

# Functional Speech and Language Techniques For All Types of Learners

Presented by

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At

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# Agenda

- **HOW TO MAKE CONNECTIONS**
- CONNECTING WITH OUR WORLD: General Strategies to foster emotional regulation
- CONNECTING SOUNDS: Speech Development and Techniques
- CONNECTING WORDS: Language Development and Strategies



# JUST IMAGINE

Turn on the radio, but do not tune it. Leave it on static and fuzz. Turn it up. Ask someone to turn the lights on and off. Strap yourself into a broken chair that is missing a leg and use a table that is off balance-you know the ones in the restaurants that make us all so mad. Now, put on some scratchy lace in place of a comfortable T-shirt, put your pants on backwards and wear shoes one size too small. Pour a bowl of grated Parmesan cheese, open a can of sardines and bring the cat box to the table. Now, snack on your least favorite food, the one you never eat because it comes with a gag reflex. With all of this in place, pick up a book and learn something new.





Imagine a world where communicating, interacting, reading body language, facial expressions and social cues is hugely confusing and difficult to comprehend

Imagine a world where smells, sights, sounds and textures can be unbearably overwhelming

Imagine a world where you can be easily misunderstood, judged, overlooked, ignored, ... invisible

**That world is called AUTISM**



# General Statements

- Our children have sensory needs
- Our children experience difficulty processing the world. This leads to stress, anxiety, need for control
- Our children demonstrate reduced flexibility, difficulty with change
- Our children are bright and have talents, interests and motivators/enthusiasms that we can use to help them



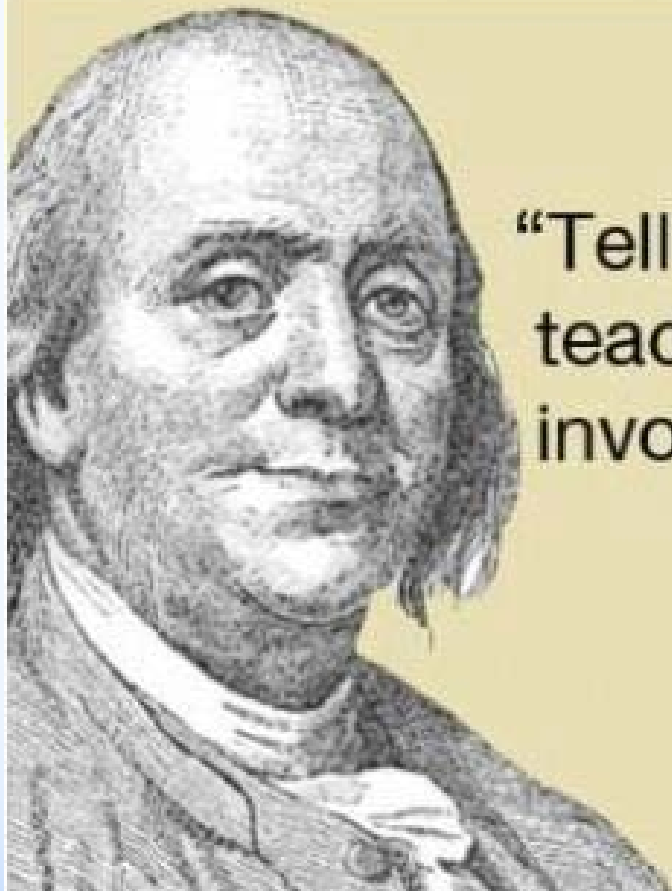
If children live with criticism, they learn to condemn.  
If children live with hostility, they learn to fight.  
If children live with fear, they learn to be apprehensive.  
If children live with pity, they learn to feel sorry for themselves.  
If children live with ridicule, they learn to feel shy.  
If children live with jealousy, they learn to feel envy.  
If children live with shame, they learn to feel guilty.  
If children live with encouragement, they learn confidence.  
If children live with tolerance, they learn patience.  
If children live with praise, they learn appreciation.  
If children live with acceptance, they learn to love.  
If children live with approval, they learn to like themselves.  
If children live with recognition, they learn it is good to have a goal.  
If children live with sharing, they learn generosity.  
If children live with honesty, they learn truthfulness.  
If children live with fairness, they learn justice.  
If children live with kindness and consideration, they learn respect.  
If children live with security, they learn to have faith in themselves  
and in those about them.

# Model Behavior

*Relationship Building:* Be willing to do what you are trying to teach

- Flexibility
- Waiting
- Positive Expression/Joy
- Appropriate emotional expression
- Attending/Listening Behaviors





“Tell me and I forget,  
teach me and I may remember,  
involve me and I learn.”

-Benjamin Franklin





# PREPARING ACTIVITIES

- MUST BE MOTIVATING
- MUST BE MEANINGFUL
- MUST BE ORGANIZED
- KNOW YOUR STUDENTS/CHILDREN!!

enthusiasms

behaviors

learning style

sensory needs

routines



before you Speak

Think!

