Caregiver Verbal Responsivity Training

Facilitator's Notes

Session 1

1. Provide a general overview of the training. Pass out and review agenda; explain schedule of group and home meetings. Mention that the home visits will also include videotaping their child.
2. Participant's Goals. Start with an introduction of yourself. Ask each parent to introduce themselves and tell a little about their child and what it is that they hope to get out of participation in this intervention program.
3. Watch videotape describing the importance of parents in helping their child learn language.
4. Provide brief overview of the development of communication and language including the following points:
    - Babies, from birth, communicate. Parents' responses help babies learn to use these vocalizations, looks, and reaches intentionally to communicate. When children use these intentional gestural communications frequently, they begin to pair word approximations with their gestures to communicate. Children typically have about 50 words in their vocabularies before they start putting words together in short sentences. Children's sentences get longer and more complex as they get older, and by the time that they are four or five years old, they have acquired most of the adult language system.
    - Language is the most complex skill acquired during childhood (mention the learning required, and the need for intact sensory systems- good hearing, complex motor movements to produce speech, etc).
    - We don't fully understand why some children have difficulty acquiring language (About 10% of all children fall in the "late talker" category; of these about ½ the children catch up on their own and about ½ end up needing speech and language intervention. Some factors that put a child at risk for language disorder include: recurrent ear infections and hearing loss, and family history of speech and language disorders, but for most children we don't know why they are late talkers). We do know that early intervention works, and parents CAN help facilitate language development.
    - Provide a handout on the development of communication and language (ASHA handouts or any other general language development handout will do). Encourage caregivers to review the development of communication and language and reflect on what their child is already doing in each of these areas, and what the next step will be for their child.
5. Provide Session 1 Handout: "Teaching Your Child Words". Select target words with each family. If target words have already been selected as part of an initial assessment session, this is a good time to review the selected targets and change words that parents now think were poor choices (e.g., child has no interest or opportunity for word to be used).
6. Explain interaction plans. Give them a copy of "dish washing" interaction plan. Watch video of Tierra and Dad washing dishes. Give each family a blank interaction plan and encourage them to write an interaction plan for themselves and their child and bring it to the next session. Emphasize picking common, functional daily activities because those are the easiest to use for these interactions.
7. Explain target word log. Words will be considered "acquired" when the child has used the word independently (spontaneously) in at least two different contexts. Explaining this criteria will help parents to complete the log. Weekly logs provide a means for starting a conversation with the families and should be reviewed with each parent as they are turned in each week and new words are selected as needed for the following week. Give each family a word log for the first week.

Wilcox, M.J., Bacon, C.K., & Greer, D.C. (2005). Evidence-Based Early Language Intervention: Caregiver Verbal Responsivity Training. Infant Child Research Programs. Arizona State University, Tempe, AZ. www.asu.edu/clas/icrp/

Caregiver Verbal Responsivity Training Agenda

Play Group and Parent Classes

Sensitivity: Tuning In To Opportunities for Language Learning

Session 1   Group meeting   Overview and Introduction: Teaching Your Child Words

Session 2   Group meeting   Opportunities for Teaching Words

Session 3   Group meeting   Using Daily Activities to Teach Language Skills

Session 4   Individual meetings in your home

Session 5   Group meeting   Encouraging Words

Session 6   Group meeting   Strategies for Encouraging Words during Play

Contingency: Responding to Children's Communications

Session 7   Group meeting   Caregiver's Talk to Children

Session 8   Individual meetings in your home

Session 9   Group meeting   Imitation, Interpretation and Expansion

Session 10   Group meeting   Responding to Our Child's Communications

Session 11   Group meeting   Options for Responding

Session 12   Individual meetings in your home

Consistency: Self Monitoring Skills and Encouraging More Complex Language

Session 13   Group meeting   Strategies to Further Enhance Children's Language Skills

Session 14   Group meeting   Identifying More Complex Communication and Language Behavior

Session 15   Individual meetings: Review Progress and Plan Future Goals

Teaching Your Child Words

DAILY INTERACTIONS PROVIDE THE BEST OPPORTUNITIES FOR LANGUAGE LEARNING

Children learn to communicate through natural interactions during daily activities. As caregivers, we are a big part of those interactions, and it's what we do and how we do it that influences our child's opportunities to learn.

DEVELOPMENT OF COMMUNICATION AND LANGUAGE

Learning language takes time. From the moment that our children are born they are learning about their world and learning to understand the meaning of words in their environments. Even when your child is not yet talking, your child can communicate through gestures, sounds, and looks. These early communication skills provide the foundation for language learning. Your child will begin to pair sounds with their gestures and soon attempt to produce words that they hear you say. Your response to your child's initial communications help your child learn words and eventually put words into phrases and sentences.

Select 10 words to teach your child

- Start with words that are names for objects that your child likes
- Pick words that occur often at home
- Start with words that contain sounds and syllable shapes that your child can produce
- As your child learns a word, pick a new word to replace the one that has been learned

Identify daily activities for teaching words

- We will help you write interaction plans for typical routines
- Try to spend 10 minutes each day in activities to encourage the target words

Record your child's productions of the target words

- Complete the target word log each week (page 2) and bring it to our next meeting
- This will help us track your child's word learning

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INTERACTION PLAN

Child:__Tierra_____ Partner:_Dad_____ Activity:_Washing dishes_ Setting:_Kitchen___

Target Words: water, soap, bubbles, cup, pan, dad, chair, in, dog, wash_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options
1. Dad and child are ready to wash dishes 2. Dad helps Tierra put soap and water in the sink 3. Tierra begins to wash the dishes 4. Dad helps Tierra wash the dishes. Dishes are washed, rinsed and in dish rack.	Dishwashing items ad items representing target words: Water Soap Bubbles Cup Pan Dad Chair	While preparing the sink, wait for Tierra to indicate the need for a chair, label and help with the chair. Turn the water on, label water, in the sink. Put the soap in. Label and talk about the soap going in the sink. Label and describe bubbles appearing. Use the target words in phrases like: "Dad put soap in", "Water off", " Lots of bubbles", " Bubbles everywhere" Place the items to be washed near the sink. Wait for Tierra to indicate or say which item she wants to wash. Give her choices like: "Pan or cup". Talk about washing each with soap and bubbles in the water. Wash items. Label each item. Discuss rinsing in more water. Wash in the water with the bubbles. Comment on "no bubbles" in the rinse water. Make other comments like: "Cup and pan are all clean", "We are done with the water", "Bye bye bubbles", "Tierra is all done washing the cup and pan", "Dad and Tierra are all done".

