



A Flexible, Practical Therapy Format for Young Children and Their Caregivers

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Topic Overview

- **Precursors To Using Words To Communicate (Arntson)**
 - Introducing WIN: *Being Watchful, Intentional, and Noisy*
 - Techniques and activities to develop the skills of *WIN*
 - Using music to develop and improve the skills of *WIN*: specific songs
- **Communication Skills of Taking Turns, Imitating, Responding and Initiating Language (Arntson)**
 - Techniques and activities for developing these skills during play and daily routines
 - Using music to encourage turn taking and imitating: specific songs
- **Parents as Essential Teammates: *WE CAN TALK* Parenting Strategies (Arntson)**



Speaker Disclosure

- *Employer* — Owner of Talk It Rock It.
- *Financial* — Author of Talk It Rock It products
- Talk It Rock It receives honorariums for presenting

Precursors To Using Words To Communicate

- I want your child to **WIN**
 - Be **WATCHFUL**
 - Be **INTENTIONAL**
 - Be **NOISY**
 - Balance in all 3 areas is crucial!
 - Before we begin, we must know and embrace that therapy is all about the CONNECTION!

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Being WATCHFUL

- Teach children to be "watchful" of
 - Objects
 - People
 - Objects and people, shifting attention – take data
- Where do we begin?
How about laughter?



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Laughter is a "social thing"



- *"Only 10 to 15 percent of laughter is the result of someone making a joke. Laughter is mostly about social responses rather than a reaction to a joke. Laughter above all else is a social thing. The requirement for laughter is another person."*
Robert Provine, PhD,
Neuroscientist at the University
of Maryland, Baltimore County

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Stages of Laughter/Humor

- Stage 0: 0 - 6 months – Tactile stimulation/motor movement
- Stage 1: 6 -12 months – Unusual behavior of an Attachment Figure
- Stage 2: 1 - 3 years – Treating an Object as a Different Object
- Stage 3: 2 - 4 years – Misnaming Objects or Actions
 - Stage 3a – Using Opposites as a Way to Misname
- Stage 4a: 3 - 5 years – Playing with words/sounds (not meanings)
- Stage 4b: 3 - 5 years – Nonsense Real-Word Combinations
- Stage 4c: 3 - 5 years – Visually absurd, Distortion of Features of Objects, People, or Animals
- Stage 5: 5 - 7 years – Pre-Riddles, Double meanings – Riddles

Paul McGhee, PhD, *Understanding and Promoting the Development of Children's Humor, A Guide For Parents and Teachers.*

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Techniques for Being WATCHFUL

- Explore the child's "Laughter Level".
- Ask parents what a child LOVES. Ask them to show you.
- Try activities or games that do not include objects.
 - Decreases fixation on a toy.
- Use novel toys and use familiar objects in new ways:
 - ANYTHING that draws attention to you or a parent
 - The child should observe you or the parent first.
 - The child is free to leave the play area when needing to re-group.
 - The child should not leave the play area with novel toys.
 - Take data on how often the child leaves.

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Techniques for Being WATCHFUL

It may be YOUR REACTION and NOT the activity or toy that causes a child to WATCH

- EEE – Exaggerate, Expand, Extend – Do you Stand Out?
 - Exaggerate your movements
 - Exaggerate and vary your voice
 - Pause before saying words
 - Extend the length of some sounds and words
 - Extend the wait time
 - Cueing
 - Expand on the number of activities the child enjoys



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Techniques for Being WATCHFUL

- Give me your hand
 - Be the Giver for your child. (children who hoard objects)
 - Child becomes the Receiver before becoming the Giver
 - Giving objects sequentially creates the ability to shift attention
- Vary the location- When you're losing the connection – Change something
If you're riding a dead horse, dismount!

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Techniques for Being WATCHFUL

- What's the "point"?
 - Child follows a point near and far away
 - Tour of the house
 - Daily routines/toys – Show where things go
 - Bubbles – pointing where to blow them.
 - Lotion –
 - Puzzles or containers - Let's explore puzzles
 - "Put it right there."
 - "Here comes this one."
 - Books - Sitting position during book reading, types of books and how to practice, "What's the point?" Practice the "ouch" point.

How do we increase a child's Staying Power?

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Being Intentional – It's all communication!