**T** - is it TRUE?

**h** - is it HELPFUL?

**i** - is it INSPIRING?

**n** - is it NECESSARY?

**K** - is it KIND?

# Behavioral Guidelines

- USE NO WORDS FOR ROUTINES

- helps them process

- echolalia

- fosters self esteem/internalization

## USE NO WORDS FOR ANYTHING NEGATIVE

- do not want to attend in any verbal/non-verbal;  
tangible/non-tangible way



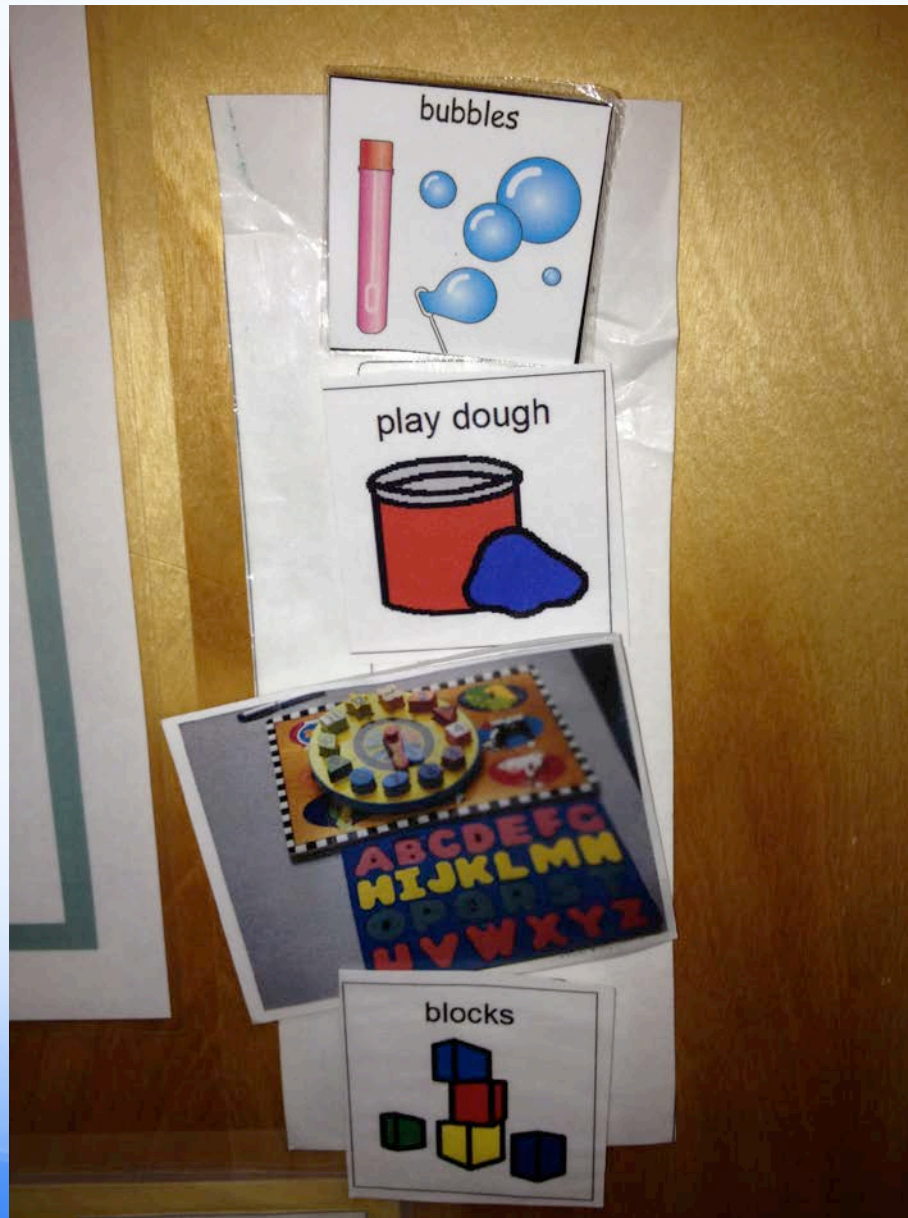
we tend to judge  
others by their  
behavior, and  
ourselves by  
our intentions.  
- albert f. schlieder



# MAKING ENVIRONMENTAL CHANGES

- USE SPECIFIC VERBAL PRAISE
- BE AWARE OF YOUR OWN BEHAVIOR
- BE AWARE AS TO WHO OWNS THE PROBLEM
- ROUTINE/PREDICTABILITY
- TRANSACTIONAL SUPPORTS/VISUAL SUPPORTS
- SENSORY NEEDS
- BEHAVIORAL STRATEGIES





# Transactional Supports

- Choice Board
- Transition: Clock, Timer, Countdown, Routine, Schedule
- First, Then
- Eyes





# Verbal Behavior

- Use declarative statements
- Use words from the child's perspective
  - \*\*We develop appropriate behavior through language.  
(Scripting, too)
- Communication is behavior; behavior is communication





# ENTICE!!!



A photograph of a wooden pier extending over a body of water at sunset. The sky is a mix of orange, yellow, and blue. Several white, bell-shaped lanterns hang from the pier's roof, some of which are illuminated from within. The water is calm, and a dark treeline is visible on the far shore.

