

- So, these are the 10
key preverbal skills

for language development.

And if you don't mind letting me know

where you're located at in
the chat, that would be great.

Just wanna see where we
have people joining us from.

I see Ohio, Georgia,
Illinois, Florida, Missouri.

Oh my gosh. Everywhere.

California, New Jersey.

Wow. Lots of Ohio.

LA, New York, South Africa. Oh wow.

Okay, great. Pretty much everywhere.

Minnesota. This is wonderful.

I'm so happy that this reach
was really, wow. Alabama.

Texas, Pennsylvania. Okay, great.

And then if you guys could let me know

if you are a parent or a specialist,

meaning like you're an SLP or...

Okay. Lots of parents, lots of SLPs.

Perfect. Okay, we're getting an overview.

I saw BCBA's, SLPs, PT, OTs.

SLP from Colorado. Awesome.

Okay, perfect.

Parent and SLP. Me too.

Okay, love that.

So, and then last question for
you guys, if you are an SLP,

let me know what setting

you currently work in.

So, are you ERIC, teachers,
hospital, private practice.

Okay, yes, university, retired.

Shout out to the retired SLPs taking this.

Early intervention. This is perfect.

Okay.

School pre-K, grade zero
to three, outpatient.

Lots of different settings here.

Good. Okay.

I hope that this is super
helpful for everyone.

All uppercase preschool,
and clinic outpatient.

Okay, great.

So, this is why you're here.

So Solid Foundations, this workshop,
aims to establish a strong foundation
for your child or your client's success
by emphasizing those essential
pre-linguistic skills
and imitation abilities that are crucial
for fostering language development.

So, let's get into it.
Just a little bit about me.

I'm a Pediatric Speech
Language Pathologist.

I'm also an educational consultant
and digital content creator.

I have a decade of treatment
experience specializing
in early intervention,

candidate for board certified specialist
in childhood language disorders.

I'm also a DIR/floor-time specialist
and I serve as a childhood expert
and content creator for Lovevery,
the developmental toy company.

So if you see a lot of the videos,
those are located on the app,
the ones that I'm gonna
be showing you today.

And then, yeah, just a little
bit about me personally,

I am also a parent to two.

I have a 13-year-old
and a seven-month-old.

So we are in teenage land
and also kind of that newborn range.

So super fun over here.

My husband is a teacher,
so, very involved in the community here.

And then I also have the
pleasure of hosting parents
and SLPs really worldwide on
a lot of different platforms.

My main platform is YouTube,

I also have like Instagram,
TikTok, LinkedIn,

all those things.

So about 150 of us together
and I give out a lot of free information
during any of my free time.

Okay, so your workshop
guide, in this workshop,

these are the things
you're gonna be able to do.

Identify the 10 pre-verbal
skills that are necessary prior

to learning to talk,

identifying methods to
implement age-appropriate,

evidence-based strategies

to support speech and
language development,

and identify strategies
to create child-led

and engaging family-centered
therapy sessions

that align with targeted skill sets

for each individual child.

So again, if you could
just let me know yes or no,

if you had knowledge about
the 10 preverbal skills

prior to taking this webinar,

you could just pop it in the chat.

Okay, great.

I'm seeing a lot of, yes,

a couple of nos, which is great.

And then just as a little
bit of more housekeeping,

we are going to be using
neurodiversity-affirming

terminology during this webinar.

So, if you're an old time
SLP with over 10 years,

you were likely taught

person-first terminology.

But remember that the autistic community

and the neurodiverse populations
really would rather us

use identity-first, as
it's part of the identity.

So I will, you guys are so nice,

so I'll be using the term
autistic when referring

to autistic toddlers or
neurodiverse populations.

So these will be what we're gonna go over.

I like to keep things moving.

I do talk quickly, so I'm
gonna try to slow down.

So we have an intro, pre-verbal skills,

the imitation hierarchy,
milestones and averages.

We're gonna talk about ASD in a little bit

and GLP if you're an SLP.

And then go through a Q&A at the end.

Okay, so let's set it up.

We have setting the foundation

for language development,
let's get into it.

These are the pre-verbal skills

and if you have access to
the handout that was sent out

with the overview of the presentation,

at the bottom of the handout
you will see links to the

(mic cutting out)

So after the presentation,

if you want to view this
information at any time,

it is available to you.

And also there is a code
for you for Lovevery

if you would like to use that.

And all the links on here are clickable.

So if you would like to download this,

if you're on the presentation,

you can click and it will
take you to download.

So number one, with the
10 pre-linguistic skills

for language development,

reacting to environmental stimuli.

Some examples of these are
really that startle reflex,

so startling at loud
sounds, coffee grinder,

a dog barking, a door slamming.

Responding to different
sights, so bright lights,

whenever bright lights come on,

we'd really be looking
for some sort of reaction.

Reacting to touch when
mommy is touching baby.

And then around eight weeks
we start to see those smells.

So there's really not a
whole lot going on here

other than just reacting
to environmental stimuli.

This is one of the characteristics

that we see sometimes that start to show

in sensory differences
for autistic individuals

in that they react differently
to environmental stimuli.

So we're gonna go over those later,
but again, if you have any questions,
feel free to drop them in the Q&A.

And then you will also see
a lot of videos right here.

This is my son Will.

So some of these videos are of him
and they're examples
that I'm gonna go over.

So responding to people,
whenever we're talking about
the pre-linguistic skills,
we're talking about really
pragmatic communication
because that's the building
block of communication.

So those that they want
to communicate with you,
they want to get an idea across,
they have thoughts and ideas,
and then we move into receptive
language understanding.

And then after that
it's expressive, right?

So responding to people,
here we have a quick video,
this is kind of number one.

And number two, reacting
to environmental stimuli
and responding to people.

So, you can see baby's pursing
lips, baby's opening mouth,
the eyes are widening so you can see it.

These are all, you know,
not a verbal explanation
that they understand
that mom is there.

But here I'm gonna show
you an actual verbal one.

So this is Will,
and you're gonna see a
lot of wait time here.

Oh!

(Will verbalizing)

So you can see it did take a while,
but with plenty of wait time provided
between two and three months,
we really like to see
baby responding to people,
especially those familiar
people that we see.

So again, with the raised
eyebrows, pursed lips,
and wide eyes.

All right, while we're talking about
whenever we're speaking to babies,
it's very important that we use parentese.

Can you guys let me know
if you know of parentese?

Oh, thanks Stacy.

Okay, yes, everyone's
familiar with parentese.

This is a new term. It used
to be called baby talk, right?

Back in the day. But
there is a difference.

I love that everyone here
is saying yes to parentese.

Oh, okay, all right, good.
A couple of nos, great.

Here's the difference. Baby
talk is using made up words.

So those are things like,
oh, shoesie-woosies,

goo-goo gaga, right?

And they're using incorrect grammar,

like, does the baby need milky?

And then modeling poor speech

and articulation here
like, oh my widdle baby.

So again, those are sometimes ways

that parents speak to babies,

but I really see a lot
of parentese going on,

even if they don't know
that they're using it.

We see it worldwide, in
virtually every language,

parentese is used.

And so we're using elongated vowels

and that's really gonna help a child

learn speech and language skills.

