



SIT BACK, RELAX, CHECK YOUR AUDIO.
WE WILL BEGIN IN A FEW MINUTES!

BILINGUISTICS **SLP IMPACT**



BILINGUISTICS
Better Speech Therapy

Conducting AAC and Social Skills Intervention Using Teletherapy

Laura Finkel MS-SLP-CCC

Disclosures

- Financial: I work for Bilingualistics and they pay me a salary.
- Non-Financial: None

At the end you will be given a code to get your CEU certificate.

BILINGUISTICS Better Speech Therapy Our Clinic For SLPs For Schools For EI All

Continuing Education Unit Certification

Please fill in the following information and your CEU will be automatically emailed to you. Thank you for participating. We hope that you enjoyed the course.

Completion Code * Certificate Date * ASHA Number *

N/A-Not applicable





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Tuesday 8/25 3PM CST	Wednesday 8/26 3PM CST	Thursday 8/27 3PM CST	Friday 8/28 3PM CST
			
Create Engaging Speech Language Intervention Using Teletherapy	Conducting AAC and Social Skills Intervention Using Teletherapy	Conducting Language Evaluations Remotely	Conducting Telepractice Speech Evaluations

www.bilinguistics.com

BILINGUISTICS

About Me

Language Sampling from Afar



with guest author
Laura Finkel
MS-SLP-CCC





SALT Love


5 reasons I love SALT as a practicing school-based SLP




Laura Finkel, MS-SLP-CCC
Bilinguistics, Inc.

Major Transformations in my Practice







YES and No.....

- Agree or Disagree??
- Both....
- Coaching Strategy: whisper to self: "Okay, I'm counting to 8 to give them time to think, silence is okay."

theunpopularslp

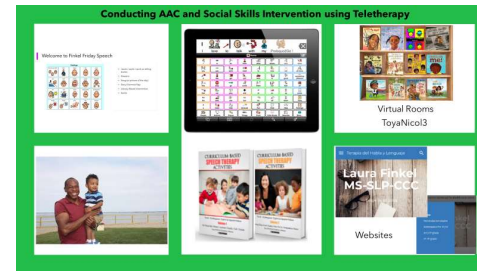
"MOM, I'M SO GLAD YOU KNOW THE ANSWERS TO THE WH QUESTIONS, BUT I'M ACTUALLY HERE TO SEE IF YOUR 4 YEAR OLD SON DOES. PLEASE GIVE HIM MORE THAN HALF A SECOND TO RESPOND BEFORE YOU INTERRUPT HIM. IS THERE A DIFFERENT CAREGIVER AVAILABLE? CAN I MEET DAD? GRANDMA? LITERALLY ANYONE ELSE?"

Liked by theinformedslp and 404 others
theunpopularslp #theunpopularslp
View all 33 comments
May 13

theunpopularslp

“The ability to shift quickly to virtual learning and learning-at-home models, with increased accountability for student engagement.”

Today!



- Equity
- Routines
- Resources
- Family Coaching
- Communication with Technology

Reflecting on Practice: a Discussion on Equity in Teletherapy

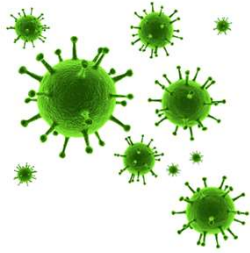
Aided Language Input

- If we expect learners to speak AAC, we must speak AAC to them. It is difficult enough to learn a language and imagine if no one spoke it to you in the language you were expected to speak...But there are so many more reasons to do ALI.
- Aided Language Input (ALI) belongs in the context of communication opportunities. It is modeling AAC style. Once we model a target language concept AAC style, then add the **wait and signal strategy**, the learner then knows it is their communicative turn. Especially if you wait with the raised eyebrow signal.