There is a voice that doesn't use  
words...listen!

-Rumi

YourBeautifulLife

MikeGuevinPhotography

Whether I communicate  
verbally or not, please  
listen to me with your  
heart.



I have autism.

Speak in such a way  
that others love to listen  
to you. Listen in such a way  
that others love to  
speak to you.

# GENERAL STRATEGIES

- Enticements
- Reduction in Rate
- Use of Intonation Features
- Waiting
- Fading Cues
- Manipulate/Sabotage
- Use Consistent Words for Preparation or Otherwise





# Words We Use

- “TIME TO.....”
- “It looks like...”; “It sounds like....”; Susan feels...
- Validate.....AND.....choices within your own ramifications



**NOT  
BEING ABLE  
TO SPEAK IS  
NOT  
THE SAME  
AS NOT  
HAVING  
ANYTHING  
TO SAY**

- **VIDEO L.B.**



# SPEECH

- DEFINITION
- TYPICAL DEVELOPMENT

*Apraxia* :”Difficulty executing and/or coordinatingsequencing the oral-motor movements necessary to produce and combine consonants and vowels to form syllables, words, phrases and sentences in volitional control.” Kaufman



# Speech Sound Development

<u>Sounds</u>	<u>Age Mastered</u>	<u>Common Errors</u>
• most vowels, p, b, m,d, n, w in CV	2-3	omissions, subs.,
•		distortions
• p, b, m, n in initial, medial and	4	final cons. del.,
• final word positions, and h, w, d		stopping
• in initial and medial word positions		
• k, g, f, t	5	subs., syll.del.,
•		cluster reduction
•		stopping, fronting
• ng, y, v	6	subs.b/v, n/ng
• l	7	y or w sub,
•		d/l in the middle
•		of words, l at end
• th, s, z, r, sh, ch, j	8-9	omissions,distortions, subs.,

# Meaningful Techniques For Articulation

What Kind of Learner?



# Visual Learner

- Sign Language
- Visual attention to mouth
- Mirror
- Written letter
- Speech EZ Program



# Auditory Learner

- Dripping vs. Flowing Sounds
- Songs
- Rhythm



# Tactile Learner

- Voiced vs. Voiceless
- Rhythm



# Experiential Learner

- Movement
- Meaningful/Familiar Words in Meaningful Context
- Pivot Syllable



- **VIDEO A.T.**





# LANGUAGE

- RECEPTIVE/EXPRESSIVE
- VERBAL/NON-VERBAL
- COMPONENTS
  - FORM, CONTENT, USE



# COMPONENTS OF LANGUAGE

- **FORM:** Grammar or syntax; the organization of the words
- **CONTENT:** Vocabulary; the meaning or semantics of words
- **USE:** The social communication aspects of language or pragmatics  
Examples: turn-taking, eye contact, topic maintenance



All people smile in the same language.

PROVERB



# NON-VERBAL

Gestures

Personal space

Eye gaze

Facial expression

Head nods

Posture

Keyboarding

PECS

Signing



# Language Development

- **Birth-3 months**
- reacts to sudden noises
- reacts to familiar objects/people
- quiets or smiles when spoken to
- begins differentiating cries
- watches objects intently
- coos--beginning to form prolonged vowels with intonation

# 3-6 Months

- moves eyes/head in direction of sound
- responds to changes in your tone of voice
- reacts to name
- uses louder voice
- babbles CV syllables with intonation
- laughs



# 6-9 Months

- comprehends simple words ( 'no' )
- singsong babble
- controls babbling to two syllables ( 'mama' --no meaning)
- understands and reacts to facial expressions
- attempts gestures (bye, pat-a-cake)
- looks at family members when they are named
- shakes head for no
- uses b, p, m, k, w when babbling



# 9-12 Months

- imitates sounds and babbling
- begins to understand that words represent objects
- jabbers loudly
- responds to music
- gives or seeks objects that you request
- imitates animal sounds
- gestures and whines to request something





# 12-18 Months

- comprehends 50-75 words
- uses 3-20 real words
- will point given ‘where?’
- will point to known object when named
- follows simple commands
- imitates words
- points to body parts