- Cries, tantrums, head butts, throws self on floor
- Runs or walks away
- Smiles
- Gives eye contact for anticipation
- Reaches for objects
- Body movements – head nod, rocking
- Gives hand to receive or continue an activity
- Gives objects to others to indicate a need
- Takes hands to lead others
- Gestures/signs/points
- Vocalizes

Closet door story

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Techniques for Being Intentional

■ WWW- Wait, Watch, and Wonder

■ Wait in the middle of an activity or game

Story of G

■ Watch what your child does

- Do several activities with parent and child
- Loses interest/Gets frustrated
- Smiles/Laughes
- Looks of anticipation
- Gestures
- Vocalizes

■ Wonder

- Wonder about what your child is communicating
- Wonder how you can help your child reach the next level
- Wonder about routines where you can improve communication levels
- Wonder about cues – verbal, gestural, physical prompts

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Activities for Being Watchful and Intentional 1

- Activities should have a clear beginning, middle, and end.
- The ART of WAITING – Waiting is crucial, but don't wait too long.
- Phrases such as Ready, Set, Go are valuable.

■ Ah-Choo

■ Peek-a-Boo variations –

- Baby lying down, lift feet over head, bring down, and say Peek!
- Behind a couch, a table, chair – use a puppet and choose different places from where the puppet jumps out (my bear puppet)
- Mirror looking – Drop down and pop up

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Activities for Being Watchful and Intentional 2

- Sleeping Bear - Pretend snoring, sleeping, and suddenly hugging – be dramatic.
- Hide and Seek – take turns hiding.
- Sock Stealing, smell child's feet and react, "yuck".
- Catch and Hug games as opposed to Chase games.
- Raspberries on the tummy, toes.
- Sound effects when getting kids dressed.
- Swinging in a blanket, pulling on the floor on a blanket, pulling in a laundry basket

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Activities for Being Watchful and Intentional 3

- Rough housing - <STOP> - Giving 5
- Swinging - <STOP> - Giving 5 or hands
- Snacks - <STOP> - Giving hands
- Dancing - <STOP> - Body movements
- Jars with items when out of reach - <STOP> - Giving or pointing
- Lotion - <STOP> - Giving hands or feet
- Light switches - <STOP> - Reaching and pointing
- Bubbles - <STOP> - Reaching, giving 5, knocking, and pointing

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More Activities for Being Watchful and Intentional 4

- Disappearing Noodle
- Popper rocket toys and wind-up toys
- Scarf Magic – Tie scarves together and let child pull the long string out of your sleeve
- Tunnels and Tubes
- Animal Face Posters – Talk It Rock It
- Objects in a bag or sock – Pull them out one at a time with fanfare
- Hiding objects in child's pants leg or shirt
- Ripping paper
- Stacking blocks and watching them fall
- Puppets that EAT THINGS!

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Think about Daily Routines and How to Coach Parents

- Playing with People – Songs and Games
- Playing with Toys
- Caregiving routines
 - Bedtime
 - Diaper time
 - Getting dressed
 - Bath time/washing hands
 - Brushing teeth
- Meals/Snacks/Food Preparation
- Family Chores – Pets, Garden, Cleaning, Mail
- Family Outings
- Reading and Art
- Transitions – Discuss the tough ones

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Songs for Being Watchful and Intentional 1

- Music is simply a tool for embedding recommended therapies
 - Horsie, horsie go to town. Horsie, horsie don't fall down. (Set 5)
 - Here comes the mousie, living in the housie, gonna get you!
 - Creepy mouse, creepy mouse from the barn into the house.
 - Bumblebee, bumblebee in the barn. Gonna get ____ under the arm.
 - Row, row, row your boat, fishie swim. Row, row, row your boat, We fall in! (Set 1)

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Songs for Being Watchful and Intentional 2

- Ahchoo song – I am a little puppy playing peek a boo. Got a tickle on my nose, Ah, Ah Choo! (Set 5)
- Who is the puppy today, and what does the puppy say? Woof, woof, woof (Set 5) (Tune – 99 Bottles of Pop on the Wall)



- If you're name is ____, pop up.
- Fishie in the water, fishie, fishie, Fishie in the water, swim, swim, swim.

