



Growing with Language: Understanding




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Land acknowledgement

The lands, waters, nature and sky that Grandview Kids is privileged to exist within have long been home to the Michi Saagig Anishinaabeg. We acknowledge the lands of the traditional and treaty territories covered under the Williams Treaties, including the Mississaugas of Scugog Island First Nation, Alderville First Nation, Hiawatha First Nation, Curve Lake First Nation and the Chippewa Nation of Georgina Island, Beau Soleil and Rama. We are responsible for building stronger relationships with clients, caregivers, partners and colleagues from First Nations, Métis and Inuit communities. Through our shared values of belonging, excellence, connection, discovery and celebration, Grandview Kids commits to seeking truth and upholding reconciliation.



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Vision

Every child and youth living at their full potential

Mission

Supporting children and youth with physical, communication and developmental needs to live, learn and play



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Values

 <p>Belonging</p> <p>Creating a caring environment by welcoming, respecting and including everyone.</p> <p>Advocating to make the community more accessible and inclusive for all.</p> <p>Removing barriers to ensure equitable access to services.</p> <p>Embracing diversity by listening to and amplifying unique perspectives.</p>	 <p>Excellence</p> <p>Providing safe, family-centred, efficient, high-quality care.</p> <p>Maintaining a positive work environment to help Team Grandview thrive.</p> <p>Mobilizing knowledge within Grandview Kids and across the system.</p> <p>Being accountable for our actions, committed to transparency and ethical decision-making.</p>	 <p>Connection</p> <p>Valuing clients and caregivers as our best partners in care.</p> <p>Collaborating across Team Grandview to deliver exceptional care.</p> <p>Anticipating community needs through continuous engagement.</p> <p>Partnering with other providers to better connect the system.</p>	 <p>Discovery</p> <p>Enabling clients to discover their own potential.</p> <p>Embracing growth and change.</p> <p>Re-imagining what currently exists to innovate solutions.</p> <p>Integrating cutting-edge science and research into our work.</p>	 <p>Celebration</p> <p>Recognizing Team Grandview's diverse skills and contributions.</p> <p>Honouring milestones and milestones, using a strengths-based approach.</p> <p>Achieving the best possible outcomes for clients and their families.</p> <p>Inspiring hope for the future.</p>
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In-Centre – Before We Begin

- Sign-in sheet
- Emergency exits
- Refreshments
- Restrooms
- Group confidentiality
- Session evaluation forms

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Zoom – Before We Begin

- Audio
- Video chat
- Comments/questions
- Troubleshooting

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Agenda

Understanding Directions & Questions...

- What is it?
- Why it matters
- How to "Step it Up" with:
 - Routines
 - Play
 - Books

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The Role of the Parent/Caregiver

"Children learn best through relationships with the important people in their lives. As a parent you are your child's best teacher because you know your children better than anyone else. You are in the best position to help him or her learn how to communicate."

- Preschool Speech and Language Program brochure

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Common Difficulties with Oral Language