-Robin Parker PrAACtical AAC Blog



Google Slides or Powerpoint



Core First™ 4x4		Charla rápida	
Saludos y social	Necesidades personales	Sentimientos	Mis frases
Mamá	Si	No	Eso no
¡No!	Bueno	Malo	En serio
No sé	¡Oye!	Mira	Ven aquí



Google Slides Social Stories



Core First™ 4x4		Charla rápida	
Saludos y social	Necesidades personales	Sentimientos	Mis frases
Mamá	Si	No	Eso no
¡No!	Bueno	Malo	En serio
No sé	¡Oye!	Mira	Ven aquí



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I/yo	can/poder	do/hacer	it/eso
------	-----------	----------	--------



Core First™ 3x5		Core Words		
I/yo	is/es	want/querer	not/no	
you/tú	can/poder	like/gustar	more/más	
it/eso	do/hacer	go/ir	a/un	Little Words
he/él	have/tener	stop/parar	see/ver	
she/ella	help/ayudar	put/poner	feel/sentir	finished/terminado



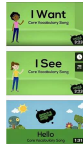
Welcome to Finkel Friday Speech

Feelings				
How do you feel?	I feel...	happy	sad	angry
sick	fired	excited	scared	frustrated
hot	cold	bored	disappointed	embarrassed
hungry	thirsty	pain	silly	nervous

- I work..I work..I work on talking:
- Check-In
- Song (or picture of the day)
- Core Vocabulary Aided-Language Input
- Game

Boardmaker Online

Kahoot!



SUPER SIMPLE

Welcome to Finkel Friday Speech

- I work..I work..I work on telling stories.
- Check-In
- Social Skills Mini-lesson
- Activity
- Game

Free PRC Literacy Planner

<https://www.prc-salttillo.com/classes/aacteletips/#/>

Tele AAC Evaluation Forms

Core Words
come, how, over, want

Fringe Word
mitten/mittens

Summary

After a boy drops his mitten in the forest, animals begin to make it their home. Finally a mouse moves in and out.

Objectives

1. Student will use single words to comment or direct others in activities using the AAC system in 8/10 opportunities.
2. Student will write a word to caption his mitten, with varying levels of support, using the AAC system.

Materials

- Paper, paint, glitter, stickers
- Paper mittens cutouts or real pairs of mittens
- One large mitten with small objects
- Smart Chart of target words



Introduce the Story

- Talk about the cover and author. Make predictions and model. This book is called **THE MITTEN**. It will be about a **MITTEN**. Do you have **MITTENS**?
- Take a picture walk by looking through the pages and briefly talking about the pictures to build background knowledge.
- Read the book, pausing to model target words.
- Model single words: He dropped his **MITTEN**. They **WANT** to **HOW** will they all fit?
- Model 2-3 word combinations: They need to move **OVER**. He wants to **COME** in the **MITTEN**. **HOW** will he find his **MITTEN**? They **WANT** to **COME** in the **MITTEN**.
- Repeat the story several times this month. Provide students chances to learn, practice, and independently use the words!

Free Tobii Dynavox Activities To-Go

• <https://goboardmaker.com/collections/boardmaker-activities-to-go/>

Activities-to-Go: Life Skills (Food Choices) \$0.00	Activities-to-Go: Living Things (Plants) \$0.00	Activities-to-Go: Community (People) \$0.00	Activities-to-Go: Land, Sea, & Air (Seasons) \$0.00
Activities-to-Go: Space (Planets) \$0.00	Activities-to-Go: School Life (Back-to-School) \$0.00	Activities-to-Go: Human Body (Bones) \$0.00	Activities-to-Go: Family Life (Birthdays) \$0.00

Free Tobii Dynavox Activities To-Go

Hidden Picture

Use the Hidden Picture frame to cover the picture. Open the squares one at a time while students make predictions about the new topic.

