




Let's Get Started

Strategies to Promote Communication Development for Children Under 30 months



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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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TEAMS

- Attendance
- Audio is muted
- Video open or hide
- Chat box is open
- Comments and Questions



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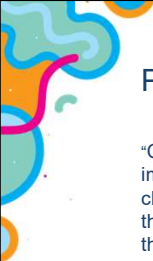


Agenda

- The role of Parents and Caregivers
- Stages of Communication
- Strategies to develop speech and language, and emergent literacy skills
- Program evaluation




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Parent/Caregiver Role

"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 child better than anyone else. You are in the best position to help them learn how to communicate."

Preschool Speech and Language Program




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Interaction: The Key to Language

- Involves at least 2 people
- Balance of turns involving
 - A child both initiates and responds
- An adult who responds and supports the child to take another turn




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Why is Interaction so Important?

- Children are not aware that the sounds and actions they make have meaning until their caregivers consistently responds to them.
- Children learn that the messages they send have an effect on people.
- They send messages with intent for an adult to respond to.
- When the adult responds, the interaction has begun.

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Developmental Milestones: By 6 Months

- Turns towards a sound source
- Responds to music/toys that make noise
- Babbles and makes different sounds
- Makes sounds back when you talk
- Enjoys social games like peek-a-boo

Information taken from Speech-Language and Audiology Canada 

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Developmental Milestones: By 12 Months

- Begins to follow simple directions
- Pays attention when spoken to
- Waves hi/bye
- Responds to their name
- Lets you know what they want using sounds or actions e.g. pointing


Information taken from Speech-Language and Audiology Canada 

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Developmental Milestones
By 18 Months

- Points to body parts/pictures in a book when asked
- Looks at your face when talking to you
- Uses common words and starts to put words together
- Enjoys listening to story books

Information taken from Speech-Language and Audiology Canada




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Developmental Milestones
By 24 Months

- Ask simple questions
- Take turns in a conversation
- Understands more than they can use
- Puts two words together

Information taken from Speech-Language and Audiology Canada




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Developmental Milestones
By 36 Months

- Answers simple questions
- Participates in short conversations
- Uses 3+ words most of the time
- Understands concepts e.g. up/down, in/out
- Follows 2-step directions

Information taken from Speech-Language and Audiology Canada



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Stages of Communication

- Gestures
- Early Words
- 2-3 Word Phrases
- Early Sentences

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Stages of Communication

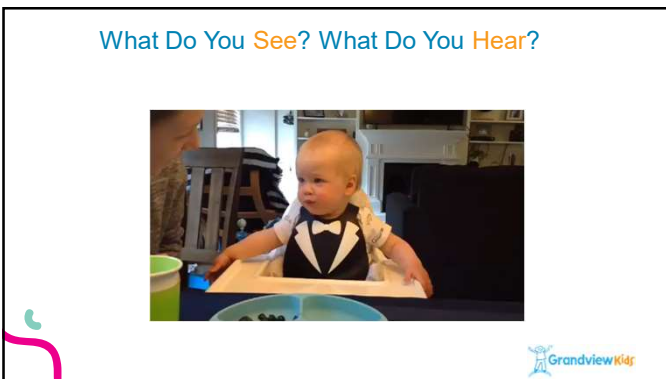
Gestures

- No words
- May or may not communicate with you intentionally

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What Do You See? What Do You Hear?


Grandview K4r

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Gestures
You might see...

- Facial expression: smiles, frowns
- Body movement: kicking legs, wiggling
- Gestures: reaching, pointing, waving, shaking head, pushing objects away, leading you by the hand
- Looking: looking at you, looking at what they want




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Gestures
You might hear...


- Babbling/Jargon/Non-sense words
- Crying/Screaming
- Laughing
- Copying sounds or words


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Stages of Communication
Early Words

- Using single words independently
- Copying or imitating words
- Not combining two words together
 e.g. 'car' but not 'go car'



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What Do You See? What Do You Hear?



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Early Words You might see...

- Facial expressions, body movements, gestures, and looking
- Combining actions/gestures with words
- Sign language e.g. more, all done, eat

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Early Words You might hear...

- Single words for familiar and important objects, people and actions
- Simpler versions of words e.g. "buh" for "ball", "tee-tee" for "kitty"
- The same word labels a variety of things e.g. "dog" for all animals or "juice" for all drinks)
- Non-sense words or jargon with true words mixed in

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Early Words
Functional Words

- Words that can be used in many different activities and situations
- Have concrete consequences e.g. open, more, go , stop, help
- Give kids a feeling of power!

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Stages of Communication
2-3 Word Phrases

- Around 50 words
- Starting to combine 2-3 words independently
- Copying words and phrases from other people





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What Do You See? What Do You Hear?