Understanding

Words, concepts, sentences, stories

Following directions

Questions

Talking

Vocabulary and word finding

Sentences

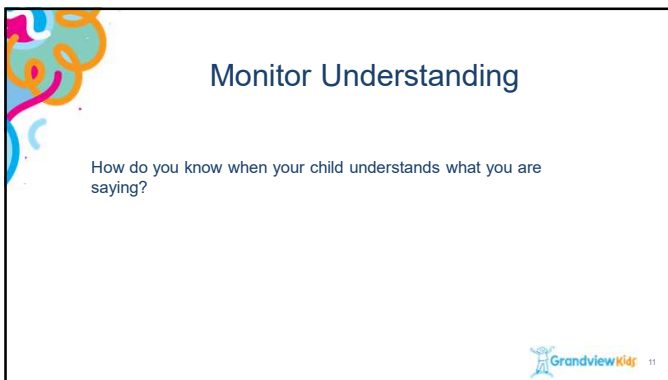
Narrative language

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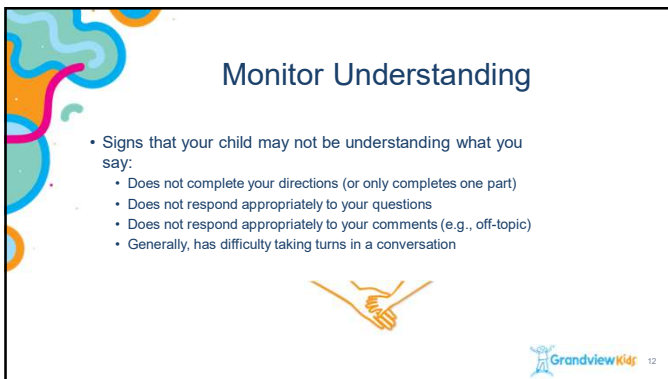
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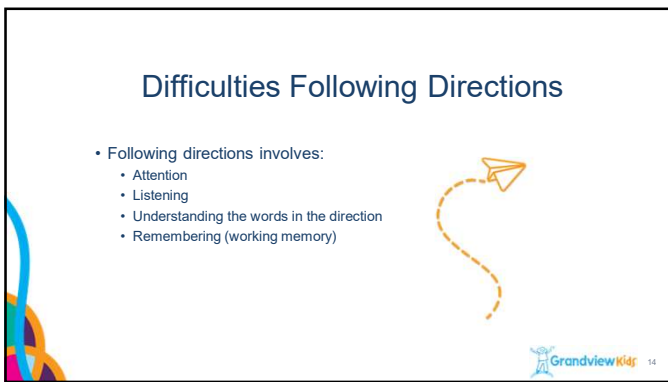
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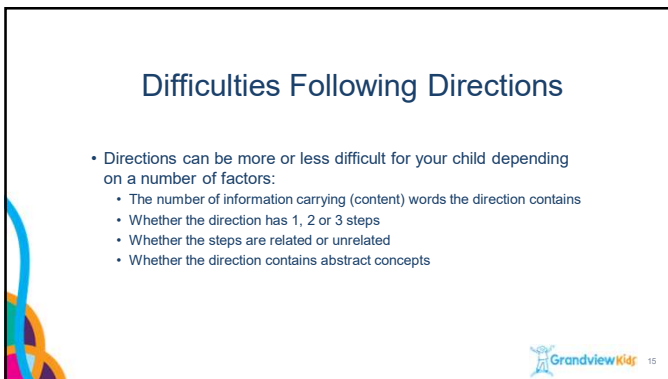
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Quiz Time

Which is harder?

1. "Get the cup, take a drink, and then put it on the table"
2. "Get the cup, open the book, and sit down"
3. "Get the cup and take a drink"




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Quiz Time


Which is harder?

1. "After you get the cup, pick up the book"
2. "Get the cup and then pick up the book"
3. "Before you get the cup, pick up the book"





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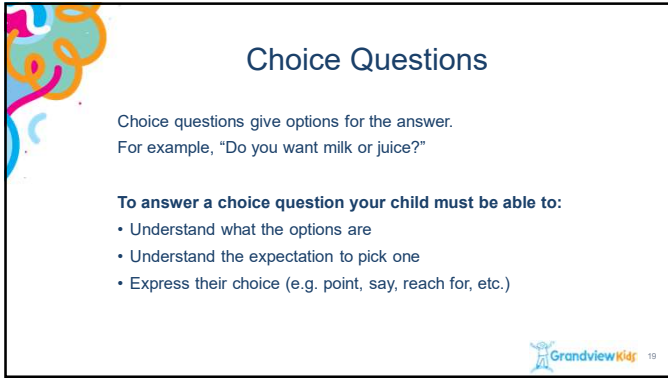


