



CENTRAL INSTITUTE FOR THE DEAF

No Toy Bag? No Routine? No Problem!
Language Is Free and Everywhere

Who we are

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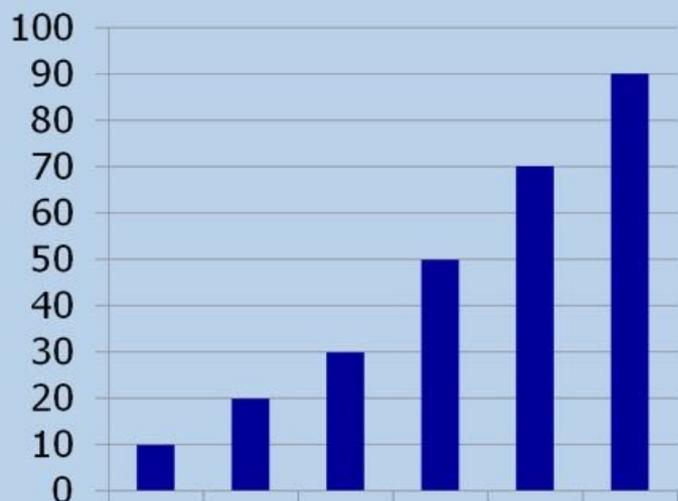
Participants will...

- analyze current practice, patterns and habits in early intervention
- summarize routines and play as they relate to language development.
- identify current challenges and formulate options to implement change.
- reflect on strategies and activities to ensure they mirror individual family culture.

What is best practice?

How much we remember when...

Percent Recall



- 1. We Say It
- 2. We Hear It and See It
- 3. We See It
- 4. We Say and Do It
- 5. We Read It
- 6. We Hear It

5 6 3 2 1 4

---PASSIVE--- **-ACTIVE-**

Robert Pike, 1989; public speaker and adult trainer (Very similar to the Edgar Dale report)

What is realistic?

FEEDING



▲ EXPECTATION vs REALITY ▼



howtobeadad.com 

BATHING



▲ EXPECTATION vs REALITY ▼



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SLEEP



▲ EXPECTATION vs REALITY ▼



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Name a routine

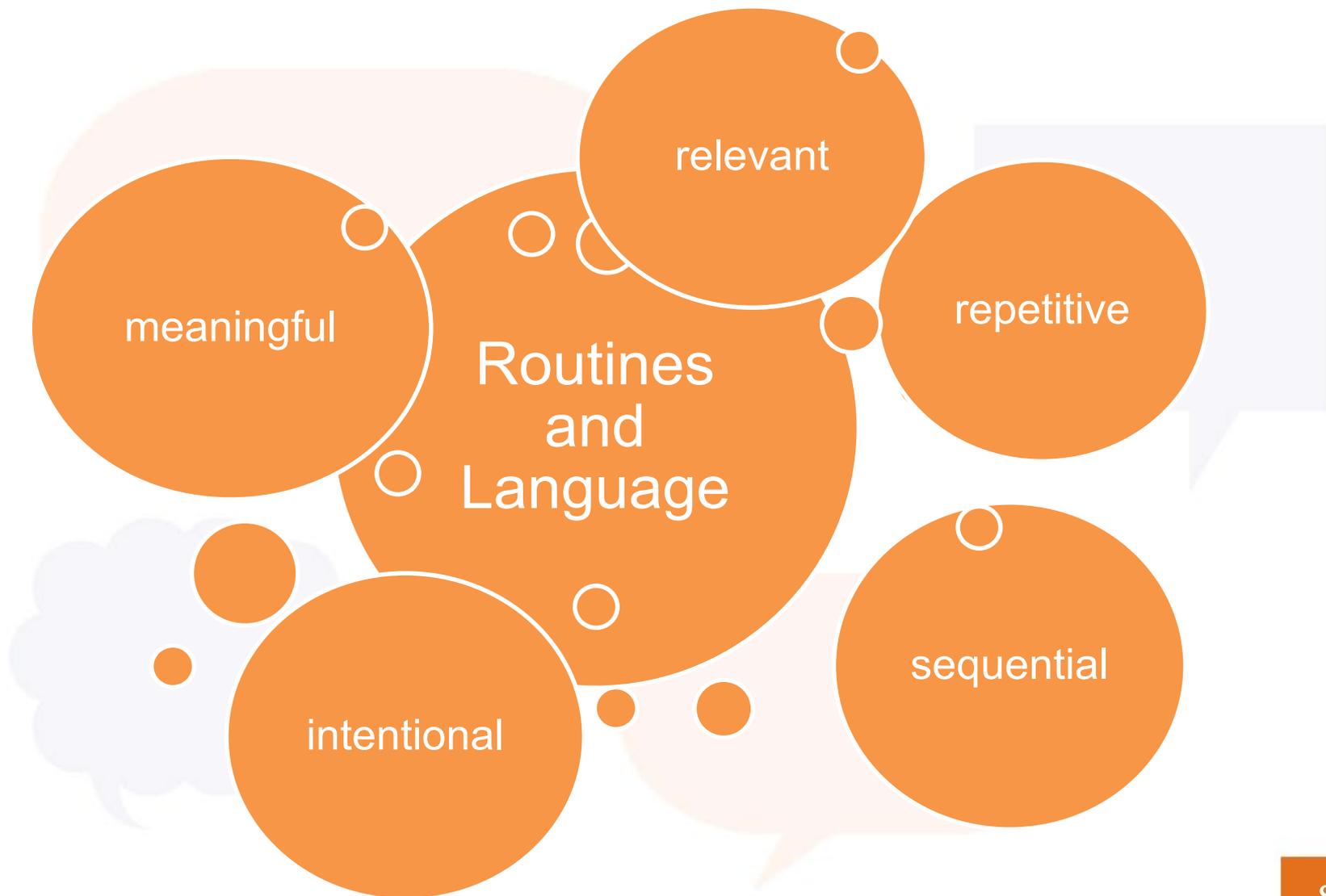
The textbook Small Talk lists....

