

Assessing and Fostering Communication in Everyday Activities.

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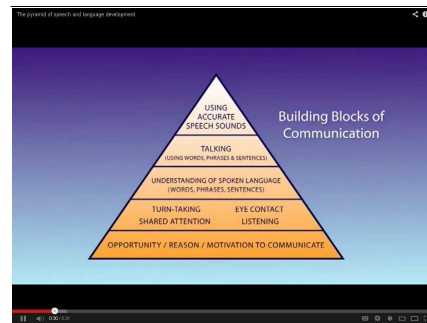
Participants will:

- Gain an understanding of new user friendly frameworks and tools that describe how a child typically interacts and communicates in the real world with his family, teachers and peers.
- Practice using a Communication Function Classification System to evaluate change in communication abilities
- Discuss how to address gaps in communication abilities to help children become more effective communicators.

Language Milestones



Pyramid of Speech and Language Development <http://www.youtube.com/watch?v=5Z0rvMbLP2o>



Assessing Capacity vs Performance

- Using standardised tests
 - what the child can do
 - compares children against other children same age
- Tools that describe
 - what the child typically does in the real world
 - compares child's developmental trajectory

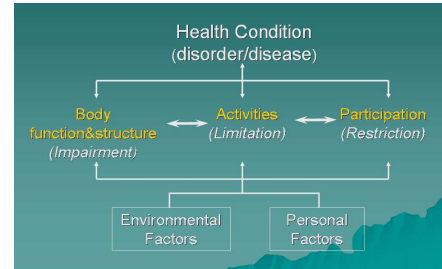
Mcarthur Bates Communicative Development Inventory - Parent Report

- Words and Gestures tracks the words an infant understands (8-16m)
- Words and Sentences tracks the words and word combination a toddler uses (16-30m)

Why count words?

- **First words** children typically produce their first word when they understand 100+ words (12 m)
- **Two word combinations** when they can say 50+ words and understand 250 words (18 m)
- **Sentences** when the child can produce 250 -350 words (24 m)

International Classification of Function

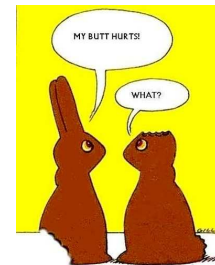


ICF International Classification of Function

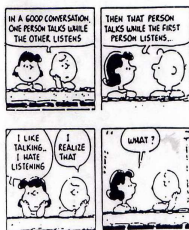
- John will say "cracker" (Body function)
- John will use single words to request a cracker... (Activity)
- John will use his words to socialize with his teacher and friends during snack (Participation)

Effective Communication is:

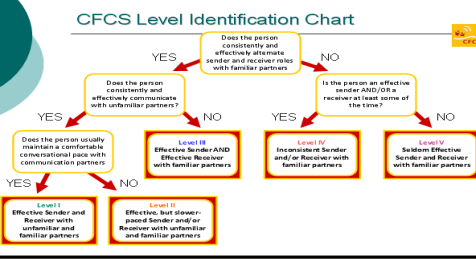
- **Use of language AND comprehension of language**
- Being able to communicate with **new people**
- **Clarifying** when not understood