Vowels are the meat and
potatoes of every word, right?

If you are walking by a puppy
and a child says 'puhpuh,'

you might not know that
they're saying puppy,

but if they say 'uh-ee, uh-ee,'

then you would say, oh
yes, that's a puppy.

And that's why the vowels are really
the most important part of everything.

Okay, so we see using real
words, elongated vowels,

sing-song tone of voice,

and natural pauses to encourage
back and forth communication

as well as modeling correct grammar.

So, here's an example
of parentese with Will.

Yes, we played!

(Will verbalizing)

Did we read a book?

(Will verbalizing)

Yes, we read a book!

â We read a book â

Did we play?

Yes, we played!

â We played â

So you don't always have
to be singing a song,

but you can tell just in his eyes

and in his reaction that
he is automatically drawn

to whoever is speaking,

doesn't have to be me,

whoever is using that parentese.

So, that is a great way
to start to view things.

Okay, so number three, we have
turn taking in vocalizations.

So the foundation of building blocks
and language skills
generally begins with cooing.

And we can use pauses, verbal
routines, songs and motions
to encourage verbal
responses and turn taking.

But the foundation is that
you are saying something
and then baby is responding to you.

Okay, so in this video you
are going to see on the right,
we usually see this skill developing
between three and four months,
but really it can develop
even later than that.

But the main point is
that they are recognizing
someone is speaking to me
and then I need to speak back to them.

That is the basis of all
forms of communication.

So, really that turn taking,
you'll see here from three to four months.

And then this one, we're
now in the screeching stage.

And I'll quickly jump over
the developmental milestones
of speech whenever we
get over to this video.

So, let's watch between
three and four months.

Yes, if you guys want the
slides, they are located,

there's a link in your
handout at the bottom

that says view presentation.

So you'll have access to
all of these to view again.

âââ If you're happy and you know it âââ

âââ And you really want to show it âââ

âââ If you're happy and you
know it clap your hands âââ

âââ Stomp your feet âââ

âââ Say hooray! âââ

(Will verbalizing)

Yay!

(Will verbalizing)

Yay, say hooray! Good job!

Okay, so I hope that that
gave you a pretty good example

of really the earliest form of
turn taking in vocalizations.

He's not necessarily saying anything,
but he is understanding, wait a second,
mom said something, she's looking at me.

Maybe I should say something.

And that is what we're trying to teach

with those early pragmatic
communication skills.

Okay, so now let's jump over here.

We're going to watch Will at seven months.

This was taken the other day.
He is at the screeching phase.

And that's one thing
that I did wanna mention.

Whenever we are seeing speech
and language development,

we often see cooing between
two and four months.

Pretty much everyone
is familiar with that.

Then we can see some babies
will move directly into babbling,

but some babies will move
directly into screeching

and vice versa.

So, it really depends on the child
and their overall strengths and abilities.

So for example, William
was more advanced speech

and language skills and
delayed gross motor skills.

And we see that happen all the
time in development really,

because whenever you're
looking at those milestones,

babies can only focus on
learning one thing at a time.

So what happens is,
like let's say for Will,

he was really focused
on those early speech

and language skills like
turn taking, vocalizations,

cooing, babbling, screeching.

But he wasn't necessarily really focused
on rolling over or sitting up.

So we might see a delay
or a shift sometimes

in other gross or fine motor skills

if a child is more
advanced in another area.

And that's why we allow one to
four weeks, so up to a month,

of differentiation for a child
to catch up in those skills,

even from the milestone range.

And I do have a slide
on here about milestones

versus averages and
that's towards the end.

So we will get to the difference
between a milestone and an average.

But let's watch here about

how his turn taking in
vocalizations has evolved

from three to four months to seven months.

(Will verbalizing)

So, that was just a fun social
game that we were playing.

One of the best things that you can do

for early childhood development

for your client or your
child is to copy them

because that gives them a visual

and an auditory response
to be able to hear

and see what they're actually saying.

So I was just copying him with his little,

like screeching.

And then don't forget to drop
your questions in the Q&A,

but I will go ahead and answer this one.

My son's opposite, more

advanced in gross motor,
taking time with speech and language.

Is that normal?

Yes, it is normal, but we
definitely want to be aware
of the milestones and averages.

Okay, so developing longer attention span,

after your child is turn
taking vocalizations

or after that child
understands, your client, right,

that they are supposed to imitate

or copy you or respond to you,

we want to develop longer attention span.

So how do we do this?

I'm gonna give you two examples.

One is five to six months.

This is a five or six-month-old,
and then this is actually a five-year-old,
of how we develop longer attention span.

Something that I heard from a parent

is that one of the
therapists that they had

was going to their home

and sitting the child in the high chair

and kind of keeping them trapped in there

to quote unquote work on attention span.

And this made me very sad

because that's not working
on attention span, right?

That's really just limiting
the ability to move.

So what we wanna do is make sure that

whenever we're working on
developing attention span,

it's in play because we
know that children learn

up to 40 times faster skills

whenever they're learned in play

as far as the synapses in the brain

are learning and attaching
and pairing meaning with this.

So an unassisted attention span,

meaning that you are not
having to sit and attend,

the rule of thumb is two to three times

a child's age in minutes.

And this is really important

to keep in mind for therapy, right?

That if you are working with a 2-year-old,

they should really be
only able to pay attention

to something for four to six minutes.

So you might wanna have

a ton of different activities available

because they might start
rolling things faster.

And especially if you have
a child that needs help

with developing longer attention span.

I know like Laura Mize a
long time ago used to say,

she used to call it stay and play.

The reason why attention span is important

is because if your child is so busy
that they're not able to really process
or be given the time to
process all the information
that is surrounding them,
all of that language,
they're never soaking up
or receptively understanding the language.

They're just moving on, on,
on, on, on to different things.

That's what we call like,
busy kiddos, or busy kids.

So what we have to do a
lot of times is back up

to develop longer attention span.

Sometimes I do this really
easily with like, bubbles.

Instead of opening your bubbles

and just blowing the bubbles,

I might say like, ooh, one,

ooh, two,

ooh, three!

Blow bubbles!

And then guess what?

The next time I go to open
my bubbles, I go, whoa!

And I pretend to drop my bubbles.

But everyone just attended to that

and that was an extra five
seconds that we added on.

And sometimes those five
seconds add up, right?

We do five seconds here,
five seconds there,

at the beginning, at the end,
we add one puzzle piece on.

And then this is one of my favorite ways,

I like to add movement.

So this is a tunnel we're gonna watch.

I was working with a five-year-old,

this is ESY at a preschool,

and we are working on attention span

and following directions.

So let's see how this
looks in an older child.

Go, go, go through the tunnel!

We got our flower, and put it in.

Yay! Okay, go get another one, let's go.

- Okay, so we had our felt flowers, right,

our Lovevery felt flowers.

Instead of just having all of the flowers

right next to the stand,

one of my favorite things to do

is either take magnets
in a magnetic board,

which is AKA a baking pan.

I never go anywhere without my baking pan.

Or you could use puzzle pieces in a puzzle

if a child likes puzzles.

Grab your tunnel, or if
you don't have a tunnel,

maybe just move things
into a different room

if you're in a home setting,

or across your environment

if you are located in a
school or private practice,

and we go, go, go, go.