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options

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Target Word Log

Child's Name:_____ Date:_____

Target Word	Activity/Setting in which your child used the word (e.g., bathtime, mealtime, play)	How often did your child use the target word?			
		not at all	less than 3 times	3 -10 times	too many times to track

Comments:

Caregiver Verbal Responsivity Training

1. As with each session, collect target word logs, reviewing logs with Caregivers and selecting new words if necessary.

2. Give families the handout: "Opportunities for Teaching Words." Discuss the following:

   - Communication and language develop gradually. We want to build on what the child is already doing to communicate. It's important to be able to identify the child's attempts to communicate as these will provide the best opportunity to teach a word.

   - If available, watch 3-5 minute segments from baseline videotapes of each child. Have caregivers discuss what it is that their child is doing to communicate. Talk about how these will be the best times to model and teach words.

   - The caregiver's response will help facilitate language. Discuss what the caregivers are already doing to be responsive partners. What do they do as caregivers that encourage the child to communicate? What did caregiver's observe during the past week that seemed to create opportunities for communication and encourage language learning?

3. Help families write an interaction plan to identify opportunities for teaching target words. Caregivers should write plans for 10 minutes of interaction and focused stimulation of target words each day (six days/week).

Opportunities for Teaching Words

Identifying Your Child's Attempts to Communicate

Now that you have identified 10 words to teach your child, where should you begin? When is the best time to teach words? How can you build on your child's communication to facilitate language learning? What should you, as caregivers do? And how can you encourage your child to communicate?

Our children learn best during positive, natural interactions that occur throughout the day with a familiar responsive partner. When we, as caregivers, take the time to share experiences with our child, it encourages the child to interact and learn new skills. A first step in teaching your child new words is identifying what it is that your child is already doing to communicate. Your child's communication attempts will provide the best time to teach a word. As you interact with your child, observe how he or she currently communicates with you. Try to reflect on what it is that you already do that encourages your child to communicate. When we recognize our child's attempts to communicate, we can model words at that moment, which is the most opportune learning time for our child.

The Interaction Plan will help you identify opportunities for communication and word learning during typical daily activities. First, describe the steps of your routine during a daily activity. Next, identify opportunities for your child to use targeted words during the activity. List the objects that you might need to support language learning. Finally describe what you can do as the responsive partner to create opportunities for communication and encourage use of the targeted words.

ALLOW YOUR CHILD TO LEAD

HERE ARE SOME GUIDELINES FOR CREATING MORE INTERACTION AND COMMUNICATION OPPORTUNITIES.

- WATCH YOUR CHILD: WHAT INTERESTS HIM/HER? WHAT IS HIS/ HER FOCUS OF ATTENTION?

- WAIT FOR YOUR CHILD TO COMMUNICATE.

- RESPOND TO HIS/HER NONVERBAL COMMUNICATIONS WITH THE APPROPRIATE WORDS AND ACTIONS.

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options

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Caregiver Verbal Responsivity Training

1. As with each session, collect target word logs, reviewing logs with Caregivers and selecting new words if necessary.

2. Present handout: "Using Daily Activities to Teach Language Skills." Try to give examples of strategies that you have observed these families using during the baseline videotape or from other interactions. As you present these suggestions, remind caregivers to:

   - Follow the child's focus of attention, rather than trying to switch their attention to your activity. Talk about the importance of joint attention.
   - Stress importance of multiple models of the target words. Some studies suggests that children may need to hear the word modeled 400-500 times before they attempt to say the word.
   - Talk about how to set up opportunities for target words. Give lots of examples (e.g., "One child target words included "horse" and "cow". During some meals, they let the horse and cow "eat" next to the child and had lots of opportunities to say "cow" and "horse" as they pretended to feed the animals"). Try to also include examples observed during home visits.
   - We use language for a variety of different reasons: to request things, make comments, protest or reject something, to greet others etc. We can get stuck thinking only of opportunities for children to tell us what they want (make requests). When writing interaction plans, think of all the different reasons there are to communicate and try to plan opportunities for your child to use their target words to make comments, protest, greet others etc. Give a lot of examples (e.g., If you child vocalizes and reaches for the juice on the counter, give him the juice saying "Juice. You want the juice. Here's juice"). Emphasize the need to say the word three to five times.
   - Give lots of examples of how parents can use simple routines (e.g., rolling a ball back and forth; pushing a child on a swing; blowing on tummy while diapering; getting a child in and out of a car seat) to create opportunities for communication. Simply pausing within the routine and looking at the child expectantly can encourage communication. Simple exchanges with repetition are good, up/down, back/forth, turn taking, repetitive stop (swing) 1,2,34, fill in the word.

3. Show videotape for session 3 which includes different examples of daily activities used to teach target words. Share interaction plans for these videotaped activities.

4. Review interaction plan or have them write another interaction plan for a new activity - this will be used during the next home visit (session 4).

Using Daily Activities to Teach Language Skills

Parent Handout Session 3

DAILY ACTIVITIES PROVIDE A PRIME TIME FOR LANGUAGE LEARNING BECAUSE CHILDREN CAN HEAR THE SAME WORDS OVER AND OVER AGAIN IN FAMILIAR SITUATIONS LIKE:

- TAKING A BATH
- PICKING UP TOYS
- CHANGING A DIAPER
- GETTING DRESSED
- GOING IN THE CAR
- MEALS AND SNACKTIME
- GETTING READY FOR BED

Keep the following suggestions in mind as you interact with your child during daily routines:

- Follow your child's interest and focus of attention
- Label the objects on which your child is focused and describe the actions your child does with the objects
- Create opportunities for your child to use target words
- Provide a variety of reasons for your child to communicate including situations for your child to make requests, comment, protest and greet others.
- Respond to your child's communications by modeling the appropriate word and following through with the intent of your child's communication
- Use simple routines as opportunities to use target words.