# 18 Months- 2 Years Old

- comprehends about 300 words
- uses about 50 words (mostly nouns)
- uses rising intonation to ask a question
- follows two-step directions
- begins to use verbs and adjectives
- tells you his name when asked



# 2-3 Years

- understands differences in meaning (go/stop, big/little)
- speech is understood by familiar listeners most of the time
- engages in eye contact during conversations with occasional prompting
- makes frustrations known more with words than through crying or temper tantrums
- wants to get your attention constantly and show you things
- identifies boy/girl
- answers who, what and where questions
- understands prepositions
- begins to ask yes/no questions
- past tense is used; function words



# 3-4 Years

- asks many questions
- understands time concepts
- starts to use 's' to denote present tense
- uses contractions
- uses plurals, ' and' , 'are'
- initiates conversations
- sits down and attends to an activity for 10-15 minutes



# 4-5 Years

- describes pictures and makes up stories using complete sentences
- uses all pronouns correctly
- uses past, present and future tenses
- uses irregular verbs
- follows complex directions
- listens and attends to stories, conversations, movies



# 5-7 Years

- sentence structure, attention span for listening and memory for directions are expanded
- vocabulary increases
- retells stories with greater elaboration and in cohesive sequence
- stays on topic in a group and turn-takes in conversation
- learns language relationships



# 7 Years to Adolescence

- uses a functional and abstract language system
- less vagueness
- masters word relationships
- understands and uses idioms
- comprehends new information that is heard and read
- understands plots with increasing complexity that is either heard or read



BASED ON ALL THE HEAD TILTS,  
MAYBE I'D BETTER EXPLAIN  
THIS AGAIN...





# Receptive Language Strategies For The Visual Learner

- Schedules
- Timers
- First/then boards
- Nonverbal techniques
- Signing survival words (wait, stop, don't like, don't know, don't want)



# Receptive Strategies

## (Auditory)

- Break down directions
  - Demonstrate
  - Sing-song
- Same words in Same Context



# Receptive Strategies for Tactile Learner

- Hand-over-Hand and fade



# Receptive Strategies for the Experiential Learner

- Rhythm
- Repetition
- Same words in same context



MICHAEL, use  
YOUR WORDS.

1/28/07

# Techniques For Expressive Language (Form) for the Visual Learner

- Color Code,
- Visual Organizer



# Techniques for Expressive Language (Form) for the Auditory Learner

- Pause for auditory closure
- Chaining



# Techniques for Expressive Language (Form) for the Tactile Learner

- Rhythm





# Techniques for Expressive Language (Form) for the Experiential Learner

- “Chase Me”
  - “I found it”
- “We are \_\_\_\_\_ing”



# Techniques for Expressive Language (Content) for the Visual Learner

- Fading word and picture
- Different sizes
- Multiple ways to demonstrate meaning



# Describing A Toy

**Tell About a Toy**

Write the name of a toy you like in the square.  
Write an **adjective** that tells about the toy in each circle.

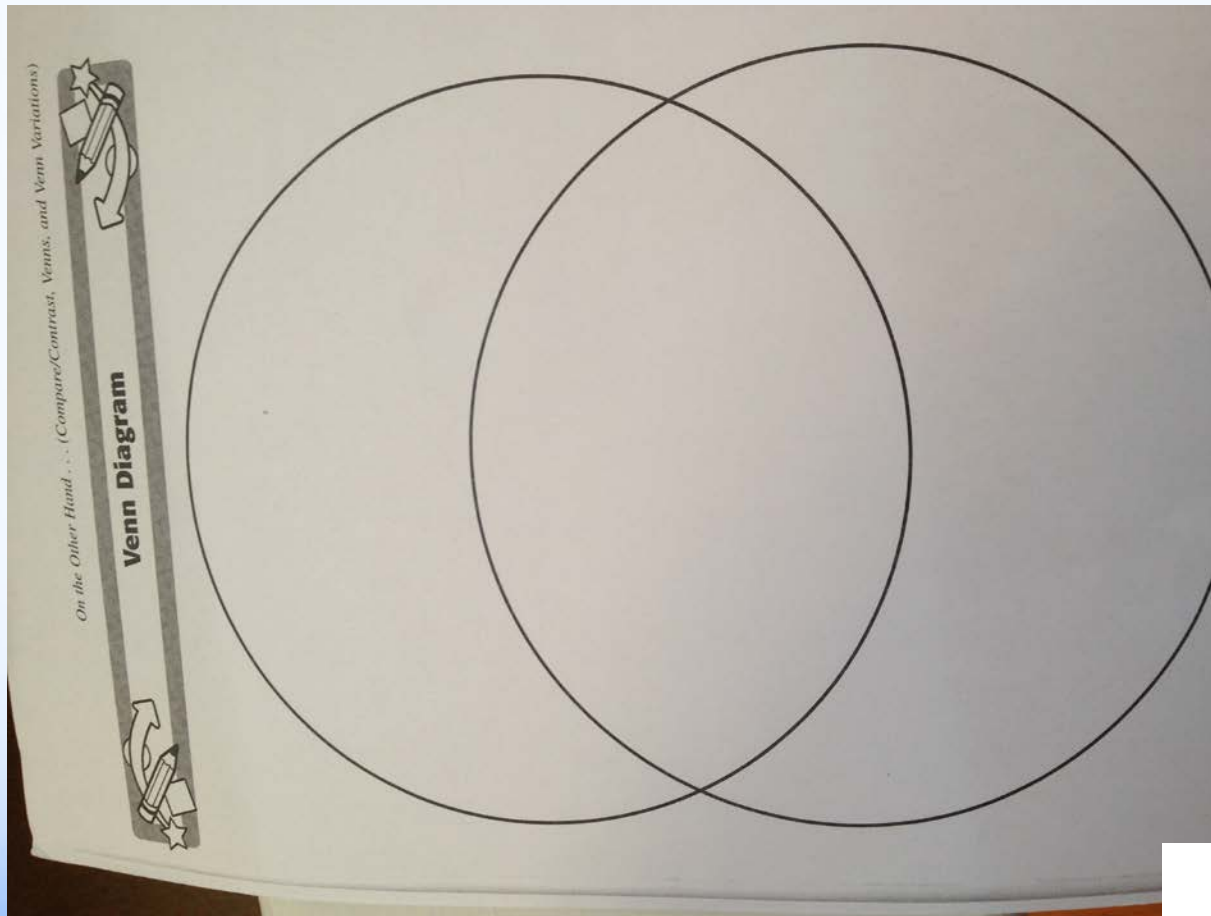
Size?      Shape?      Color?      Feel?      Smell?      Sound?