We get one piece,

we work in identification,
like let's get our cow,

or let's get something that says moo.

We grab it and then we run back

or we crawl back through and we put it in.

Now, we have taken something like a puzzle

that might take one minute to complete

and we've made it last
five to six minutes.

So movement, anytime you
can incorporate movement

into your sessions,

that's gonna really ramp up
our sensory systems anyways

and really get the
child's true skills going.

Yes, also great for regulation. Love that.

Okay, developing joint
attention is number five.

So after your child has
the other four skills,

we're ready to move on to joint attention

now that they have a
longer attention span.

Remember that joint attention is going

to present differently in
neurodiverse populations.

And I will give you
examples of that at the end.

The examples that you're

gonna see in these videos
are gonna be back and forth,
traditional joint attention skills
with an adult or with a preferred parent.

And this is basically
having a shared experience

because that is the basis
of the communication.

You cannot communicate about something
unless you're having a shared experience.

So some great things to do
are play social games, music,

â Giddy up horsey, go to town â

â Giddy up horsey, don't fall down â

You could do a pause
with a fill-in-the-blank.

But again, our main goal is
to develop joint attention.

I want you to look here,
this is my friend Karina.

She's playing with a seven-month-old
and we will see,

I retracted the audio because
I really just want you

to focus on the joint attention, right?

So, he's looking up at her
like, wow, like who is this?

What's she doing?

He's looking back at the
toy, whoa, wait a second,

she's saying something, she's
still playing with the toy.

I'm loving this, now
I really like the toy.

Oh, but she said something
and now I'm looking up to her.

This to me, this is clear as day.

This is joint attention.

With joint attention,

one of the best things that you can do is

if a child is busy,

you could put them in something
like a laundry bin, right?

Also, again, helping with regulation,

moving them around in the laundry bin.

That way they're paying attention to you

for the longer time.

I love joint attention in a swing,

something that has movement.

And anytime you can be at a lower level to

where you're not having that
huge difference between eyes,

that's a great place to start.

So here I'm on the floor with
Will, we're reading a book,

and instead of putting him
in my lap to read the book,

I'm just like laying on
my belly in front of him.

So let's watch here.

Big, and look, big!

Look how big it is, wow!

Big shoes!

(gasps) Shoes!

So big.

Okay, so you could see,

whenever I am laying like this
with him reading the book,

he can see my sign for shoes.

He's looking back and forth
between me and the book.

We're having a really great joint

and shared experience,
which is joint attention.

So again, this is gonna
present differently

in neurodiverse populations.

We will go through that.

But essentially joint attention

will likely not look like this

unless you are incorporating movement.

It will look something more
like, a child might be,

you might be playing ring
around the rosy and we all fall

and then instead of looking up at you,

maybe they sit down.

So, they are still listening,
they're still attending,

they're just not really
looking directly at you.

And that's totally fine.

And we see that a lot,

especially if a child feels uncomfortable

with eye contact or an adult
if you are working with adults.

They don't necessarily need
to be looking directly at you

for therapy, it's not,

that's not something
that is a goal, right,

of our pre-linguistic skills.

It's just that they're
having a shared experience.

So however that child
communicates with you

that they're joined in with you

and that they're having that experience,

that's gonna be the way to go.

Okay, someone's asking about the videos,

you can view these videos.

The ones from Lovevery
are on the Lovevery app.

If you click on the play thing

that you saw in the video,
you can view them there.

And then you can also view
them in the presentation

if you use that presentation
link from Canva.

All right, number six,
following directions.

So I hope everybody's staying with us.

We are moving pretty quickly,

but I think we're right on time.

So, we're following directions.

Whenever a parent says to me,

they know what I'm saying,

they just don't do it,

that to me is like, my ears go up.

Like, I'm really listening
to everything else

that they're gonna tell me

because that to me is
something that is not typical.

A child generally wants to listen
and follow simple directions,
especially whenever they're used in play.

So, something like high
five, give mommy high five,

something like, you know,
wave goodbye to grandma.

And again, these are gestures,
so you'll have to take a look
whenever we get to the gesture slide
about what age those are appropriate for.

Something like give and show me,
those are as early as nine months.

So, really give and show me, nine months,
they should be able to give me the ball.

They shouldn't just
throw it away from you.

We wanna start with play task
if a child is doing this.

So let's look at this.

This baby, mommy's saying
give me a high five.

High five!

And then the baby's
giving her a high five.

So if a child is not
doing this for you, right,

if you are saying give me high five,
or sometimes I say,

you will see this later

on my Instagram today.

I'm putting up a post about,
it's really about delayed echolalia,
which is one of the stages in NLA
for gestalt language processors.

But essentially it's about
following directions,

where I'll say, let's
put pepper on our egg,

shake, shake, shake.

Can you shake? And I
want the child to shake.

If they're not following those directions,
they're not understanding.

You'll hear him say in the video,

let's put pepper on,

but he isn't putting the pepper on.

So whenever we're seeing
that delayed echolalia,

they're just imitating it back to us.

They're not actually following direction.

We want to one, start with a play task.

Something that's easy to
do that's fun for them,

that might be motivating.

Whatever intrinsically motivates them

or whatever is fun that you're
doing during your session,

you wanna model it for them.

And then you wanna take very short turns.

Even something like cleanup, right?

If a child isn't cleaning

up, cleaning up isn't fun.

But what you can do is saying like,

ooh, let's put these in,

in, boom!

Your turn. In, boom!

Watch Kelli. Kelli puts in, boom!

I'm making my own little verbal routine.

I'm making it fun, I'm
modeling it for them,

and I'm asking them to do something.

So this is where most of the time

I'm starting around this,
either attention span,

joint attention, or following directions.

Whenever I am working with
a client that is missing

some of these pre-linguistic skills,

this is almost always where I'm starting.

Okay, purposeful vocalizations.

These are vocalizations that are

to someone about something.

So funny story, oh, all of these videos,

I was 33 weeks pregnant in these videos.

So, very fun times.

I remember specifically in this video

that this little one
that I was working with,

this was actually something
I would work with her on,

is actually vocalizing to
someone about something.

So I'm gonna explain it here in the video.

Remember, if you have questions,

drop them in the Q&A
instead of in the chat.

Around this age, your
baby is likely making

lots of sounds and babbles,

but they may not be directing those sounds

or babbles to another person just yet.

You can use the transparent tubes

to help your baby practice
making sounds intentionally.

Make a silly sound or say a familiar word

into one of the transparent tubes.

Then hold the tube up to their mouth

and encourage them to imitate you.

Babies love hearing the
feedback from different tubes

based on size and volume

and this can motivate
them to try to copy you.

I love that at the very
end you did finally see her

look at me, I said, ba, ba, ba, ba.

And she said, ba, ba, ba.

So these can include sounds
just like you were hearing,

or word approximations,

but really it could
also include a gesture,

a form of joint attention.

You could use objects
to encourage imitation.

So these are things like the

little Dollar Tree microphones.

A lot of times if a child
isn't purposefully vocalizing

something to me, I'll provide
something that's almost like,

I call it like a buffer between us,

so that maybe they don't know me,

maybe we haven't developed
that really great rapport yet,

which is super important.

