

# Speech Source Therapy



Design Effective Treatment Plan for Toddlers  
with Speech & Language Delay

November 18 , 2015

# Prerequisite goals for all children!!

---

- ▶ Develop social interaction before targeting language goals.
- ▶ Does the child interact with you?
- ▶ Does the child tune out and seem unresponsive?
- ▶ If you answered “yes” to these questions then begin by establishing **joint attention** during play. The child should look at you and then at toy as you talk and play.



# Joint Attention- How do we do that?

---

- ▶ Demonstrate heightened affect- Wow! Oh no! WEEE!
- ▶ Use less words and repeat often
- ▶ Be persistent and repetitive with verbal routines
- ▶ **Develop a good rapport with child before targeting speech and language goals.**

**Ooze warmth, give hugs or high fives, and plenty of positive reinforcement (YAY!!! GOOD JOB!!!)**



# Social Games/ Routines

---

- ▶ **If toys do not get the child's attention, resort to social games!!**
- ▶ PEEK-A-BOO
- ▶ PATTY CAKE
- ▶ RING AROUND THE ROSY
- ▶ ITSY BITSY SPIDER
- ▶ 5 LITTLE MONKEYS
- ▶ DUCK DUCK GOOSE



# Gestures- Another preverbal requirement

---

- ▶ **If a child does not attend to social interaction or play, then he may not also do gestures to demonstrate Interest.**

## **Examples of Communicative Gestures:**

1. Clapping to demonstrate excitement
2. Reaching up to be picked up
3. Nodding head for yes and shaking head for no
4. Waving when finished activity or wants to leave
5. Pulling adult to what he wants
6. Pointing to what he wants



# Let's Play!

---

Once you have social interaction and gestures, start playing with toys!!

We have to show a child HOW to play!!!!

Children learn how to play by imitating us.

For Example;

We roll a car, then the child rolls the car.

Pushing a truck, rolling a ball, feeding a baby doll, talking on the phone etc...



# Cognitive Skills

---

- ▶ “A child’s cognitive skills must be near the 12 month level before he can begin to understand and purposefully say words. Until then, he’s not developmentally ready to use language.” (Laura Mize M.S., CCC-SLP)

These basic cognitive skills include;

Object Permanence

Understanding Cause and Effect

Problem Solving



# Object Permanence

---

- ▶ This means that a child understands that an object still exists even when it can't be seen.

To teach this skill hide a toy the child is playing with under a cloth or in the palm of your hand and see if child will look for it. If he does not use hand over hand to help him remove the cloth or open your hand to reveal the object.

Children must first learn to conceptualize an object, before they can learn what to call them, otherwise known as WORDS.



# Cause and Effect

---

- ▶ This behavior teaches a child that in order to **get** something he must **do** something, also known as **Intentionality!**

**A child learns intentionality will then learn to gesture, vocalize and eventually use words to get what he wants**

# Problem Solving Skills

---

- ▶ This cognitive skill develops in typical babies very early on.
- ▶ A baby kicks to activate a musical mobile
- ▶ When he reaches to get a toy beyond his grasp

Problem solving is a skill that helps babies and toddlers come up with new ways of doing things when first attempts fail. This is the ability to generate a new idea.....

Some activities include sorting blocks or toys, play with wind up toys so child asks for help

# Receptive Language at 18-24 months

---

## ▶ **“ Tell him, help him, show him”**

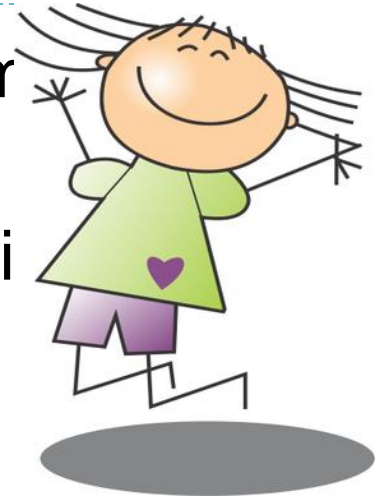
- ▶ Understands “ come here” and “sit down”
  - ▶ Identify at least 6 body parts/ clothing items
  - ▶ Follow one-step commands during play – show parents how to practice this at home. For example command child to throw away his trash. This helps link meaning to real life events.
  - ▶ Understands early prepositions; *in, out, off, on, under, up, down, here, there*
  - ▶ Chooses familiar objects from a group on request
- Best time to practice this is at clean up time!!!

