

League School Speech-Language Pathology Department Presents:

Supporting Communication At Home:

Promoting Language & Interactions
During Family Routines



Presented
by:



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And
introducing:



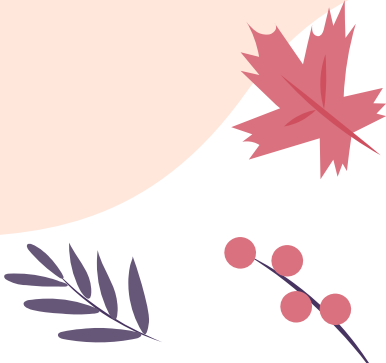
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Foundations SLP





We would love to meet YOU!

What brings you to our training
today?



Today's Training:

1

RATIONALE

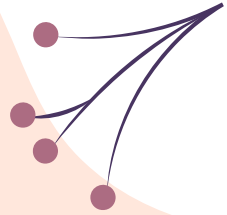
Natural, spontaneous,
"in-vivo" language per
SCERTS® Model



2

MORNING ROUTINES

Waking up, getting ready,
meal prep & cooking,
meal-time, cleaning up



3

EVENING ROUTINES

Getting ready for bed, story-
and/or TV-time, meditation,
body scan(s), deep breathing

4

THANKSGIVING

Tips & suggestions to
make your holiday
special and safe

1

Rationale

League School follows the SCERTS® Model.

The SCERTS® Model focuses on supports needed for persons to achieve “**Authentic Progress**”, which is *the ability to learn and spontaneously apply functional and relevant skills (e.g, social communication) in a variety of settings with a variety of partners.*

Teaching and supporting language in a functional way is the best way to ensure generalization of skills.



A quick review of SCERTS® language...

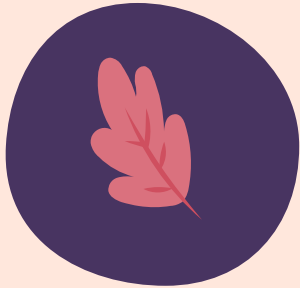
Augmentative and Alternative Communication (AAC): Any form of communication that does not involve speech (e.g., facial expressions, gestures, pointing to pictures, activating a high-tech speech-generating device, etc.)

Partner Stage: Per our SCERTS® model, students are identified by 3 levels based on their demonstrated language abilities

- **Social:** Presymbolic communicator
- **Language:** Symbolic communicator
- **Conversational:** Reciprocal communicator

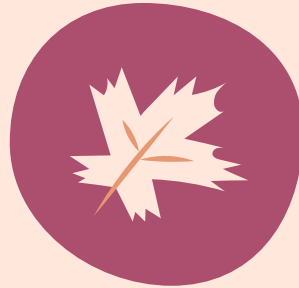
Transactional Support: How the caregivers (family, school staff, etc.) interact with the student and what materials are put in place to promote success & independence

Why should we target LANGUAGE and SOCIAL COMMUNICATION during routines?



PREDICTABILITY

Predictability supports emotional regulation. A predictable task is comforting and functional.



RELEVANCE

Relevant tasks allow for functional generalization and increase the likelihood of independence.



INTERACTIVE

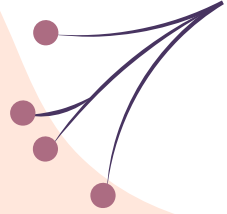
For an activity to be interactive, it must have 2 or more people or things that influence one another. Interactive activities support active engagement & social interaction.



2

Morning Routines

Morning Routines



GETTING DRESSED

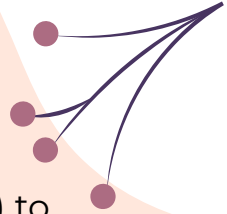


EATING BREAKFAST



PACKING UP

Getting Dressed



Social Partner:

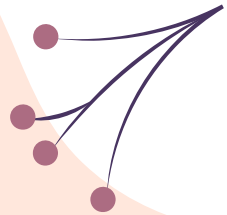
- Hold up two clothing items and have your child use a gesture (e.g., open hand tap, point) to what to put on first. Continue offering two items until child is dressed (shirt, pants, underwear, socks, etc.)