Or maybe they're just
really not understanding.

Talking into something will
provide more direct feedback,

some auditory feedback.

And a lot of times you would be surprised

that you can get a lot more
purposeful vocalizations

out of a child whenever they're talking

into something like a microphone.

I love the idea of puppets,
too. Great idea, yes.

Anything that's gonna say like, you know,

take the pressure off of
them directly from talking.

Number eight, imitating actions.

So, copying or imitating a movement.

I think that this is the video

I was actually talking about earlier.

So we'll watch this one first.

This is an older child, five years old,

and I'm really wanting
him to shake, I believe.

Let's watch this and see what happens.

But essentially we're getting
into the imitating actions

that are gross, fine, and then speech.

We don't start with speech.

So, a child is not going
to be imitating our words,

our facial expressions or
our oral motor movements

because the muscles are so small.

What they wanna do,

what we wanna see is a child
imitating a gross motor skill.

So let's watch this one first.

Okay, now I need pepper on my cookie.

Shake, shake, shake.

Can you put pepper on?

Shake, shake, shake.

Good job! Thank you.

Okay, so this was the one where he did,

so we had practiced a lot on shaking.

So all I was wanting him to
do was shake, shake, shake,

to put pepper on because
that tells me, okay,

he understands what I'm doing

whenever I say shake,
and I shake my pepper.

So again, imitating action

is copying or imitating a movement

that demonstrates a form of understanding.

So let's watch this one. This
is with another cutie pie.

Shake, shake, shake.

Imitation is a foundational skill

for speech and language development.

Your baby learns to talk
by watching you speak

and imitating your sounds.

Ready? Okay, shake, shake, shake.

This can be difficult for
babies to do at first,

since speaking requires
tiny muscle movements

and quick sequences.

Learning that their body
can do what your body does

paves the way for language development.

Facing your baby, shake
the wooden sound cylinder

while holding it next to your mouth.

Say, shake, shake, shake,
with an excited tone.

Shake, shake, shake.

Then, give the cylinder
to your baby to try.

Don't worry if there's
a delay in imitation,

simply model it again.

Shake, shake, shake.

Okay, so sometimes you'll see

that a child like this little
one was shaking his ball,

but I don't think he knew
he was shaking the ball.

I was wanting him to shake
our wooden sound cylinder.

And so he didn't initially
shake the wooden sound cylinder

when I took away the ball
and gave him the cylinder.

However, I do love something that rattles,
and that's why you see that, let's say,
like on the PLS, right?

Like, imitates shaking rattle,
that's whenever you see that.

So really we're looking
at imitating actions

and this is gonna be the bottom basis

of our imitation hierarchy
language skill chart

that we're gonna go over
in a couple of slides.

So, this is super important

because it is the foundation
of verbal imitation.

We have to understand that
a child has to understand

that they can do what your body can do.

So we start gross motor, large
muscle movements, shaking,

if they can stand or run or jump,

then we move into fine motor

and that's whenever we start
to see a lot of those signs,

like 'more,' or even like 'ball,'

things that are more fine and smaller.

And then we move into
our speech articulators,

which are oral motor movements.

Okay, so imitating actions, number eight.

Again, another big starter.

If a child has all of
the skills prior, bingo,

this is where we start.

Using gestures or signs.

Okay, so this is a disclaimer.

The DHH community wants people to know,

and obviously I'm sure
everyone knows this,

that signs are words.

We cannot say gestures and signs.

The reason is because gestures
are symbolic representations

of words and signs are actual words.

They're different.

So signs are a language,

sign language is a language within itself.

There is no such thing
as baby sign, right?

It's not a thing, it's sign language.

Now we can accept sign approximations.

Let's say like, a child is small, right?

They don't have those
gross and fine motor skills

that they need to be refined over time.

Just like our word approximations.

A child might say 'buh' for
ball, then they say 'bah,'

then they finally say ball.

And a child might do this for
'more,' or this for 'more,'

and then eventually they do this, right?

So they are shaping it up, but it's not,
and that's what I think
people are referring to

whenever they call things baby sign.

But let's make sure that
we're being cognizant

of what we are communicating
and that we're respectful of the deaf
and hard of hearing community,
that sign language is a language.

Okay, so gestures,

and here's the difference
between gestures.

Gestures are symbolic representations
of many words and/or phrases.

So for example, if I go like this,
which I do all the time in therapy,
this could mean, I don't know.

This could mean, where did it go?

This could mean, who knows.

This could mean, uh-oh, what happened?

There are five different phrases
or meanings that one
gesture could represent.

So, that is the difference
between signs and gestures.

But gestures are such an important part
of language development.

We're gonna go over it on the next slide,
but let's watch these first.

Okay, let's go into signs.

This is 11 months and up.

This is Sloane, this is my niece.

- One more time.

(Sloane vocalizing)

One more time. Can you do, 'more?'

(Sloane vocalizing)

I love that she's doing it
up here, because why not?

Excuse me.

And then now we're going
to learn more about signs

and how we're gonna pair
them with our words.

And you could do this
during play, during bedtime,

and again, just during any
of your speech articulation

or your language development sessions

whenever you're doing child-led learning.

So let's see.

Incorporate the book into
your child's daily routines

or into their playtime.

Pairing signs with words
during these activities

will help your child understand

the meaning of the sign or word.

More?

Thank you!

In?

At bedtime, hold up a few of
your child's favorite books

and model the sign for book
as you hand one to them.

Repeat this again and again
until they have all of the books.

Then, encourage your child
to hand you the books

by using the sign and the word for book.

Remember, any attempt at sign imitation
should be celebrated.

Signs are learned and used
just like spoken words.

They may not be perfect from the start.

For example, when
teaching the sign 'more,'

you may notice that your
little one does a fist bump

or claps their hands.

That's okay.

With more practice and fine motor control,

they will eventually be able
to use the sign correctly.

At this stage, the goal is to encourage
meaningful communication attempts.

More?

Thank you!

In?

Okay, so I think we have an understanding

about the difference
between gestures and signs

and also the importance of it.

One way that I like to
promote using signs at home

is to hold some of the pieces of things.

We're not withholding. It's different.

Withholding is making a child do something

or else they don't get something else.

Holding it just involves
you in part of their play.

So like, they have a couple pieces.

I have a couple pieces.

And especially being
careful with the word 'more'

because we always want to

have a child not overgeneralize a word.

So, let's say like they're doing 'books,'

and they want all of
their little mini-books,

we would say 'more book,'

and you would do the 'more'
sign tagged along with 'book.'

Really 'more' should always
be tagged with another word.

That way it's not overgeneralized

into a ton of different meanings.

We want like 'more eat,'

something like that where they're getting

one or two pieces at a time.

We say 'more eat'

and we give it right away.

'More eat,' we give another little chip.

And then instead of just giving

a child a whole bag of chips,

they got 30 trials of doing 'more eat'

because I gave them one chip

at a time every single time

not expecting them to
imitate it back to me.

But still offering that as a model.

I found that children naturally want

to communicate in a way
that's gonna get them

what they want as fast as possible.

So they're like, wait a second,

I don't need to sit here and
listen to this lady do this.

I can do this.

'More eat.' Here, give it to me, right?