Questions



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Choice Questions

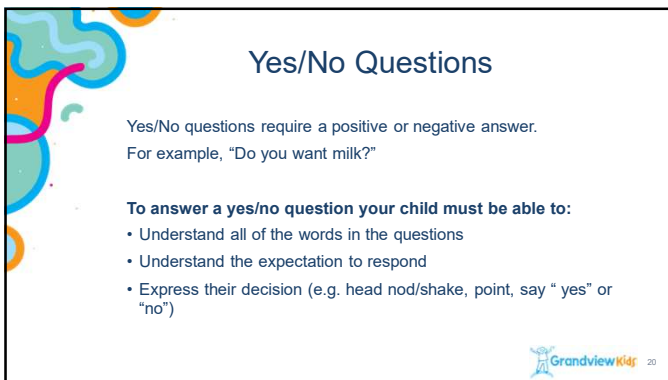
Choice questions give options for the answer.
For example, "Do you want milk or juice?"

To answer a choice question your child must be able to:

- Understand what the options are
- Understand the expectation to pick one
- Express their choice (e.g. point, say, reach for, etc.)

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Yes/No Questions

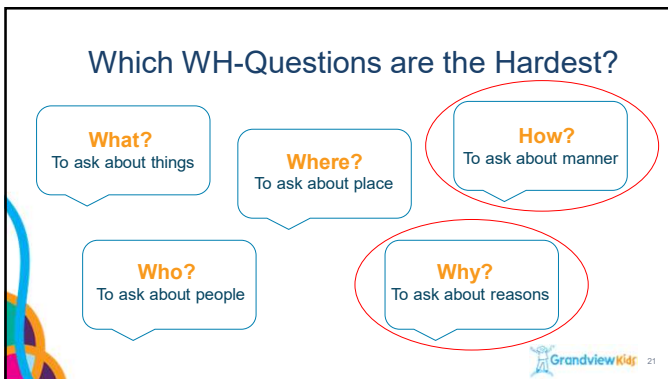
Yes/No questions require a positive or negative answer.
For example, "Do you want milk?"

To answer a yes/no question your child must be able to:

- Understand all of the words in the questions
- Understand the expectation to respond
- Express their decision (e.g. head nod/shake, point, say "yes" or "no")

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Which WH-Questions are the Hardest?

What?
To ask about things

Where?
To ask about place

How?
To ask about manner

Who?
To ask about people



Why?
To ask about reasons

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Difficulties with WH-Questions

- The child may not know...
 - What type of information is being requested
 - The actual answer
 - How to formulate a response (i.e., sentence formulation difficulty)

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Step it Up - Understanding







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Step it Up – Following Directions

- Help your child understand by...
 - Getting their attention
 - Stressing key words
 - Simplifying (say less)
 - Rephrasing (say it a different way)
 - Showing your child what you mean (gestures, pictures)





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Step it Up – Following Directions

- Alert your child to the **number of steps** (e.g., say "I want you to do two things" and hold up 2 fingers)
- **Break down** the instruction, then build it back up




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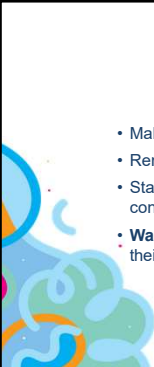


Step it Up – Following Directions

- Encourage **rehearsal** (have your child repeat)
- Avoid **repeating** too many times
- Avoid sudden **topic changes**




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Step it Up - Questions

- Make sure you have your child's **attention**
- Remember which questions are easier to answer
- Start with questions that are **relevant** to the activity (i.e., in context)
- **Wait** - give your child a chance to think about your question and their response



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Step it Up - Choice Questions

- Use **visual cues** – hold up the choice items
- Offer a choice between a **preferred** and **non-preferred** item (e.g., "Do you want an onion or a cookie?")
- Offer the anticipated answer **second**, so that it is the last word they hear



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Step it Up – Yes/No Questions

- Use **visual cues** – facial expression, head nod/shake, check mark or X
- **Lead** them to the answer
- **Model** the answer immediately after the question
- **Repeat** opportunities to practice "yes" or "no"



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Step it Up – WH- Questions

- Use **visual cues** – objects, pictures, gestures, drawings
- Provide a **choice**
- Give verbal **hints**
- **Model** the answer




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Quiz Time

How can mom help?

