Therapeutic Implications in the Emergence of Gestures, Eye Contact & Verbalizations

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Description

- This seminar will review the development of gestures, eye contact, and verbalization in infants and toddlers. The importance of these skills is well documented and must be an area of expertise for speech-language pathologists working with young children. These skills will be demonstrated through videos of routines such as diaper changing, daily chores, dressing, book reading, song time, meal time, and play time. Strategies for developing these skills and coaching parents will be also discussed.

- After this session, the participant will be able to:
  - Learn to recognize ten gestures that emerge before the age of two.
  - Observe how eye contact combined with gestures can communicate easily without the need for words.
  - Determine at least five strategies to use when coaching caregivers with children at a pre-word level.

Research

- 16 by 16, Florida State University, (2014)

Expected Ages - Gestures and Joint Attention

  - Under 6 months
    - Smiles with shared affect
    - Whines or fusses when distressed
  - 6-7 months
    - Looking and vocalizing
    - Reach to be picked up
    - Pushing away with arm
  - 7-8 months
    - Anticipatory behavior
    - Reach for objects with whole hand, 7 mos, with vocalization – 8 mos.
    - Pushing away with hand and vocalizing
    - Showing off
    - Waves in context – 8 mos
Expected Ages - Gestures and Joint Attention

- **9-10 months**
  - Reaches with open and closing hand
  - Giving an object to comment
  - First clapping
  - Waves to prompt
  - Shows objects
  - Coordinated joint engagement – The gaze alternates between object and person (9 to 14 months)

- **10-11 months**
  - Initiates social games
  - Giving an object and vocalizes
  - Pointing
  - Shows and vocalizes
  - Reaches with open and closed hand with vocalization

- **11-12 months**
  - Shows function of objects
  - Giving an object to request an action

- **12-13 months**
  - Hugs objects
  - Excited clapping
  - Point to objects to request
  - Point to objects combined with a word

So Where Do We Begin?
This acronym may help you.

- **WIN**
  - Be Watchful – Joint Attention and Staying Power
  - Be Intentional – The Gesture System
  - Be Noisy – Any Vocalizations and/or Combined with Gestures

- **TIRI**
  - Turn Take
  - Imitate
  - Respond
  - Initiate

Interviewing the parent and observing routines – Try this format

- **1. Play with people**
  - Social games like peek-a-boo, songs, rhymes

- **2. Play with toys/props**
  - Blocks, puzzles, sand box, play-dough, cars, babies, balls

- **3. Meals and Snacks**
  - Preparations, Eating, Cleanup

- **4. Caregiving**
  - Dressing, Diapering, Bath, Washing hands, Brushing teeth

- **5. Books, Early Literacy**
  - Reading, Drawing

- **6. Family chores**
  - Mailbox, Laundry, Care for Pets, Watering Plants, Gardening

The Early Social Interaction Project, 2007 Florida State University Research Foundation
WE CAN TALK
A place to begin

W Wait, watch, and Wonder about what your child is communicating.
E Examine your position. 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 to decrease frustration, but use them cautiously.
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.

Let’s look at these skills individually – Under 6 months

➢ WHAT should we encourage and discuss with parents/caregivers?
➢ HOW should those activities look? Techniques and strategies
➢ Don’t forget to talk to parents about WHY they are doing it.
➢ Using hands for reaching, eye gaze at objects, reacting to distress (2 months)
➢ Regulation – To establish regulation, encourage parents to observe baby’s signals of discomfort and contentment.
➢ Experiment with ways you move, vocalize, and sing.
➢ Watch for a response from your baby. What is she telling you?
➢ Conversations with babies – Children can learn the give and take of conversation very early. (Early talking to baby)
➢ Discuss any concerns that parents have. Address those first.
   • Let’s watch a video 2

Let’s look at these skills individually – 6-7 months

➢ 6-7 months
   • Looking and vocalizing
   • Reaching to be picked up
   • Pushing away with arm
➢ Waiting Game – Count to 10 (video of vocalizing)
➢ Give parents permission to be clueless intentionally.
➢ Responding to the cues that children give such as pushing away.
➢ Begin using phrases like, Ready, set, go, to teach anticipation.
➢ Getting through a difficult routine such as diaper changing. (Try a song- Hippo)
   • Let’s watch a video 5, 6, 7

Love You Every Day © Rachel Arntson, 2016
(Tune - Baa Baa Black Sheep or any tune you create.)