And so that is really how we start to see

that intrinsic motivation start to build.

Okay, this is why gestures are important.

The First Words Project, it's linked.

It is linked in your presentation,

and research shows us that young children

that are using gestures
between nine and 16 months,

we wanna see 16 gestures by 16 months,

because this is the greatest
indicator of language skills

between 24 and 32 months.

If a child is consistently using gestures,

this tells us that they understand
that words have meanings

and that is why this is so important.

So, some of the gestures
that you're gonna see here,

I see we have a ton of hands up.

Make sure to drop questions in the Q&A

so I can have time to
go over them in the end.

Okay, so these are gestures
that predict language skills.

We want 16, and you might
think, wow, I don't know 16.

But shaking head yes, no,
reaching up, blowing kisses,

waving hi and bye, those are different,

pointing, open hand point,

and then pointing with
a finger saying 'shh.'

Right? Be quiet.

High five, blowing,

stomping and playing peekaboo.

So, things like social games, right?

Motions to songs and those movements,

that's what's important.

So, 'we all fall down'

if a child is falling down every time,

even whenever a baby's
reaching up like this, right?

Will knows whenever I go like
this that he wants to go up.

So I'm pairing it with our
sign and our word for 'up'

and then hopefully in the next two months

he'll start to reach up
and do this with his hands

to tell me 'I want up.'

So make sure to check out
the First Words Project

that's linked in your handout.

Okay, number 10,

this is gonna wrap up our communication

pre-linguistic skills, or
those preverbal skills.

So, you can see here,

the baby clearly wants
mom's attention, right?

He wants to say something,
I don't know what he wants.

But we start to see this
between 10 and 12 months.

This is where communication
might look different

for autistic toddlers or
for autistic babies, right?

Or for neurodiverse populations

that don't have a diagnosis yet.

What we want to try to do
is to help them learn a way

to communicate their
idea and their thoughts

and their wants as fast as possible

and as efficiently as possible.

Because a lot of times that's
whenever we start to see

quote unquote behaviors, right?

It's really because their communication

is not being understood.

So either we need to understand
their forms of communication

or we need to help them learn other ways

to learn these ways to
communicate with others.

So for initiating communication,

they have to have intent
to communicate, play,

take a turn, or make a request.

So this is what I like to tell parents

about setting up communication
opportunities at home.

This goes against that
natural parent instinct that,

I know my child is like,

he's out of water in his cup, right?

So I'm just gonna go get
the cup and fill it up.

What we wanna do is let
the cup run out of water

so that they have something
to communicate about.

What we wanna do is have them
sit down at the table to eat

and then forget to turn on the lights.

What we wanna do is have
them sit down to eat

and give them a plate with no food

and then be like, uh-oh,
oh no, we need food.

We forgot.

We want to set up those
communication opportunities

that will help give them a reason

and be motivated to communicate.

So those are some of the ways
that we can teach requesting,

taking a turn, and initiating
communication through play.

So joint attention is one of,

and one of the multimodal
communication forms,

gives you something and you say something.

So a child brings something
up to you and they say it.

In this video right here

with this 11-month-old
that we're gonna watch,

this was actually I was trying to get him

to imitate my onomatopoeia
or my interjection,

which was 'achoo.'

This is the achoo game, right?

You go ah, ah ah, choo.

You can see that he's not quite there yet,

but I do want you to watch the way

that he is initiating communication

by trying to hand me the cone.

So sometimes this is what I mean

that you might not hear
a child say something,

but you can tell that they
are trying to communicate

with you in another way.

Practice by taking the largest cone

from the roll and build cone set

and placing it on your head like a hat.

Pretend to sneeze as
you say ah, ah, ah, choo

so the cone falls off your head.

Your baby will likely laugh, giggle,

and want to repeat the game.

After the cone falls off your head,
you can say, uh-oh, and then repeat.

So he definitely had
intent to communicate,
but he is not quite there
as far as imitating vocal tones there.

So what would I do there?

I would back up to imitating actions.

So I hope that that's helpful
if you're watching this

and are like, well, what would I do now?

So this little one, I
would definitely back up

to imitating actions with him.

Yes love achoo. I put anything on my head.

Anything that goes on my
head can be sneezed off.

Super fun, great game,
especially for initiating communication

because then I just sit
there and hopefully the child

either puts it on their head,
or tries to hand it to me,

in a way that I know
that they're initiating

that communication or
that social exchange.

The last one on the screen
is whining or crying

with the intention to have a need met.

So, not just walking around
like talking, like la, la, la,

but they're talking to you
and they need something.

So they really are trying to initiate that communication.

A lot of times our autistic population, they are trying to initiate communication but it doesn't look in the way that it does for typical language development.

And that's something that we will definitely need to address and something that we need to help, we need to really get to know every child to make sure that they're regulated and that we're able to get on their page to where we can see what it is in a way that they are able to communicate so we can understand.

Oh, I meant to go to the next slide.

Okay, so we're here to the imitation hierarchy chart.

Imitation hierarchy is a visual reference to help teach parents and caregivers the stage of gross, fine and oral motor skills in childhood development.

So again, we're gonna start with those gross motor skills.

We're gonna come down to fine motor and then finally to oral motor imitation.

And this is why a lot of times parents will say,

oh, my therapist is just playing with my child.

She's not trying to get

him to say anything first.

But really I have to make
sure that we understand

that their body can do what my body can do

and that they can imitate these
gross and fine motor skills

before we move on to verbal imitation.

So, these are links if
you're on the presentation,

if not, I have it linked
on the handout for you.

I love this question, Priya,
make sure to drop it in the Q&A

so I have time to answer it in the end

and it doesn't get lost.

Okay, so for the imitation hierarchy,

we start at the bottom.

So those are actions with objects.

Remember our wooden sound
cylinders, we were shaking them.

Remember our gestures,
we're using 16 by 16 months.

And then we're moving
into facial expressions.

A great way to do this
is by acting surprised,

like, every time.

I'm surprised 24/7, right?

And then also in the
mirror, giving kisses,

making funny faces.

Playing peekaboo in the
mirror is a great way

to practice those facial expressions.

Vocalizations, those are intentional vocalizations.

So again, talking about maybe a word approximation,

like 'bah' for ball.

Sound words, which are our onomatopoeia's

and our interjections, which are often a child's first word.

Like, 'uh-oh,' 'oh no,' 'wee,' 'yay,' 'boom,' 'watch out.'

Like, things like that that are action words.

And also animal noises are counted as sound words

and a child's first words.

So, a lot of times parents will say, we don't really have any words, but they know all the animal sounds.

Guess what? Those are all words.

So, it's a great place to start.

And if I know that the child can do all of these things under here, then I'll start with verbal routines.

And a verbal routine is something like, 'ready, set,' or 'one, two,' right?

And then also our functional words.

So, verbal routines will help your child learn those functional words.

So if we're working on 'ready, set, go,' then 'go' is a functional word, which makes something happen.

So those are words that

are important to a child.

So if your child, if you're
like, say 'basketball,'

I don't think, you know,

like it's great if they will say it,

but they probably won't.

But if you're like 'help'
or 'mine' or 'stuck'

or 'no' or 'up' or 'go'
and something happens,

those are the words that a
child's really going to see

and that they're really
going to be able to say,

and that they're also gonna
care about saying, right?