Created by Cristle Martinez and Jacqueline Trevino

Free Tobii Dynavox Activities To-Go

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Free Tobii Dynavox Activities To-Go

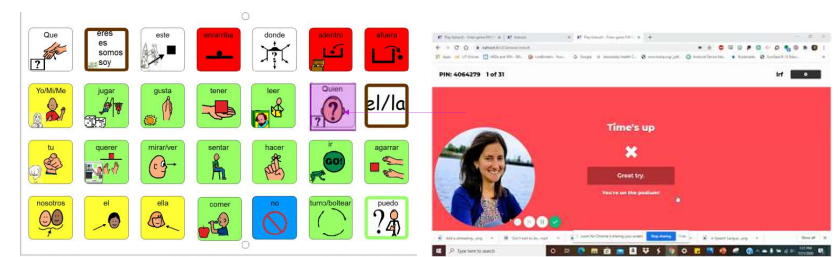
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Use the Hidden Picture frame to cover the picture. Open the squares one at a time while students make predictions about the new topic.



Created by Cristie Martinez and Jacqueline Trevino

<https://kahoot.com/schools-u/>

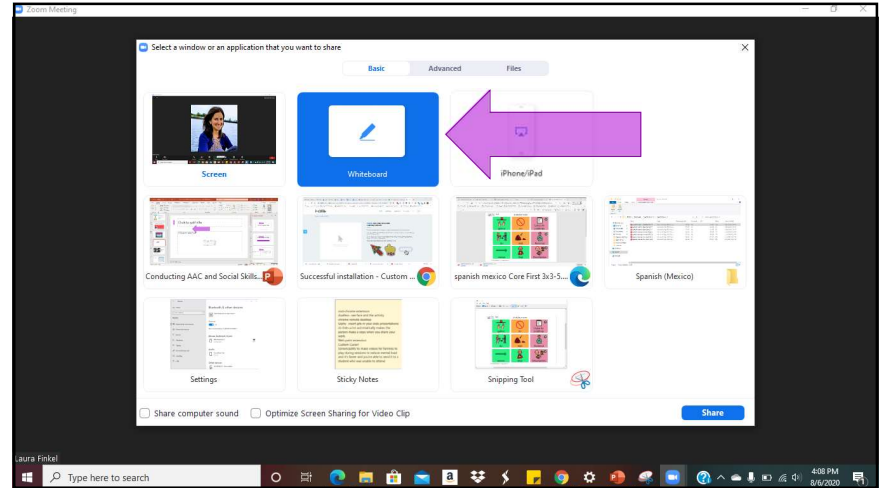


Created by Cristie Martinez and Jacqueline Trevino

<https://pbskids.org/games/spanish/>



Created by Cristie Martinez and Jacqueline Trevino



Brain-Break



What's Going On in This Picture?

Look closely at this image, stripped of its caption, and join the moderated conversation about what you and other students see.

May 21, 2020 By THE LEARNING NETWORK

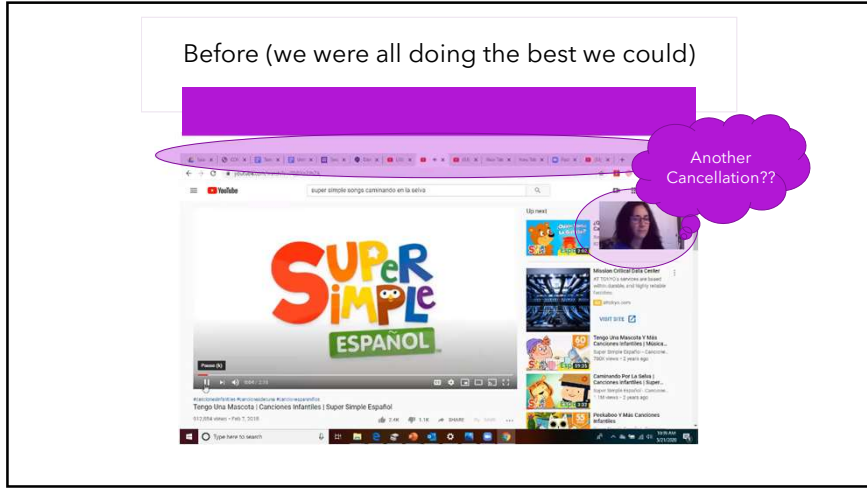
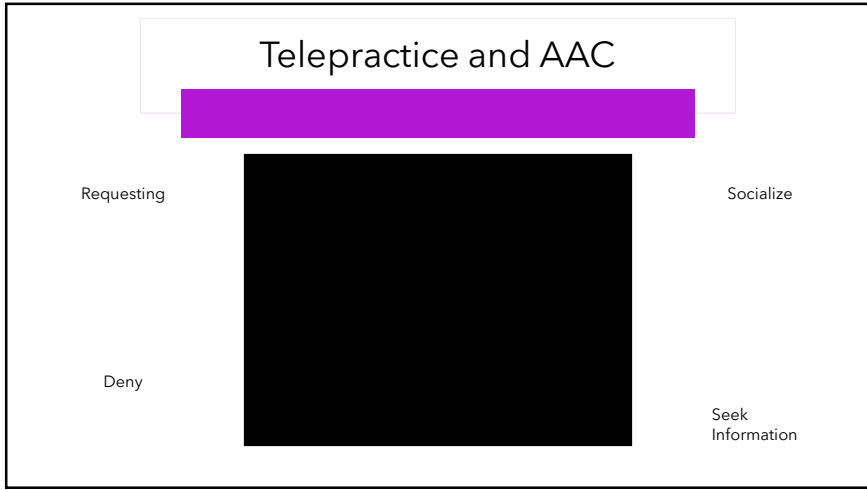
- I work...I work...I work on telling stories:
- Check-in
- Picture of The Day
- Story Grammar Rap
- Literacy-Based Intervention
- Game





