

Caravel behavior experts presents:

Please talk to me!

Helping your toddler communicate.





CARAVEL AUTISM HEALTH

A provider of **Applied Behavior Analysis** services, diagnostic, and counseling services to children with **autism** and their families.

We currently serve the Greater Chicago land area, Wisconsin, Iowa, Minnesota, Washington and Idaho.



Our Mission

We change lives.

Caravel Autism Health's team of autism health professionals is dedicated to working with children with autism and related developmental disabilities and their families to develop skills, create connections and instill confidence. Our approach to ABA therapy is rooted in research and results.

Our founders and therapists are committed to being the most passionate clinicians in the autism health field. At Caravel Autism Health, our mission is to change lives.

A large, stylized fingerprint graphic in a lighter shade of blue, positioned on the left side of the slide. The ridges of the fingerprint curve around the 'Our Mission' text.

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Our Presenters

Jennifer Bajzek

Jennifer is an Advanced Senior Therapist out of the Warrenville location. She has been with Caravel since 2017.

Alexis Luna

Alexis is an Advanced Senior Therapist out of the Elgin location. She has been with Caravel since 2018.

Agenda.

- ❑ Stages of Language Development
- ❑ How language develops and is taught
- ❑ How to get your child to progress to the next developmental stage
- ❑ What sounds are appropriate for children
- ❑ Increasing Language
- ❑ What is being used in-home?
- ❑ Mand training/ Requesting
- ❑ Finding opportunities to increase language
- ❑ Modeling language as a strategy
- ❑ Shaping language
- ❑ Functional Communication Training
- ❑ What is FCT?
- ❑ How can parents use this?

Stages of Language Development

Birth to One Year

Hearing and Understanding	Talking
<p>Birth–3 Months</p> <ul style="list-style-type: none">•Startles at loud sounds.•Quiets or smiles when you talk.•Seems to recognize your voice. Quiets if crying.	<p>Birth–3 Months</p> <ul style="list-style-type: none">•Makes cooing sounds.•Cries change for different needs.•Smiles at people.
<p>4–6 Months</p> <ul style="list-style-type: none">•Moves her eyes in the direction of sounds.•Responds to changes in your tone of voice.•Notices toys that make sounds.•Pays attention to music.	<p>4–6 Months</p> <ul style="list-style-type: none">•Coos and babbles when playing alone or with you.•Makes speech-like babbling sounds, like pa, ba, and mi.•Giggles and laughs.•Makes sounds when happy or upset.
<p>7 Months–1 Year</p> <ul style="list-style-type: none">•Turns and looks in the direction of sounds.•Looks when you point.•Turns when you call her name.•Understands words for common items and people—words like cup, truck, juice, and daddy.•Starts to respond to simple words and phrases, like “No,” “Come here,” and “Want more?”•Plays games with you, like peek-a-boo and pat-a-cake.•Listens to songs and stories for a short time.	<p>7 Months–1 Year</p> <ul style="list-style-type: none">•Babbles long strings of sounds, like mimi upup babababa.•Uses sounds and gestures to get and keep attention.•Points to objects and shows them to others.•Uses gestures like waving bye, reaching for “up,” and shaking his head no.•Imitates different speech sounds.•Says 1 or 2 words, like hi, dog, dada, mama, or uh-oh. This will happen around his first birthday, but sounds may not be clear.

Stages of Language Development

One Year to Two Years

Hearing and Understanding	Talking
<ul style="list-style-type: none">•Points to a few body parts when you ask.•Follows 1-part directions, like "Roll the ball" or "Kiss the baby."•Responds to simple questions, like "Who's that?" or "Where's your shoe?"•Listens to simple stories, songs, and rhymes.•Points to pictures in a book when you name them.	<ul style="list-style-type: none">•Uses a lot of new words.•Uses p, b, m, h, and w in words.•Starts to name pictures in books.•Asks questions, like "What's that?", "Who's that?", and "Where's kitty?"•Puts 2 words together, like "more apple," "no bed," and "mommy book."

Stages of Language Development

Two Years to Three Years

Hearing and Understanding	Talking
<ul style="list-style-type: none">•Understands opposites, like go–stop, big–little, and up–down.•Follows 2-part directions, like "Get the spoon and put it on the table."•Understands new words quickly.	<ul style="list-style-type: none">•Has a word for almost everything.•Talks about things that are not in the room.•Uses k, g, f, t, d, and n in words.•Uses words like in, on, and under.•Uses two- or three- words to talk about and ask for things.•People who know your child can understand him.•Asks "Why?"•Puts 3 words together to talk about things. May repeat some words and sounds.

