay, so for me I love animal videos.

I can pretty much watch for hours,
specifically puppy videos and dog videos.

I can watch them for so long,
and it doesn't really matter.

I'm always gonna wanna watch them

'cause I think they're great,

but there's other things

that I may only be motivated
by some of the time,

like maybe going on a hike.

Like I love it, but if
it's storming outside,

or if I'm not really feeling it,

then I'm not gonna want to go.

So I think, you know, realizing that,

like, sometimes just reflecting on things

in your own life

and how you think about things

can also help you as
you're working with kids.

Okay, so two things that you can do

to really figure out
those patient preferences.

One is just observe.

Okay, this is my favorite
thing to do, to be honest.

I know sometimes in the schools

it can be a little bit
harder to just sit back

and watch how they interact.

Even sometimes in a

session I'll just do this.

Like, if we're playing
a game or something,

I'll just sit back and
I'll just gonna watch them

and see what they're doing, what it is,

how are they moving,

like, how much energy do they have,

how much are they moving
all over their chair.

You can see what they like.

You know, do they tend to be quieter?

Do they tend to wanna try
to engage all the time?

And you'll learn more from
a few minutes of that,

even that will help you engage them.

And I think sometimes when
we are therapists, you know,

we can go in and have this goal,

and we have this thing
that we wanna work on.

And sometimes the best thing you can do

is actually sit back, and watch,

and just stop, and just be and watch them,

and see what it is that
they actually really like

or just who they are as a person

because that's gonna help
you as you work with them.

You know you're gonna
have more innocence data,

more information that you're gonna be able

to then use to work with them.

So one of my kids,

and I'll share this a
little bit later on too,

but one of my kids, we
were working on vocabulary

and, you know, I was doing
some of the traditional things,

worksheets, and these other things,

and, you know, different
activities to help her learn.

And it was sort of like pulling teeth.

Not interested.

I mean she would do it
'cause she, you know,

knew that was part of therapy

but it was just like ugh, you know,

like really do I have to do this?

Like, I understand.

And so then it was just like,

through a process of things that happened,

I realized that she actually
really liked making videos,

and so she would just make videos

of me acting out these vocabulary words,

which made me a bit of a...

Guess I got to do some
of my theater skills,

which I don't have, but it was just fun.

So she thought it was hilarious.

She thought it was great that
she could just videotape me,

you know, video record me

acting out these words and
then she would guess them.

So sort of like charades,
and she'd learned them
so much faster that way.

I mean she would learn
them in a couple weeks

instead of, you know, months to be honest.

And the other thing you can do

is if you are in the schools,

and even if you're an outpatient,

you can actually just inform parents,

inform teachers, inform
staff, even just that,

hey, I'm just gonna sit
back and watch them.

You know, sometimes it
can be a little weird

but if you get into the hang of it,

it's something that you really will learn

a lot about your kids from.

So the other thing you can do
is ask questions, you know?

Basically, those are the two things,

you observe or you ask questions,

and you do a bit of both.

So you can ask specific
preference questions.

You can actually send
home like a questionnaire

for the family, especially
when you're in the schools.

I liked doing this because
I felt like it gave me

a lot of really good
information off the bat

without even sitting down with the kid.

You can ask questions like this

in the evaluation before
they even come in.

And then you can also ask questions
about the observations you've made.

So the kids like, you
know, tends to just play

with themselves in the corner

and just play with their own toys.

Like, they're not really
interested in anything else.

You can be like, oh like
in a preschool setting,

I'm thinking, you know, you
can like ask the teacher,

like, hey is this normal for them?

Is this what they usually do?

Or are they tired today?

You know, you can ask
some of those questions

to figure out if this is
just really who the kid is.

So here's some questions
that you guys got in

that patient preference questionnaire.

So like, and there's a
lot of stuff out there.

Even if you just do like some searches

on the internet on Google,

you can figure out like other questions

that you might wanna ask them.

But like you can ask them
like what kind of toys?

What kind of shows?

What videos?

And I know a lot of times
that's just like very motivating

for kids in this time.

What foods do they like?

Now, I am saying this one,
not to use it as like a reinforcement.

This is not for reinforcements,
like it is in ABA.

This is specifically meant as like,
maybe what are some foods that they like?

So you can talk about those foods
or you can incorporate them
into the activities,
talking about those things.

You can incorporate them
into what you're doing,

not so you can use it
as like a reinforcer.

You can even ask them like what does
a typical day look like for the kid?

Whether they're, you know,
when the schools are home.

And then this is something
that you're probably gonna look learn more
from observing like what preferences
do they have with movement,
and sound, and people, the environment.

And with people, I mean like, okay,

do they tend to just have that one person
that they like to hang out with,
or that they tend to be around?

Do they have like one friend
or do they just like talk to one teacher?

Is it tend to be like
they're pretty social

and they like to, you know,
they just seem to be okay

with anyone and everyone?

And then what do they do if
they're told to sit in a chair?

And this one is great.