AAC and Core Vocabulary via Teletherapy

Video Example



Before (we were all doing the best we could)

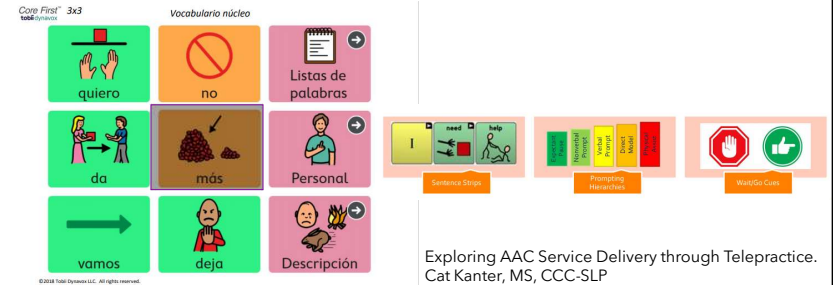


After

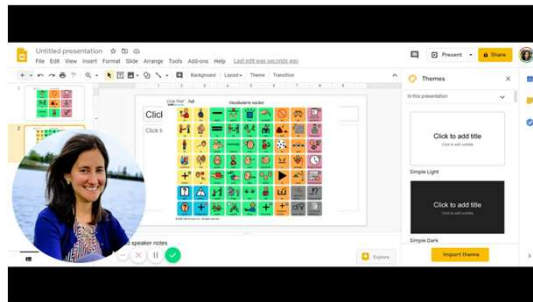
AAC Apps Compatible with Desktops/FREE

- <https://touchchatapp.com/apps/touchchat-windows-editor>
- <https://us.tobiidynavox.com/pages/snap-corefirst>
- <https://www.prentrom.com/support/PASS/software-update/download-nuvoice-pass-software>

<https://us.tobiidynavox.com/>



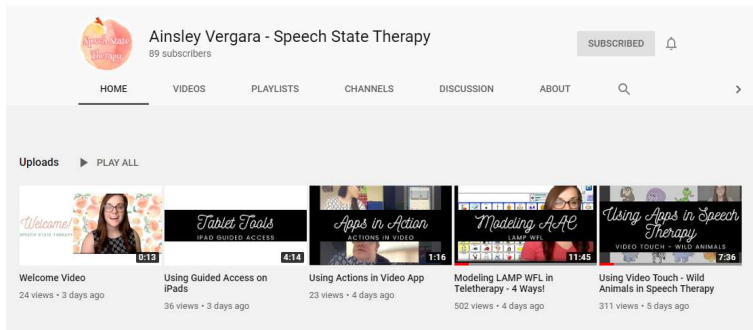
Custom Cursor for Chrome Extension



Custom Cursor for Chrome Extension



Follow on YouTube



What does Group Therapy Look like?

