



PARENT, TEACHER, AND SLP "SPEECH TEAMS": USING EXISTING RESOURCES TO MAXIMIZE OUTCOMES

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OBJECTIVES

After this session participants will be able to:

- Describe typical speech-language development in early childhood
- Identify evidence guiding speech and language intervention
- Demonstrate understanding of team-based approaches for increasing speech and language skills

YOUR SERVICE DELIVERY MODELS

- Discuss speech intervention model used at your site
- Identify pros and cons of your model
- Describe the relationship between SLP, Teacher, and Parent
- Discuss ways parents have been included in intervention (opportunities and obstacles)
- Parent perspective

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

BIRTH – 6MOS

Hearing and Listening

- Startles at loud sounds.
- Quiets or smiles when you talk.
- Seems to recognize your voice. Quiets if crying.
- Moves her eyes in the direction of sounds.
- Responds to changes in your tone of voice.
- Notices toys that make sounds.
- Pays attention to music.

Talking

- Makes cooing sounds.
- Cries change for different needs.
- Smiles at people.
- Coos and babbles when playing alone or with you.
- Makes speech-like babbling sounds, like *pa*, *ba*, and *mi*.
- Giggles and laughs.
- Makes sounds when happy or upset.

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

AGE 7MOS - 1

Hearing and Listening

- Turns and looks in the direction of sounds.
- Looks when you point.
- Turns when you call her name.
- Understands words for common items and people—words like *cup*, *truck*, *juice*, and *daddy*.
- Starts to respond to simple words and phrases, like “No,” “Come here,” and “Want more?”
- Plays games with you, like peek-a-boo and pat-a-cake.
- Listens to songs and stories for a short time.

Talking

- Babbles long strings of sounds, like *mimi upup babababa*.
- Uses sounds and gestures to get and keep attention.
- Points to objects and shows them to others.
- Uses gestures like waving bye, reaching for “up,” and shaking his head no.
- Imitates different speech sounds.
- Says 1 or 2 words, like *hi*, *dog*, *dada*, *mama*, or *uh-oh*. This will happen around his first birthday, but sounds may not be clear.

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

1-2 YEARS

Hearing and Listening

- Points to a few body parts when you ask.
- Follows 1-part directions, like "Roll the ball" or "Kiss the baby."
- Responds to simple questions, like "Who's that?" or "Where's your shoe?"
- Listens to simple stories, songs, and rhymes.
- Points to pictures in a book when you name them.

Talking

- Uses a lot of new words. (10 words 18mo – 50 words 24mo)
- Uses *p*, *b*, *m*, *h*, and *w* in words.
- Starts to name pictures in books.
- Asks questions, like "What's that?", "Who's that?", and "Where's kitty?"
- Puts 2 words together, like "more apple," "no bed," and "mommy book."

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

2-3 YEARS

Hearing and Listening

- Understands opposites, like go–stop, big–little, and up–down.
- Follows 2-part directions, like "Get the spoon and put it on the table."
- Understands new words quickly.

Talking

- Has a word for almost everything (200).
- Talks about things that are not in the room.
- Uses *k*, *g*, *f*, *t*, *d*, and *n* in words.
- Uses words like *in*, *on*, and *under*.
- Uses two- or three- words to talk about and ask for things.
- People who know your child can understand him (75%)
- Asks "Why?"
- Puts 3 words together to talk about things. May repeat some words and sounds.

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

3-4 YEARS

Hearing and Listening

- Responds when you call from another room.
- Understands words for some colors, like *red*, *blue*, and *green*.
- Understands words for some shapes, like *circle* and *square*.
- Understands words for family, like *brother*, *grandmother*, and *aunt*.

Talking

- Answers simple who, what, and where questions.
- Says rhyming words, like *hat–cat*.
- Uses pronouns, like *I*, *you*, *me*, *we*, and *they*.
- Uses some plural words, like *toys*, *birds*, and *buses*.
- Most people understand what your child says (90%).
- Asks when and how questions.
- Puts 4 words together. May make some mistakes, like “I goed to school.”
- Talks about what happened during the day. Uses about 4 sentences at a time.