You really get a lot of information too
about just if they tend to be more
of a kid that's gonna seek that input,
and seek movement, and wanna do things,
or if they just are more of the kind
that just like sits it back and watch
'cause you have that too.

So...

Okay, so let me go here.

Okay, so let me actually
show you this real quick.

So I'm gonna show you just the letter

and you would've gotten
this in your handouts,

but I'm gonna show you.

Here, let me see.

Stop share.

And then I'm going to pull up just...

I'm gonna share something else.

So, do, do, do.

See, there we go.

I'm gonna share something on my iPad

so you guys can see the
letter that I'm talking about.

Might take me just a
second here to pull it up.

Okay, so this is something like...

And you guys can change this.

I think I sent it as a doc

so you can actually just
modify it however you want.

So this is something

that I sent home when
I was in the schools,

and I was in like a
self-contained classrooms mostly

when I worked in the schools.

But I got a lot of really good information

to be able to just use and
incorporate into my therapy.

So like, what you can ask them.

Like, what things motivate your child?

What brings out the best in them?

You know, and you might even find here

if you ask this question

that they're gonna be able
to kind of start sharing

with you some of the things
that are really like,

like positive reinforcement.

Like, if you're saying great job

or if you give some of that feedback,

they might be like, hey,
they really like that,

or they just really like
to move all the time,

and if they're moving
that's when they, you know,

seem to be doing the best.

And you sometimes you'll actually see this

when you send this home to parents.

And then like what it
comes to communication,

what have you or others
found to be helpful?

What are you most concerned about?

What information would
be most helpful for you?

So this is where you can get an idea maybe

if there's areas that the parent

is interested in learning
about for their kid

that they'll be able to share it with you.

Okay.

So yeah, so this is something,

and you could change it, modify it

if there's other questions,

or you send it home and you're like,

hmm, I think I wanna,

you know, do these other questions.

You can only change it
however you want to,

but I just feel like it's

a really helpful thing

to be able to do.

Okay, lemme go back here.

Okay, and then we'll go
back to the slides here.

Okay, so along with that so
there's the other questions.

So we've been talking about like,

what's engaging for the kid,

and then like just real briefly,

I'll talk about what is this teaching.

So I think that there's
really like a few things

that, as therapists, I feel
like we tend to go towards

when we're even, you know,

just working on something with a kid

is their goals, right?

Number one, a lot of times
we're like, okay, you know,

we've made these goals, we've
been very specific with them.

Or you know, they come in with this.

They have an IEP with goals like this,

and so we're like, we wanna make sure

that it's teaching them
something related to these goals.

It's working on these goals
that we've set for them.

The other things that we
can be working on sometimes,

and I think these are
when maybe, you know,

we're not working on

the goals in the moment.

We might be working on
just regulation, right,

emotional regulation, sensory
regulation, whatever it is,

to help them be regulated

so that way they can work on those goals.

And the other thing that we also work on

is like life skills.

So being able to advocate for themselves,

like, hey I need some help,

or I don't know how to do this,

or I need a break right now.

You can be working on some
of those things in therapy,

even if it's not specifically their goals.

And then also just ADLs, okay?

Because especially if you work with kids

with more complex needs,

you're probably gonna be
doing a lot more of that

than, you know, maybe if
you're just working on

our tick or something.

But I will say so, like for example,

like let's say you are, you know,

working with kids,

and they use a communication device,

and maybe you're not working
on specifically, you know,

having them use basic
concepts or something.

Let's say you've been
working on basic concepts,
so they've been labeling or, you know,
saying things are in or out
or up or down or whatever,
but maybe that day they're
just having a really hard time,
and so maybe all you're working on
is just having the ask for squeezes.

Maybe they know that.

Maybe they don't yet.

But maybe they're just,
that's all they can work on today
is like I just need to be able to,
in essence, advocate for myself
for this regulation thing that I need.

Maybe it's not a specific goal,

but in the end you are
teaching them something

that's going to be valuable
for them in the long run.

Okay, so this is a
little flow chart I made.

So this is some of the additions
that I made to the slides.

So these are the updates.

So it's just like a little flow chart
that hopefully will help you guys like,
think through some of these things
when you're thinking about your kids.

So you can either like just,

so the first thing you
wanna start out with

that's the patient preference,
is you wanna observe and ask questions.

And then you wanna,
okay, what are the goals?

What are the things that
I'm gonna be working on?

What do I wanna teach?

And then how do I combine
these creatively together?

So for example, so let's say,
so I'm gonna show you a couple things
that I've done with my kids.

So let's say you have someone,
and one of their favorite characters
is like Mickey Mouse Clubhouse, okay?

And one of their goals

is just like, being
able to label body parts

and understand like, the
different parts of their body

so that way they can actually
communicate, you know,

if they're hurting, or
if something's going on,

they can actually communicate that.

So that's one of the goals that
you're working on, you know,

and something that you and
parents have like talked about.

And so combining these together,
so, you know, so with this kid I was like,
okay, what character matches
what I'm trying to teach them?

So I thought through
like, okay and I watched.