Language Partner:

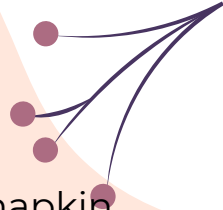
- Show your child the weather forecast on a device (e.g., weather application). Ask: *“What should we wear today?”* If necessary, provide choices (*“T-shirt or sweater?”*)
- Keep one clothing item in a separate space (e.g., socks in closet instead of a drawer). Ask your child: *“What do you need?”* or *“What are you looking for?”* Encourage your child to use his or her preferred mode of communication (e.g., speech, AAC device, etc.) to label what he or she is missing (*“Socks!”*)
- After your child is dressed, ask him or her to describe the outfit (e.g., *“What color is your shirt?”*, *“How does your sweater feel...soft or scratchy?”*)

Conversational Partner:

- Create a checklist together and encourage your child to select his or her clothing independently.
- Model and encourage compliments related to concrete, easily seen items (e.g., *“I like your shirt”*, *“Cool hat!”*, *“Awesome socks”*)



Eating Breakfast



Social Partner:

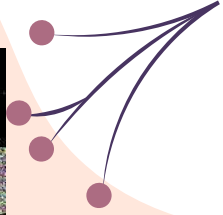
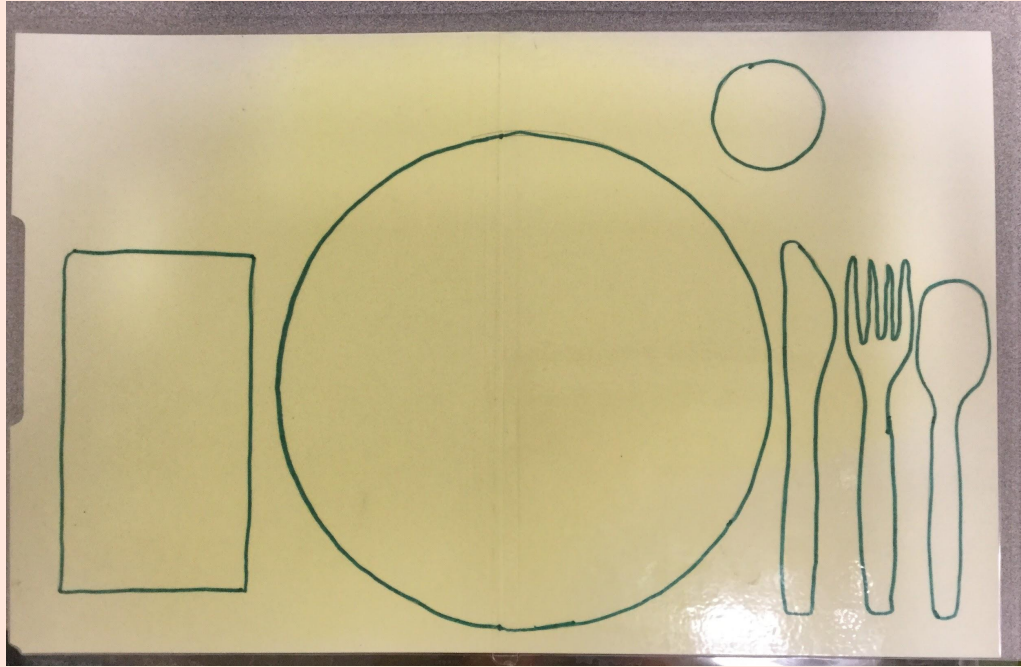
- Create a visual placemat and hand your child one item at a time (e.g., plate, cup, napkin, fork/spoon); provide less and less assistance each time
- Label each object verbally to model the vocabulary

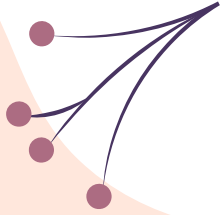
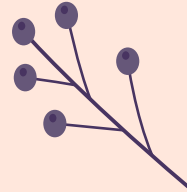
Language Partner:

- Utilize AAC strategies to:
 - Make a choice (“*Eat + yogurt*”)
 - Comment (“*I like it!*”)
 - Describe (“*It feels [cold]*”, “*It is [white]*”)
 - Answer questions (“*Does the yogurt go in the fridge or the pantry?*”)

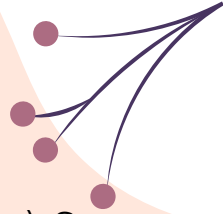
Conversational Partner:

- Pick a topic to discuss during breakfast
 - Related to school: “*What are you looking forward to today?*”, “*Are you concerned or worried about any part of your day today?*”
 - Unrelated to school: “*Would you rather only eat waffles or only eat pancakes? Why?*”, “*If you had to make breakfast for the family, what would you make?*”, “*If you could invent a cereal, what would it be?*”





Packing School Backpack/Bag



Social Partner:

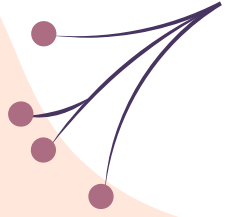
- Have all of the needed items present. Pack the bag and leave out one item (e.g., lunchbox). Say: “Put in” while pointing to inside the backpack. Alternatively, model core language “in” on a visual system, such as a dedicated speech-generating device, while putting the items in the bag
- Ask your child to zip the bag (point and say: “Zip”). If your child is unable to zip it, hold out your hand without saying anything to offer help. If this skill is demonstrated consistently, model asking for help with symbolic means (e.g., a modified sign, a button on a dedicated device, etc.)

Language Partner:

- Offer a visual checklist of the necessary items (e.g., device, lunchbox, communication log, etc.)
- Have all EXCEPT one item present (e.g., keep lunchbox in the fridge). When your child looks for missing item, have visuals available to ask for assistance (“I need help” laminated card) or for the missing item (“I need ____” sentence starter)

Conversational Partner:

- The night before, help your child make a list of items he or she wants to bring to school. Encourage your child to independently pack his or her bag referencing the list.
- Encourage your child to pack items that could be “conversational starters” (e.g., new book, artwork, photos, etc.)

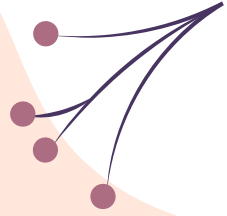


3

Evening Routines



Evening Routines



CHORES



MAKING DINNER

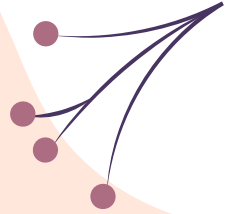


LEISURE



BEDTIME ROUTINE

Chores: Sorting Recycling



Social Partner:

- Direct your child to put non-trash items into a designated recycling container by pointing to the correct container.

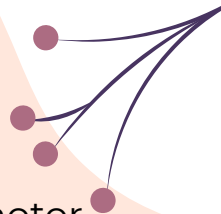
Language Partner:

- Give your child multiple items that belong in multiple locations (e.g., recyclable items, items that belong in the refrigerator, dishes that belong in the sink, etc.)
- Ask your child: “*Where does the (empty bottle) go?*” Wait for your child to respond verbally or by putting the item in the correct location
- Provide a verbal cue for your child to fill in if necessary (e.g., “*The can goes in the.....?*”)

Conversational Partner:

- Give your child a list of chores to complete within a specified time frame (e.g., “Please have these all done by 5pm”). Talk about any supports that might be helpful (e.g., setting a timer, programming a reminder on his or her phone, etc.)
- Have a conversation regarding the importance of recycling. After the discussion, ask your child what his or her “take-away” (e.g., what he or she learned)

Making Dinner



Social Partner:

- Encourage your child to participate in meal preparation by engaging in simple motor tasks (e.g., stirring). Complete three stirs then model “*more*” using sign or picture.

Language Partner:

- Provide a visual recipe for one part of dinner (e.g., vegetable side dish). Use Google images to show the steps for a paper-based visual or show YouTube videos to model the steps in motion.
- Give your child a choice of what part of dinner to make, and encourage your child to use as long a sentence as he or she is able (e.g., “*Green beans*”, “*Make + green beans*”, “*I would like to make the green beans*”).

Conversational Partner

- Encourage your child to have a voice in the meal (e.g., “*Should we have salad or broccoli? Why?*”)
- Have a conversation about the basic food groups
- Ask your child: “*What is health? Do you think this meal is healthy? Why or why not?*”

Leisure: Completing A Puzzle



Social Partner:

- Use a puzzle that has identical pictures on the board and on the pieces. Fill in all the pieces except for one. Help your child put in the last piece, and model “*All done*” with sign or a picture.