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What Do You See? What Do You Hear?



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2-3 word Phrases
You might see...

- Facial expressions, body movements, gestures, signs, and looking
- Combing actions and gestures with words and phrases

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2-3 word Phrases
You might hear...

- A variety of different types of words e.g. objects, people, places, locations, actions, descriptions



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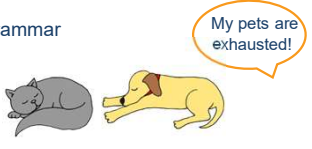


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Stages of Communication

Early Sentences

- Using short phrases and sentences
- Using early grammar





Every child and youth living at their full potential





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What Do You See? What Do You Hear?



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What Do You See? What Do You Hear?



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Early Sentences
You might hear...


- Use of early grammar
 - Articles 'a', 'the'
 - Plurals 'I want two cookies'
 - Verb-ing the duck is swimming"
 - Pronouns 'I', 'you', 'my'
- Use of a variety of different words including less common words 'that's gigantic!'

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Early Sentences
You might hear...


- Unclear words
 - sounds left off at the beginning or end
e.g. bee for beep, no for snow
 - syllables left off e.g. nana for banana
 - sounds switched e.g. tat for cat, pish for fish

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What stage is your child at now?

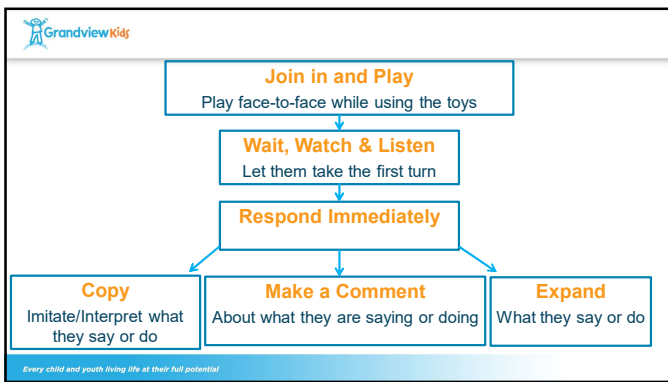
Stage				
Gestures				
Early Words				
2-3 Word Phrases				
Sentences				



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Grab a Toy and Play!




- Put a toy in your hand and see what happens
- Avoid being the 'audience' or a 'play commentator'
- Grab a toy and join in with your child so it's an interaction
- Children learn best through back and forth interactions



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Join in and Play



- Play face to face



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Benefits of playing face to face

- You get to see what your child is interested in
- They get to see your face when you are talking
- You can both read body language and facial expressions



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How can you set up the environment so you are at your child's physical level?



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What Do You See? What Do You Hear?



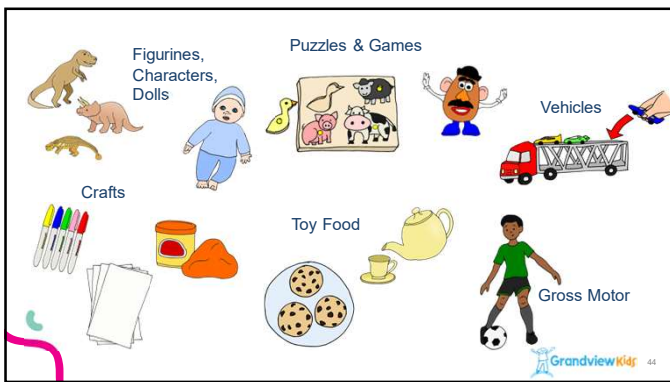
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What do you play with at home?