Stages of Language Development

Three Years to Four Years

Hearing and Understanding	Talking
<ul style="list-style-type: none">• Responds when you call from another room.• Understands words for some colors, like red, blue, and green.• Understands words for some shapes, like circle and square.• Understands words for family, like brother, grandmother, and aunt.	<ul style="list-style-type: none">• Answers simple who, what, and where questions.• Says rhyming words, like hat–cat.• Uses pronouns, like I, you, me, we, and they.• Uses some plural words, like toys, birds, and buses.• Most people understand what your child says.• Asks when and how questions.• Puts 4 words together. May make some mistakes, like “I goed to school.”• Talks about what happened during the day. Uses about 4 sentences at a time.

Stages of Language Development

Four Years to Five Years

Hearing and Understanding	Talking
<ul style="list-style-type: none">•Understands words for order, like first, next, and last.•Understands words for time, like yesterday, today, and tomorrow.•Follows longer directions, like “Put your pajamas on, brush your teeth, and then pick out a book.”•Follows classroom directions, like “Draw a circle on your paper around something you eat.”•Hears and understands most of what she hears at home and in school.	<ul style="list-style-type: none">•Says all speech sounds in words. May make mistakes on sounds that are harder to say, like l, s, r, v, z, ch, sh, and th.•Responds to “What did you say?”•Talks without repeating sounds or words most of the time.•Names letters and numbers.•Uses sentences that have more than 1 action word, like jump, play, and get. May make some mistakes, like “Zach gots 2 video games, but I got one.”•Tells a short story.•Keeps a conversation going.•Talks in different ways, depending on the listener and place. Your child may use short sentences with younger children. He may talk louder outside than inside.

Tips & Tricks for Increasing Language

1. Mand training for what your child wants. (mand = request)
2. Identify what services providers are using to increase language. Ask them to model it for you.
3. Find ways to set up opportunities to mand.
4. Modeling language (narrate feeling of discomfort, role play)
5. Shaping – Breaking down a bigger word into smaller sounds (e.g., "bub" for "bubbles").
6. Model the correct language. If your child is saying "boobles", you want to correct the sound, so he/she is saying "bubbles".

What can you do at home?

Mand training: Finding what your child wants.

- Allows child to request for their wants and needs, this is a replacement for challenging behaviors that serve as mands.
 - Jill wants a cookie, is crying and pushing your hand towards the cabinet. What do you do?
 - The TV is too loud and Jill is looking at you while covering her ears. How do you respond?

Find ways to set up opportunities

- Food is a great reinforcer! It's good starting point to teach language from a young age.
 - Example: "More cookie.", "Eat", etc.
- This can be expanded to everyday activities.
 - Example: "The TV is too loud.", "Come with me.", "Help me.", etc.

Model language – this may be uncomfortable (role play/add video)

- Don't stop talking! Talk about what you are doing, describe things your child wants that are in the environment.
- In the beginning, you want to provide positive reinforcement for all attempts of communication.
- If your child spontaneously imitates you during the interaction, give a lot of attention and repeat what they say! This will be a good model of imitating language.

What can you do at home?

Receptive Language -Teaching this is important to communicate successfully.

This includes:

- 1. Teaching simple instructions.
- 2. Understanding concepts (e.g., big/small, colors, etc.).
- 3. Listening to questions and conversation.

How can you improve receptive language?

- Make eye contact when presenting instructions.
- Break down instructions into simple steps.
- Keep instructions simple.
- You may need a visual schedule to show each step.
- Model what you want your child to do and narrate through the steps.
- Make sure you follow through with the instruction before beginning another instruction.
- Talk about/narrate different concepts in the environment or in a book.

Functional Communication Training: How can you use this?

- If consistent, this works quickly, works every time, and should require less effort.
- Important for self-advocacy.
- My child is engaging in behaviors:
 - Ask yourself: What do they want?
 - 4 functions of behaviors: attention, escape a demand, to access tangibles, and automatic
 - How can I help them communicate what they want?
 - What form of language is my child using? (e.g., vocal, communication device)
 - Model that language for my child. Tell them what they need. (e.g., Do you need water? Say, "I need water.").
 - When they communicate what they need, give it to them.
 - Sometimes the skill needs to be broken down more.
 - Example: If your child wants water, but aren't able to/will not say "water", have them say "wa".

Resources

- Crocroft, Samantha. “Speech-Language Pathologist.” 21 Oct. 2021.
- “Typical Speech and Language Development.” *American Speech-Language-Hearing Association*, American Speech-Language-Hearing Association, <https://www.asha.org/public/speech/development/>.
- RUBI Parent Training

Questions?



Thank you for attending today!

For more information on
Caravel Autism Health and our
services, please contact our intake
team at: **844.583.5437**