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

4-5 YEARS

Hearing and Listening

- Understands words for order, like *first*, *next*, and *last*.
- Understands words for time, like *yesterday*, *today*, and *tomorrow*.
- Follows longer directions, like “Put your pajamas on, brush your teeth, and then pick out a book.”
- Follows classroom directions, like “Draw a circle on your paper around something you eat.”
- Hears and understands most of what she hears at home and in school.

Talking

- Says all speech sounds in words. May make mistakes on sounds that are harder to say, like *l*, *s*, *r*, *v*, *z*, *ch*, *sh*, and *th*.
- Uses sentences that have more than 1 action word, like *jump*, *play*, and *get*. May make some mistakes, like “Zach gets 2 video games, but I got one.”
- Tells a short story.
- Keeps a conversation going.
- Talks in different ways, depending on the listener and place. Your child may use short sentences with younger children. He may talk louder outside than inside.

TYPICAL SPEECH AND LANGUAGE DEVELOPMENT

		YEARS OF AGE						
		2	3	4	5	6	7	8
p								
m								
h								
n								
w								
b								
	k							
	g							
	d							
	t							
	ng							
	f							
	y							
		r						
		l						
		s						
			ch					
			sh					
			z					
				j				
				v				
			(the <i>th</i> in thumb)	th				
			(the <i>th</i> in this)	th				
			(the sound heard in measure)		zh			

Source: Sander, Eric K. "When Are Speech Sounds Learned?" JSHD, 37 (February 1972).

GUIDING EVIDENCE

Research shows that when the number of sessions per week and/or time in session is increased (more intense) greater outcomes are achieved in a shorter period of time:

- 17-20 hours for TAPS SSD data (2008)
- 15-20 hours for Sexton SSD study (2006)
- 20 hours of phonological awareness for Gillon data (2005)

NOMS- National Outcomes Measurement System (ASHA, 2009)

- 3,598 preschoolers
- Majority of intervention provided one-on-one regardless of disorder (pull-out / pull-aside)
- Therapy averaged one time per week for 20-30 minutes
- Students made most significant gains with 20+ hours of therapy
- Individual (pull-out) yields greater results in students with articulation disorders, cognition, and pragmatics

GUIDING EVIDENCE

- 30 minutes / week = 40 weeks to provide 20 hours of intervention
- 1 year to make functional gains (1 phoneme)
- Teachers can teach a 20 hour concept in 1 week
- Important skills taught every day for 30 minutes = 20 hour mark in <2 months

GUIDING EVIDENCE

- Parent training and family-school collaboration have significant impact on language growth in early childhood (Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011).
- Correlational study with outcomes vs. parent participation in intervention sessions, working relationship between parent/staff, and parent use of intervention materials between sessions. Parent use of materials strongest predictor of growth in literacy / social during intervention. Working alliance strongest predictor of growth in language, attention, and social through second grade. (Nix, Bierman, Motamedi, Heinrichs, 2018)

Why do parent/staff teams
have the greatest impact?

BUILDING YOUR TEAM

- Know the team members
- Seek and validate perspectives
- Provide direct instruction / modeling and allow for role-release
- Ongoing support and resources

KNOW THE TEAM MEMBERS

Parent:

- 1st time parents
- Emotions with diagnosis
- Socioeconomic status / resources
- Comparison to other children
- Single parents
- Grandparents