1. Pick up the driver and ask again
2. Stop the activity and get a new toy
3. Make animal sounds




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Quiz Time

How can mom help?

1. Throw the dog away
2. Pretend to look around as if searching for the dog
3. Make animal sounds



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Step it Up – Daily Routines

Whenever you spend time with your child, you have an opportunity to interact with them and build their understanding of language.

This could be during...


- Meal time
- Bath time
- Bed time
- Grocery shopping
- Going to the park
- Dressing

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Let's Practice

What Questions and instructions could we practice at the playground?



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Quiz Time

Children can learn to follow new directions while playing.

TRUE OR FALSE

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Step it Up - Play

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."

~Fred Rogers (aka Mr. Rogers)



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Step it Up - Play

Look for toys that:

- Appeal to your child's interests and imagination
- Encourage interaction
- Allow you to practice questions and instructions as part of the play
- Provide an opportunity to repeat



... and then let your child choose the toy!




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Step it Up - Play

1. Scavenger hunts
2. "Simon Says"
3. Kids movement games
4. Crafts

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****Step it Up - Play**

**See your play handout for more ideas!*

Suggestions:


- Magnet scenes
- Toy food
- Vehicles & tracks
- Farm/zoo set
- Dolls
- Mr. Potato Head
- Play-doh





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Following Directions

Potato Head



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Quiz Time

Book sharing is a great way to work on questions and directions

TRUE OR FALSE

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Step it Up - Books

Look for books that...

- Have clear, colourful, and appealing illustrations that encourage children to label and point
- Include repetitive themes or fun-sounding words
- Appeal to your child's interest and imagination
- Have predictable outcomes
- Encourage interaction and participation

... and then let your child choose the book!




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Step it Up - Books

Suggestions for Following Directions:

- Lift the flap books
- I Spy books
- First word/vocabulary books
- From Head to Toe ~ Eric Carle
- Barnyard Dance / Horns to Toes... ~ Sandra Boynton




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Step it Up - Books

Suggestions for Questions

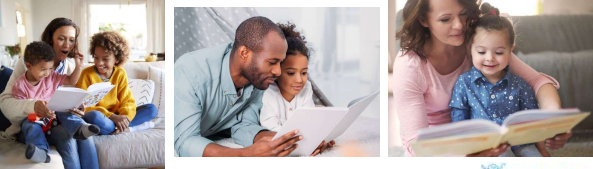

- What's Wrong Little Pookie ~ Sandra Boynton
- Spot Goes to the Farm ~ Eric Hill
- Dear Zoo ~ Rod Campbell
- Brown Bear ~ Eric Where's Spot? ~ Eric Hill
- Little Blue Truck ~ Alice Schertle
- One Duck Stuck ~ Phyllis Root
- It's Mine ~ Rod Campbell Carl & Bill Martin Jr.



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Step it Up - Books

Izzy the Unicorn <https://www.youtube.com/watch?v=j9j5c3sj-60>
 Questions to Ask When Reading to Children | In The Book - YouTube

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Using Apps? Things to Consider

- “Studies have shown that excessive media use can lead to attention problems, school difficulties, sleep and eating disorders, and obesity”
~ American Academy of Pediatrics
- A recent study found that traditional toys and books were substantially better than electronic toys in encouraging talking and modeling of more specific vocabulary by adults
~ Anna V. Sosa, associate professor, Northern Arizona University



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Using Apps? Remember

- Screen Time Recommendations:**
- Under 2 = 0 hours
 - 2+ years = max 2 hours/day



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Role of Parents and Caregivers

- To build confidence using the strategies at home!
- Please refer to the **Resources for Home Practice** handouts for:
 - Books
 - Routines
 - Play



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Step it Up – Final Thoughts

- Remember to have **fun!**
- Go with the flow... look for **natural opportunities**
- Connect the goal to your **child's interests**
- **Balance** teaching and enjoying the activity
- Make **comments**, not just questions




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Next Steps...


If you have questions about the next step for your child, please contact your primary speech-language pathologist



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Questions?



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