• **Curriculum-based Speech Therapy Activities: Pre-K/K: English & Spanish Edition (Volumes 1&2)**

- Thematic lessons that can go in any order to fit the Common Core/Learning Standards.
- Model the lesson with core-vocabulary and the classroom teacher continues the lesson throughout the week on the class call.
- Model how to Model ● Model, Model, Model, Model? Model.

Surprise Bags

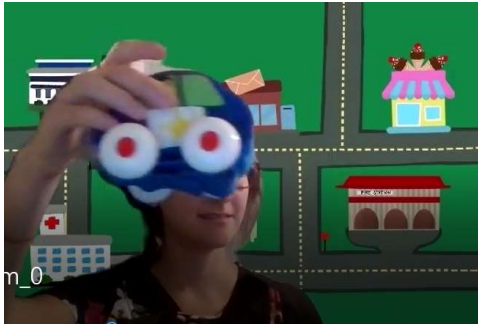


PrAACtical AAC Blog

“Don’t be afraid to go low tech! You can use a physical core board or physical therapy materials to decrease the number of browser windows you’re juggling. Managing your own mental load during teletherapy will allow you to maintain engagement and connection with your student/client.”

PrAACtical AAC

Don't be afraid to go low-tech! 😊



Learning Target



Don't be afraid to go low-tech! 😊

• Learning Target: GO!



PlaySpark Toys Teaching Resources | Teachers Pay Teachers

Changing Virtual Background



Settings



Virtual Background



Choose new background

Google Meet Virtual Background




Social Skills

AGES:

Pre-K & Kindergarten Elementary School

Middle School High School

SKILLS:

- Conversation Topics
- School Rules
- Basic Conversation Skills
- Situational Awareness
- Perspective Taking
- Self-Esteem
- Emotional Recognition
- Play Skills
- Self-Regulation
- Problem Solving
- Adv. Conversation Skills
- Nonverbal Communication
- Friendship
- Behaviors
- Hygiene

Everyday  Speech



CONVERSATION CLUES - NONVERBAL COMMUNICATION REFERENCE SHEET

POSITIVE NONVERBAL COMMUNICATION				
Eyes	Face	Voice	Interest	Body
Looking at you	Smiling	Clear	Interested	Posture open
Follow when you talk	Enthusiastic	Enthusiastic	Asking questions	Hands not covering eyes
Head nod	Confident	Enthusiastic	Stands to move	Walks/strides
Headset	Interested	Happy	Hands on face	Hand on chin

Name: _____ Date: _____

EVERYDAY SPEECH

Making Connected Comments

Conversations need to stay on topic, or other people get confused. Our comments should be on the same topic so they fit together like a puzzle piece.

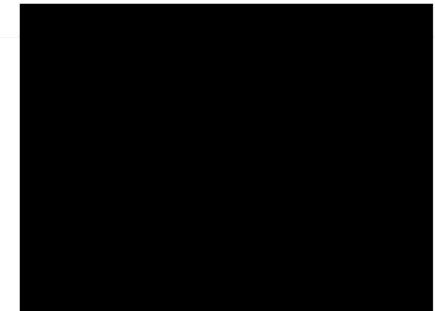
What was the problem?
How did it make Chris feel?
What could Alessandra do instead?

DRAW A LINE TO SHOW WHICH COMMENTS MATCH

I'm going to the movies	What did you do on Friday?	My favorite flavor is cherry
Cool. I like grape the best	What are you going to see?	I went to a soccer game