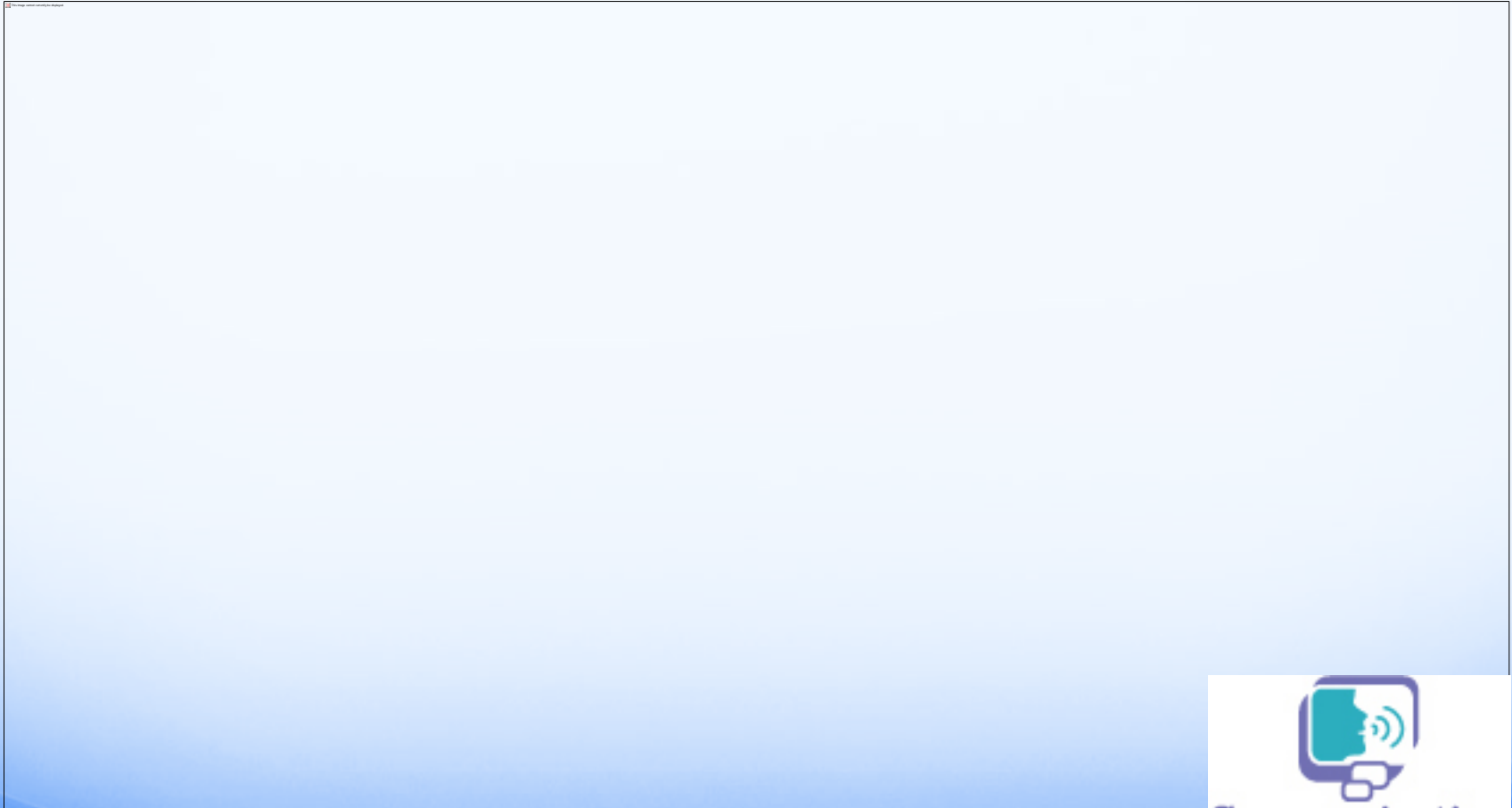
Using a graphic organizer to plan a description

