**Parent Session Speaking Points**

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| Slide 1 | Welcome. I am inspired by you.  I’m Sarah. I'm a parent of 4 little boys. I know how challenging being a parent can be, and also, how rewarding it can be.  Put your hand up if you have a boy/two? moms of girls? Both? I'm jealous how did you do that??  Thanks for being here.  You hearing this message shows that you want to build your child into the best human they can be.  I’m a parent and I'm also an SLP. My goal is to help you know you CAN make a big difference in your child’s development  and also  Coach you HOW to magnify your impact.  And that’s what it means to be get SPEECHified-  To Get SPEECHified means to  Get energized and  Get magnified.  So how are we going to do this? |
| Slide 2 | I hope you have your Parents BluePrint with you?  Page 1 shows us the next steps. Open it up!  First we’re going to learn together in this session  We will set goals.  BUT What happens after this session is what will be most powerful.  You will do your 5 minute focus daily- practicing your skills.  After a week or two, you will send me your video footage to offer support and specific help.  Then repeat! Your wonderful ABC Head Start people have given you access to 3 video coaching sessions.  Families who are responsive and follow the coaching steps will get access to more supports.  This is a unique and important opportunity I hope you will take. Give me a thumbs up if you can do this! |
| Slide 3 | Oh dear, I didn’t see all the thumbs. But I have a secret, I can hear your thoughts. We parents think the same.  You are thinking- I am already so overwhelmed. I want to Get SPEECHified but I just don’t think I have the time and energy. |
| Slide 4 | I am a busy parent who made this program just for the real life of parents. Your real-life.  I am going to make this possible for you.  One parent I coached had 4 kids, husband works out of town, she is working, she is doing class, she could get SPEECHified. Because it is flexible for your life.  You can do this.  You cant do everything but you can do something. Let's find that something.  Simple powerful brief actions. Let’s get going! |
| Slide 5 | In your Parent BluePrint on page 2 and 3 there is a place for you to take notes if that is how you learn.  We are going to talk about and do the following:  Research Says You Build Brains- what does this look like?  SPEECHified Skills  Video Review and Goal setting |
| Slide 6 | First we need to understand and really embrace how young children learn best.  Young children learn best through play.  So we should not be surprised that speech and language therapy for young kids doesn't always look like this---- |
| Slide 7 | It looks like this!!  - In fact, interactions and play with you doesn't just build language and speech, these interactions build the brain. |
| Slide 8 | - These most important interactions are known as “Serve and Return”  - What do you think of when you hear this term? Show me through your actions or unmute and call it out.  - (I see someone doing tennis. Yes A back and Forth interaction, volleyball, back and forth, pickle ball.  - Let's learn more about this simple but powerful skill. It is a brain building tool. |
| Slide 9 | STOP AT 1:20 |
| Slide 10 | We learn from this research that doing this simple serve and return builds:  Academic performance, mental health, and interpersonal skills – it builds the brain. |
| Slide 11 | We learn that YOU doing serve and return with your child.    "provides what nothing else in the world can offer—"  This is why Speechified’s focus is NOT on the speech therapist’s interactions with the child ,or the teacher but the child’s meaningful everyday people.  That's you!  You provide something nothing else can offer.  At daycare/school they get a lot of support, but you are the most important language teacher.  You are with them at crucial times of the day, more long term, and have a special bond.  Will you commit 5 minutes a day, your 5 minute focus time, to practice these skills? It can be during dinner, during teeth brushing, playtime. |
| Slide 12 | Even if your child has been through a difficult beginning, with strong brain architecture, built through serve and return and other things, your child can have a wonderful life if we help tip the scale.  Click to play |
| Slide 13 | I hope you really embrace that. You Build Brains  If your heart and mind has been grabbed by these topics, there is so much more to learn about the reliance scale and the brain story. I can point you to resources.  Next our speechified skills! |
| Slide 14 | Serve and Return is the start.  It's how we build brains.  When our children are not learning speech and language how they should, we need to learn to do Serve and Return like a SPEECHified expert.  Magnify our Serve and return.  These are our SPEECHified Skills:  Page 3 of blueprint.  Join In  Awkward waiting  Match and Model More |
| Slide 15 | First, Skill Join In!  - This is tricky because as grown ups we think we should control everything. Instead of Seeing the child’s interest, following their lead, we come crashing in to control, even in play often! |