La, la, la Love you every day.
Love you when you sleep, and love you when you play.

La, la, la Love you in the night.
Love you in the morning when the sun is bright.

Love you when you sleep, and love you when you play.
Love you at night and love you in the day.

La, la, love you. Nigh, nigh, night.
See you in the morning when the sun is bright. Video 3, 4
Anticipation and Pushing
The Power of Waiting
Taking Verbal Turns

7-8 months
- Silly games like Ahchoo, Hide, and a song to get anticipation and communicative intent.
  ✓ Here Comes the Mousette, Living in the house. Gonna get you!
- Encourage reaching with vocalizing – When they reach, try to connect hand in hand and extend the time. Reach together and make sounds.
- Pushing away with hand and vocalizing –
- Waves in context, 8 mos. – Hand assist, hide in box game, sing/song in your voice for “bye.”
- Let’s watch a video 8, 9

Falling Cup

Learning to wave, clap, and reach
Let’s look at these skills individually - 9-10 months

- 9-10 months
  - Reaches with open and closing hand
  - Giving an object to comment
  - First clapping
  - Waves to prompt
  - Shows objects
  - Coordinated joint engagement – The gaze alternates between object and person (9-14 months)

- WHAT should we encourage and discuss with parents/caregivers?
- HOW should those activities look? Techniques and strategies
- Don’t forget to talk to parents about WHY they are doing it.

Video 10, 11, 12

Shared enjoyment and being silly while eating
Loving Music and Cause/Effect
Reaching for what she wants

Let’s look at these skills individually - 9-10 months

- 9-10 months
  - Reaches with open and closing hand – Great at meal time.
  - Teaching children to give objects – hold their hand to get eye contact. Children need to receive before being able to give.
    ✓ Give me $
    ✓ Give me your hand – Walks around the house
    ✓ Giving containers of preferred objects
    ✓ When children can give objects, start giving them jobs. All Done bowl at mealtime.
    ✓ Be the messenger – Give, Show, Tell, Ask.
  - Play Patty-cake, So Big, and clap in excitement
  - The shifting eye gaze – Start working on this skill well before this age.
    ✓ Puppets or other unusual activity with an object.
    ✓ Book reading – Analyze your position. Think about your exaggeration and gestures
  - Let’s watch a video 13, 14, 15

Initiating Peek a Boo and So Big
Eye Gaze Shifting and Protesting
Let’s look at these skills individually-

11-12 months

- Shows function of objects
- Giving an object to request an action

11-12 months

- Helping kids become capable in their daily routines
  - Doing laundry – How to model sounds and words
  - Giving chores – picking up toys, throwing things in the garbage, watering plants
- Imaginative play
- Helping kids become more verbal with song
  - Sing common tunes with CV structures
  - Take verbal turns
  - Car rides – Play kid songs.

- Let’s watch a video 16, 17

Predictable activities with clear beginning, middle, and end

Multiple steps - Painting

Let’s look at these skills individually-

12-13 months

- Hugs objects
- Excited clapping
- Point to objects to request
- Point to objects combined with a word

WHAT should we encourage and discuss with parents/caregivers?

HOW should those activities look? Techniques and strategies

Don’t forget to talk to parents about WHY they are doing it.

Let’s look at these skills individually-

12-13 months

- Expanding on imaginative play with stuffed animals and dolls.
- Teaching children to point to communicate —
  - Teaching children to follow a point, close and far away. Tour of the house. Lotion time.
  - Puzzle – Poking the pieces out, using a finger point to request, Poe’s a Dot books.
  - Begin visual and/or verbal choices
- Signing – Decreases frustration and entices verbalization.
- Consistent, predictable routines with predictable language that has a clear beginning, middle, and end will help children stay regulated.

- Let’s watch a video 18, 19, 20, 21, 22, 23, 24, 25
Waiting for the “sneeze”
Learning Wait and Ready, Set, Go
Let’s Do Cheers! 14 months

Linnea initiates waving, pointing and giving with verbalizations
Reading books with active participation – 14 - 15 months

Monkey song at diaper time, taking turns and signing, “more”
CV singing - 17 months

Thank you!
Best wishes as you continue your honorable work with children and families!

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<tr>
<th>Author(s)</th>
<th>Title</th>
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