

How does a child share wants & interests?

Creating a Language Rich Environment

Consider Establishing Routines

[illegible]

Plan Opportunities for Communication

PROMOTING NEW WORDS AND PHRASES DURING PLAY

Modeling to Teach

USING OPEN-ENDED QUESTIONS AND STATEMENTS TO TEACH

Increasing Responding during Play

IMITATED TO RESPONSIVE COMMUNICATION

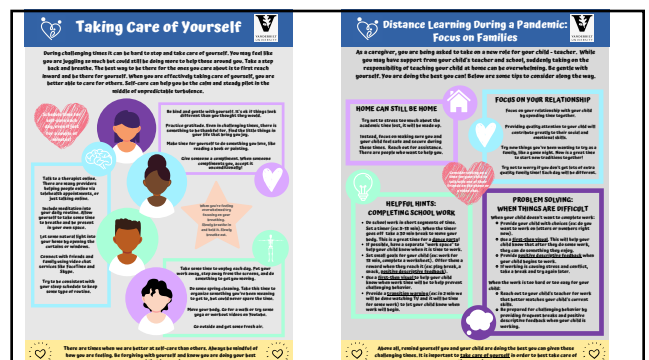
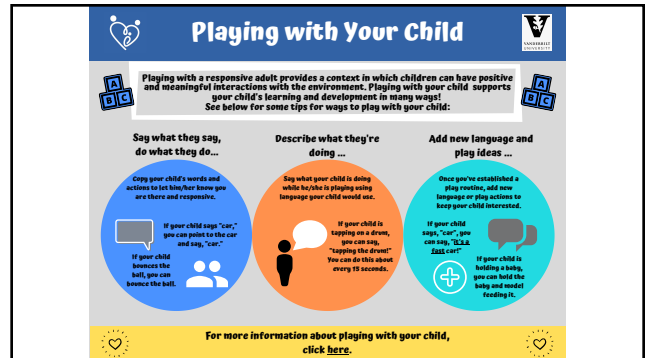
- ### WHY USE MODELING?
- Young children may require adult support to learn how to use new words or phrases during typical activities. Teaching during play-based activities shows a child how to communicate about items or activities of interest and increases the likelihood of the child adding the word or phrase to their lexicon (e.g., Lane & Brown, 2010; Kauer & Wright, 2013). Relatedly, teaching children a variety of words or phrases during play also increases the likelihood the child will expand their form of communication across contexts (e.g., people, locations). Modeling is a commonly recommended naturalistic teaching procedure that shows children how to use a new word or phrase during play (Jefferson, Lane, & Barton, 2010). Teaching opportunities should be (a) implemented during play (b) take only a few seconds of your and the child's time, and (c) occur within positive adult-child interactions (taking turns during play and conversation; reduced likelihood of challenging behavior) (e.g., Wiley & Hemenway, 2013).

WHAT DOES THIS LOOK LIKE?

- TEACH**
- Be responsive to the child's communication and interests:
Promote engagement (e.g., provide interesting materials)
When child is engaged, offer other, different activities and
body/daily routines (e.g., eating, playing) (play with the same or similar materials)
- Once the child is engaged, make an opportunity for communication:
Observe the child's attention and interests (e.g., child is playing with an environmental arrangement (e.g., toys, manage materials, such as withed access to preferred) (e.g., speech, AWC, etc.)
- NOTE:** Note that the model of communication can and will vary (e.g., child, speech, AWC, etc.)
- As soon as the child communicates interest in the item or activity (e.g., reach, non-goal word, immediately respond to the child's interest and attempt to provide the item or activity (e.g., the goal to teach the child expanded forms of using an action + noun to communicate)
- Wait 1-5 seconds for the child to initiate your model.
- Once the child uses the model word or action, or reach the target word or phrase (e.g., if targeting speech, and the child displays disinterest with articulation (e.g., reach "blue" card), provide the child the item or activity.
- If the child does not use the target word or phrase and is still interested, you can try any 2-3 and 4 more times (even 5-10 seconds to respond) if you can attend and provide the item or activity and try again later (even later playing with the same item or activity) (e.g., reinforcing communication (e.g., item/activity, consistent, responsive interaction) etc.)
- If the child loses interest, try again later (return to playing with the child).

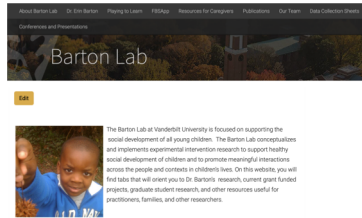
WHAT DOES THIS LOOK LIKE?

1. identify intentions
 - starts an activity (e.g., built block tower and said: *I want new toys to play*)
 - across activities (e.g., finished with block tower and beginning a new activity or activity that you play when you are not playing together from the child, e.g., using watercolor to create a picture – *what know what they are doing making*)
 - Or when you want to promote engagement (offer a choice)
2. identify the child's intention
 - When you want to respond to the child as a gatekeeper/ and ask an open-ended question (What do you want to play with?, Should you play with blocks or cards?) or provide a statement (I see you are playing, tell me what you want)
 - Wait for the child to use the target word
 - If the child does not use the target word or phrase, show the child how to use the target word or phrase (e.g., model *fun* in the sand?) If the goal is to teach the child different forms of using an object + action (e.g., *roll* the ball in the sand?)
 - Wait for the child to use the target word, up to 5 seconds
 - If the child does not use the target word or phrase, then the team of forms and try again later (pretend to continue the child – always and the teaching staff to reinforce communication (provide interaction), playing the responsive interaction)
 - If the child does interact, then the team of forms to play with the child



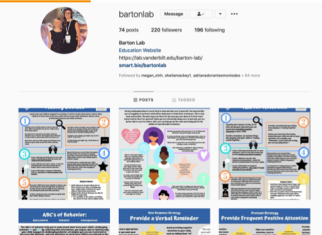
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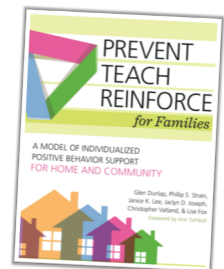


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QUESTIONS?