

Language Facilitation Strategies for the Classroom and the Home

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Session Description

- ▶ This session will cover effective language facilitation strategies that will stimulate language growth in the classroom setting and at home. They can be easily learned and implemented by parents, teachers, and other professionals in everyday activities and routines. Participants will come away understanding why these strategies are successful in promoting speech and language in natural environments.

Session Outcomes

- ▶ Participants will be able to:
 - ▶ Name at least 3 effective language facilitation strategies.
 - ▶ Identify at least 3 classroom and/or family activities/routines where language facilitation strategies can be applied naturally.
 - ▶ Model at least 3 effective language facilitation strategies that will be useful in their particular setting.

“Pushing a String” Demonstration



Naturalistic Interventions

- ▶ What does this mean to you?

Naturalistic Interventions

- ▶ Responding to child's initiations or attempts to communicate as well as their behaviors in order to reinforce and maintain child engagement with both people and materials.
- ▶ Interventions implemented in the context of everyday activities, during play, and in naturally occurring and relevant situations/events.
- ▶ Focus on environmental arrangement that fosters interaction.

Key Principles

- ▶ Language activities should fit a child's available meanings.
 - ▶ Professional/teacher/parent viewed as facilitator of children's learning.
 - ▶ Child constructs knowledge based in his/her daily experiences.
- ▶ Focus on linguistic input (language rich environment conducive to language learning).
 - ▶ Model speech and language skills.
 - ▶ Stimulate verbal interactions between children.
 - ▶ Encourage symbolic/pretend play, where children assume a variety of roles through pretend play.
- ▶ Provide functional language tools.
 - ▶ Encourage emergent literacy skills (symbols/words have meaning, print awareness, name recognition, rhyming, etc.)

Key Elements to Language-Rich Classroom

- ▶ Exposure
 - ▶ Passive and active linguistic input in diverse contexts and interactions.
- ▶ Deliberateness
 - ▶ Intentional use of words, grammar, and sounds to stimulate sound/language development.
- ▶ Recurrence
 - ▶ Repetition of important linguistic concepts.
 - ▶ Redundancy of input in a variety of contexts.
- ▶ High-quality input
 - ▶ Language use characterized by diverse content, form, and use.
- ▶ Adult responsiveness
 - ▶ Responsiveness to communicative attempts and communicative intent (even if form is incorrect).

Adult Facilitation

- ▶ Modeling
- ▶ Direct teaching
- ▶ Structuring environment
 - ▶ Offering motivating materials and activities.
 - ▶ Combination of adult-directed and child-centered activities.
- ▶ Scaffolding
- ▶ Providing feedback
- ▶ Interacting verbally and nonverbally
- ▶ Accepting/fostering all modes of communication (verbal, non-verbal, gestural, aided input)
- ▶ Fostering active participation
 - ▶ Encouraging, but not demanding, responses.
 - ▶ Allowing, but not demanding, imitation of verbal and non-verbal forms.

Language Facilitation/Stimulation Strategies

- ▶ What does this mean to you?
- ▶ What have you seen or experienced?

Language Facilitation Strategies

- ▶ Modeling
 - ▶ Statements/comments modeled by adult (sounds, structures, functions).
- ▶ Event Casting/Narration
 - ▶ Ongoing description of activity/actions.
- ▶ Focused Contrasts
 - ▶ Target sounds or grammatical structures contrasted.
- ▶ Open-Ended Questions
 - ▶ Inquiries not demanding specific response.

Language Facilitation Strategies (cont'd)

- ▶ Expansions
 - ▶ Filling in missing words/phrases/sentences to expand utterances.
- ▶ Recasts
 - ▶ Rephrasing original utterance with different grammatical forms (while maintaining meaning).
- ▶ Prompted Initiations/Redirections
 - ▶ Adult prompts a request or interaction with another child.
- ▶ Scripting (Scripted Play)
 - ▶ Ordered sequence organized around a goal including actors, actions, and props.

NERCh Memory Jogger

- ▶ Narration
- ▶ Expansions
- ▶ Recasts
- ▶ Choices

Direct Techniques (Used Sparingly in Naturalistic Setting)

- ▶ Cloze Procedures
 - ▶ Fill-in-the-blank prompts for target sound or structure.
- ▶ Repetition
 - ▶ Oral repetition of target item(s) (immediate or delayed repetition).
- ▶ Close-Ended Questions
 - ▶ Inquiries demanding specific response.

Phonology/Articulation Within Naturalistic Setting

- ▶ Embedded in conversational interactions
 - ▶ Modeling
 - ▶ Focused contrasts
 - ▶ Recasting
 - ▶ Making salient (slightly longer, louder, more distinct, stressed)

Communication Development Through Song

- ▶ Song selection - is the chosen song TAME?
 - ▶ Clear communication, cognitive, and/or social development targets.
 - ▶ Age-appropriate for target child(ren).
 - ▶ Involve movement (i.e. actions, motions, gestures).
 - ▶ Easy to learn and remember (i.e. repetitive, not excessively wordy, catchy)

Vocabulary Development

- ▶ Important to introduce academic, high-utility vocabulary words on a regular basis, talking about words and their meanings in child-friendly language and linking it to prior knowledge.
- ▶ Give children varied opportunities to apply new words in context.
- ▶ “Knock-Knock Box” example

Promoting Literacy & Literacy Events

- ▶ Portray that print plays an important role in activities of daily living.
- ▶ Make books readily visible and accessible.
- ▶ Read every day!
 - ▶ The more words a child hears the more oral development occurs, and oral language is the foundation for reading success!
 - ▶ Reading storybooks does not have to follow the story line verbatim. Paraphrasing and talking about the pictures can be as effective as the actual reading.

Literacy Events

- ▶ Literacy events include but are not limited to:
 - ▶ Make a shopping list or to-do list.
 - ▶ Write down a phone message.
 - ▶ Take an order.
 - ▶ Sign for a package.
 - ▶ Sign-in at doctor's office.
 - ▶ Label a map.
 - ▶ Open mail.
 - ▶ Address an envelope.
 - ▶ Read or write down a recipe.
 - ▶ Read for pleasure.

Implementing Natural Literacy

- ▶ Presence of readily accessible books (e.g. on shelves, in baskets, lending library).
- ▶ Natural examples of print throughout the classroom/home (e.g. signs, labels, song lyrics, alphabet posters/bulletin boards).
 - ▶ Alphabet Characters example
- ▶ Multiple opportunities for children to recognize their names (e.g. roll call, labeled chairs/boosters, labeled personal items).
- ▶ Act out stories using simple props.

Invitation to Play

(From www.teachpreschool.org)

- ▶ “Invitation to play” is arranging the environment so that it “invites” young children to come to an area in the classroom/home to explore, investigate, question, examine, participate, touch, feel, and manipulate through as much independent play as the materials can possibly allow. It should:
 - ▶ Capture a child’s curiosity.
 - ▶ Be intentional in design and purpose.
 - ▶ Be appropriate for the age of target children.
 - ▶ Include materials that the children can freely touch, manipulate, and explore.

Thank You!

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