They kept watching, and one
of their favorite videos

was this, you know, goof bot video,

and they just would watch this
video over and over again,

and I was like, "Oh okay perfect."

Because this really matches, you know,

being able to like label
body parts and stuff.

I'm like, "Perfect, this
matches exactly what it is

that I'm trying to teach them,

and the kid loves this adapted book

that I made for them."

Loves it because it matches
something that they really love,

and it also matches the
goal that we're working on.

Okay, so this one I'm gonna show you guys.

So another kid.

So observing.

So just watching him asking
questions of the parents,

like these are some of
just the different shows

and stuff they loved watching.

Okay?

And I know a lot of these
examples are, you know,

maybe kids that are a little more complex

just because of tends to be a lot of like

the kids that, you know,
I have to think a little bit more
about like how to combine them,
and then we'll go into some
other different examples later
with speech and stuff.

So, kids like "Scooby Doo,"
"Minions," "Loud House,"

like a lot of these like little
cartoon characters, okay?

And then we are working on feelings,

being able to say like, I'm
hungry, I'm sad, I'm mad,

I'm all these things.

Okay.

And so I was like thinking again,

like, what character matches
what I'm trying to teach 'em

'cause I wanted to do a book,

they really liked books

and so I thought about, okay,

what character is going to match that?

And I was thinking, you know what,

if you think about Scooby-Doo, okay...

so it was just like, this like, you know,

you could say stroke of brilliance

or whatever that like
popped into my brain.

I was like, okay, Scooby-Doo
like, is so emotional,

and he's almost like a
human-like dog, right?

He is like, totally

demonstrates like, his feelings,
like if he's scared or sad or whatever,
and like I bet you I can make a book
that is going to match that.

And so I'll actually show
you guys this that I made
for one of my kids.

And like, actually a lot
of my kids love this book
because they think it's funny,
especially if they like Scooby-Doo.

Okay, here let me show you guys.

Sorry, I gotta pull up my iPad again.

Okay.

Go back.

Okay, so Scooby-Doo.

Okay, so the other thing that I do

is if I am making a custom book,

I will just say like,

I just am a little bit creative with this,

and I really like to think about

what is like something that
the character would say

or how would they say it

that's going to make it seem
like it's almost them talking

or something like, related to them.

So, this book I called like,
"Scooby Doo, How Do you Do?"

And I would read it like,

"Scooby Scooby Doo, how do you do?"

Like, how are you feeling?

And so this one it was like,

"Scooby, Scooby Doo, how do you do?"

"I'm tired."

You know?

And there he is sleeping.

There weren't really other pictures.

So I just put a picture of a bed

'cause that's what you
wanted to do if you're tired.

And then, "Scooby, Scooby
Doo, how do you do?"

"Well, I'm hungry"

And there he is like eating the sandwich,

which, you know, and then
these different things

that, you know, some
of my kids like to eat.

And you could really just customize this

to however you want.

How I make them though is I literally just

snip the pictures from
Google and put them in there

or save them to my iPad
and then insert them.

It's a little easier to do snip and paste,

but if you're on your computer..

Okay, and then this one like,

"Scooby, Scooby Doo, how do you do?"

"I'm scared."

And things like, jumping on Shaggy

and like, running away scared.

And then, you know, goes on
through different feelings.

So this is something that
this kid absolutely loved it,

and then a lot of my other kids

who were also working on
some of those same things

really, really loved it.

And then they started
actually using those words

when they were feeling that way.

So it's a way to match something

that they are really
motivated by with something

that you're trying to teach them

that maybe that's not
as concrete for them.

Okay, and then let me go back.

Sorry, lots of back and forth

between my iPad and the screen.

Okay.

And then, okay another one.

So like "Sesame Street," random videos.

Like, some "Minions,"

and then okay working on body parts,

it's a different kid.

And I was thinking, okay,
what character matches?

Again, like, how am I gonna motivate them

to wanna learn these body parts

when they're just not really

that interested in them?

So I made a book,
and it's called "Elmo's Body."
And it's so cute.
And again like, when it's super motivating
like this, it matches a character.
They tend to like really love this.
And the thing is, these books,
it might feel like it's overwhelming
but you can always just save
them on your iPad or something
and just pull them up on your iPad
if you don't wanna print
them and laminate them.
But like it just a little bit of time,
maybe 10 minutes or something,
to make one of these books,
and it will literally
keep your kids engaged
for like weeks, honestly.
And they think it's hilarious.
Okay.
Okay, so another one.
I just took it from Google.
So it's called "Elmo's Body."
And then I just said like,
"Where is Elmo's hand?"
"Where is Elmo's other hand?"
Again, it's that like something
that you might hear him say.
So I just went through

and circled with the
little drawing pencil,

and I just circled the
different body parts

and wrote underneath like the questions.

So...

Lemme see.

Okay.

So, and okay, I'll just say

I really love making custom books, okay?

I really love it.

It's like my favorite thing to do

because I feel like a lot of times,

it can get that literacy
piece in for them.