- Wake-up
- Dressing
- Meals
- Play time
- Book sharing
- Bath

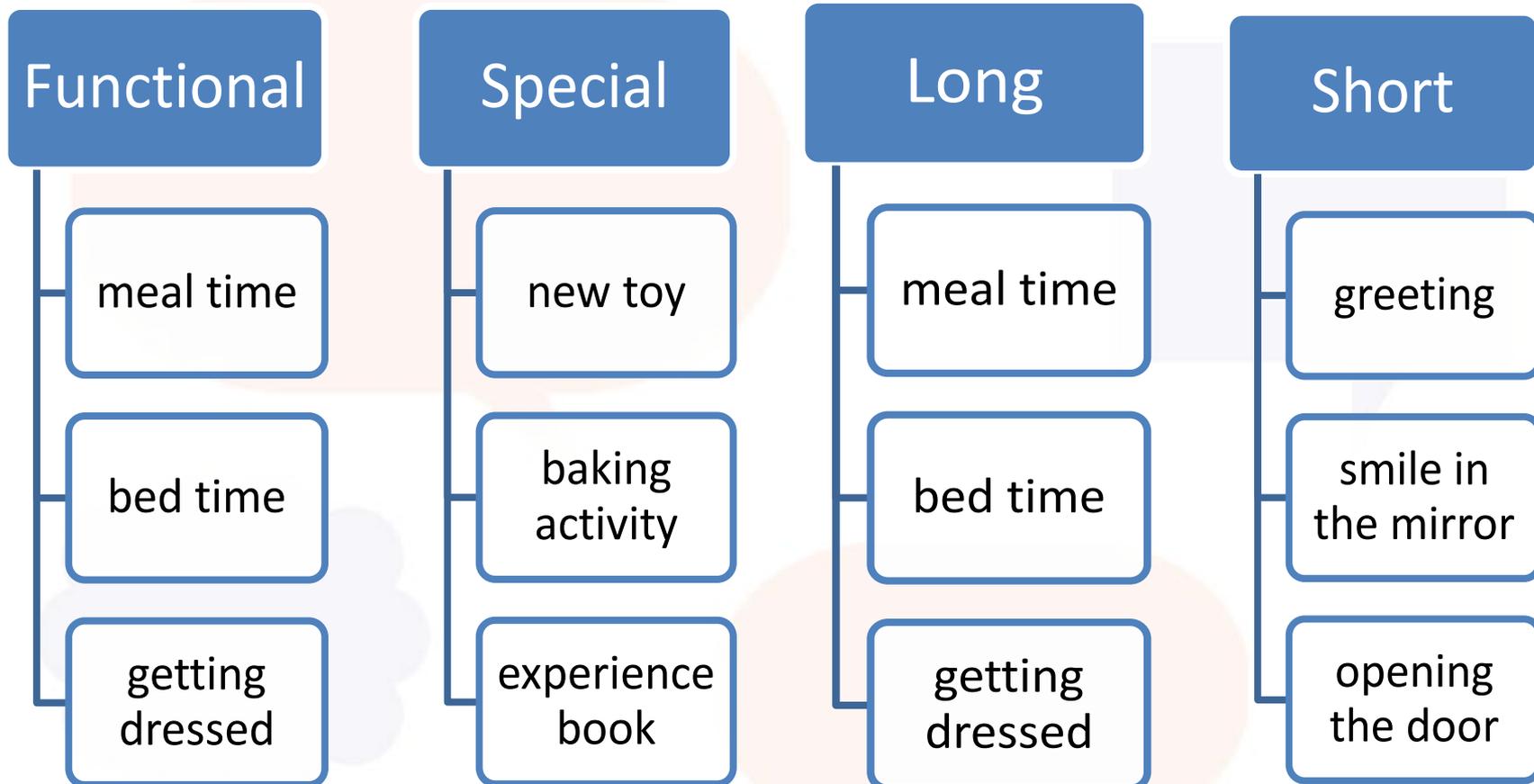
What defines a routine?