Making an Interaction Plan

First, describe the steps in your routine. How does the activity start? What happens next? How does it end?

Next, determine what props may be needed to support language opportunities. What target word items will you need to gather together for this interaction?

Finally, identify opportunities for your child to use the targeted words and your response options. How can you create opportunities for your child to request items, comment or protest during the activity? When can you pause and wait for your child to respond? How can you respond to your child's communication attempts to encourage language learning?

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options

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INTERACTION PLAN

Child:____Troy_____ Partner:____Mom & Dad_ Activity:_Snack_____ Setting:_Kitchen_____

Target Words:_____mommy, money, milk, muffin, ball, bus, baby, box, dog, daddy_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options
1. Mom, Dad and child are ready for a snack 2. Everyone receives a muffin 3. Everyone receives a glass of milk 4. Everyone eats the snack including baby, dog, daddy, mommy and Troy	Muffins Milk Napkins Plates Glasses of milk Dog Baby doll	While preparing snack, label muffin and milk and everyone who is at the table. Draw attention to everyone receiving the snack items. Model requests for items (e.g., "I want milk", "I want muffin"). Comment as each person (including baby doll and dog) receive items. Eat the snack. Talk about what's happening (e.g., "I'm eating a muffin" "I'm drinking milk"). Comment on items (e.g., "doggie is hungry" "muffin is delicious"). Encourage Troy to help the dog and baby with the snack.

INTERACTION PLAN

Child:_Emma_____ Partner:__Mom_____ Activity:__Playtime_____ Setting: child's room____

Target Words:__nose, night-night, duck, drink, diaper, baby, book, bubbles, toe, tummy_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options
1. Mom and child go in child's room 2. Child gets baby doll 3. Mom gets books 4. Child and mom pick book to read 5. Mom lets child turn page and comment on pictures as they read book 6. Child picks another book to read, or if not interested, activity is done	Books with pictures of target words: duck, baby, nose, toe, tummy, night-night. Blanket, baby doll and doll diaper	Give child choice between which book to read While reading the book point out and talk about the target words found in the book. While playing draw attention to the target words, labeling, looking and playing with the target word items. When a target word object has gained the child's attention, repeat the name and use the item in a variety of ways, always saying the name.

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Caregiver Verbal Responsivity Training

This is an individual session completed in each family's home.

1. Collect target word log, reviewing logs with Caregivers and selecting new words if necessary.

2. Videotape the child and caregiver during the activity planned in the interaction plan completed during session 3.

3. Watch the videotape with the family and together identify opportunities for communication and use of target words. Point out what the caregiver is doing well to support language learning.

4. Brainstorm on ways that they could create even more opportunities for communication.

5. Have families complete the "Analysis of Communication Opportunities" form.

6. Discuss the importance of modeling as a way to teach words during everyday activities.

ANALYSIS OF COMMUNICATION OPPORTUNITIES

Name:_____   Activity:_____   Date:_____

1. Briefly describe the routine of activity.

2. How many opportunities did your child have to communicate during this activity?

    ◊ Many

    ◊ Many but need more

    ◊ A few

    ◊ Hardly any

    ◊ None

3. How many opportunities did your child have to use the target words during this activity?

    ◊ Many

    ◊ Many but need more

    ◊ A few

    ◊ Hardly any

    ◊ None

4. How many models of the target words were you able to provide?

    ◊ Many

    ◊ Many but need more

    ◊ A few

    ◊ Hardly any

    ◊ None

5. Did your child usually communicate when an opportunity was available? Yes/No
   Please explain.

6. Is it possible to increase the number of opportunities to communicate?

7. How could you change this activity to provide more opportunities for target word use?

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Caregiver Verbal Responsivity Training

Facilitator's Notes Session 5

1. As with each session, collect target word logs, reviewing logs with caregivers and select new words if necessary.

2. Present handout "Encouraging Words." Try to give examples of strategies that you have observed these families using during the home visits. Also pass out handout "Examples of Encouraging Language During Home Activities." This handout gives good examples of the following strategies:

   - **Create opportunities**: Child needs to be familiar with routine before you can interrupt it and expect communication. Some "withholding" or "forgetting" may work, but with very young children, pausing and interrupting routines will be more successful.

   - **Provide choices**: Try to give examples beyond food choices (e.g., During play with barn, ask if "Horse" or "cow" should eat; Getting dressed, have child choose shirt or pants; Sharing toys with others, "Want to share the truck or the car?").

   - **Model words and phrases**: stress importance of multiple models of the target words. Talk about focused stimulation, expansion and prompting. Remind families of the importance of using a slow rate of speech with lots of repetitions.

   - **Pause and wait for a response**. Probably the most important strategy for eliciting words. Ask families to think of examples of when they have done this. Point out how intonation, facial expression and gestures can be used when the adult pauses to encourage responses. Talk about pausing and taking turns in the conversation (even when the child's turns may be nonverbal). Discuss pacing the interaction.

   - **Avoid questions**. Good questions help a child enter into and stay in conversation. They must be sincere and appropriate to the child's level. Avoid questions that stop conversations: lots of "what's this" when you know the answer and yes/no questions that answer themselves.

3. Show videotape for session 5 which includes different examples of parent-child interactions. As you watch each interaction identify what strategies the parent is using to encourage words. Brainstorm on other strategies that might work in that situation.

4. Revise an interaction plan (or have them write another interaction plan for a new activity) thinking specifically about strategies to elicit verbal behavior. These plans will be used during the next home visit.

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Encouraging Words

Strategies for Eliciting Verbal Behavior

We can not make our children talk but we can encourage them to use words by the way we interact during an activity. We can structure daily interactions to create opportunities for communication. The language that we use with our child and our response to his or her attempts to communicate can facilitate our child's use of words.

Create a Need to Communicate

Try not to anticipate your child's every need or desire before they have a chance to make their needs known to you. Wait for your child to indicate a desire and then give them the word that matches the meaning of their communication. Sometimes we can create a need to communicate by leaving a desired item out of reach or waiting to help our child with a task that requires our assistance.

Model Words and Phrases

Provide the word or phrase that matches the situation. Label the objects that your child interacts with and describe your child's actions. Try to use each target word at least five times when your child is playing with that item. Give your child a chance to repeat the word but don't ask or require them to do so right away.