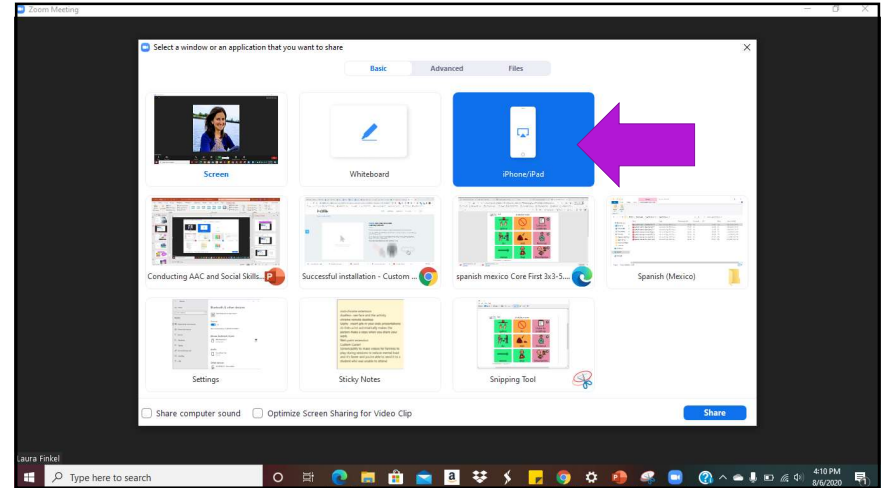
Get Social Skills Videos, Apps, And Activities at www.everyday-speech.com

What does Group Therapy Look like?



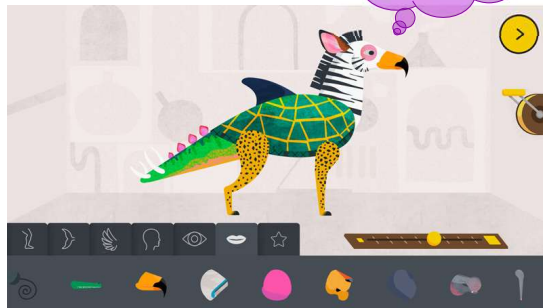
Technology as a Social Engagement Tool

What if the students didn't touch the iPad even when you're doing in-person learning. It's a barrier activity that can be used in-person and through distance learning.

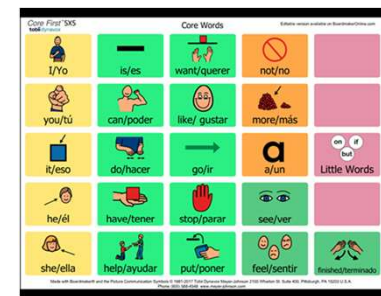
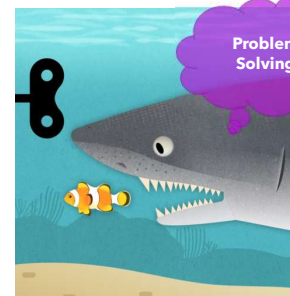


TinyBop Apps Ages 3+

- Creature Garden
- Weather
- Space
- The Robot Factory
- Plants
- The earth
- Coral Reef
- States of Matter



Coral Reef by TinyBop



States of Matter by TinyBop



- Situational Awareness
- Conversational Skills for Group STEM Projects
- Perspective Taking

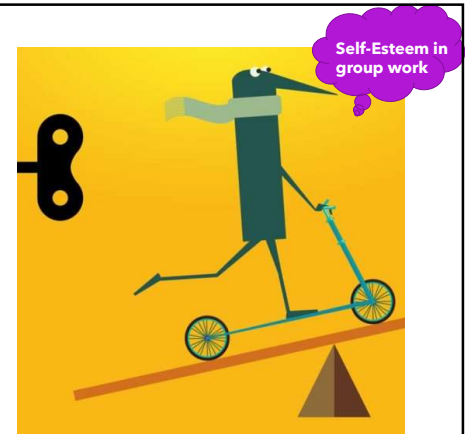
Space by TinyBop



Mammals by TinyBop



Simple Machines by TinyBop

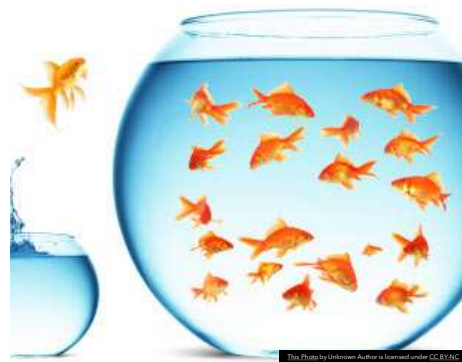


Show and Tell

Show and Tell



Group vs Individual Teletherapy



Parent Coaching

- "I wonder if..."