It's something that's not a video

but it's also something

that is using something that they love.

And then you'll actually, like I said,

kids actually just like love this.

So some of my kids, when
I read this book to them,

I've actually like, tickled their head,

and they think it's funny.

So I'm incorporating
that, you know, the book

with themselves, like them.

Or like other kids just
wanna point, you know?

And you could even do
this without the circles

so that it's more of a test,

but it's just meant to teach them.

So that's why I have it all circled.

Okay, let's go back here.

Okay, so this is a slide
that you guys have.

So that's the patient preferences
with those goals that they have.

So, that question like,

you guys can even think of that like,

okay, what character do
they love that matches

what I'm trying to teach them?

And so it can just really help you

if you're like struggling with a kiddo,

especially with like certain concept

or something and you're like,

okay, how am I gonna do this?

I match a character, and
then try to maybe match

some of the language or something

that they're gonna be saying

with what you're trying to teach them.

And especially, if you have like,

just adult language processors,

like kids with autism or something,

this is going to really help them.

Okay, and then this is
what I mentioned earlier,

like someone, you know,

one of my kids liked
talking, making videos.

She liked the iPad,
and we were working on vocab and memory.

So I just combined them
so that she would actually make videos
of me doing like random charades
of these vocabulary words.

Okay, so, really this quote I like.

I saw it a while back when I was like,
on a walk on like a stone or something.

It was interesting.

So you know, "Tell me and I forget.

Teach me and I remember."

And "Involve me and I learn."

So involving them is really
involving them, their interests,
even movement, like whatever it is
that's really engaging them.

It's not just teaching them it.

You're engaging them in it,
and then they're going to learn,
and honestly they learn faster,
and it's more fun for them.

Okay, so now teaching with movement.

And I did see that one
of you guys talked about,

like even how do you do
this with telehealth?

And so, you know, I'll
try to see if I can think

of some examples with that.

And so this is really how to incorporate

that movement with your kids.

Okay, so just in general,

so this is just a little bit about like,

that the research and stuff,

it helps with increasing engagement.

So even just moving is motivating
for kids a lot of times,

even if they're not necessarily...

Like, it's just motivating to move, right?

It's motivating to swing.

It's motivating to go down the slide.

It's motivating to just get up

and walk around even like with older kids.

And there's so much research that shows

that movement helps kids learn.

So elementary school
kids, university students,

even just getting them to like get up,

and take a break for a
second, and come back,

like they actually were
able to concentrate better.

They had more learners.

They enjoyed things.

Like, even specific to
speech and language,

there's research kids with
autism spectrum disorder,

they were noticing that
movement, and speech,

and language were
integrated, like connected.

They had a reciprocal relationship.

You have more of one,
and you're gonna have more of the other.

And so, and they noticed
that even with adults

with neurological differences.

So being able to incorporate movement
is huge for kids, okay?

And you can do this in groups.

And so I'll talk about maybe

how you can even do that

with some of your kids

that you might be seeing in the schools.

Okay.

So the way that I like
to break up movement

and how I like to think about it like,

a little framework that I made

is like, either like, movement
is the activity itself,

movement can assist with it,

or you take movement breaks.

And all of these are gonna depend on

what kind of kid you're working with.

So we're gonna talk a little
bit about movement and speech,

and then, we're gonna go
into movement and language.

And then, we'll do the case studies.

So movement as the activity.

So speech itself is movement,

like you're actually physically

moving your, you know,
mouth, your articulators.

And so let me show you
this other little book

that I made for one of my kids
to teach them some of that,
specifically the movement
to make a vowel sound.

So this was someone
who was a little bit...

So one of my non-speaking kids,
but was like interested in trying to talk.

And so we were working on that.

Okay, let me show you.

Okay, so it called "My Scary Book."

And so I've started
working on like, basically,

just how to make those different vowels.

And so I started with ah,
because it was one that he could do,
but he couldn't do it all the time
unless it was like, imitated.

So I put different things that
like, you might be scared of

or some or just people in
general might be scared of.

And for me it's mostly scary animals.

So, and they just think it's funny
to like, scare the teacher, okay?

So it's like, "A snake."

And then, "Ah."

Okay, so and this emphasizes that movement

that you're going to make, right, your ah,

the open mouth posture
that you have with speech.

I know, so I just like books.

Okay.

And then you have all
these different animals

"Ah," same thing.

'Ah," okay.

So that's emphasizing that movement

and specifically that movement

of the articulators for that sound.

Okay, so that speech
itself is the movement.

Okay?

And then assisting or facilitating speech.

So using movement.

So that can be tactile cues.

So, and I know like I use
this with one of my kids

who is like doing telehealth.

Being able, you know, like,
when making the S sound,

using tactical cue, like in this case

we did like the one up like
his arms, fighter, you know?

Even just being able to do that

helped him be engaged.

And it wasn't his whole body

but it was, you know, at least something,

some kind of movement.

You have them move their
body as they say the word.