Provide Choices

Give your child opportunities to choose between objects and activities. Hold up the items and label them so your child can indicate their choice to you with gestures or words.

Pause and Wait for Responses

We can encourage communication during familiar routines just by waiting and looking expectantly at our child for a response. Likewise, pausing during a familiar phrase may elicit words from our child (e.g., "Ready, set (pause)," child says "go"; "Twinkle, twinkle, little (pause)," child says "star").

Avoid Questions

Lots of yes/no questions or questions that bombard or demand can act to stop our conversations with children. Instead we can use comments or questions that show an interest, to extend our child's thinking and create anticipation.

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options
		Encourage words by • Creating a need to communicate • Providing choices • Modeling words and phrases • Pausing and waiting for a response • Avoiding too many questions

EXAMPLES OF ENCOURAGING LANGUAGE DURING HOME ACTIVITIES

FACILITATING STRATEGY	ACTIVITY	EXAMPLE OF USE
Create a need to communicate during routine events - Omit or incorrectly perform a familiar and/or necessary step in an activity or routine.	Playing outdoors	While pushing Shaun on a swing, catch the swing each time it comes back toward you and hold it. As you hold the swing say "Go" then let go of the swing. After several turns don't say anything and hold the swing while waiting for Shaun to let you know he wants to keep swinging.
Create a need to communicate by "forgetting" a needed item or turn. Most routines require specific items or steps to complete. During such a routine, omit an item in an apparent oversight.	Bath time	When giving Tyler a bath, put the washcloth and soap in the tub but leave the tub toys on the counter. Wait for him to notice the toys and indicate that he wants them in the tub. Label the toys and give them to him as he requests them.
Provide choices - Provide your child with two or more options for objects or activities.	Dressing	Hold up two shirts during dressing and ask Michael which one he wants to put on. Wait for Michael to indicate his choice.
Pause and wait for a response - Create or wait for a situation in which your child needs assistance. Instead of modeling or prompting an appropriate word or phrase, make eye contact and wait expectantly for your child to let you know what he needs.	Reading a book	After turning and reading a few pages of a book, read a page and then hold the book without turning to the next page. Look expectantly at Alyssa and wait for her to indicate that you need to turn the page.

FACILITATING STRATEGY	ACTIVITY	EXAMPLE OF USE
Model - Provide an example of a word or words appropriate for the situation. Do not require your child to repeat the modeled utterance.	Eating	During breakfast, name or comment on the foods Kylie is eating. For example, "Toast, good toast". Or "Cereal, cereal is crunchy".
Focused Stimulation - Provide many models of appropriate words and phrases during meaningful and functional contexts.	Playing outdoors	While playing outside, Eric walks over to the swing set and starts to climb up on one of the swings. Parent: "Eric, want on the swing?" Eric continues to climb onto swing. Parent: "Climb on the swing" Eric is now sitting on swing. Parent: "Want me to push swing?" Eric nods his head. Parent: "Push swing" as she pushes the swing.
Prompting with a model - In a conversational manner, prompt your child to use a specific word or phrase.	Blowing bubbles	Parent blows bubbles and then pauses and looks expectantly at Ann. Ann looks at the bubble wand and blows. Parent says "More. You want more bubbles" Ann nods head yes. Parent says "Can you say 'More'" Ann says "mmm" Parent says "Yes, more bubbles" and blows more bubbles.

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Caregiver Verbal Responsivity Training

1. Collect target word log, reviewing logs with caregivers and selecting new words if necessary.

2. Watch a short 3-5 minute videotaped segment from each family's session 4 home visit. You will need to review the session 4 home videotapes and identify good segments to watch **before this group session**. As you watch the segments, identify opportunities for communication and use of target words. Point out what the caregiver is doing well to support language learning. Brainstorm on ways that they could create even more opportunities for communication.

3. Review the "Strategies for Encouraging Words During Play" handout. Discuss the following points, giving as many examples as possible:

   ◇ Play interactions provide some of the best opportunities for communication and word learning.

   ◇ Turn taking in play helps children develop the reciprocal pattern of communication. Imitating the child's action can create "turns."

   ◇ Repetition is important. Doing the same thing over and over helps children learn the routine so that you can pause in that routine thus creating an opportunity for communication. Singing made-up songs is a great way to incorporate repetition.

   ◇ Involve the senses: use movement to engage all the child's senses.

   ◇ Participate in the play - be a play partner not just an observer. Describe your own actions as well as those of the child.

4. Have parents share examples of how their child plays. What routines does the child enjoy; what are some of their child's favorite toys, etc. How can these be used to create opportunities for target words?

5. Have families take an "Analysis of Communication Opportunities" form with them and complete it after one of their interactions with their child during the next week.

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Strategies for Encouraging Words During Play

PLAY IS ONE OF THE MOST IMPORTANT DAILY ACTIVITIES FOR OUR CHILDREN

Play provides countless opportunities for communication and word learning. We can make it easier for our children to learn new words while playing when we:

- **Provide opportunities for turn taking.** Rolling a ball back and forth, taking turns stacking blocks on a tower, imitating your child splashing in the bath. These are all simple turn taking interactions that when interrupted create natural opportunities for communication.

- **Include repetition in our play.** When we repeat words and actions, our child hears many examples of target words and is encouraged to use those words when we pause during the established routine.

- **Involve all of the senses.** Children learn and understand words when they can see, hear, feel, smell and even taste the objects.

- **Participate in the play.** When we join in and take an active role in the play of our child, we have multiple opportunities to model words and phrases as we describe our actions and those of our child. Join in playing, **AND HAVE FUN!**

RATE YOURSELF!

Following an interaction with your child, assess your skills at encouraging verbal behavior by asking yourself the following questions:

How many chances or opportunities did my child have to communicate during the activity?

How many opportunities did my child have to use target words during the activity?

Did my child usually communicate when an opportunity was available?

Is it possible to increase the number of opportunities to communicate during this activity?

How could I change this activity to provide more opportunities for target word use?

Use the Analysis of Communication Opportunities form to rate your interaction!