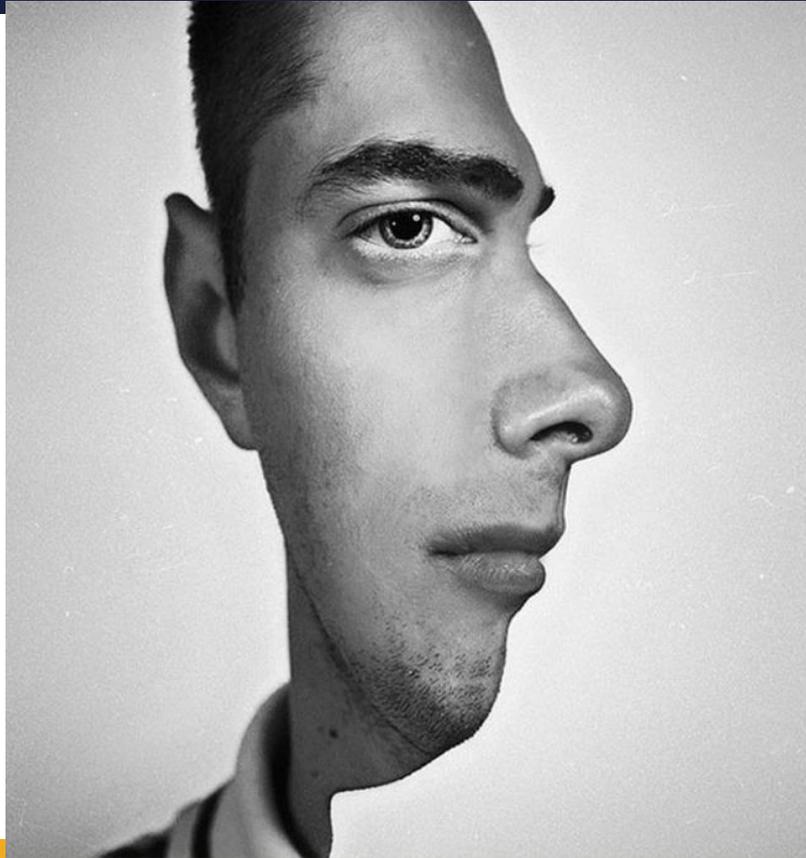
Teacher:

- Experiences
- Availability
- Communication

SLP:

- Background
- Territory
- Time

PERSPECTIVES



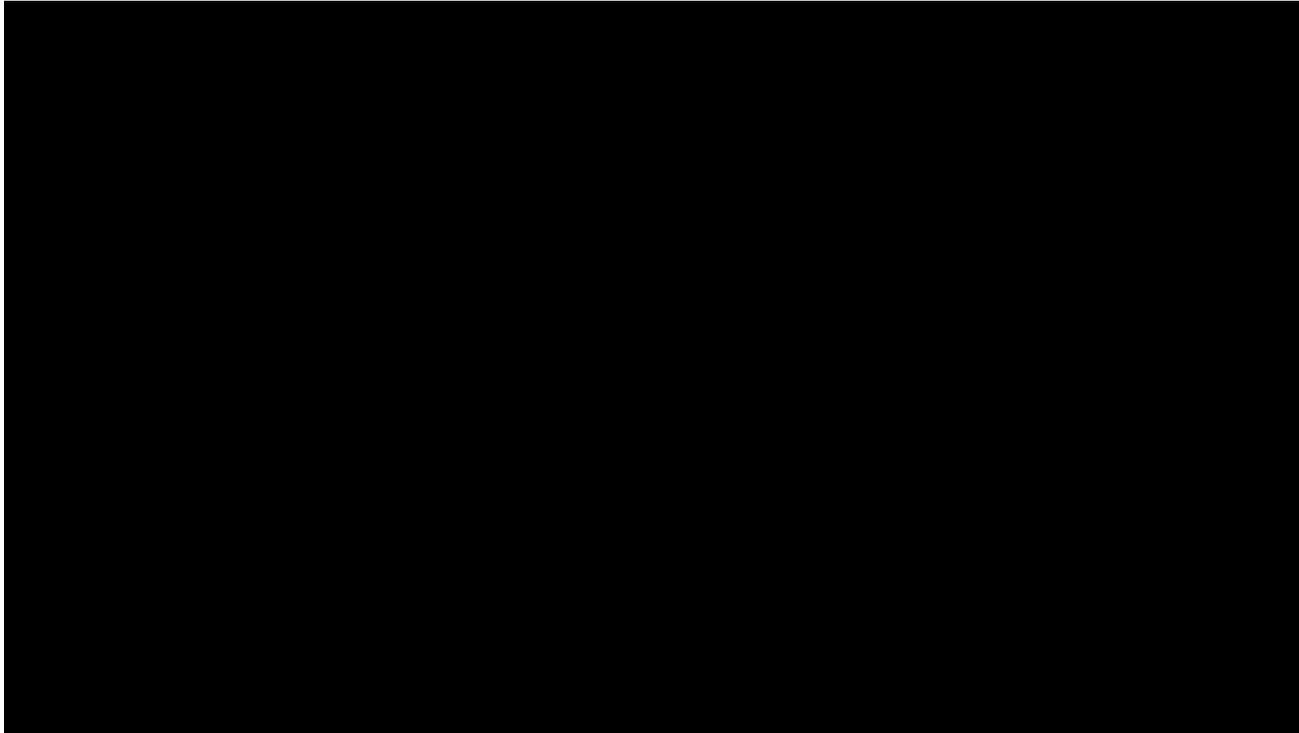
DIRECT INSTRUCTION / MODELING

- Model and show team members what to do.
- Give them a job / homework to work on outside of therapy.
- Consider alternative methods of instruction / modeling.