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Songs for Being Watchful and Intentional 3

- Ring Around the Rosie (Set 2)
- Bouncy or Brinca (Sets 1 or 4) – Bouncy, bouncy, bouncy. Bouncy, bouncy, bouncy. Bouncy, bouncy, bouncy. Now we stop. Ready, set, go!
- Johnny's swinging, swinging, swinging. Johnny's swinging. Now he stops. Ready, set, go!
- Wiggle, wiggle, wiggle. Wiggle, wiggle, wiggle. Wiggle, wiggle, wiggle. Push!

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Being Noisy 1

- Is the child unable to spontaneously verbalize during play?
- Notice what activities and environments make the child NOISY. Any noise!
 - Objects and toys
 - Games or situations
 - Rooms in the house
- Enjoy those spontaneous moments and keep them going. Laughter is the best!
 - Shape the squeals and laughs into vowel sounds
- Model vocally what child could do independently during play. Pick their favorite toy/activity.
 - Make sound effects/gestures/sudden movements

Andrew's shower with Dad.

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Being Noisy 2

- Phonemic Inventory and Different/undifferent ratio
- Focus on words containing sounds in child's sound repertoire.
- Don't require or request imitation.
 - Spontaneous song, especially during play

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Songs for Being Noisy 1

- The Verbally Enticing Song
 - Language or sounds within child's verbal ability
 - *Let's analyze "Itsy Bitsy Spider"*
 - Common vocabulary in daily routines and words of high interest.
 - Frequent repetition.
 - Chains of three
 - Interludes of CV practice and sound effects
 - Exaggerated and extended sounds and words.
 - Slower rate and higher pitch.

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Songs for Being Noisy 2

- The Verbally Enticing Song
 - Universal Chant/Universal rhythm.
 - Spontaneous song – Shortnin’ Bread
 - Songs that invite participation. (Your turn)
 - Familiar tunes – the more they hear them, the more they learn them.
 - Singing or Speaking in Rhythm? What is best?
 - Calming or exciting music? What is best?

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Songs for Being Noisy 2

- Natural “musical tone” of the words and phrases.
 - What happened?
 - Where are you?
 - I went to the store today. (vary the stress on the word)
 - Happy birthday!
 - STOP! At the door.

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Songs for Being Noisy 3

- Props to use with songs for being Noisy
 - Picture frames (my recent Elmo face)
 - Microphones: Try paper towel rolls, plumbing pipes
- Noisy, Noisy, Noisy (Set 1)
 - Noisy, noisy, noisy. Someone’s being noisy. Is it you?
 - Noisy, noisy, noisy. Someone’s being noisy. Is it you?
 - Someone’s sneezing. Is it you? (ahchoo)
 - Coughing
 - Kissing
 - Blowing
 - Yawning
 - Sleepy, sleepy, sleepy. Someone’s sleepy. Is it you?
 - Hungry, hungry, hungry. Someone’s hungry. Is it you?

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Taking Turns, Imitating, Responding, and Initiating

- I want your child to **WIN**
- I want your child to have the skills to **TTIRI**
 - Turn Take
 - Imitate
 - Respond
 - Initiate
- Watch for the balance of all 7 skills
 - Evaluation sheet

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Learning to Turn Take 1

- The Giver, the Taker, the Conversation Maker.
 - Help each child enjoy giving and taking objects, actions, and words – Having a conversation with objects!
 - 50/50 – Always take a turn and watch the child's response
 - Do not talk during child's turn
 - Does the child watch your turn? Be enticing!
 - Taking turns is crucial for the child who hoards objects/holds objects in both hands and can't release them.
 - Say "your turn" and give that "LOOK"!

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Learning to Turn Take 2

- Actions with toys and routines – Vary the action and the verbal.
 - Tubes – One of my favorite tools!
 - Dump and fill toys; cans, buckets, garbage cans, shape sorters
 - Knock knock games
 - Imaginative play with animals – fly, walk, run, sleep, eat, drink
 - Take data on the number of turns a child is willing to take. Staying Power!
- Video Modeling – My goal for this year.
Taking turns can lead to imitation.

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Songs for Taking Turns

- Share the shaker
- Share the drumstick
- Share the tamborine
- Ball, Ball, Ball (Tune of Rock Around the Clock Tonight – Set 2) Great for releasing objects. Vary the ball, cotton balls, use a tube.
 - Ball, ball, ball, roll the ball.
 - Ball, ball, ball, oh that's about all.
 - I roll, roll, roll the ball to you.
 - Roll, roll, roll, that's what I do.
 - I roll, I roll, I roll the ball to you.
- Is the child having FUN? Dismount if necessary.