ANALYSIS OF COMMUNICATION OPPORTUNITIES

Name:_____   Activity:_____   Date:_____

1. Briefly describe the routine of activity.

2. How many opportunities did your child have to communicate during this activity?

    ◊ Many

    ◊ Many but need more

    ◊ A few

    ◊ Hardly any

    ◊ None

3. How many opportunities did your child have to use the target words during this activity?

    ◊ Many

    ◊ Many but need more

    ◊ A few

    ◊ Hardly any

    ◊ None

4. How many models of the target words were you able to provide?

    ◊ Many

    ◊ Many but need more

    ◊ A few

    ◊ Hardly any

    ◊ None

5. Did your child usually communicate when an opportunity was available? Yes/No
    Please explain.

6. Is it possible to increase the number of opportunities to communicate?

7. How could you change this activity to provide more opportunities for target word use?

Caregiver Verbal Responsivity Training

1. As with each session, collect target word logs, review logs with caregivers and select new words if necessary.

2. The focus of the initial sessions has been on creating opportunities for children to use words; the focus for the next six sessions will be on responding to children's communications. Present handout: "Caregiver's Talk to Children." Try to give examples of strategies that you have observed these families using during the home visits as you discuss the following aspects of caregiver's talk to children:

   - Be Face to Face: Talk about the importance of following the child's interests rather than trying to change their focus. A target word might be better added in to what the child is doing rather than trying to switch the child's attention to play with a different set of toys. Introduce the idea of "parallel talk" (describing what the child is doing like a sports announcer) and "self-talk" (playing next to the child and describing what you are doing).

   - Imitate the child's actions, sounds and words. Try to repeat target words at least 3 to 5 times.

   - Interpret attempts to communicate. Respond to the child's communications by providing a word that matches their meaning. Give examples. Emphasize the need to wait for the child to communicate and then respond to the child. Focusing on responding to the child will help pace and balance the interaction.

   - Highlight the word for the child: Use slow clear speech when talking to children. Give examples of how intonation, stress and pitch can highlight the target word for children. A few studies suggest that some language disorders may be related to difficulty processing rapid changes in the speech signal. Exaggerating and lengthening the word may help children.

3. Watch the parent-child interactions on videotape for session 7. As you watch each interaction identify aspects of the caregiver's talk that seems to promote language learning. Brainstorm on other strategies that might work in that situation.

4. The upcoming individual session will provide an opportunity for the parent to focus on their talk to their child and practice using some of these strategies.

5. Help caregiver's write another intervention plan for upcoming home visit, Session 8.

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Caregiver's Talk to Children

Parent Handout Session 7

Your Language Impacts Your Child's Learning

The language that we use to talk to our children has an important impact on their language learning. First, we must position ourselves so that we are face to face with our child. This helps our child become more aware of what we do and say. It also helps us follow our child's focus of attention so that we can label objects and describe actions of our child's play.

Second, we can imitate our child's actions, sounds and words so that our child knows that what they did or said was noticed and valued.

Third, we can interpret our child's attempts to communicate by providing him or her with a word that matches his or her meaning. This allows our child to see the correct action or hear the correct word for what he or she is attempting to do or say.

Finally, we can highlight important words for our child by using a slow rate of speech, changing the pitch of our voice and adding gestures to our words. All of these things enhance the language environment for our child and provide support to our child's language learning.

When we talk to our children

- Talk about the objects the child is focused on and the actions that he/she is performing

- Interpret the child's attempts to communicate with a word that matches his/her intent

- Imitate the child's word and use it in a sentence

- Exaggerate your pronunciation to highlight important words

- Add new ideas to continue the conversation

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options
		How can you respond to your child's communication to encourage language learning? • Be "face-to-face" with your child • Talk about what your child is focused on • Interpret your child's attempts to communicate • Imitate your child's words • Highlight important words for your child

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Caregiver Verbal Responsivity Training

This is an individual session completed in each family's home. It is an opportunity for caregivers to practice the strategies presented during the session 7 as they reflect on their responsivity to their child's communications.

1. Collect target word log, review logs with caregivers and select new words as necessary.

2. Videotape the child and caregiver during a typical activity chosen by the caregiver. Families may want to complete the activity planned in the interaction plan completed during session 7.

3. Watch the videotape with the family and together identify aspects of the caregiver's response that enhances the child's language learning. Point out instances where the caregivers follow the child's focus of attention and label objects and describe actions of the child's play. Comment on the instances where the caregiver imitates or interprets the child's communications. Finally pay attention to the rate of speech and the caregiver intonation and stress of important key words as a way to highlight those words for the child.

4. Have families complete the "Responsivity Analysis " form.

RESPONSIVITY ANALYSIS

Name:_____ Activity:_____ Date:_____

1. I try to let may child choose the activity or object when we are together.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

2. I consistently give verbal labels for actions and objects within my child's view.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

3. I use the target words that my child is learning at least 5 times during the interaction.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

4. I usually respond to my child's communication by imitating, interpreting, and expanding my child's verbal behavior.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

5. I continue conversations with my child by making statements and comments about the objects and activities that my child is focused on.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

Caregiver Verbal Responsivity Training

1. As with each session, begin by collecting target word logs, reviewing logs with caregivers and selecting new words if necessary.

2. Review handout "Imitation, Interpretation and Expansion." Give lots of examples as each strategy is presented.

3. Show the first three videotape segments and practice identifying instances of imitation, interpretations and expansions. In the first interaction, discuss the dad's pacing and turn-taking. Contrast this with the second segment where there is better pacing and balance of talk-time between dad and child. Point out imitations, interpretations and expansions in each segment and remind caregivers of the importance of pacing and balancing the talking time during interactions.

4. Practice different ways of expanding the child's message. Use videotape segments and take turns expanding the child's utterance. There are about 9 segments where the child produces a gestural or verbal communication and participants can practice imitating, interpreting, and expanding the child.

Imitation, Interpretation and Expansion

Responding to Your Child's Communication

What we say and do helps our child understand and learn language. Listed below are three ways of adding language to the experiences that we share with our children. When we imitate, interpret and expand our children's communication, we give them a language model that will help them learn.
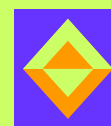
Imitation

One of the easiest ways to help your child learn to communicate is to imitate his or her sounds and/or gestures and then add a word or action. If we expect our children to imitate us, we have to use words that are possible for them to say. Say what your child says. Do what your child does. And then add another word connected to the one you've just imitated.