And then finally those single words,

things that are important to your child,

like 'mama,' 'dada,' pet names,

'car,' 'truck,' 'ball,' 'blanket,'

whatever is their favorite.

And you can also download this

on my Teachers Pay Teachers account.

TheSpeechScoop is the store.

Okay, so now that our child
has all of these skills, right?

We're looking at milestones and averages.

This is something that I really
like to go over with SLPs

because of how quickly these,

you know, whenever a
language burst happens,

or that language explosion that
we hear parents talk about,

the numbers start to multiply so quickly
and if parents are just given a milestone,
which is what doctors or pediatricians
or the AAP recommends,
that's what 90% of children are doing.

So we really need to keep that in mind
because whenever I'm giving out averages,
I'm giving out the average
of what most children
are doing at this age.

Remember, we're still
taking into consideration

if a child has gross
or fine motor advances

or delays in different areas.

But we do need to be cognizant that,

especially whenever you're
getting to 24 months,

the milestone that your doctor
is gonna say is 50 words,

but the average is 250.

That's a difference of 200 words.

If you are a parent and
you are hearing, oh,

the milestone's 50, and you're
thinking my child says 30,

maybe they're like, not that far behind.

But if you are a parent
and you hear most children

at this age say 250 words

and you're talking about
these are expressive language.

Receptive language is we know at 24 months

that most children
understand a thousand words.

So this is a huge, huge discrepancy
between a milestone and an average.

And also the references are linked.

You can click here to
download them as well.

They're also on on TPT.

Okay, also, yes.

Okay, so we are going in, right now,

we're going into ASD
and pre-verbal skills.

So, differences.

So splinter skills are
things where a child

might have some of the pre-verbal skills

but they're missing other skills.

A lot of times they're
not necessarily missing

those other skills, they are
presenting very differently.

So, regulation and rapport,
number one thing you're gonna do

with your autistic clients
or your autistic child,

you're gonna make sure
that they're regulated.

They are not doing anything
until they're regulated.

Just like me, right?

If I don't have my coffee in the morning,

not doing anything, or
I may be in a bad mood.

And then rapport, they're

also not gonna do anything

for someone that they don't know, right?

And so do you have that
one-on-one rapport?

This is the stage that a lot
of therapists tend to skip.

Have you really developed
that trust with a child

that they know you're gonna get down there

and play with them?

What I like to do to test this

is look at their body posture.

Are they immediately
turning away from you,

even their shoulders?

Are they turning their shoulders away

to kind of move their toy away from you?

They don't quite trust you yet.

So back up before asking
them to do anything.

We really need to establish this rapport,

especially with these children.

So, we see differences in
environmental stimuli reactions

and attention, that joint attention.

For example, one of the first differences

that you might see is heightened response

to bath time or water exposure.

A lot of autistic babies
do not like bath time.

It's often known as soothing

for typically developing children,

but for the autistic community,
a lot of times bath time is overwhelming.

The water exposure is
difficult to process,
it's coming at a surprise.

It's coming at your head, right?

For neurotypical children,
it's not as big as a sensory experience
or it's a more soothing
sensory experience.

So again, for neurodiverse populations,
we might see heightened
or reduced response
to singing and music.

They might love music
but maybe they cover their
ears whenever you are singing.

And it's because the tune is different.

The melody is different,
it's not the same.

And it's a different
experience that they're having
and that could be dysregulating.

So, we really need to focus
on regulation and rapport
and how they might be experiencing
these sensory differences.

Joint attention without eye contact.

They could be walking around the room
and they are listening to you
and they know everything
that you are saying.

So they do not need to be sitting

and necessarily playing with you.

If they are playing on
the floor, I like to,

as long as they are comfortable
with me in their space

and most of the time they are

because I've developed rapport with them.

I spent session after
session getting to know them,

what they like, what they don't like,

their little nonverbal
cues that I could read

so that I don't invade their space

or be disrespectful to them in a way

that they're trying to communicate.

So we really wanna focus
on regulation, rapport,

intrinsic motivation, whatever
is motivating to them,

which might not be what you
had planned for the day.

And then helping others understand

their modes of communication

and also helping them learn ways

to communicate effectively.

And the last thing we
need to do is determine

if they're a gestalt language processor.

So let's get into that.

All right, gestalt language processors.

I know many of us are familiar,

this is also a link right here.

It will take you to the
meaningful speech stages

of gestalt language processing,

which we'll go into more detail here.

I'm not gonna go into detail
about necessarily this,

but I did wanna touch base with it.

If your child or if your client

is a gestalt language processor,

that means that they
learn language differently

than a normal child would learn

as far as the word like, 'ball.'

Go ball, go big ball,

they might learn 'go big ball'

if that is part of a script or gestalt.

And then they will be
able to break them down

into smaller pieces.

So stage one, delayed echolalia.

And really quickly I wanted to talk

about echolalia in general.

Echolalia is typical in speech
and language development

up to 24 months.

At 24 months we're gonna see a peak where

a child's receptive and
expressive language skills

are starting to even out.

And then by 27 months we should
really see no more echolalia

as a normal response as far as like,

put this on your head, and the child says,

'put this on your head,'

instead of putting it on their head.

That tells me that they're not
understanding that language

because they're still
demonstrating echolalia.

But if they are a GLP,

then they could just be in stage one,

which is delayed echolalia.

An example of this, gestalt or scripts,

I have a child who says 'wet'
whenever he's mad or upset.

So, if he doesn't like something,

he says 'wet, wet, wet.'

But if you don't know that,

then how would you know that he means,

'I'm upset, I don't
like it. No, thank you.'

And then I really liked this one.

This is from someone that
I follow on Instagram.

She stated that her child kept
coming up to her and saying,

'I like eggs and toast,'

and this is from Splash'N
Boots, which is right here.

And you can see that you
might be able to guess

what he was actually trying to say.

Sometimes the gestalts
or the scripts are not,

the words are not meaning what it is

that they are trying to express.

And that's why it's so
important to write down

all of their scripts that they have

and really try to figure out, you know,

what show did this come from?

What movie did this come from?

Did mom say this one time?

To try to get into the emotion that child
might have been feeling.

So here every time the child
said, 'I like eggs and toast,'

next line of that song is,
'But I love you the most.'

And I absolutely love that

because he was trying to
say, 'I love you mom,' right?

So again, so we have stage
one delayed echolalia,

typical in speech and language development

up until 24 months, starts to decrease.

If we're still seeing it after 27 months,

the child could be gestalt
language processor.

And that's where we're
gonna move into stage two,

which is partial gestalts
or mitigated scripts.

And then we'll move into stage three,

single words and two-word combinations.

And stages four through six
are beginning original phrases.

So really, this is one of
the most important pieces,

obviously this webinar is
about pre-linguistic skills,

it's not about gestalt
language processors,

but if you would like more information,

you can definitely look
up the NLA approach

and that way you can have
more information on this.

Okay, let's see.

Okay, so some key takeaways here

are pre-verbal skills to
determine where to start.

So, we're not gonna start
with the child's age.

Really, age doesn't really matter.