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Learning to Imitate

- Ways to look at imitation
 - 1. Spontaneous imitation
 - 2. Imitation upon request
 - 3. Gestures + Verbalizations
- Look at the "attempts" to imitate – not accuracy.
- Ditching the Plus and Minus – 0-3 rating system
- Imitation is only a means to an end.
- Be careful of praise – The motivation should be the activity itself and sharing the enjoyment.
 - Breaks the flow of the practice
 - Can create shut-down
- Switch practice targets to increase auditory awareness.

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Learning to Imitate – The Reluctant Imitator

- Give the child the object BEFORE you say the word.
 - If you withhold, you may not win the battle.
 - Child holds object or picture up to your face.
 - Child holds object or picture up to child's face.
- Try verbal choice questions.
- Act like you don't care if they imitate. It's all about the relationship and connection.
- Chains of 3 – Entices imitation and prepares for phrases

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- [illegible]

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- [illegible]

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- [illegible]

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Imitation – Building Words One Sound at a Time

- Let's look at the Blast Off Board checklists
 - Vowels and Vowel Combinations – V, V+V, Y, W
 - Consonants and Vowels – CV, CVCV
 - Chains of 3
 - VCV
 - VC, CVC
 - Two word phrases
 - Blast Off Board Sound Sequencing Set

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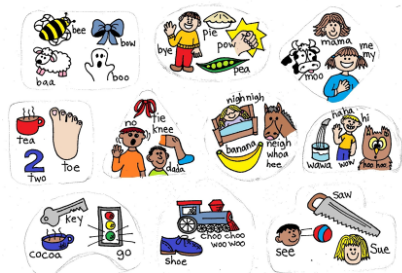
Imitation – My Vowel Pictures



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Imitation – My CV Pictures



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Songs for Motor Imitation 1

- Paper Plate Dance
 - William Tell's Overture, Rossini
 - Light Cavalry Overture, Suppé
- Flight of the Bumblebee – R. Korsakov - Use your imagination
- I Am Walking Slowly - Mesh scarf song
I am walking slowly. You are walking, too.
We are walking slowly. Ah ah Choo.
- Monkeys in a Tree (Set 5)

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Songs for Motor Imitation 2

- Roly Poly, Author Unknown
Roly poly, roly poly. Clap, clap, clap. Clap, clap, clap.
Roly poly, roly poly. Up, up, up. Up, up, up.
Roly poly, roly poly. Down, down, down. Down, down, down.
Roly poly, roly poly. Clap, clap, clap. Clap, clap, clap.
- Walking Elephants, (Set 5)
Walking elephants. Walking elephants. Raise your trunk. Raise your trunk.
Walking elephants. Walking elephants. Let's call more elephants to come.
Hey elephants. Here they come. (stomp your hands on your lap) Hey elephants. Let's go again.

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Songs for Motor Imitation 3

- Hippo Song, Author Unknown
A hip, a hip, a hippopotamus. He climbed. He climbed. He climbed into the bus.
And all the people on the bus said, "You're squishing me."
- Shake and Wave, (Set 3)
Shake, shake, shake your scarf. Shake, shake, shake your scarf.
Shake it in the sky. High, high, high, high, really high
Shake it down low. Low, low, low, low, really low
Shake it to the side. Side, side, side, side, side, side
Shake it on the other side. Side, side STOP!
(Recite the second verse with "wave your scarf.")

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Songs for Verbal Imitation 1

■ Hooray (Set 5)

Puppy, puppy. What do you say? "Woof," says the puppy in his puppy way. Puppy, puppy. What do you say? "Woof, woof." Hooray! Woof, woof. Hooray!

■ Vowels (Set 3)

Drop your jaw. Say ah, ah, ah (ah, ah, ah, ah, ah, ah)
Round your lips. Say oh, oh, oh (oh, oh, oh, oh, oh, oh)
Now smile like me say ee, ee, ee, (ee, ee, ee, ee, ee, ee)
Pucker real tight say oo, oo, oo. (oo, oo, oo, oo, oo, oo)
Ah, ah, oh, oh, oo, oo, ee. Now you can sing that with me.
Ah, ah, oh, oh, oo, oo, ee. Great job, kids, singing with me!