# Categorization



# Similarities/Differences





**Communication  
Imaging**

# Techniques for Expressive (Content) for the Auditory Learner

- Choices to Develop Vocabulary



# Techniques for Language (Content) for the Tactile Learner

- Hold, Feel, Do





# Techniques for Language (Content) for the Experiential Learner

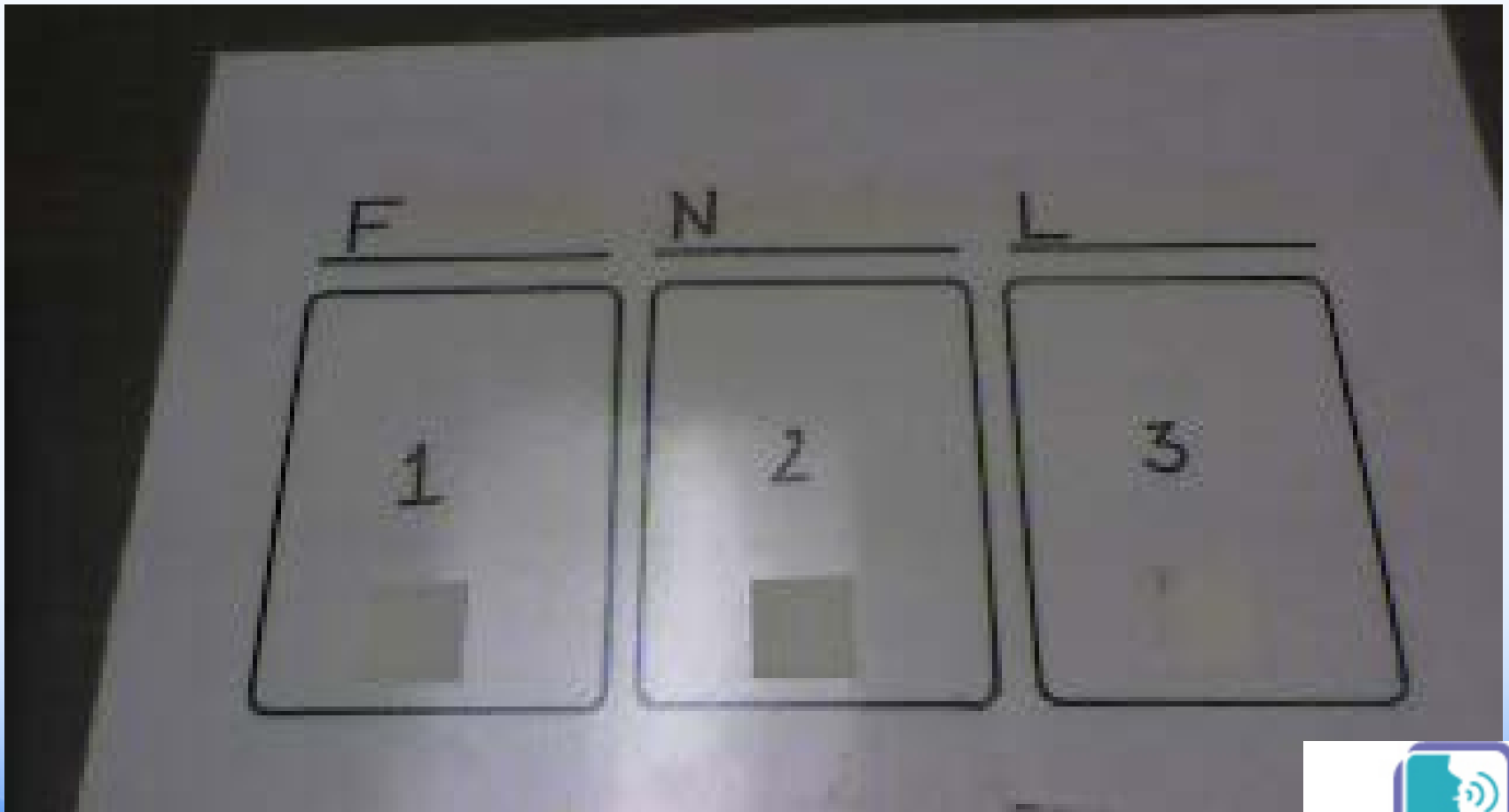
- Fantasy play

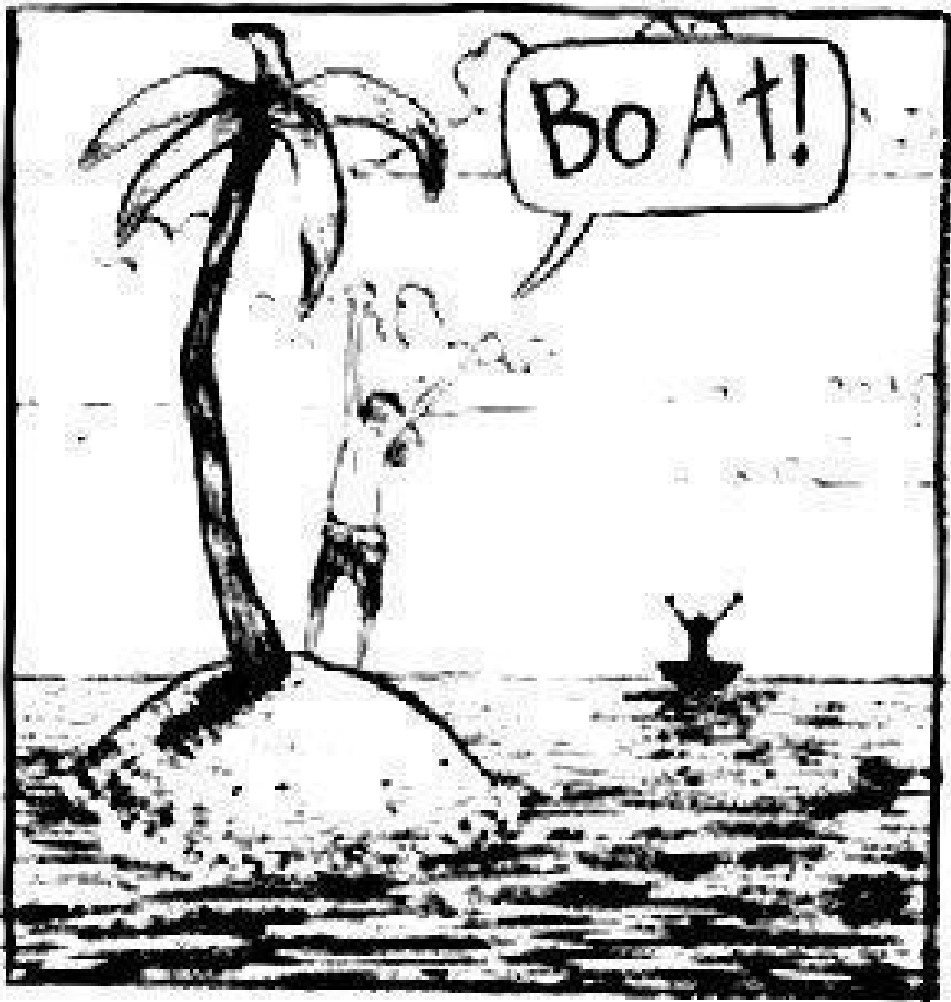


# Cause/Effect



# Narrative





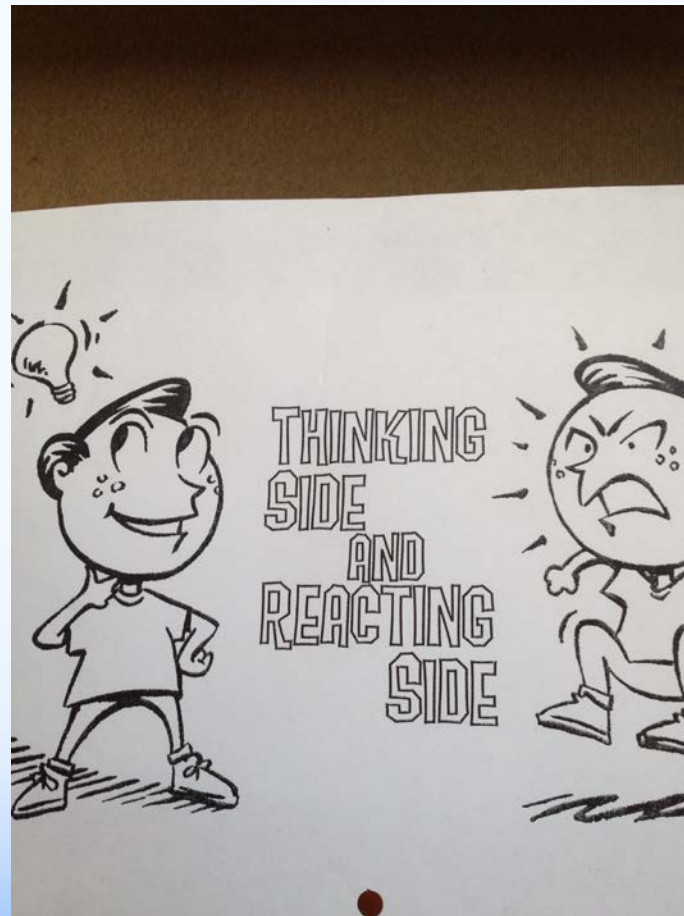
Perspective...