Language Partner:

- Have your child hold the puzzle board or designated space (e.g., space on a table). Provide your child several pieces at a time, and have them request “*more*” using as much language as possible (“*More pieces*”, “*Can I have some more pieces?*”)
- As parts of the puzzle are complete, ask questions about what your child sees (e.g., “*What colors do you see?*”, “*What animal is that?*”, “*Is this puzzle easy or hard?*”)

Conversational Partner:

- Leisure activities are great times to sneak in social-emotional conversations. With a leisure activity relieving the pressure of solely conversation, hands are busy and minds are open. Ask: “*How are you?*”, “*How is school?*”, “*How can I support you better at home?*”, “*Is there anything that you would like me to do differently?*”
- Model expected frustration when you can’t find a missing puzzle piece (e.g., “*This is frustrating and I need to move on*”)

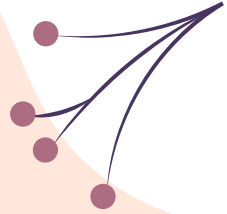


pictures under pieces

~crafted by hand~

© Lights, Camera, Interaction!

Bedtime Routine: Daily Reflection



Social Partner:

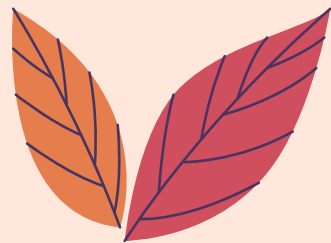
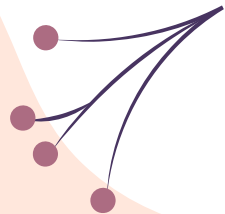
- Dedicate a few minutes at the end of your bedtime routine to playing soft, calming music. If your child does not seem to enjoy the music (e.g., covers their ears), model: “*All done*” with sign or gesture.

Language Partner:

- Using a visual to show the Zones of Regulation, ask your child about a specific activity from that day (e.g., Art class, a vocational job, any special event, etc.) and ask what “zone” your child was in during that activity. Try to include activities that know your child likes and dislikes to model and encourage being in different “zones” and having preferences & dislikes.

Conversational Partner:

- At the end of your bedtime routine, spend a few minutes reflecting on the day. Discuss something that was hard for you (“*thorn*”) and something that made you happy (“*rose*”) to model sharing feelings about your own day and encourage active-listening & perspective-taking.



Targeting IEP Goals @ Home

IEP Area	Emotional Regulation	Social Communication	Vocational	Hygiene
IEP Goal	Label emotions	Ask for items needed for a task	Work on a task for 15 minutes, start a new task after a 1 minute break	Toothbrushing, handwashing
Meal times	When you sit down to eat, do an emotions check-in. "Johnny, what Zone are you in?" Use a visual to show the Zones of Regulation	Provide a placemat and have Johnny ask for each item he needs (e.g., "I need a fork", "I need a cup") using his AAC device	Have Johnny clear the table after eating and sort materials by location (trash - recycling- items in sink - items in fridge)	Before sitting down for every meal, have Johnny wash his hands for 20 seconds. Model thoroughness by washing your hands at the same time.
Morning/ Bedtime Routines	Add a reflection component during your bedtime routine. Show Johnny the Zones visual and ask how one activity that happened that day made him feel	Before showering, have Johnny request what items he needs to complete all the steps (e.g., soap, shampoo, towel, etc.)	Have Johnny complete a morning chore routine, including making his bed, putting his pajamas in the laundry basket, changing his sheets if necessary	As a part of his bedtime routine, set a timer to indicate the length of time Johnny should brush his teeth. Point to the direct parts of the mouth if he needs reminders

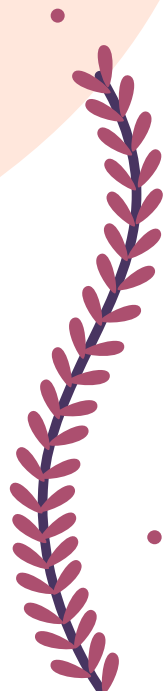


5

Thanksgiving
Tips

Home-Based Activities

- **GRATITUDE TREE**
 - Make a “tree” with post-its of all the things you are thankful for
- **HAND-SHAPED TURKEYS**
 - Go one step further and mail them to those who could use a smile (i.e., healthcare workers, nursing homes)
- **DIY PLACEMATS**
 - Have your children design and set their own placemats
- **DISH/PLATTER PASSING**
 - Practice passing dishes and platters, including what you should do if you don't like a food item vs. if you love the item (e.g, keep passing, take 1-2 scoops then pass)
- **PRACTICE THE MEAL-TIME CELEBRATION**
 - Model language: “I like it!”, “I don't like it”, “May I please have some more?”, “All done”
- **FAMILY AND/OR SOCIALLY-DISTANCED NEIGHBORHOOD “TURKEY TROT”**
 - You can also find lots of Thanksgiving and turkey-themed yoga poses





1. Draw your 3 favorite foods on the plate.
 2. Color the fork and spoon your favorite color.
 3. What is your favorite kind of pie? Color the pie.