A lot of times I'm working
on these pre-verbal skills

if a child truly doesn't have them,

like you saw in the video
whenever they're five,

because they're important.

And are we building
other skills into those?

Yes, but am I still targeting
those preverbal skills?

Yes.

I'm always looking at
the imitation hierarchy.

What did the child, what can they do?

What can they do assisted?

And what can they do by themselves?

So, that is a great PDF
to give out to parents.

And then also, are they
initiating communication?

If they're not,

but maybe parent isn't setting up

communication opportunities
that we went over,

allowing them to make a
choice between two things.

And here's another key tip,
offering non-preferred items.

Like something like, do
you want cookie or tomato?

Something like that.

If we're always just offering two choices

that a child likes, it
doesn't really matter to them,

whichever one they get, right?

They like either one.

So sometimes I'll just throw
the non-preferred one in there

as the last one and see,
are they just imitating,

or having that delayed
echolalia back to me,

or even immediate echolalia back to me

that they want, 'tomato,'
I give them tomato.

'Tomato,' I give them tomato.

It's not until they're like,

why does this lady keep
giving me tomatoes,

that they're like, what am I saying?

Oh, I said 'tomato.'

I'm like, oh, did you mean 'cookie?'

Here's your cookie.

We say it over and over again like that.

So, we always want to be play-based
even if you're working on certain skills,
even if you're doing repetition,

we wanna join the child,
let them lead, join them.

If you don't know where to start,

lay down next to the child.

Have them be comfortable in your space.

If they are, if they're
turning their back,

maybe back off a little.

Play some music.

Do something that you know that mom said
that they enjoy, some bubbles.

And then if they're letting
you join their space,

just copy them.

Don't take their things,

but copy them with something
else that you have.

Okay, and then using the NLA
approach if your child is GLP.

So, okay, I see a bunch
of you are having issues

on the website, so don't worry.

These are available on TPT
as well on the last slide

that says connect with me,

there's a TPT link and you can download

all of these same things
on Teachers Pay Teachers

under TheSpeechScoop store.

Okay, and if not, I'll get it fixed
right after we get off this webinar.

So, thank you guys for
coming. I hope you enjoyed it.

I am gonna take some questions.

This is our connect page
if you are looking to connect with me.

Here is Instagram.

If you click on it, it's gonna
take you to these things.

My main platform is YouTube.

I have 105 YouTube videos that
you can share with parents
that are about all of these topics.

There is one specifically
that is on pre-linguistic
skills that you can pull up.

And then we are going
to go over questions.

One question that I saw come up was,
when is a good age to recommend AAC?

So AAC,

if you have a child who has
met all the pre-verbal skills,

no matter of their age, that
is a good time to start AAC.

And you don't have to
jump necessarily to a...

You could stick with like a light tech
if they're not quite ready for
another higher tech option,
you could just stick with a core board

or stick with a core
board with a fringe board.

I do have one on my TPT
and also on the website,

if it'll let you download it.

That is a great place to start.

If a child, there is no minimum age,

so if a child already has
those pre-linguistic skills

and they're just not moving
up that imitation hierarchy,

but they are able to do
everything with their hands

and also gross and fine
motor, then they are ready.

And I would definitely introduce AAC

There is no information,
there is no reference,

that is going to say that AAC

will hinder speech and
language communication.

It really doesn't.

I thank you guys for all
the positive comments.

Okay, do we have any
suggestions on developing

a longer attention span with
neurodiverse population?

Okay. Yes.

So, really I like to go with, again,
movement and sensory regulation.

So I'm working on things
while I'm pushing them in the swing.

I'm working on things while

I'm moving them around,
if that's what they like to do.
If they like to line up objects,

I'm working on things as
I give them the object.

I say like, oh, here's the cow.

Cow says moo.

And then I hand it to them
and then it goes in the line

and it can stay in the line

until it's ready to come out of the line.

I try to use whatever it is that they like

and really just drag
out a couple of seconds.

Anytime I can get a couple of seconds,

that is how I work on it.

Just five seconds at a time.
Five seconds at a time.

And you would also be surprised
that if you have rapport,

if you have established
rapport with a child

and they're regulated,

you could get a lot
more joint attention out

that they'll be demonstrating.

So that's just something to keep in mind.

Okay, I see many of my
students with difficulty

with 'give me object' when
they can do other one-step,

'high five,' 'wave goodbye.'

Okay. Yes.

So sometimes this one's
tricky because sometimes

it could be because
they just don't want to.

That's like on the PLS, right?

Where there's like a spoon, a duck,
and something else fun, a ball,
and you say give me the spoon.

Like, you know, they're
always gonna grab the duck.

They're always gonna grab the ball.

So, a lot of times that's what we see
in our teaching basic vocabulary.

Instead of 'give me,' let's try 'point to,
or 'show me' or 'where's.'

You could always say, 'where's duck?'

And I like to be silly.

I might say, where's duck?

Is this, no, that's not duck.

Duck says quack quack. Is this duck?

And again, we're really just staying,
really high, really high affect,

especially for our
neurodiverse populations.

I'm being really high affect,
but maybe not as loud.

But my facial expression is enough
to keep a lot of attention.

And that is one way

that you could work on
following one-step directions.

And again, instead of

saying like 'clean up,'

just look at the wording.

Really just changing one
or two things for wording.

Instead of saying, 'let's clean up.'

Say 'let's play boom.'

Ready? Boom!

Your turn, your turn.

And let's see how many we
can put in in a minute.

I'm gonna put my timer on.

Or if a child's small,
I might say 15 seconds.

Let's get everything in, in, in, in.

So they are still following
that direction, that one step.

But they're not necessarily
having to give you

or do something that they
don't want to, right?

Okay. Is there a good parent handout?

Yes, on my website,

which I'm gonna go take a
look at right after this,

there is three steps,

my favorite three tips for talking.

It's a great parent handout.

It talks about vowels,

pulling objects next to
your face, and repeating.

So, make sure to grab that.

That's under resources
at thespeechscoop.com.

Okay, are you teaching sign language

if the child is already delayed?

And also what age do you start?

Yes. I'm always teaching sign language.

Always, always.

Because that's gonna be
one of the quickest ways

that they can imitate, right?

And that also shows that they understand
that this sign means a word.

So for example, if I'm singing like,

â Old McDonald had a farm, E-I-E-I-O â

â And on this farm he had a, â

And I'm holding up a cat.

I would love to see if any child
would just even do this, right?

It doesn't have to be
a perfect 'cat' sign,

but something like that.

We're always pairing words with signs.

That is a great place to start.

You could start, I've
been doing signs with Will

since he was three months old.

And you could see in one of
my Reels I had a debate like,

did he sign 'dog' whenever I'm singing?

So you'll have to check out that reel

and let me know what you think.

But a lot of people think that he did try

to do an approximation sign for 'dog.'

Okay, I never thought some
of the gestures mentioned

in the first few slides as gestures

such as blowing or stomping.

I can see how stomping could be a gesture

if a child is stomping
because they're upset.

Could you explain how
blowing could be a gesture?

Okay. Yes.

I've always thought gestures

of movements primarily
done with your hands.

Yes, so gestures are your
body communicating, right?

So sometimes if we are working
on oral motor imitation of a gesture,

such as like blowing the
candles out for your birthday,

I could see how that might
be a little bit confusing.