Interpretation

Interpret what your child is feeling or wanting. Interpreting your child's nonverbal communication gives them the words that he or she needs at the very moment that he or she needs them. Interpretation lets your child know that you understand him or her and gives him or her the language model that will help them learn.

Expansion

Expand the message that your child gives you by repeating the child's word and putting it in a sentence. When we expand our children's message, we help them understand and learn more complex language.

HOW DOES YOUR RESPONSE HELP YOUR CHILD?

BY IMITATING WHAT YOUR CHILD SAYS, YOU ACKNOWLEDGE HIS/HER ATTEMPT TO COMMUNICATE AND MODEL A WORD AT A TIME WHEN HE/SHE IS INTERESTED. BY INTERPRETING YOUR CHILD'S COMMUNICATION YOUR CHILD HAS THE OPPORTUNITY TO HEAR THE WORD THAT EXPRESSES HIS/HER MESSAGE. FINALLY, BY EXPANDING WHAT YOUR CHILD SAYS, YOU PROVIDE A COMPLETE, MORE COMPLEX EXAMPLE OF THE LANGUAGE THAT YOUR CHILD IS LEARNING.

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Caregiver Verbal Responsivity Training

1. As with each session, begin by collecting target word logs, reviewing logs with caregivers and selecting new words if necessary.

2. Review handout "Responding to Your Child's Communications."

3. Show videotaped interactions from the session 8 home visits. Identify caregiver's imitations, interpretations and expansions of the child's communication. It may be helpful to pause the videotape after the child's communication and practice imitating, interpreting or expanding that communication. Point out instances where the caregiver is demonstrating strategies presented during session 9. Discuss how the caregiver's response helps the child's language learning. The focus of this session is on the caregiver's response, and how their responsivity can support language learning. This may be a time to also remind caregiver's of the importance of turn-taking and pacing the interaction. Responsivity includes waiting for the child to respond and then imitating, interpreting, or expanding the child's communication.

4. Have caregivers reflect on a recent interaction between them and their child and complete the "Responsivity Analysis" form.

5. Help the caregivers write a new interaction plan for a new activity and focus on the opportunities to imitate, interpret and expand child communications during that activity.

Responding to Your Child's Communications

How we respond to our child's communication impacts our child's language learning. Your responsivity to your child's communications can support language learning. It is important to remember that responsivity not only includes your response to your child's communications but waiting for your child to respond and then imitating, interpreting or expanding the child's communication. When we imitate, interpret and expand our child's communication, we give him or her a language model that will help him or her learn. By *imitating* what your child says, you acknowledge his or her attempt to communicate and you model a word at a time when your child is interested. By *interpreting* your child's communication, your child has the opportunity to hear the word that expresses his or her message. Finally, by *expanding* what your child says, you provide a complete, more complex example of the language that your child is learning.

Rate Your Responsivity to your child

Use the responsivity Analysis to rate yourself after a typical routine activity with your child.

- Did you let your child choose the activity or object?

- Did you give verbal labels for actions and objects within your child's view?

- Did you use the target words that your child is learning at least 5 times during the interaction?

- Did you respond to your child's communication by imitating, interpreting and expanding your child's verbal behavior?

- Did you continue conversations with your child by making statements and comments about the objects and activities that you child was focused on?

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RESPONSIVITY ANALYSIS

Name:_____   Activity:_____ Date:_____

1. I try to let may child choose the activity or object when we are together.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

2. I consistently give verbal labels for actions and objects within my child's view.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

3. I use the target words that my child is learning at least 5 times during the interaction.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

4. I usually respond to my child's communication by imitating, interpreting, and expanding my child's verbal behavior.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

5. I continue conversations with my child by making statements and comments about the objects and activities that my child is focused on.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words and partner response options
		How can you respond to your child's communication to encourage language learning? • Label actions and objects within your child's view • Use the target words at least 5 times during the interaction • Respond by imitating, interpreting and expanding your child's verbal behavior • Make statements and comments to continue the conversation

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Caregiver Verbal Responsivity Training

The information covered in this session is fairly brief and straight-forward, however, the topic will generate questions and discussion as these are situations that all families will have encountered regularly. Encourage families to share their experiences and solutions for responding in these more difficult situations.

1. As with each session, collect target word logs, review logs with caregivers and select new words if necessary.

2. Give an overview of today's session (e.g., "During the past 4 weeks we have been focusing on your language and how the adult's response to the child's communication can enhance language learning. Today we will look at some options for responding when the child's production is incorrect and discuss aspects of the adult's feedback that can enhance language learning").

3. The handout (Options for Responding) describes 3 situations that may make responding to the child's communication more challenging.
   - Child labels an item incorrectly
   - Child mispronounces a word
   - Child makes a request for which you cannot comply

   Discuss each situation and ask parents to share examples and strategies that they have used.

4. Show videotape with examples of the options for responding to incorrect child productions. Videotape includes several parent-child interaction segments: describe child's behavior, discuss adult's response, focus on aspects of the adult's feedback that enhanced language learning, contrast with exaggerated (made-up) examples of adult responses that can limit language learning.

5. Explain plans for session 12 home visit (e.g., "Next week's home visit will be an opportunity for families to focus on their responses to their child's communications. We will videotape you and your child during an activity of your choice and then review the videotape together and identify ways that your feedback is enhancing (or limiting) your child's language learning"). Help families write an interaction plan for the home visit session.

Options For Responding

Incorrect Productions Provide Opportunities For Language Learning

Your response to your child's communication can impact your child's language learning. By imitating, interpreting and expanding your child's communication, you help teach your child new language skills. But what do you do when your child's production is incorrect? How should you respond when your child mispronounces a word? And what do you do when you just can't comply with your child's communication? Here are three situations and some options for responding to these challenging experiences.

Your child labels an item incorrectly

When your child uses the wrong word for something, respond by providing the correct label. For example, if your child points to a fish and says "bug", you might respond "that's not a bug, that's a fish". Your child is reinforced for producing a word with your response and attention, and receives feedback as to the correct label for that item.