DIRECT INSTRUCTION / MODELING

- Teach parents how to play
- 3 Ps: Praise, Paraphrase, Point Out
 - **Praise**
 - Be specific (Nice job making the horse jump.)
 - **Paraphrase**
 - Repeat back what you hear the child say
 - Can repeat back nonsense words and syllables
 - Take a guess or say what the child's attention is directed (Siller & Sigman, 2002, higher levels of joint attention = superior communication over 1, 10, 16 years)
 - Add words to their phrases (extension and expansion)
 - **Point Out**
 - Describe what the child is doing
 - Sports commentator
- Open ended toys

THERAPY SESSION



IN THE MARKET



PROMOTING ROLE RELEASE

Role Extension: Increasing one's own depth of understanding, theoretical knowledge, and skills

- Read new articles and books within your discipline or about your child's condition.
- Attend conferences, seminars, and lectures.
- Join a professional organization in your field or a family-to-family network.
- Explore resources at libraries or media centers.

PROMOTING ROLE RELEASE

Role Enrichment: Developing a general awareness and understanding of other disciplines through defining terminology and sharing information about basic practices (can happen during team meetings)

- Listen to parents discuss their child's strengths and needs.
- Ask for explanations of unfamiliar technical language or jargon.
- Do an appraisal of what you wish you knew more about and what you could teach others.

PROMOTING ROLE RELEASE

Role Expansion: Teaching others how to observe and make judgments and recommendations outside their own disciplines.

- Watch someone from another discipline work with a child, and check your perception of what you observe.
- Attend a workshop in another field that includes some “hands-on” practical experiences.
- Rotate the role of transdisciplinary arena assessment facilitator among all members on the team.

PROMOTING ROLE RELEASE

Role Exchange: Team members have learned the theory, methods, and procedures of other disciplines and begin to implement techniques from these disciplines under direct supervision.

- Allow yourself to be videotaped practicing a technique from another discipline; invite a team member from that discipline to review and critique the videotape with you.
- Work side by side demonstrating interventions to families and staff.
- Suggest strategies for achieving IEP goals outside your own discipline; check your accuracy with other team members.

PROMOTING ROLE RELEASE

Role Release: Team members put newly acquired techniques into practice under the supervision of team members from the discipline that has accountability for those practices.

- Do a self-appraisal—list new skills within your intervention repertoire that other team members have taught you.
- Monitor the performance of the members of the team.
- Present on the “whole” child at a team meeting.
- Accept responsibility for implementing an entire IEP.

PROMOTING ROLE RELEASE

Role Support: Team member from one discipline provides direct services because needed intervention is too complicated or an intervention is required by law by a specific discipline.

- Ask for help when you feel “stuck.”
- Offer help when you see a team member struggling with a complex intervention.
- Provide any intervention that only you can provide, but share the child’s progress and any related interventions with the team.

Adapted from: McGonigel, M., Woodruff, G., & Roszmann-Millican, M. (1994). The transdisciplinary team: A model for family-centered early intervention. In L. Johnson et al. (Eds.), *Meeting early intervention challenges: Issues from birth to three*. (pp. 95-131). Maryland: Paul H. Brookes Publishing Company.

ONGOING SUPPORT AND RESOURCES

- Homework / Classroom Reinforcement: articulation decks, language sheets, repeated phrases
- Professional development
- Parent workshops
- Communication logs, email, phone calls
- Video
- Open door policies (as appropriate)

“TELL ME AND I FORGET,
TEACH ME AND I MAY REMEMBER,
INVOLVE ME AND I LEARN.”

~ BENJAMIN FRANKLIN

THANK YOU!



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