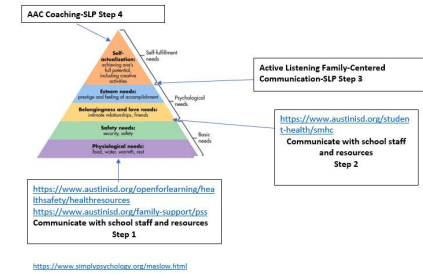
EQUITY

In Speech-Language Pathology

A Conversation on Equity during Distance Learning

- Parent Input
 - **Parent Coaching**
 - **Direct Service**
 - **Working with siblings**
 - Recordings
 - Emails
 - Phone calls
- Maslow's Hierarchy of Needs
- Refer to community resources
- Flexible Scheduling
- Continuity Plan as a fluid document

Maslow's Hierarchy



The family's perspective

- The therapist just plays with my child.
- They just sit and talk with me and do nothing with my child.
- This is all too overwhelming.
- I don't have time in my day to do this.
- I forget what to do after the therapist leaves.



The SLP's perspective

- Families don't always follow through with suggestions.
- I can't get families to incorporate ideas into daily routines.
- Many times families don't make appointments.
- I don't have easily accessible resources to share with families.



Not on the same page



Buy
In

Rationale

WHY

?

Getting Families Involved

We know it's important, how do we do it?

- Provide specific instructions
- Provide a rationale
- Keep it simple and consistent
- Have it pertain to a family event or routine
- Set expectations
- Follow through

AAC Training

- Provide Opportunities
- Wait
- Respond
- Touch and Use



Family-Centered Skills: Active Listening for SLPs

"... families are an essential part of service delivery and are key decision makers concerning their child's services."

Mandak et al., 2020

InformedSLP.com

Listen, empathize, and communicate respect

Ask questions

Focus on the issues

Find a first step

Free EBP Training

<https://aac-learning-center-moodle.psu.edu>

AAC Learning Center Module Penn State University Preview

Family-centered SLPs

- recognize that each member of the family is important and impacts the child's life
- develop a partnership with families, characterized by trust, respect, and open communication
- work together with families to make decisions in the best interest of the child



AAC Learning Center Module Penn State University Preview

Parents want you...

- to listen
- to form a relationship with them
- to encourage them to have a voice



Parent YouTube Videos and Resources

<https://www.tobiidynavox.com/en-US/software/ipad-apps/snap-free-trial/> - Free 60-day trials

<https://youtu.be/AF6X0bi3SEE> -Spanish Aided Language Input

<https://youtu.be/QmuBaL-xWfw> -English Aided Language Input

<https://practicalaac.org/> -English Blog About AAC

https://youtu.be/T_qQV1e0UJI -Spanish Video about AAC



Free parent resources- The AAC Coach Files FB

- Parent Handouts in Spanish and English
- Want to be a good communication partner for your AAC learner?
- Modeling without expectations
- Long Term Vision Handout
- Is your interaction style building connection and relationship?

The Informed SLP.com

"Early intervention is important and effective, but **individuals as old as 18...** increased their communication quickly and markedly with access to theoretically driven technology."

Holyfield et al., 2018



"...siblings may be a largely untapped resource as deliverers of treatment."

Spektor & Charlop, 2018

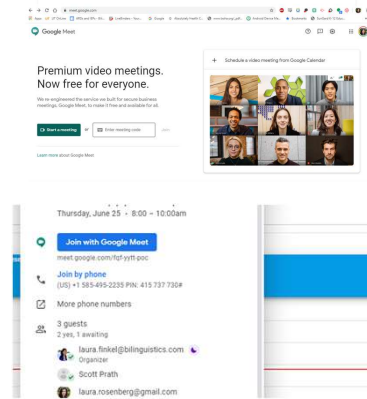
Sibling Training

Incorporating siblings into therapy seems to show promising evidence. And the potential for some adorable, heartwarming moments? It reminds us why we do what we do.