A) What sound does a turkey's gobbles make?
 B) What's the deapest thing at the Thanksgiving table?

© What do math teachers do on Thanksgiving?

UNSCRAMBLE these Thanksgiving Foods!

HTSANG _____
 YUREBT _____
 NEREQ SDNAB _____
 HANSEQ STOFATED _____
 KROKUMP EP _____
 LQVET _____

Draw or write what you are THANKFUL for!

HAPPY TURKEY DAY!

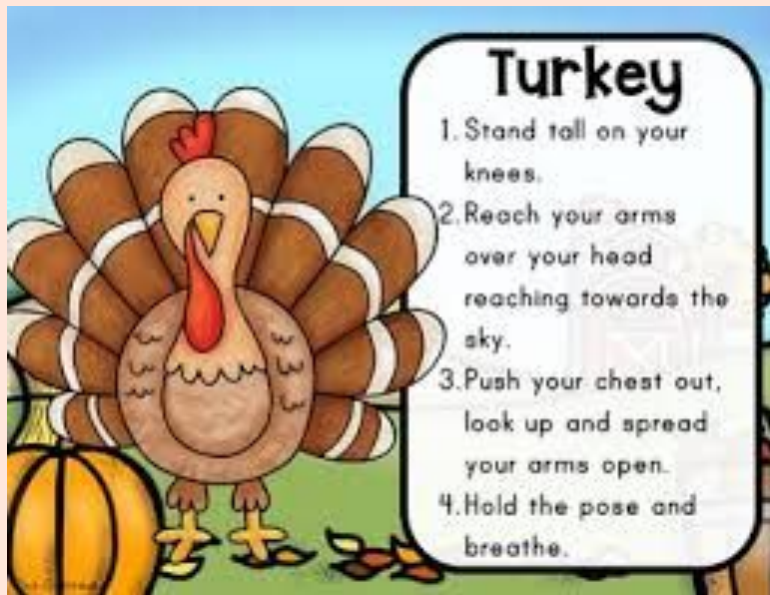
Gobble Gobble!

PIE-110-110

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- **MAKE A PLAN**
 - Designate one tech-savvy family member to set up and run the virtual family party
 - There is unlimited Zoom time for all users on Thanksgiving Day!
- **GIVE THANKS**
 - Everyone shares what they are most thankful for
- **BE PRODUCTIVE**
 - Try out a recipe exchange! Start an email chain with friends/family and share favorite Thanksgiving recipes leading up to the big day
 - Get your children involved by: helping select the recipe(s), helping trial recipe(s), helping draft the email, helping select email recipients, etc.
- **HAVE FUN**
 - Play Thanksgiving Bingo
 - Ask family “Would you Rather...” questions
 - Tell thematic jokes





**IF APRIL
SHOWERS BRING
MAY FLOWERS,
WHAT DO MAY
FLOWERS BRING?**

★

Pilgrims!

GH

**What kind of
key can't open
doors?**

★

A TUR-KEY.

GH

**KNOCK KNOCK!"
"WHO'S THERE?"
"ARTHUR."
"ARTHUR WHO?"**

★

**"ARTHUR ANY
LEFTOVERS?"**

GH



Questions,
comments, &
discussion



Contact Our Team:



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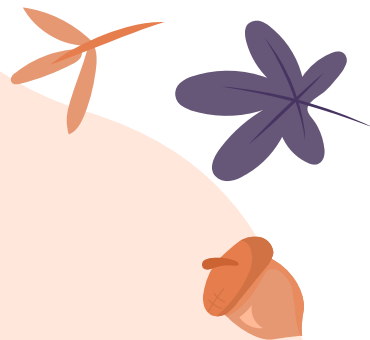


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HAPPY

Thanksgiving