So like even taking steps
with each word that they say,

whether it's like, let's
say you're working on

just a sound even,

you could be doing, like,

as they're walking or jumping on dots,

you've done this, or papers, okay?

Like, if you don't have dots

because you know you don't have dots,

but maybe you have papers,

if you're an in-home therapist,

laminated some paper sheets,

put them on the floor,

or just put the papers on the floor,

and then just have them step on each one

or even, you know,

if you're trying to teach them a sound

and they go...

(Ruth hissing)

Okay, even just giving their
whole body that movement,

or maybe they jump on the dots,

and then when they get to the end,

then they're gonna be
saying the sound or the word

or whatever it is,

you know, when they
get to the finish line.

So something else that can be helpful,

just even riding a scooter.

So I've had many of my kids doing this.

You know what?

Might be a little bit trickier
if you're in the schools

'cause, you know, you might
not have that opportunity

but maybe if you're on the playground,

which would be kind of a
weird place to do therapy,

but you can.

It might depend on the
schools that you're in,

but like riding a scooter,
or shouting out the words,

or whatever sounds that
they're working on.

Literally just, they're moving,

but they're saying the sounds

and saying the words.

And it might look, you know,

a little bit more like, it's
not like normal teaching,

but goodness, I've had
kids that have done,

like 200 productions of
whatever sound or word

that they're working on,

and they're so proud of themselves.

And literally the entire
time they're just like,

riding a scooter around and running around

and just, that's all they're doing.

But I'm like telling 'em like,
"Hey, I got my clicker,
and I'm gonna see how many you can do."

And I give 'em little, you
know, cues as they need it.

Shooting a Nerf gun.

Obviously, this depends
what setting you're into,

but like, just being like,
"I got it," you know,

every time they got it, or
like, "bam," whatever it is.

Whatever sound you're working on,
you can actually like,
incorporate it with this.

Hide and seek.

Another one of my kids.

We would play hide and seek.

You can even do this at like in a room.

Hide something and be like, "I found you."

Put little animals around the room,
and then be like, "I found you."

And then have 'em practice it five times
to get more of their repetition in.

You can even have them swing or something.

If you do big sensory movement
as they're working on their sounds,

it can actually facilitate
that production.

Okay, and then movement breaks.

So that would be you just like jump

until your body feels
calm and then sit down,

and then practice the sounds.

Or like jump for a minute,

and then sit down and
practice your sounds,

and then get back up and jump.

You practice a word
race, down the hallway.

Practice another word for
however many repetitions

or, right, a lap, or race, right?

If you have a few kids

and be like, "Okay,
let's all say our sounds,

and then we're gonna race to the door."

Or you know, something like
that that's getting them

that movement as they're working.

Okay, so now movement and language.

So movement as the activity for language,

like it's actually what you're doing.

So swing, swing, swing, right?

And you could be working
on some of those poor words

or things that, go, stop, eat.

Like, those are things that
like I've seen, you know,

whether it's little preschoolers,

or maybe older kids who have
a variety of disabilities,

you can actually be working
on some of those core words

and that's the activity.

So movement, facilitating it.

This is where, you know,

you could have them sort items
and then label the category.

You can actually walk to
go say hi to your peers.

Like, this is gonna have
that natural movement

and you are just,

it's helping them actually
be engaged with it.

Use a wiggle cushion.

I love those things.

They're so awesome.

Use a wiggle cushion while you're doing

any kind of like, language activity.

You can even do it while
you're doing speech.

They're just sitting on it.

So it gives them that movement.

Kind of like how we sometimes, you know,

like to move, and you
probably have seen me moving

as I've been presenting too, right?

It is just a natural way
to keep myself regulated,

to keep the kid regulated,

and so that they're able
to do whatever activity.

Fidgets.

Okay, so I am gonna share
a little bit of something.

So it's a kind of an idea of something

that I've been thinking about.

So fidget toys.

I think that's something that like,

there's maybe a little bit
of controversy with that

about like should they be having a fidget

while they're in speech therapy

or whether we're working on something?

Maybe I can use it as like a reinforcer.

They can have it when they're done.

But here's the thing about fidgets.

There's a reason why
the kids are using them.

Like, and even sometimes
like, I don't know, you know,

how many of you would like
take your pen and just do this,

like, when you were in
school, like in grad school.

I remember just doing this.

It was a way that I actually
helped my body stay regulated

so my brain could focus.

So in essence, something
has to be moving, right?

And if it's not your body,
then it's your brain.

So this is just something
that came to me earlier

with one of my kids in particular.

So it's like they are
constantly doing this, okay?

With a little toy.

And if you take the toy away from them,
they are not okay.

They're not regulated at all.

But if they have the toy,

if they have the thing,

they're able to stay
engaged and the activity

that you have, because the thing is,

it's like their brain is bouncing, okay?

If you take away their fidget,

now, suddenly their brain is bouncing,

their brain is getting the movement.

I mean not like, their
brain is actually bouncing,

but this is just how I think of it.

It's like, now their brain is bouncing,

so their brain can't focus.