But really, anything
your whole body is doing

can be a gesture.

So, even though this isn't
necessarily meaning anything,

maybe it means I'm being silly.

So that's one way.

How much repetition is generally needed
for babies to learn a tactic?

Thinking times, numbers of day.

A tactic.

Okay, so I'm not

understanding this question.

Hopefully this one can be reworded.

So, maybe to learn a skill, how much repetition?

Okay, so I'll answer it like this.

How much repetition is needed for a child to learn a word?

We know that typically developing children need

upwards of a hundred times to pair a word.

This is why whenever we see a ball we don't,

or a bird, let's say,

we don't wanna say like,

look a bird, there it is.

It's flying. Okay, look how big it is, wow.

We wanna say, look, bird.

Hi bird! Waving to bird, bird is blue.

Fly away bird.

Now, I said the word 'bird' five times.

It really does take a cognizant thought

to remember to say a word that many times.

But it is important

because a lot of times we don't say those words

so many times and that's why a child needs

so much repetition to pair a word with a meaning.

So I hope that answered your questions.

What can we do if a game is super fun

and the child's not interested?

Great question. Okay, so I agree.

The problem is it's not super fun to them
or maybe they don't understand the game.

So, whatever it is that they wanna do,
we just have to join it
and then try to make that
as fun as possible.

I do understand that.

I've like, set up so
many fun things and then,
you know, in the end
they don't wanna do it.

They just wanna do the same
thing that we always do

or something that might
seem boring or routine.

But really just try to
build as much language

and have as much fun as you can.

If you're still hanging on,
thank you guys for coming.

I'm so glad. I'm just reading.

Yes, no questions. You can log off.

So, I'm just answering.

Make sure to take the assessment.

I hope you guys all get
hundreds. I'm sure you will.

Okay. Yes, yes, PDFs of the slides.

I can chat with Jim about that. Okay.

A kiddo I've been working with.

Oh, perfect. Okay.

A kiddo I've been working
with for the last month

rarely makes any vocalizations

and does not imitate any sounds or words.

However, mom reports he
has at least five words.

Should I work on
vocalizations first with him?

So I would back up to imitating actions.

So, use that hierarchy chart.

So, I know mom's saying
that he has five words,

and those might be words that
maybe mom understands, right?

And things do count as words,

even if they don't sound like it.

Like if I'm saying 'be-fah' for breakfast,

that counts as long as
it said the same way

every single time.

But if I'm saying 'be-fah' or
something similar for cookie,

that's not the same thing.

So that's really important
to explain to mom is that

it counts as a word as long as it,

even if it's said incorrectly,

as long as it's said in the
same way every single time.

So, definitely say that

and then really just look at
that imitation hierarchy chart.

Start at the bottom. He is
not doing vocalizations.

Move back down, shaking,
shake, shake, shake,

is he understanding what
I want him to say and do?

And then I would move to signs.

That's what I would do for that one.

I hope that was helpful.

Okay, during the milestone slide,

did you say that the average
vocabulary development

is receptive?

So the averages that are
on the milestone slide

are expressive language.

So, I was going over
the expressive language.

The receptive language are different.

You can find those on ASHA at asha.org.

Most of the cases are
GLP, a lot of them, okay,

do not have, yes, do you
recommend on focusing,

okay, this is a great question.

Most of my cases are just
gestalt language processors

and a lot of them do not have pre-verbal

or imitation skills.

Do you recommend focusing on
those first with them as well?

Right now I'm focusing on
modeling different types

of gestalts with them verbally
and using AAC in play.

Okay. I would,

whenever you're working on
modeling different types

of gestalts with them verbally
and using AAC in play,

if you are using gestalts on your AAC

and you're joining them,

you actually are actually targeting

those pre-verbal and
imitation skills within that.

So you're not necessarily saying like,

shake, shake, shake, right?

But you are touching the
AAC and they're touching it.

So they are actually imitating you a lot.

So, I think stick with what you're doing,

modeling different types of gestalt,

but again, you're doing them in play

and maybe try to do some
of those imitation skills

within play.

And then you could model AAC, both,

you could do a light tech
and a more advanced tech one.

So yes, so you wanna work them in,

but still stick with what you're doing.

Okay. Let's see.

Would you suggest using
the command 'look at me'

for working on eye contact?

And would you consider joint
attention a higher skill

than eye contact and
those you need to work on?

I wouldn't, again,

if we're talking about

neurodiverse population

or anyone that's uncomfortable
with eye contact,

I would not say, 'look at me.'

I wouldn't give them a direct
'look at me, look at me.'

A lot of times what I'll do instead
is children are very object-focused.

So if I have something fun, right?

Like if I'm like, oh, a fox,

a lot of times kids are doing this right,

they're not looking at you

because they're looking at the fox.

So, instead I'll just pull
the fox right next to my face

and I'll say fox, and then
they're naturally looking at me.

So that's how I would do it instead

of giving them a direct cue.

Because really you're just asking them

to obey a command in that

and they're not actually joining you.

So yes, I do consider eye contact

a lesser skill than joint attention.

But remember, joint attention
might look differently.

So my main thing, my main advice,

is to pull something next to your face

to allow them to look
at your face naturally.

Okay.

How do you tackle no

babbling at 12 months?

Am I over time?

- Hi, sorry, I got kicked out,

and then it just brought me back in.

- Okay. How do you tackle
no babbling at 12 months?

This is gonna be the last
question that I answer.

I believe that the
certificate gets emailed. Yes.

Okay, the videos are, again,

they can be seen on the
presentation on the Canva link

or at the bottom of your handout

where it says link presentation,

or on the Lovevery app.

And you click on the play thing.

So whatever skill, checkout those months,

like six or seven,

scroll down to the play
thing that you saw listed,

like the wooden sound cylinders.

And you can click on that and
see that same video again.

How do you tackle no
babbling at 12 months?

Okay, 12 months, no babbling would be,

I would go back down.

Are they understanding? Are
they following directions?

Are they having joint attention?

And are they doing all of the
other pre-linguistic skills?

So instead of offering the babbling,

I would do just more of
focusing on vocalization.

So, back and forth. You're
singing a song, you pause, right?

I clap and I clap, and I stop.

I clap and I clap, and I stop.

I clap, I clap, I clap, I clap, I clap.

And see if they say anything
or notice that something's happening.

That's what I'm looking for there.

And then if they say, 'buh,'

then I'm like, yes, ready, go!

And I provide a sign and
I pair it with a word.

So really I would just start
at the bottom of the imitation hierarchy.

Okay, I think that...

Check out, if you're
looking for the assessment,

check out the chat.

I believe that the host shared it there.

Okay guys, so I answered
all the questions.

Thank you all for being here,

and I hope to see you again next time.

And thanks for joining us with ableU.

The assessment is in the chat.

- [Moderator] I was gonna
say, thank you Kelli.

And when this webinar ends,

you'll be redirected to a page

that has the link to
the assessment as well.

So if you don't get it in the chat,

we're about to end this webinar,

and then you will get
the assessment there.

So thank you again, Kelli,

and we hope you join us

for another ableU session again soon.

- Okay everybody, thanks. See you soon.