| Slide 16 | - But your child is most likely to talk/interract about what they are interested in. We want to get them talking.  -Look at this couple (click for video)-They want the child to say ball and be interested in it but the baby isn't having it.  - Your child will be more likely to try to communicate about their interest,  - SO during your 5 minute focus, dont fight it, just go with it.  - slide in next to them  - If your child is not talking, join in their action! If they are tapping toys, you tap too!  - If your child is talking, join in talking about their activity/topic.  - Don't worry about where they SHOULD be in their development, meet them where they are at now. Today.  We will talk about how to solve problems that might come up when we try this. |
| Slide 17 | Joining in means we get down to the child’s level  Look how this dad gets at the level of the child.  Do you find it easier to connect with someone who is here or... |
| Slide 18 | Here?  Here?  This is what our littles get too much from us.  Even if your child is not making eye contact when you get to their level, research shows that they are still very interested in interacting, but may be doing it a little differently. We can best observe how they are interacting, even it is a slight turn of the ear to us, when we are at their level.  When we Get in their face,  we feel more connected.  We build the brain and....build language |
| Slide 19 | At a very practical level, it’s very important for children to sssssssssss (emphasize this in the camera, get close, point at mouth) how you make sounds so they can learn too.  When we Get at their level,  we feel more connected. And build the brain and relationships. |
| Slide 20 | Joining in means we Take Turns- don’t take over!  Take a turn that is similar in length. Don't take over the conversation.  Do you enjoy talking to someone who talks forever and never gives you a turn? (click for video)  For example:  Baby says "numnum" for his turn. Your turn can’t be “ Yes its time for dinner, don’t you want a numnum? You had this for lunch and it was so good…"  NO.. wait!  He took a short turn, you take one, then put it back to him.  Serve and Return! It's supposed to go back and forth.  -Balanced turns make sure you take balanced turns (length of turn and amount of turns |
| Slide 21 | Here are some types of parents which are you?  Let’s play a matching game  -Tell me which parent I am role playing:  -“Jimmy you’re right it’s an apple. Apples have seeds and they grown throughout much of North America. We saw some at Grandma’s house and they were good.”- (say it boring\*)  -I’m such a fun parent I’ve got this towel over my face, and now I’m crashed the cars together and I’m pretending the ambulance its me weeeooowwwwwwooo, watch me me me (\* say it funny)  - "What colour is this? Where does a bear live? Tell me how to spell your name. - (\*say it like it's an interrogation)  DO you find yourself doing an of these things?  -It’s ok to do these things- but in the right amounts.  - Let go of the pressure to have to say or do something and Listen.  - Don’t Jump in. Don’t Jam in. Join in. |
| Slide 22 | That leads us to our  next Skill  Now you know.....(long wait)  why its called awkward waiting.  Did that gap feel awkward?  We need to get comfortable with silence in a fast loud world. It's a mind set we need to find. |
| Slide 23 | 8 seconds. It feels a little uncomfortable in a fast paced, quick response world.  And How do we wait?  We have to make it obvious that we are waiting. Hands, posture, face.  One set of parents, this made all the difference. The child started to understand they needed to return the serve.  Get your phone out let’s time it together. 1-2-3-4-5-6-7-8  Come on everybody, let’s see your best waiting face. |
| Slide 24 | As a college athlete, I found great power in visualization. Visualization of a skill leads to an improved ability to use the skills.  First, let’s get in the right mindset. Let’s get mindful. Take a breath. Close your eyes if that’s relaxing for you.  -Let’s get into a state of mind where we can let go of this relentless feeling that we must do do do. Act. Act. Entertain, Teach, And instead  -Enter a state of watchful waiting.  -Imagine you see your child playing on the ground. You approach, You get to the child's level, you smile at them and……..wait, wait. Watch. 1-2-3-4-5-6-7-8.  Good! All right come back to me.  - Your child/some children may have no trouble just starting talking, but others will need encouragement, lots of waiting.  - You are setting up a pattern and expectation. You must be consistent.  -We will build more challenging skills on top of this foundation. But you must teach the child what is their job- to take a turn.  - If your child is the type of child taking turns and trying to talk, but having trouble with making it clear, these skills are still so crucial to get right for later steps. |
| Slide 25 | Next trickier skill- match and model more |
| Slide 26 | First..Match. Match where they are at in their ability.  What is your child’s level?  Let's go back to our tennis analogy to understand your child's level.  To play tennis one has to be  Ready.  One must be on the court, watching and ready to play  Responding.  Understanding that there is a game being played and the turns go back and forth, and attempting to participate  Swinging the Racket- Understand that for their turn, the racket is what they use, and attempts are being made to hit the ball  Improving the Swing-  Then begin to take better quality swings, ore times, for more purposes. meet them where they are at. |
| Slide 27 | For your child to say words  They need to be  Ready  - We professionals call this "regulated"  - Are they on the conversational court?  - Or are they running and yelling? Hiding anxiously? Wandering?  - To communicate the child must be regulated. |