But if you give them a thing
to be able to fidget with,

now all that energy, in essence,

all that energy is going into their hand,

and then their brain is able
to actually stay focused.

And also sometimes it's actually like,

if they're moving,

that blood flow is gonna
be increased to the brain,

and they're actually gonna
be able to focus better.

And, it's just the way things are, okay?

It's just how it works.

Just how it goes.

You can have them swing
while you read a book

or, you know, whatever
other activity you have.

You can have them just be doing
a bigger movement activity

and while you're working
on something else.

Okay, and then, of course,
you can do movement breaks.

Okay.

So, okay, I can't present
without talking about feelings

because I did do an extra year
of coursework in mental health counseling.

And so I always just...

It inevitably finds its
way into my presentations.

Okay, so don't be afraid to
talk about this with kids, okay?

It is literally a game changer.

So I have had this happen so
many times now with my kids,

like literally just commenting
on what they're doing.

Like, "Okay, you seem
like your body's going

all over the place right now.

How are you feeling?"

You know?

And a lot of times they'll
actually just tell you.

You can ask them, what does
your body need right now?

Because they're literally,

just like going all over the place.

And sometimes even just
labeling it for them

and being like, "Hey, you are doing this.

What's going on?"

And you're just saying it to ask them

'cause you actually genuinely are like,

I know you need something,

but maybe I don't know what you need.

They might be like, "You
know, I just need a break."

It's like, oh okay.

But sometimes you have
to invite them into that.

Or like even sometimes if they're
really avoiding something,

they have a lot of that avoidant behavior.

Like, "You seem like you don't
wanna work on this right now.

What's going on?

You know, is it hard?

Do you need a break?

What does your body need right now?"

You know?

Or like, "Do you feel
embarrassed about something?"

Sometimes it can be like,

one of my kids was really
struggling in a session

and was just like, I was like,

"Oh wow, okay, I don't know what to do."

Because they were not

working on the words.

They would not focus.

They would not try to say their words.

They would not do any of that.

And so I was like,
"Okay, what's going on?"

I was like, "You're
having a really hard time

working on your sounds today."

And they had just been
bullied recently at school

because they had a hard
time making their sounds

and they were being made fun of.

And so it's like, then we
talked about it, you know.

And then, you know, we came
up with a different plan

and did some other things in the meantime

to be able to just get some
of that frustration out

and also just have this
kid feel more okay,

you know, with things, you know.

And so I think that sometimes, you know,

we can see these behaviors
or things that kid's doing,

and we just forget that sometimes actually

could just literally be,

they're feeling something,

and we have to just acknowledge it.

And then they're gonna be
able to actually move on

and actually be able to engage.

So sometimes the best thing you
can do is literally ask them

what they need or tell them what you see,
especially with older kids.

Even littler kids, even
three or four year olds,

you can literally just be like,

"Hey, I see this.

What do you need right now?"

You know?

And you'll be surprised, honestly.

It could have been that they
watched something scary.

You know, you talk about it,

and then maybe they need to move again,

and then they're done.

They get that energy out of their body,

and then they're able to like focus.

Could be it's, you know, too hard.

Some reason why they're
even having that movement.

You know, maybe they just
really need to move, you know?

And, okay, so for telehealth,

even if you have a kid
depending on the kid,

you could even just have them literally

just jump up and down.

Like just have be like,

"Okay, you really need to move right now.

Let's just jump."

You know?

And maybe you're even having them jump

as they say the words, which
is harder sometimes actually,

but maybe that's what they need

to actually just be able
to get that movement in.

Have 'em race to the other side

of the room if they're
in the house, you know?

Have 'em just race.

So like, "Say your words.

I'm gonna count down.

And now go run and then come back."

You know?

So you can be able to do
those different things.

I've done that with some of my kids.

Like, we practice the sounds

and then I just am like,

"Okay, go run to the door
and come back," you know,

just so they can have that movement.

Okay, if you do talk about feelings,

you will get buy-in.

You will get their input
about what's going on.

You'll get their thoughts.

And then, you can customize your plan.

Maybe you need to take a detour

and you need to talk about
feelings about the sounds.

Maybe you need to take a detour
and talk about how hard it is,
and that they're working so hard,
and that you're really proud of them.

Like, maybe you need that,
and it's gonna have that
connection piece with the kid,
help them regulate,
and at the end of the day,
that's gonna be how they're going
to learn the best,
and it is involving them.

Okay, so let's move on
to the case studies.

So I know we took a little
bit longer going through this,
but that's okay.

So I'm gonna share my screen here,
and I'm just gonna talk a little bit
about like this problem solving sheet
that I gave you guys.

Let me share this real quick,
and then I want you guys to...

Then, I'll have you guys participate.

Okay, so let me...

Mirror this.

Okay, so let's do the language one.

So I'm gonna do this first.

So this is like a little
problem solving sheet

that I gave you guys.

And then I want you
guys to actually use it

for one of your kids or
a couple of your kids.

So it's kind of laying
out like that flow chart.

It's just in Word document
so that way you can actually

use it a little bit easier.