## More on Receptive Language 18-24 months

---

- ▶ Understands familiar action words- go, jump, roll, fall, kick, dance, pull, push

These words are fun learning while **DOING** a movement activity!!



Attends to and identifies familiar pictures- use age appropriate large picture books- this needs to be an interactive joint activity ; Always explain that to parents



# Imitation of Actions & Movement before Words!!!

---

- ▶ If the child is not able to imitate words, have him first imitate your movement!
- ▶ You jump and then he jumps
- ▶ You clap and then he should clap
- ▶ You tap your head then he should tap his head

**Once the child is comfortable imitating movement, then he should be able to imitate sounds .....**



# Moving on to Imitating Sounds

---

- ▶ **Add silly sounds to imitation games of action and movement.**

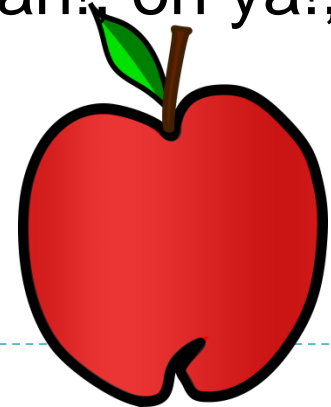
## **Examples:**

When you clap, Say “YAY” (have child copy your action and sound)

Eat a snack and say “Mmmmmmmm”

Shake your head and say “no no no no” (in a silly playful way)

Uh-oh, oops, whee, wow, ouch, oh, oh man!, oh ya!,  
Yum-yum, boo!!!!



# Have fun with noises and exclamations!

---

- ▶ **Learning to imitate sounds and words is a critical skill in a child's quest to become verbal**
- ▶ **Do animal sounds, bark, meow, neigh, oink, quack, moo, baa, roar, ssss for snake while playing with farm animals, animal puzzles.**
- ▶ **Play with toy cars, planes, buses and trucks.**

**Vroom, zoom, boom, crash, honk-honk, beep-beep, choo-choo or woo-woo, siren noises etc.**



# What to do with a very quiet child- no sounds or words?

---

- ▶ If the child does not make any sounds or noise during play, **the goal is to make him noisy**, even before we begin to work on words.
- ▶ Imitate any sound child makes after chasing him or tickling him, elicit squeals or laughter. Then clinician should laugh or squeal even louder.
- ▶ Have child say vowel sounds into a toy microphone  
(ooh, aah, eeh!) Or into a bucket.

Play with baby dolls and pretend to make coughing noises, sneeze, cry, yawn. Have the child imitate the noises.



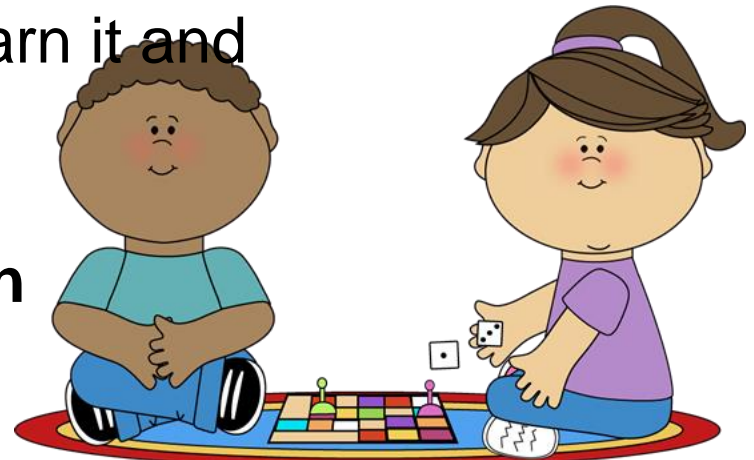


# Teaching First Words

---

- ▶ Teach new words by doing!
- ▶ How do we teach new words to toddlers?  
Teach by **DOING!!!!** Teach by **PLAYING!!!!**
- ▶ Teach target words during play or in a common daily routine such as mealtime or dressing.
- ▶ Toddlers need to hear and use a new word at least 20 times to really learn it and make it stick.

**Toddlers learn everything through play!!!!!!**



# Child's Typical Vocabulary Development

---

- ▶ 12 months 2 to 6 words ( other than mama & dada)
- ▶ 15 months 10 words
- ▶ 18 months 50 words
- ▶ 24 months 200-300 words
- ▶ 30 months 450 words
- ▶ 36 months 1000 words