-InformedSLP.com
Liz Watson MS-SLP-CCC

Free Chrome Extensions

- Nod-chrome extension
- **Dualless**- see face and the activity makes one monitor split into two.
- Chrome remote desktop
- **Giphy**- insert gifs in your slide presentations
- **air-links**- a lot automatically makes the person make a copy when you share your work.
- Web paint extension
- **Custom Cursor**
- **Screencastify**



Must have links for Teletherapy

- <https://toytheater.com/>
- <https://www.education.com/>
- <https://www.sesamestreet.org/>
- Abcya.com
- Mysterydoug.com
- <https://safeyoutube.net/>
- <https://app.gonoodle.com/login>

Considerations for Teletherapy

- There's not a one-size fits all with families and speech-language pathologists.
- When you enjoy what you're doing, you'll be more effective.
- Technology vs traditional toys...it doesn't matter. It's the approach that matters.
- Find your groove within tele-therapy while keeping yourself rooted in evidenced-based practice.



affirmations AS WE MOVE INTO DISTANCE LEARNING

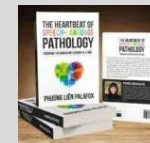
The best I can do is my best.
 How human of me to feel nervous about trying something new.
 I will give myself the same grace I give others.
 I may not be able to control this situation, but I have control over my attitude.
 This is only temporary.
 I can do difficult things.
 I don't have to have it all figured out to move forward.
 I will make mistakes, and that is okay.

Mara Elisabeth

“Your SLP worth is not based in your telepractice/productivity.

It is based on your humanity.”

Phuong Lien Palafox



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Conducting Language Evaluations Remotely

**Friday 8/28
3PM CST**



Conducting Telepractice Speech Evaluations

www.bilinguistics.com

Resources

<https://www.theconsciouskid.org/books>

<https://www.theinformedslp.com/>

Hessling, A., & Schuele, C.M. (2020). Individualized narrative intervention for school-age children with specific language impairment. *Language, Speech, and Hearing Services in Schools*. https://doi.org/10.1044/2019_LSHSS-19-00082 [available to ASHA members].

Curran, M., & Van Horne, A. O. (2019). Use of Recast Intervention to Teach Causal Adverbials to Young Children With Developmental Language Disorder Within a Science Curriculum: A Single Case Design Study. *American Journal of Speech-Language Pathology*. doi:10.1044/2018_AJSLP-17-0164

Language Sampling With Adolescents: Building a Normative Database With Fables. Marilyn A. Nippold, Laura M. Vigeland, Megan W. Frantz-Kaspar, and Jeannene M. Ward-Lonergan, Aug 2017

Jesus, L. M. T., Martinez, J., Santos, J., Hall, A., & Joffe, V. (2019). Comparing Traditional and Tablet-Based Intervention for Children With Speech Sound Disorders: A Randomized Controlled Trial. *Journal of Speech, Language, and Hearing Research*. doi:10.1044/2019_JSLHR-18-0301.

Hadley, E. B., Dickinson, D. K., Hirsch-Pasek, K., & Golinkoff, R. M. (2018). Building semantic networks: The impact of a vocabulary intervention on preschoolers' depth of word knowledge.

Nelson, L. H., Stoddard, S. M., Fryer, S. L., & Muñoz, K. (2019). Increasing Engagement of Children Who Are DHH During Parent-Child Storybook Reading. *Communication Disorders Quarterly*. doi:10.1177/1525740118819662

Lynne Telesca (2018). Supporting Adolescent Writing Manipulating Complex Syntax Across Disciplines. ASHA Connect Summer 2018.

Jissel B. Anaya, Elizabeth D. Peña, and Lisa M. Bedore. (2018). Conceptual Scoring and Classification Accuracy of Vocabulary Testing in Bilingual Children.



Interacting with Teachers and Parents

Virtual Classrooms vs Website



Bitmoji Classrooms

ToyaNicol3 on Teachers Pay Teachers and YouTube



Bitmoji Chrome Extension