Your child mispronounces a word

As your child develops the ability to produce all the speech sounds, they will make mistakes and pronounce words incorrectly. Respond to your child by affirming the accuracy of their response and repeat the word back to the child exaggerating the missing or incorrect sounds. For example, your child points to the fish and says "fi", respond by saying "Yes, that's a fi**sh**".

Your child communicates but you can't comply

We aren't always able to give our children what they want, but we want to reinforce their communications. In these situations, respond to your child's request and then distract. For example, your child wants to hold the fish and says "Fish!" You might respond by saying "That is a fish, but we can't hold fish. We can hold turtles though. Let's go get the turtle."

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Steps of Routine	Props Needed	Opportunities for target words	Partner response options
			• Imitate, interpret and expand your child's communication • When child's word is incorrect, label item correctly • When child's message is difficult to understand, repeat the word correctly • When you can't comply, acknowledge and redirect

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Caregiver Verbal Responsivity Training

This is an individual session completed in the families' home. It is an opportunity for caregivers to practice all of the strategies presented during the "Contingency" module as they reflect on their responsivity to their child's communications.

1. Collect target word log, review logs with caregivers and select new words as necessary.

2. Videotape the child and caregiver during a typical activity chosen by the caregiver. Families may want to complete the activity planned in the interaction plan completed during session 10.

3. Watch the videotape with the family and together identify aspects of the caregiver's response that enhances the child's language learning. Point out instances where the caregivers imitate, interpret or expand the child's communication. Watch for situations discussed in session 11 ("Options for Responding"). Discuss their response to the child's unintelligible communications; incorrect responses, and communications that they are unable to comply. Brainstorm on ways that they could create even more opportunities for communication.

4. Have families complete the "Responsivity Analysis " form.

5. Use the videotape/observations made in this session to help summarize changes in the child's communication skills for session 14.

RESPONSIVITY ANALYSIS

Name:_____ Activity:_____ Date:_____

1. I try to let may child choose the activity or object when we are together.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

2. I consistently give verbal labels for actions and objects within my child's view.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

3. I use the target words that my child is learning at least 5 times during the interaction.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

4. I usually respond to my child's communication by imitating, interpreting, and expanding my child's verbal behavior.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

5. I continue conversations with my child by making statements and comments about the objects and activities that my child is focused on.

    ◊ Very often

    ◊ Often

    ◊ Occasionally

    ◊ Never

Caregiver Verbal Responsivity Training

1. As with each session, begin by collecting target word logs, reviewing logs with caregivers and selecting new words if necessary. The last three sessions of this intervention will focus on (a) teaching strategies to further enhance emerging language skills and (b) establishing caregiver's self-monitoring skills with respect to their responsivity. Briefly talk about language development and the changes that their children have made moving from gestural communication, to using single words, and the upcoming transitions from single words to phrases and from simple phrases to sentences with early grammar structures.

2. Learning new words will, most likely, continue to be a goal for most of these children. Discuss factors that influence word learning. Remind caregivers to consider the following factors when picking new target words to teach their child:
    *   Words that contain sounds that your child can already produce will be easier for your child to learn
    *   Object labels are "easier" to learn than words for actions or descriptions (add action words and modifiers once children know many object labels)
    *   Pick words that occur often during daily activities that your child likes and enjoys

3. Discuss the transition from single words to sentences
    *   Most children begin combining words into phrases when their expressive vocabularies include approximately 50 words
    *   First sentences are simple phrases (e.g., "more juice", "bye-bye car")
    *   As children get ready to use sentences
        Some children put a sound before words they use (e.g., "uh ball" , "uh car")
        Some children use common phrases as one word (e.g., "whazat?" "Idunno")
        Some children repeat single words before they use them together in a phrase (e.g., "mine" "juice" "mine")
         These signs indicate that a child is ready to move from single words to sentences

4. Identify ways caregivers help children transition from single words to phrases
    *   Repeat the word that your child says, and put it in a sentence (e.g., child says "juice"; you say "You want *more juice*")
    *   Offer children choices that encourage two-word responses (e.g., "Do you want the *big cup* or the *little cup*?" "Should I *throw the ball* or *kick the ball*?").
    *   During play, use simple phrases that contain words that the child knows and says.

5. Write the Interaction Plan to facilitate more complex language skills. Brainstorm on ways to create opportunities for more complex language. Stress the importance of repeating and expanding the child's utterance as a way to encourage multi-word utterances.

Strategies to Further Enhance Language Development

ENCOURAGING MORE COMPLEX LANGUAGE

Your child's communication and language skills have changed during the past weeks and months. Now, we turn our attention to planning for the future: What is the next step for your child? How can we, as caregivers, facilitate acquisition of more complex language behavior?

LEARNING NEW WORDS

Your child will continue to learn new words and will eventually enter a time of rapid word learning, adding new words to their vocabulary every day. When selecting new words to teach your child, there are several things to keep in mind. First, words that contain sounds that your child can already produce will be easier for your child to learn. Second, words for objects are "easier" to learn than words for actions or descriptions. Add action words and modifiers once children know several object labels. Finally and most importantly, pick words for things that your child likes and interacts with often during daily activities.

Language develops gradually. Most children begin to combine words into phrases when their expressive vocabularies include about 50 words. The first sentences used by children are simple phrases such as "more juice" and "bye-bye mama". As children develop, their sentences become longer and they begin to add grammatical structures. Here are some examples of the early phrases, sentences and grammatical structures that you can watch for your child to produce as his/her language skills progress.

Two-word Phrases

Action + Object: "Eat cookie" "Push truck"

Agent + Action: "Daddy go" "Doggie eat"

Descriptive words: "Dirty hand" "Pretty baby"

Location words: "Baby up" "On chair"

Simple Sentences

Agent + Action + Object: "Mommy throw ball"

Prepositional phrases: "Put cow in there"

Early Grammatical Structures

Adding "-ing" to verbs: "swinging" "sleeping"

Pronouns: "I'm hungry" "You do it"

Questions: "What" "Where"

Negatives: "Can't" "Don't"

Plurals: "cars" "socks" "cookies" "horses"

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Moving From Words To Sentences

You may have already observed signs that your child is ready to move from single words to using phrases to communicate. Some children will begin to put a sound before their word (e.g., "da ball" "uh car"). Some children begin to use common phrases as one word (e.g., "whazat" "Idunno"). These can be signs that your child is ready to make the transition from single words to sentences.