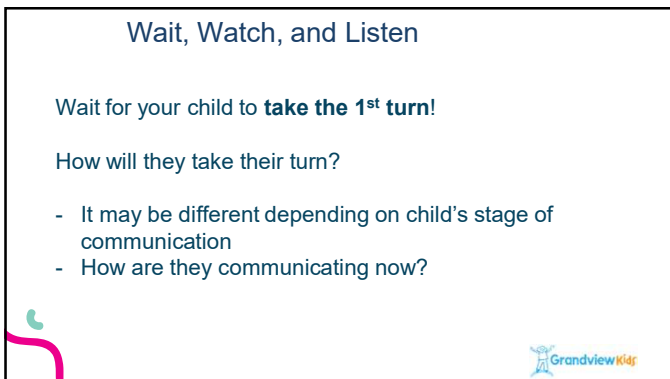
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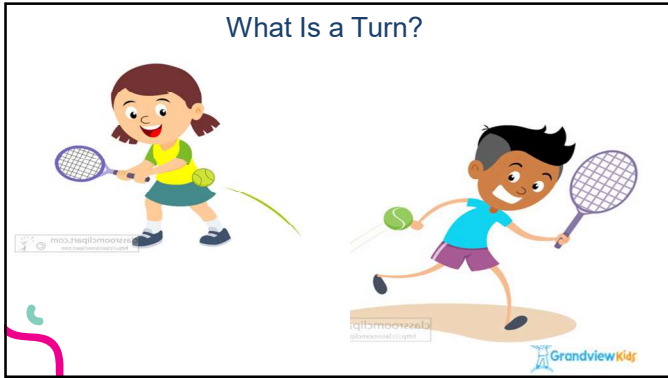
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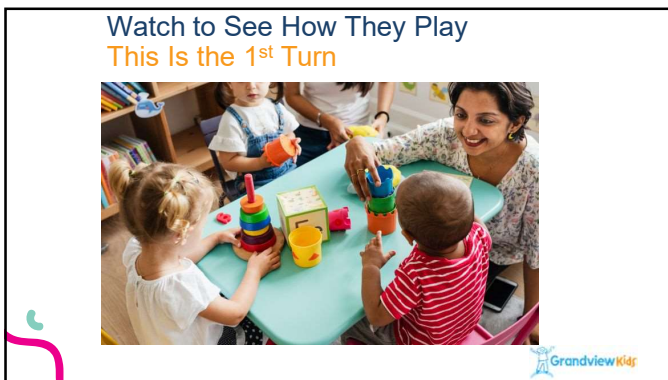
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What to Do When You Wait?

Wait for your child to **take a turn**

- Listen carefully
- Watch closely
- Let them know you are waiting (e.g. lean forward, smile, eyes wide)
- Try not to anticipate their needs



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How does your child take their turn?

Stage	Child's Turn			
Gestures	Point to the bubbles			
Early Words	Say "bubble" or "buh-buh"			
2-3 Word Phrases	Say "more bubbles"			
Sentences	Say "the bubbles go up"			



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Your Child Took a Turn... Now How Will You Take a Turn?



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Respond Immediately

- After your child takes a turn – it's time to take **your turn!**
- Make sure you take your turn right away
- Make sure your turn is related to what your child said



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Your Turn: Copy



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Copy

Imitate

- Copy **exactly**
- Copy what the child does (e.g., gesture) and says
- This strategy works best at the **gestures stage**

Interpret

- Copy with **corrections**
- Say what they were trying to say
- If you're not sure what they said, take a guess!

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What if My Child Has Trouble With the Sounds in the Word?

Interpret and give corrective feedback

- When your child has difficulty with a word, say it back to them with the correct sounds
- Add extra stress to the correct sounds


Child: "Ha _"
Parent: "Hat! Here you go!"

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Imitate/Copy

Stage	Child's Turn	Your Turn		
		Imitate		
Gestures	Point to the bubbles	Point and say "bubbles!"		
Early Words	Say "bubble" or "buh-buh"	Say "bubble!"		
2-3 Word Phrases	Say "more bubbles"	Say "more bubbles!"		
Sentences	Say "the bubbles go up"	Say "the bubbles go up!"		



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Your Turn: Comment





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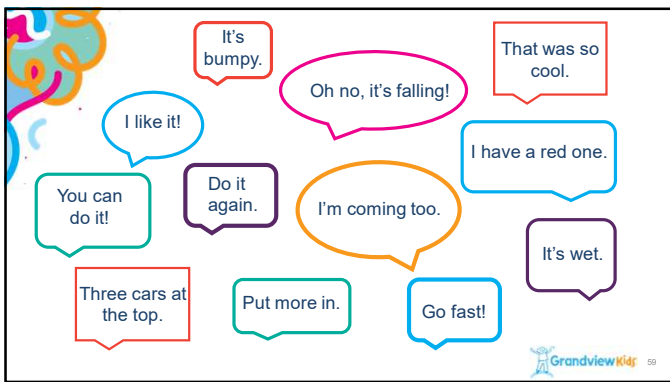

Make a Comment

This strategy works well for all stages.

- Keep your comments simple
- Great way to add new words to your child's vocabulary
- Limit 'test' questions
- Turn questions into comments




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Make a Comment

Stage	Child's Turn	Your Turn	
		Imitate	Comment
Gestures	Point to the bubbles	Point and say "bubbles!"	Say "look, bubbles!"
Early Words	Say "bubble" or "buh-buh"	Say "bubble!"	Say "look, a big bubble!"
2-3 Word Phrases	Say "more bubbles"	Say "more bubbles!"	Say "I like bubbles!"
Sentences	Say "the bubbles go up"	Say "the bubbles go up!"	Say "this bubble is huge!"



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Your Turn: Expand



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Expand

Take your child to the next level!