- **Regular** activities
- **High frequency** activities
- **Intentional** and **meaningful** activities
- **Predictable** activities
- **Consistent** activities

How are routines and language related?



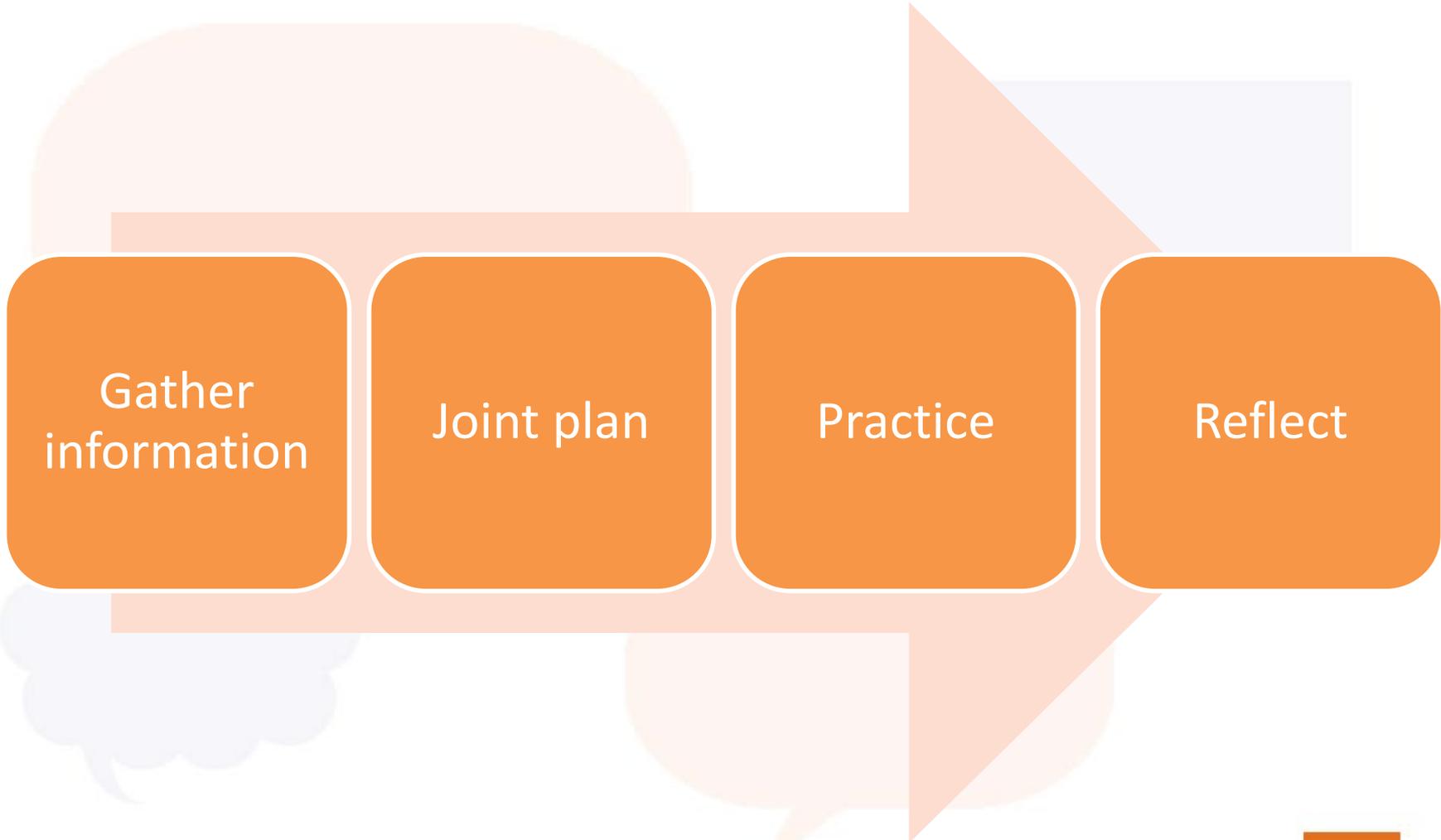
Ways to think about routines



Differences in value of...

- **Vocabulary**
- **Routine**
- **Language**
- **Culture**

What you can do



Gather
information

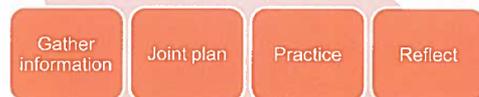
Joint plan

Practice

Reflect

Handouts

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Gather information on habits and behaviors during daily routines.

- Tell me what happens in your day from the moment you wake up to the moment you go to bed.
- What is one thing you do the same every day, even if the time is different?
- What is your favorite moment to share with your child?
- How do *you* feed him? What do *you* say?
- What does it look like to get ready to go somewhere?

Joint plan with the family to focus on their goals and their language.

- Capitalize first on what the family is already doing and *then* how language can naturally fit into other situations.
- Be careful not to change the activity. Rather point out natural opportunities for parents to talk to their child during the day.
- Discuss what can be done to have the child participate in the routine and language.
- Does the family want you to give them examples of a routines and language?

Practice to be sure everyone is on the same page and the parent feels comfortable with the routine and language they chose.

- Ask the parents if they would like you to model the routine, using their actions and language.
- Give the parent the opportunity to practice the routine and ask any questions.

Reflect to give the family action steps that are natural and doable for them, even when you're gone.

- What is the family's comfort level with what they chose, planned and practiced?
- Does the family see value in the routine discussed?
- Does the family understand how language development is related to routines?
- Does the family feel comfortable discussing progress during the next session?