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Songs for Verbal Imitation 2

- Focused Language Stimulation
- The advantage of Rock and Roll
 - She Loves You – (Beatles) Alex
 - Land of 1,000 Dances and Walking (Set 2)
 - Story of Ben and his dad
- Put songs on iPads through iTunes, download the free app to slow down the songs
- The New BMW (Set 1)– Use microphone tubes, hand gestures, cues.
- Who Let the Dogs Out? – Vary the song with sound practice
 - Who let the B's out, b b b b
- The Beautiful Blue Danube – Strauss
- Fish, Sharks, and Shells (Set 3)

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Songs for Verbal Imitation 3

- Baby Blowing Bubbles (Set 1)
 - Baby blowing bubbles, bubbles, bubbles. Baby blowing bubbles. Up, Up, Up.
 - Baby blowing bubbles, bubbles, bubbles. Baby blowing bubbles. Up, Up, Up.
 - Baby blowing bubbles on her nose. Baby blowing bubbles on her toes.
 - Baby blowing bubbles in her hair. Baby blowing bubbles everywhere.

Go (Animation Station 1)

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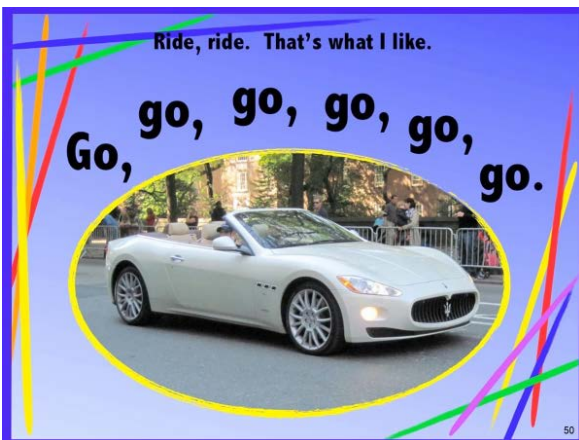
Songs for Verbal Imitation 3

- Milk and Juice (Set 1)
Do you want MMMilk (your turn) MMMilk
Or how about juice, juice, juice (your turn) juice,
juice, juice
Well, let's see... milk in a cup, juice with a straw.
Drink it, drink it, slurp, ahh (repeat)
- Cookie (Tune of Tiny Tim the Turtle)
Cookie, cookie, cookie. Cookie, cookie, cookie.
Cookie, cookie, cookie. Yummy, yummy, yummy.

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Learning to Respond 1

- Responding to child's name – songs?
- Responding to facial expressions
 - Long term social skills – Begin the intervention with very young children
 - Use songs with emotion
- Preliminary commands – "Give it to me."

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Learning to Respond 2

- Questions – Use as cues for interactive communication
 - Choice, both visual and verbal.
 - What's that? (Use our Animation Station 1 or Set 2 or 3).
 - Timing is important to decrease echolalia.
 - Yes/No questions
 - Helps decrease frustration by saying, "Then tell me...."
 - The child who echoes – Teach with the Yeah gesture.
 - What should I do? What do you want?
 - What doing and What happened?
 - More complex questions.

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Learning to Respond 3

- More on "What's the point?"
 - Pointing to or giving objects on command.
 - Using the Push-Pull-Puzzle to teach WH questions.
 - Where is the ____? Where does this go? Which one do you want?
 - Teach pointing and pushing the puzzle piece requested.
 - Expand this skill to other daily routines.

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Songs for Responding

- All Done Playing (Set 3)
All done, all done, all done playing. All done. All done toys. All done, all done, all done playing. All done. All done.
- Put the, Where is the...and What is he doing?
(There's a Hole in the Bucket, Shortnin' Bread)
- What Happened? (Set 2)
- I Hear (Set 2)
- No Way Song (Set 2)