- If one gesture... add a word
 - If one word... add two words
 - If two words... add a word or two
 - If a sentence... add some grammar
- Remember to include the original gesture or word in your message!!**

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Expand

Stage	Child's Turn	Your Turn		
		Imitate	Comment	Expand
Gestures	Point to the bubbles	Point and say "bubbles!"	Say "look, bubbles!"	Point and say "bubbles!"
Early Words	Say "bubble" or "buh-buh"	Say "bubble!"	Say "look, a big bubble!"	Say "more bubbles!"
2-3 Word Phrases	Say "more bubbles"	Say "more bubbles!"	Say "I like bubbles!"	Say "I want more bubbles"
Sentences	Say "the bubbles go up"	Say "the bubbles go up!"	Say "this bubble is huge!"	Say "the bubbles are going up!"

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What Strategies Do You See?




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Some More Tools for Your Toolbox

1. Routines
2. Communication Temptations




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Routines

Routines provide lots of opportunities for practice!

- Repeated the same way
- Predictable – know what to expect
- Motivating
- Happen again and again



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Examples of Routines...

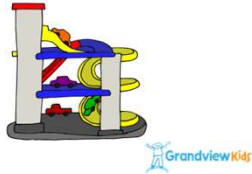
Daily Routines:

- Getting Dressed
- Snack Time
- Bath Time
- Bedtime Routine



Play Routines:

- Songs and Rhymes
- Play with Toys (e.g., bubbles, cars)
- People Games (e.g., chase)



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Use Your Routines to Build Communication!

- Give a hint (if needed)
- Do it again!
- Repeat the same way each time
- Pause... wait to see what they are going to do

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Routine with Bubbles



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Communication Temptations

What if you are waiting and watching, but they still aren't taking a turn?

We can harness the power of motivation!!



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Communication Temptations


Encourage your child to take a turn:

- Place items of interest out of reach or in containers or bags
- Give small amounts of a snack at a time
- Be the keeper of the pieces when playing
- Violate a familiar routine
- Offer choices

... then wait!

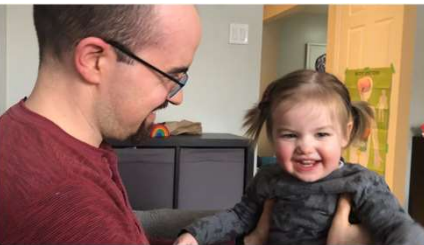


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Communication Temptations



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Strategies in Action



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Bring on the Books!

- Read with your child every day!
- Be enthusiastic when reading
- Encourage your child's active participation



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Bring on the Books!

You don't have to read all the words!

- **Talk** about the pictures
- **Point** to the pictures
- It's OK read the **same** book over and over
- Children learn through **repetition**





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Bring on the Books!

- Link words from the book to everyday experiences
- Books are rich in new vocabulary
- Explain new words


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Bring on the Books!

Think about different types of books

- **Repetitive books**
Brown Bear, Brown Bear ~ Bill Martin Jr./Eric Carle
- **Lift-the-flap books**
Dear Zoo ~ Rod Campbell
- **Books with textures**
That's not my Puppy ~ Fiona Watt
- **Interactive books**
Tails ~ Matthew Van Fleet
- **Board books**
- **Story books**
- **Wordless books**




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Raising Your Child Bilingual

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Will my child have a language delay if I teach them two languages?

- No- dual language learning does **not** cause language delays!
- Bilingual children reach language milestones at the same age as monolingual children
- Learning in one language could be enhanced by the other language




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Should I stop speaking in my native language because English is spoken at school?

- No- continue to use the language that you are the most comfortable speaking
- Children with language delays can learn two languages
- Involve them in programs or extracurricular activities that are in English to give them more opportunities to learn




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My child switches between both languages, is this normal?

- Yes, this is called code switching
- Bilingual adults often do this
- Do what sounds and feels natural when modelling language




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A few things to think about

- Use of Soothers
- Use of Technology/Screen time




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Mute Button




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Use of Technology/screen time

American Academy of Pediatrics recommendations

- Under 2 years old; 0 hours
- Over 2 years old: max 1 hour/day



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Want More Information?
Being the Bridge- free online course

30 minute e-learning course for parents provides further details on:
 Routines in language
 Communication development
 Practical strategies

<http://childdevelopmentprograms.ca/elearning-modules/being-the-bridge/>



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Attendance is important!
 Please call us if you are unable to attend a session




Phone: 905-728-1673

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Questions?

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Thanks for watching!

Let's Get Started Feedback Survey
<https://www.surveymonkey.com/r/9R9RVB6>

Recorded Version of this Workshop
<https://grandviewkids.ca/lets-get-started-private/>
Password – 4rfamilie5

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