| Slide 28 | Responding.  Understanding that there is a game being played and the turns go back and forth, and attempting to participate.  Does your child understand that communication is a back and forth exchange? When you speak to them they need to respond in some way? |
| Slide 29 | Swinging the Racket-  Understand that for their turn, the racket is what they use, and attempts are being made to hit the ball  Does your child understand that word is what should be used on their communication turn? Are they making attempts at words?  Some children may understand that words should be used, but have trouble making the words. They don't know how to use the racket. |
| Slide 30 | Once they are Ready for the communication, and know that they should take a turn, using a words, then  we are ready for this step-  their words need to become clearer and sentences longer and improved.  What level is your child at?  Are they calm and ready to interact?  Are they taking their turns, even if it's with a point or looking?  Are they using words?  Do they need more words and longer sentences?  Many times a parent will say- the goal is for my child to talk. But the child may still be on the first step- they are not ready- how do we help them get regulated. Or the parent wants the child to talk, but they don;t understand about taking back and forth turns. OR the child does use words, but he doesn't understand the words are for using with people. They are swinging the racket at the ground.  Where is your child at? |
| Slide 31 | Then, we meet them there, match it, and model the way to the next level.  Instead of comparing your child to their same age peers, think where they are right now and the next small step.  First, If they are not ready, meet them there, match and model how to feel more ready.  "I see you're angry, I see you need a big squeeze" and model for them how to feel better.  If they are ready but not responding, we match this level, what they ARE doing, and then model how to take back and forth turns. How to pay attention to respond.  If they are ready and responding, but not with words, we match their level and then model one word they COULD use.  Match their point/facial expression and add a word.  If they are using a word, we model words together.  If your child uses 2 words, model 3 with more grammar.  If you child says a word unclearly, say it back to them, model the sound very clearly for them to hear and then....  Match, then Model More vocabulary, More grammar, More sounds  BUT NOT A TON MORE. A little more.  You are starting to see how this could apply to your child.  Through the video coaching,  you will learn how to Match your child's level and how to add More.  And while we're doing this, don't forget these other skills Join in and  then \*\*WAIT\*\* for them to try and..  Just model......and wait! |
| Slide 32 | Then we repeat the model or strategy like crazy...They need to hear these models a lot.  Therapy is not magic. It takes a lot of repetitions and time for the brain to learn and change. If it doesn't work the first time, it doesn't mean it doesn't work. Give it time.  After we model, please please please- don't ask them to repeat! That ruins the fun!  They will know your are teaching them!  Just model......and wait!  Repeat.... and wait!  Repeat...and wait. |
| Slide 33 | Let's see some examples of these levels and how to use the skills.  We WONT watch a video of a child who is not ready. This Looks like this, among other things.  We need detective work to find out when is the child calm? Then build our SPEECHified skills into that time.  Then we figure out what helps them feel calm? And use these ideas in other times of the day.  We can help with this in the video coaching. We have ideas from the classroom to share from excellent team members |
| Slide 34 | Next-  Maybe your child is struggling to respond. This is common for child on the autism spectrum. Or children with attention difficulties. We meet them at the level, match and model more.  Here's a video. |
| Slide 35 | In this video,  They have chosen a time when this child is ready, he's calm, he likes movement and it makes him calm.  They are helping him to learn to respond. He has had difficulty looking at his mom and playing with her.  Because she is Joining in, waiting and matching and modelling more, you will see he is starting to respond more with facial expressions and some sounds. She is matching that level and modelling more responding and more words. |
| Slide 36 | 4:18  So this child needs a lot of help to respond. His mom is using a lot of skills to help him, which is why we will see him looking at her and taking turns and engaging with her. But not very many words. A child this age is usually talking non stop to their mom and playing back and forth games.  8:03  See how she uses the skills here:  So she is joining in- right at the start- he's looking at his legs, so she joins an and gives a squeeze on his legs.  She is giving gaps for him to respond, is she talking the whole time? No.  She is matching his level and modelling more. He is ready and interested. She is ready and interested and Joining in. She is matching his actions and sounds and faces and modelling more- simple words. We could model more intentionally and more repetitions here Ball. Ball. |