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Best practices in early intervention (EI) are known as family-centered, strengths-based and routine-focused to effectively coach parents as their child's teacher and advocate. Embedding language into what the family is already doing from day-to-day is one of the most natural ways to consistently promote language development.

It is the EI provider's role to help families uncover what *they* would say in *their* daily routines and activities with *their* child. One way to do this is to give them examples of common, language-rich phrases. However, we are ultimately empowering the family to pick and own what is most natural to them with confidence.

Here are some examples of day-to-day routines and common language we may suggest. An EI provider might go through the list with a family and then ask them which phrase is most natural for them and to use the language consistently.

- **Wake up**
 - "Hi (child's name)!"
 - "Good Morning!"
 - "Do you want to get up/down?"
 - "I want a hug/kiss."
 - "Pull up the blinds. Pull! Pull! Pull!"
 - "Let's change your diaper! Pee-yew!"
 - "Put your shirt on. Where's your head?"
- **Meal time**
 - "Sit down in your chair."
 - "Do you want a bite?"
 - Do you want the pink cup or the green cup?"
 - "More cookie."
 - "Wash your hands. Wash! Wash! Wash!"
 - "Open the milk."
 - "That was a big bite!"
- **Play time**
 - "Roll the ball."
 - "Walk. Walk. Walk."
 - "The cow says Moo!"
 - "The truck is big!"
 - "Shhhh! Night, night baby."
 - "More blocks."
 - "Wow that car is fast!"

What would the family say?



The possibilities for language are endless to use throughout the day. The most important piece is that families feel confident and natural with how they talk to their children. It doesn't have to be the same language each time. It can differ, which will expand the child's language even more!

Thank you!

“When your child feels comfortable and familiar with a regular and predictable routine ... she will be able to dedicate more energy, thought and “brain power” to learning the language that goes with her life.” (White & Voss, 2015)



PROFESSIONAL DEVELOPMENT

learn teach lead

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