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Songs for Writing Your Own

Are You Sleeping?	Ring Around the Rosie
Camptown Races	Row, Row, Row Your Boat
Did You Ever See a Lassie?	She'll Be Comin' Round the Mountain
Farmer in the Dell	Shortnin' Bread
For He's a Jolly Good Fellow	Skip to my Lou
Goodnight Ladies	Stop in the Name of Love
Hallelujah Chorus	The Ants Go Marching
I'm a Little Teapot	The Bear Went Over the Mountain
I'm Singing in the Rain	This Old Man
Jingle Bells	Twinkle, Twinkle, Little Star
London Bridge	Wheels on the Bus
Mama Don't Allow	Where, Oh Where Has My Little Dog
Mary Had a Little Lamb	Gone?
Muffin Man	Yellow Submarine
My Bonnie Lies Over the Ocean	Your Mama Don't Dance
Old MacDonald	
Pop Goes the Weasel	
Rockin' Robin	

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Learning to Initiate 1

- Initiating verbally may not happen until **Turn Take**, **Imitate** and **Respond** are present.
 - Some children can be intentional/reactive but don't initiate on their own.
- Document language sample frequently.
 - Ratio of initiated/imitated/responses
 - Intelligibility rating
 - MLU
 - Balance between parent and child talking ratio
 - Variety of initiated speech
 - Greetings
 - Commands
 - Comments
 - Protests
 - Requests

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Learning to Initiate 2

- Teaching children to Command, Request, Comment – Engage with others
 - Practice “Be the Messenger”
 - Give ____.”
 - Show ____.”
 - Tell ____.”
 - Ask ____.”
 - Increase the distance
 - Teaching parents the “Be clueless” technique – WWW
 - Be aware of the cueing needed and gradually decrease

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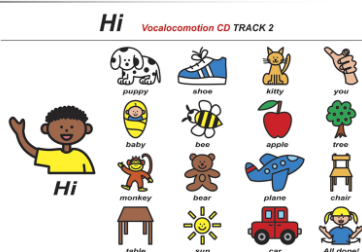
Learning to Initiate 3

- The key is finding what motivates children and what they enjoy doing.
- Create the list of a child’s LOVES! Teach specific names. Not just “more.”
- Teaching skills through video modeling.
- Jars and cupboards –
 - Keeping objects in visual range, but not within reach.
- Visual schedules.
- Picture Exchange Communication System.
 - Other “exchanges” could be considered such as objects, movie jackets.

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Songs for Initiating 1

- Greetings
 - Hi: Use flash-cards, books
 - Bye: Repetition of lyrics.
- Commenting
 - I Love: Create original verses, share with others.
- Sequencing tasks
 - Scrambled Eggs: Military chants are great.



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Songs for Initiating 2

- **Hi** (Set 1)
 - Hi, Hi, Hi (your turn) Hi, Hi, Hi
 - Hi, Hi, Hi (your turn) Hi, Hi, Hi
 - Hi puppy, Hi puppy. Hi shoe, Hi shoe
- Hi kitty, Hi kitty. Hi to you. Hi to you.
- Hi baby, Hi baby. Hi bee, Hi bee
- Hi apple, Hi apple. Hi tree, Hi tree

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Songs for Initiating

- Daily Tasks – Teach child the lyrics to carry over into daily tasks – Parents sing less to their children now
 - Wash Your Hands
 - It's Time to Get Dressed
 - I Can Put My Jacket On
 - I Brush My Teeth
 - Dentist Day
 - Haircut Day
 - Fire Drill
 - Big Bear Breathing
 - Put Them On (Set 1)

Please email me at Rachel@TalkItRockIt.com if you would like these lyrics

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WE CAN TALK

Tips for enhancing your child's speech and language

- W** Wonder about what your child is communicating. Wait and watch!
- E** Exaggerate and entice with your gestures and voice to increase imitation.
- C** Comment about what you and your child are doing, seeing, and enjoying.
- A** Add singing throughout your day. Children love and learn from music.
- N** Notice when your child initiates communication. Respond and add to it.
- T** Take turns talking, giving your child time to respond. Keep it going.
- A** Ask questions. Acknowledge and applaud your child's attempts to answer.
- L** Laugh a lot! Laughing together is a great way to get talking started.
- K** Keep books handy. Your child needs a daily dose of reading.

"The best way to change our child's communication ability or behavior is to first change our own."

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Thank you

- My hope is that you wake up everyday and realize that your job is one of the most honorable you could ever have.
- My hope is that you are forever grateful for the children who teach you how tough your job really is.
- My hope is that my presentation gives you reassurance, things to ponder, and a bit of joy.

Rachel Arntson
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Please contact me!