| Slide 37 | Here's a video of our next levels we'll put together. |
| Slide 38 | Let this video also remind you not to stress about your video. This kid is in his pjs and his mom has unwashed hair.  This child is ready, responding, but needs more words.  The parent will Join in, Wait, then Match and Model More.  (Show video footage of this skill, youtube) |
| 39 | Video |
| 40 | Your child looks different. And these skills will look different.  But that's why SPEECHified is based on one-on-one coaching to help you know how to use these skills with your child.  I hope you truly believe by now- Kids learn best through real-life experiences.  So we are learning to shape those interactions and boost language development.  It's like sneaking the spinach in the smoothie.  When you do it well though, it's like sneaking a whole dinner in the smoothie!  You dont need a worksheet or a lesson to teach this way. Just join in and let them show you what to do, then build in your skills. |
| 41 | In summary There are your important skills.  If you like an acronym, then remember as my basketball teammates in Sacramento used to say, man this is my JAM.  or "this is what I am so good at." |
| 42 | Let's watch some video and you will evaluate these adults.  Use your blueprint to guide your observations |
| 43 | Go to 2:54  This child is at a single word level, but not talking a lot.  Let's watch the whole thing then go through each skill and evaluate.  (Go through each skill and get parent feedback)  Again your child may look different. |
| 44 | You were invited to bring a video of you and your child interacting.  Now you will review it and see how you are doing in each area  Use your blueprint. |
| 45 | What an important process!  What activity will you do with your child for your 5-Minute Focus Time?  (generally, you will let them lead though)  What time will your 5-Minute Focus take place daily?  How will you know if you are using the strategies in your 5-Minute Focus?  Think of other activities during the day in which you could practice your skills?  How will you remember to use them at other times during the day?  What is their level? What will you model more?  or  What is your child's next small step/specific sounds, words or actions you are  targeting? (e.g. 2-word phrases, looking at you, more single words, etc.) |
| Slide 46 | You have a unique child and situation. We will talk about these in our coaching sessions, which you will be responsible to book. But here are a few tips.  They are too upset or distracted! They are not ready or regulated. Meet them here.  First you will need to help them get them Ready or regulated.  Our OT support can provide some ideas here.  There is so much to consider for each child here. But here are a few starting points and ideas. It can take time to figure out the puzzle.  Talk to your paediatrician about issues with attention or emotional. Tell them if your child is not sleeping or eating well to get support.  If those areas are fine, they make be sensing the world around them a bit different.  Things might be too loud or too busy for their brain. Meet them here, reduce busy rooms and loud noises. Be a detective to see what helps your child be calm. Maybe they need more pressure like being wrapped in a blanket, or maybe they need alone time and no touching.  Ask your paediatrician for OT support. Your classroom has an OT that may have ideas.  (this section will be modified) |
| Slide 47 | My child won’t look at me or even allow me to be close.  Although the child is not making eye contact, research shows that children are still wanting to interact. They are just doing it differently.  Observe how your child may be turning an ear to you, or other small cues. Comment "I see you are turning you head to listen".  Join in and be where they are, when they are ready and regulated. Play nearby. Match the amount of time they can stand, then extend it.    Join into their world as much as they will let you. Match. Then model more by joining in more and more as they can stand it.  Join in to what they are interested in even if it's ripping paper. Make a bin where they can do that. If they like to dump toys, make a safe place and items to dump. Then model more- more types of play. |
| Slide 48 | My child is ready and responding taking turns, but not turns with WORDS. Pulling, pointing.  Even when you wait your child won’t say anything:  The Bait (routine)  peek a boo book, don't open that flap until they have had a huge chance to copy your word.  Have to set up that expectation. It takes longer and more consistency with your SPEECHified skills to set up that pattern.  Its not mean! It's helping. |
| Slide 49 | Talking but no idea what they are saying?  Targets  Model what they could have said  If the child has a long babbling sentence while looking at the cars, say "Go Cars go!" then WAIT...repeat..WAIT  If you dont know what they said, be honest. Talk about feelings.  “Show Me”  During one-on-one coaching sessions, you will be helped to know how to do these basic skills with your specific child.  Please set your goals and send your footage! |
| Slide 50 | Now You Have your goals and a plan to reach them. You will practice them and  take some footage.  Answer page 6. Send the footage and your answers to page 6 for review.  See the blueprint for my contact info. |
| Slide 51 | You can do this. Through simple small steps, you can make a huge difference.  Questions. |
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