# Receptive/Expressive Language (Use)

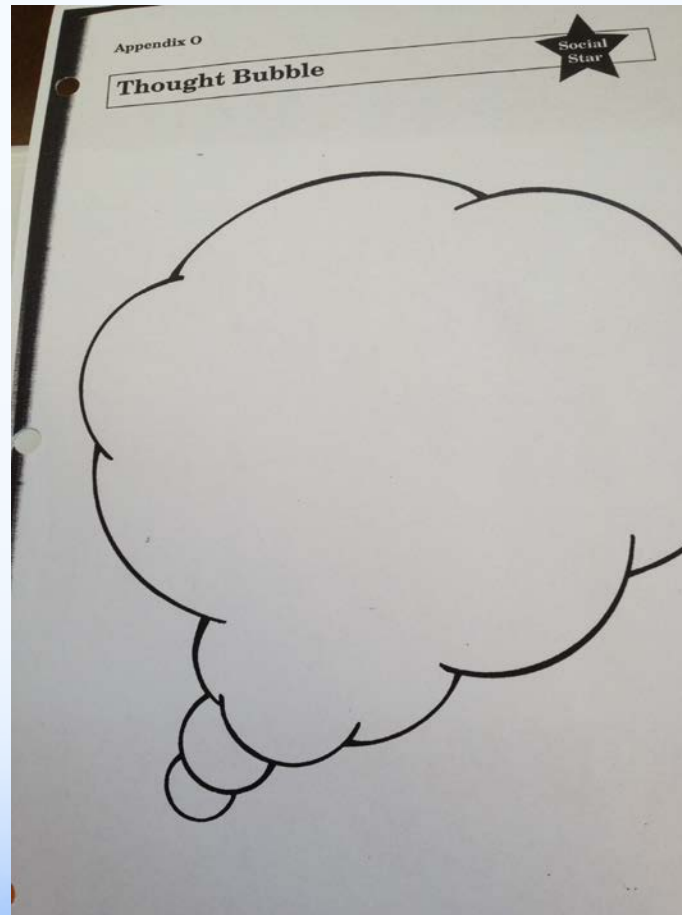
- Turn-taking Games
- “Thinking about you; thinking about me”
- Flexible: “To make changes and still be OK”
- Superflex Curriculum: Brains, eyes and body are part of the group
- Ready/Listening Position
- Teaching how to attend to what’s important



# Coaching Cards



# Thought Bubble



# Other Techniques For Pragmatic Language

Ipad

Social Stories

Peer Modeling

Incidental Teaching





# Written

- Power Cards
- Solving Problems
- Facts vs. Opinions



# Faking Being Interested

**Faking It When You Are Not Interested!**

The ultimate SOCIAL FAKE is needed to be able to listen to someone talk about something that you are not interested in! When you are in this boring situation, what do you think you can do?

List 3 Choices:

A Bad Choice	A Good Choice	A Good Choice
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What Makes the Bad Choice a Bad Choice?  
(Hint: Think about the consequences which will result from each of the choices.)

---

To do the good choices, what do you have to do with your body and words so that you are really FAKING IT WITH SUCCESS?

---

What does it mean to "FAKE IT WITH SUCCESS"?

---

# Solving Problems

**SOLVING PROBLEMS BEFORE THEY BECOME PROBLEMS**

1. What is the problem?  
\_\_\_\_\_

2. What choices do you have to solve the problem?

1. a bad choice	2. a good choice	3. a good choice

↓                      ↓                      ↓

3. Write in possible consequences of each choice:

1.	2.	3.

3. What choice or choices are best to pick? \_\_\_\_\_

4. When are you going to start to solve your problem?  
(List time and/or date) \_\_\_\_\_

5. Where are you going to do this? (Location)  
\_\_\_\_\_

6. Who do you need to talk to, to help? (Person)  
\_\_\_\_\_

7. What are you going to say or ask?  
\_\_\_\_\_  
\_\_\_\_\_

mwinne'99



# THANK YOU!!!!!!

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