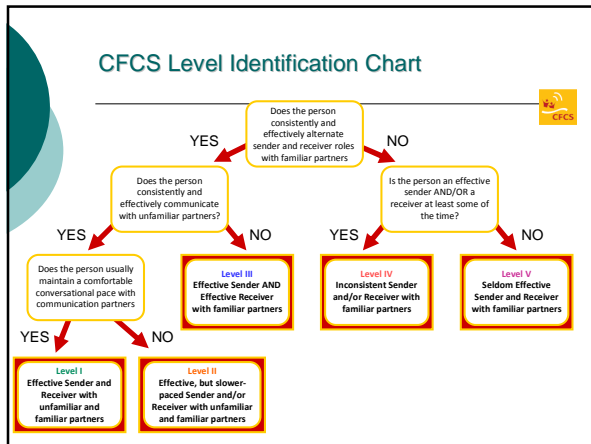


Talking Listening Clarifying




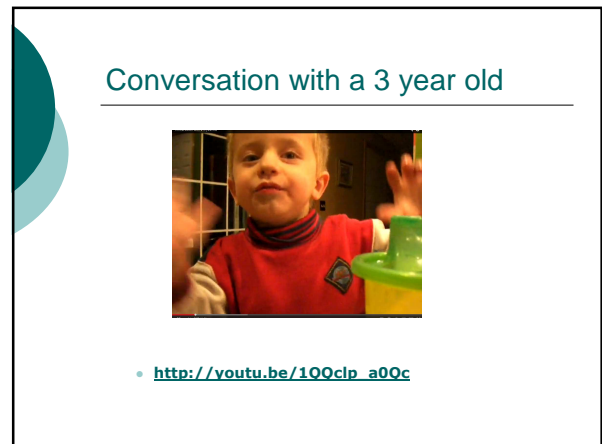
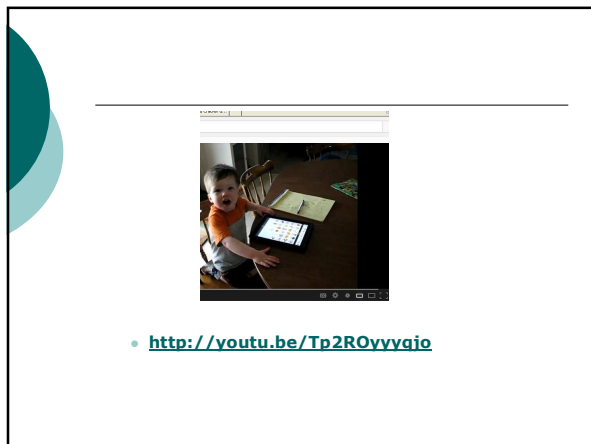
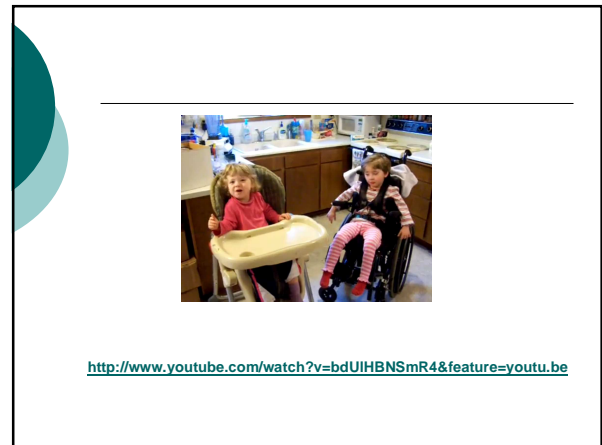
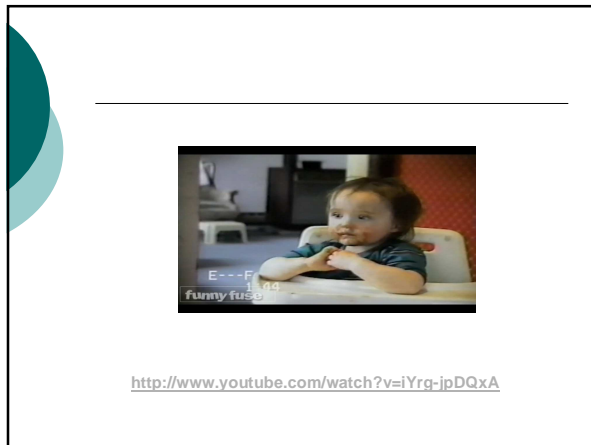
Communication Function Classification of System





Let's try it.

- Use the CFCS to assign functional communication level

Phone conversation 4 year old



- o https://www.youtube.com/watch?v=TMrr80thtR0&feature=youtu_gdata

Shared language system



Deaf Children's Society



<http://youtu.be/qzOGT0yqfd4>

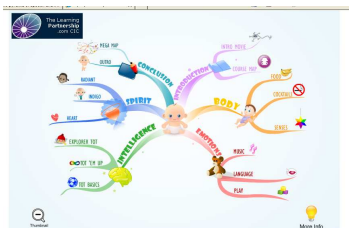
Fostering Communication

In the Early Years

- o Support parents to talk to their children throughout the day so the child learns new words every day.
- o Talk about what they see, what they are doing, what the child is doing or seeing or thinking.
- o Read to the child, sing to the child, respond to the child - you do make a difference.
- o The amount of input is important in the first 18 months
- o Parents and caregivers language input influences children 's learning and their futures in school and beyond.

Good Resources

- o Top Tips for Tiny Tots



o <http://tt4tt.co.uk/>

Guidance for Early Years Workforce

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/through-the-eyes-of-a-child.aspx>



Intelligibility -How well a child's speech can be understood by parents

- By 18 months - normally 25% intelligible
- By 24 months - normally 50 -75%
- By 36 months normally 75-100% Lynch, Brookshire & Fox (1980), p. 102, cited in Bowen
- [http://www.speech-language-therapy.com\(1998\)](http://www.speech-language-therapy.com(1998)).

SLPs may use **Intelligibility in Context Scale** -brief questionnaire in multiple languages

- <http://www.csu.edu.au/research/multilingual-speech/ics>

FOCUS™

- Focus on the
 - Outcomes of
 - Communication
 - Under
 - Six
-
- Parent checklist to track communication skills before during and after intervention
 - <http://www.youtube.com/playlist?list=PL9EF111CD143F3367>

Research shows:

- Parents and caregivers language input influences children 's learning and their futures in school and beyond.
- Parents talking to their children does make a difference. The greater the number of words children hear from their parents or caregivers before they were 3, the higher their IQ and the better they did in school.
- TV talk not only didn't help, it was detrimental.

A typical 4 year old child has heard 30 million words.

- Typical language learners often use a word after hearing it a few times
- Children with special needs may need more repetition of words for the child to learn and to use the word.
- Repetition in joint attention routines is really important so language related to everyday activities or routines do make a difference in helping a child learn now and in the future

Interactive Checklists

- PBS Child Development Tracker
- <http://www.pbs.org/parents/childdevelopmenttracker/one/index.html>
- Speak-Read-Succeed
- <http://www.yourlibrary.ca/kids/speakread.cfm>