To facilitate your child's use of phrases, repeat and expand your child's communication. Use simple phrases as you play with your child that contain words that your child knows and says. Offer your child choices that encourage a two-word response (e.g., "Do you want the big cup or the little cup?" "should we throw the ball or kick the ball?"). The opportunities and models that you provide during interactions with your child will facilitate more complex language skills.

> One of the best ways to encourage more complex language is to repeat your child's message, expanding it into a more complete sentence.

Interaction Plans for More Complex Language

Identify the language skill. What is the next step for your child?

Describe the steps in your routine. How does the activity begin? What happens next? How does it end?

Determine the props needed to support opportunities for more complex language. What items are needed for the activity? Provide similar objects of different colors and sizes to create opportunities for descriptive phrases (e.g., big ball/little ball, red cup/blue cup)

Identify opportunities for your child to use more complex language. How can you create opportunities for your child to use new words and phrases? Are there opportunities for early grammatical structures?

Describe your response options. What strategies can you use to encourage more complex language?

INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Next language skills for my child:_____

Steps of Routine	Support and props needed	Opportunities for child to use more complex language	Partner response strategies to encourage more complex language

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INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Next language skill for my child:_____

Steps of Routine	Props Needed	Opportunities for child to use more complex language	Partner response strategies to encourage more complex language

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Caregiver Verbal Responsivity Training

1. Prepare a brief summary of the changes that you have observed with the child since the initiation of this intervention.

2. As with each session, begin by collecting target word logs, reviewing logs with caregivers and selecting new words as necessary.

3. Share changes in the child's communication abilities. Ask each parent to share the changes that they have observed in their child's communication skills since the beginning of this project. Then review the summary of baseline and current communication skills summaries prepared for each child. Talk about "next language behavior" for each child.

4. Review interaction plans written completed during session 13
   - How did they go?
   - Is the "next step" a reasonable step for the child?
   - What support is necessary to help the child acquire that language behavior?

5. Review handout "Identify More Complex Communication and Language Behavior." Identify activities and routines to facilitate more complex language. "Brainstorm" with families: What other activities will encourage more complex language?

6. Help caregivers write an interaction plan to facilitate more complex language that can be used for session 15.

Identifying More Complex Communication & Language Behavior

Reviewing Your Child's Progress

It's good to look back on how your child communicated a few months ago in order to reflect on the changes that your child has made. Your speech/language pathologist can help you compare your child's performance at the beginning of this intervention to his/her communication skills now to answer the following questions with you:

1. How many words and phrases did your child understand at the beginning of this intervention? How many words does her/she understand now? Has your child's receptive vocabulary expanded?

2. How many words was your child attempting to say before you began this intervention? And how many words are in your child's expressive vocabulary now?

3. How many different consonant sounds did your child produce? What consonant sounds can he/she produce now? Is your child vocalizing more often than he/she did a few months ago?

4. How often did your child communicate during a typical 10-minute activity? Now, how often does your child initiate communication during activities? Does your child use words along with gestures to communicate during typical activities?

5. What is the next language behavior for your child to learn?

INTERACTION PLANS FOR MORE COMPLEX LANGUAGE

Identify the language skill. What is the next step for your child?

Describe the steps in your routine. How does the activity begin? What happens next? How does it end?

Determine the props needed to support opportunities for more complex language. What items are needed for the activity? Provide similar objects of different colors and sizes to create opportunities for descriptive phrases (e.g., big ball/little ball, red cup/blue cup)

Identify opportunities for your child to use more complex language. How can you create opportunities for your child to use new words and phrases? Are there opportunities for early grammatical structures?

Describe your response options. What strategies can you use to encourage more complex language?

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Example Summary for Families

Caregiver Verbal Responsivity Training

Session 14

Child: Megan

August (before intervention)	November (home visit)

August (before intervention)

Words understood: 91

Words produced   4

Sounds produced: b
                                k
                                h

Syllable shapes: CV
                                VCV

Communication during 10-minutes of play

- about 5 communications total (including head nods; gestures; pointing; sounds and words)

- no word productions during 10-min of interaction

- Generally very quiet (some vowel sounds or sounds made with mouth closed)

November (home visit)

Words understood: 229

Words produced   63

Sounds produced: m
                                n
                                b   p
                                d
                                g   k
                                s (infrequent)
                                h

Syllable shapes: CV
                                CVCV
                                VC
                                CVC

Communication during 10-minutes of play

- about 30 communications total (including head nods; gestures; pointing; sounds and words)

- 8 words produced during 10-min of interaction

- More vocal; most vocalizations contained consonants and vowel sounds

Wilcox, M.J., Bacon, C.K., & Greer, D.C. (2005). *Evidence-Based Early Language Intervention: Caregiver Verbal Responsivity Training. Infant Child Research Programs. Arizona State University, Tempe, AZ. www.asu.edu/clas/icrp/*

INTERACTION PLAN

Child:_____ Partner:_____ Activity:_____ Setting:_____

Target Words:_____

Next language skill for my child:_____

Steps of Routine	Props Needed	Opportunities for child to use more complex language	Partner response strategies to encourage more complex language

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Caregiver Verbal Responsivity Training

This is an individual session completed in each family's home. It is an opportunity to review and plan individually with each family. The child's progress is reviewed and caregivers are assisted in selecting realistic goals for their child's language behavior. Plans are completed to identify activities, routines, and strategies to teach these more complex communication and language behaviors.

1. Videotape the child and caregiver during a typical activity chosen by the caregiver. Families may want to complete the activity planned in the interaction plan completed during session 14.

2. Watch the videotape together. Let the caregiver identify communication and language behaviors of the child. Help the caregiver identify what is a reasonable "next step" for the child. Encourage the caregiver to reflect on how their responsivity can support their child in this "next step" of communication and language development.

3. Provide handouts as appropriate on speech and language development, individualizing handouts to provide information specific for each child. General handouts regarding play development with examples of songs, fingerplays and activities may also be helpful to provide new ideas for families.

4. Assist families in planning support and services necessary to monitor and promote their child's development.