Okay, so what do you know about the kid?

So I use my little apple pencil.

So handwriting is really great.

So like, what do I know about this kid?

So they tire easily.

They have limited body movement.

They enjoy boo and hide and seek.

They like nursery rhymes.

They like some of those like simple songs.

And what I'm trying to teach them

is just increasing communication.

Okay, in anyway, really engagement

and then maybe using
some AAC of some kind.

Okay, do I need to incorporate movement?

Well, they really can't move that much,

but they really like it watching me move.

So they find that very engaging.

Also, they kids find that
engaging with telehealth too,

if you're doing silly things.

I'm gonna go find these things.

They think it's funny.

Okay, so how can I engage them?

So I'm gonna do hide and seek

where I'm going and hiding,

and then I'm popping out
and saying boo at them,

like counting down.

Singing, dancing.

Like, I'll put on a song
and I'll dance, right?

And then, they can choose the song,

and that can be actually how
they're gonna be communicating.

So my thought is like,

okay, I'm gonna try some AAC with them.

I'm gonna use partner assisted scanning,

which means that like,

I'm gonna have 'em use facial expressions

to communicate that, yes, no response.

So if they really like something,

and if you're telling 'em,

and they really want it,

they'll smile really big.

So I have a couple kids like this,

and they'll give you a really big smile

and like, lean forward.

It's something that they like.

And so literally just having some choices.

Some songs tend to put
them in the same order

because that's really that

partner assisted scanning.

You don't wanna constantly be
changing the order of things.

Like do you wanna sing
"Old McDonald Had a Farm?"

And then see, you know,
if they smile or not.

And then do you wanna sing
"Twinkle, Twinkle Little Star?"

Do you wanna sing "Rain, Rain Go away?"

This kid loves it when I
sing "Rain, Rain Go Away,"

'cause I dance and they
think it's really funny,

and they just enjoy it.

Or you know, you can give them choices

and like, saying, "Do you want..."

You can be like, "Do you wanna sing?"

Do you want to do hide and go seek?"

Do you want to play with, you know,

maybe one of their favorite toys?

And then see when they give a yes response

and, you know, this kid in particular

will totally do that, you know?

And if they're not really
interested in anything,

they'll just give me like,
"Eh," responses for all of them.

And sometimes I think,
I was actually talking

with someone this week
is sometimes I think

that kids may not give you
like a clear no response

because maybe it's just like, "Eh."

Like, you know, kind of how we're like,

"Meh, I don't really wanna do that."

We're not like, "No, no, no, never.

I don't wanna do that."

We're just kind of like "Meh."

So that's what they're doing.

Okay, so I wanna give you guys time

to be able to do this,
okay, for your kids.

So, I'm gonna pull up this
problem solving sheet, okay?

And I want you guys to
all think of one kid.

So if you have this,

I want you guys to pull it up,

and I think there is a link in the chat,

so you can see that.

I want you to think very,

just like if you have that one kid

or a couple kids that you're like,

hmm, I'm not really sure
what to do with them.

Okay, I want you to jot down real quick.

I want you to jot down like
what do you know about the kid?

What are things, preferences, observations

that you've made of this kid?

What are some things?

And I want you to just
jot down a few things,

kind of like I did with my language kid.

And then I want you to like jot down,
like, what you're trying to teach, okay?

It looks like some people
are raising their hand.

I know I see you guys raising your hand.

If you have any like,
questions or something,

like, feel free to throw
them in the Q and A.

Or even if you just have
something you wanna say,

if you wanna throw it in
the chat too, you can.

Lemme just make sure.

Okay.

Okay, and then I want you
to just think about like,

okay, do I need to incorporate
movement with this kid?

So if you notice that they're
tending to move a lot,

and you're gonna need to
incorporate some movement,

you might wanna do
movement being the activity

or movement assisting with it.

Because generally speaking,
if a kid's moving a lot,

that's what you're gonna need to do.

If you have a kid that maybe is just

sometimes having a hard
time sitting still,

you might just need to do movement breaks

where you do something,

and then you move and then come back

to whatever it is you're doing.

Okay.

So, and then I want you
guys to just write down,

like, how are you gonna engage this kid.

Given what you know,

how are you going to engage them?

And a lot of times it's
gonna be very specific

to the things that you know about the kid,

like those preferences that they have.

And then like at the bottom here,

you guys can just like write
down some of your ideas.

So what I'm thinking I wanna do

is I want you guys to like,

actually throw in the chat box.

So if you have a kid that you're like,

"Okay, I need help."

Okay, so if you're thinking, like,

"I know some things about this kid.

I know what I'm trying to teach them.

And I like not really
sure how to engage them."

Okay?

Like, I know stuff about them.

I know what they like.

And I know what I'm trying to teach,

but I'm really struggling
with engaging them."

I want you guys to actually
throw in the chat box.

So write something like this, okay?

Like, I have a kid who's
working on, you know,

let's see here, I'll put
something in the chat box,

so, you guys kinda know.

So like I have a kid who is working on Rs,

you know, and they like running

and moving and making videos.

You know, how can I engage them?

How can I, you know, combine these things.

If you are having a hard
time coming up with ideas

and that way me and other
participants can jump on

and actually say how it is

you can help combine
these things for them.

How can you...

Okay, so why don't you guys...

Or you can put it in
the Q and A, either one.

Lemme see.

See I'll throw this in the
chat so you can just see.

It hasn't been like...

Okay, awesome.

Okay, "Student who's
working on engagement,

basic concept, loves
books and farm animals."

Ah.

"Perseverating on a
Pete the Cat farm book.

He only wants the book."

Okay.

Yeah.

I've had kids like this too,

I would say, like, so he
loves book and farm animals.

Is there something about Pete the Cat
that he's like really interested in?

Because it's interesting
that he's not engaging

in other farm games and activities.

He only wants that one book.

I would say maybe,

is there something about Pete
the Cat that he really likes?

Maybe see if you could do Pete
the Cat with something else.

Maybe do Pete the Cat

with basic concepts or something.

Maybe put the Pete the
Cat, like, you know,

like put a chair or a table,
like a chair, you know,

and put Pete the Cat, like,
in and around and on it.

You could even do like a little book.

But that's my thought is
that there's something

about Pete the cat that
he like really likes

and so it, I don't know if
it's like the wording of it

or if it's just that character
that he really likes.

You could try using that
character with other things

'cause it's possible

that's why he's getting so stuck on it.

Ah.

Ooh, yeah.

"Working on K and loves
play in the kitchen."

Hmm.

Let me think about that.

So...

You could try even like, you know,

if the kid's like having a hard time

and tends to just get up, give up.

I'm trying to think what I've
done with some of my kids

who are working on K.

You could even do like,
like your cutting, like...

(Ruth making K sounds)

And just work on just that
like sound in isolation

if that's what you're working on.

Just like...

(Ruth making K sounds)

So it's like, so you're using that motion

of like cutting like
vegetables or something.

I'm like picturing like
those little vegetables,

like the ones that you can cut into pieces

and maybe do that to be able to practice

and maybe even talk to him

and just talk to him about like,

"That sound's really hard, isn't it?"

Or like maybe get out
some of his frustration

about that sound and even making it wrong.

Like, just to get out
some of that frustration

about that sound.

"It's not Pete the Cat."

Okay.

"He only wants the book."

Mhmm.

Yeah, I like that.

Mm.

Mhmm.

Oh yeah, I'm saying that
he's done with that.

Yeah.

Oh, I like it.

I like you guys like, putting
all these different examples.

Yeah, you guys have some
really great ideas too.

Maybe show this a little bit bigger.

Okay.

Mhmm.

Oh, interesting.

Yeah, big movement.

So Stacy, you know, you were saying

that "It seems when big
movements are included,

she'll begin to engage verbally and talk."

So that reminds me of one of
the studies that I was reading

about just like that,

that there's that reciprocal relationship

between the movement
and speech and language.

So, and it might be that you
just have to kind of mix it up.

You know...

"Th and loves to spin and jump."

Mhmm.

Yeah, I like that Sabrina.

I like that idea of setting
up a mini obstacles course.

Yep.

Great idea.

Yep, 'cause then you can
incorporate all like spinning,

jumping, you know, and running.

Mhmm.

Oh, oh that's cool.

Yeah, even like a scavenger hunt.

That's so cool.

Love that.

Mhmm.

Yeah, or making the book interactive.

Mhmm.

Yeah.

Love it.

Okay, I know we're kind

of getting close to the end of our time.

Do you guys have any
questions or anything for me?

Let me see.

There's...

Oh, yeah.

Oh that's cool.

A sensory box, yeah.

I love it.

See, I love being able to have a look,

some of this collaborative time.

I think sometimes, you know, we can feel

so isolated in whatever
setting we're in, you know,

and trying to come up with things,

but being able to actually
just like have that time

to be able to hear from other people

of like, ideas of what we can
do is just really helpful.

Mhmm.

Yeah, I like that Melissa.

Mhmm.

So taking that character
and really expanding on it.

Yeah, I've found that like...

"He'll cry and reach for the work."

Yeah, there's something...

Mhmm.

Yeah, a lot of great ideas.

Trying sometimes it's just figuring out what's, you know.

You can try different things and see what ends up working.

Okay, so I think we'll end here guys.

Let me see.

Yeah, it doesn't look like you guys

have a lot of questions,

so let me go back here.

Okay Jim, if you wanna take over from here.

- [Jim] Alright, thank you, Ruth,

for sharing your knowledge

and expertise with us.

For those of you still here,

if you would like to renash the CUs

for today's session, please remember

to complete that assessment.

You will be directed to a post session page

when the webinar closes.

You'll have a link to the assessment there.

You'll have to pass that assessment at 80% or better,

and that assessment will be open for one week.

You'll also receive a post-session link in the email

that will come tomorrow,

24 hours from the start time of today's session.

Thank you, everyone, for attending,
and have a great day.