WEBVTT

1 "Michelle sanko" (4159390464)
00:00:03.654 --> 00:00:16.434
Welcome and thank you for calling it into signals autism awareness
series today. My name is Michelle, and I'm a care manager for the
autism specialty team, and due to this format of this call, your line
will remain muted throughout the entirety of the seminar.

2 "Michelle sanko" (4159390464)
00:00:16.824 --> 00:00:22.524
Any questions received throughout the presentation will be through the
Webex platform. I'll be answered at the.

3 "Michelle sanko" (4159390464)
00:00:23.149 --> 00:00:32.190
Discretion however, we may have time at the end of the seminar for
question and answer. It should be noted though that we will only be
answering questions related to the.

4 "Michelle sanko" (4159390464)
00:00:32.190 --> 00:00:36.720
Topic there will be an option at the end to complete a short survey as
well.

5 "Michelle sanko" (4159390464)
00:00:37.015 --> 00:00:43.435
I handle it for today's seminar is available online at W. W. W. dot
Sigma dot com. Backslash autism.

6 "Michelle sanko" (4159390464)
00:00:43.705 --> 00:00:55.645
If you scroll to the current topic section in the middle of your page,
you can click on today's topic label, teaching, beginning, language
and establishing localizations and autistic children. A tutorial for
parents or follow along with.

7 "Michelle sanko" (4159390464)
00:00:56.010 --> 00:01:03.000
Throw the website webx presentation today and then a recording will be
available once finalized at the same website.

8 "Michelle sanko" (4159390464)
00:01:03.000 --> 00:01:14.220
Please note that not all policies cover today's topic for more
information specific to your policy please call the autism team by
calling the number on the back of your insurance card.

9 "Michelle sanko" (4159390464)
00:01:14.220 --> 00:01:20.340

So, today I do have the pleasure of introducing amber Valentino. She's a.

10 "Michelle sanko" (4159390464)
00:01:20.340 --> 00:01:35.005
And she's the chief clinical officer for trumpet behavioral health, where she develops workplace culture initiative supports clinical services, leads all research and training activities and build clinical standards for research and clinical works and a variety of topics,

11 "Michelle sanko" (4159390464)
00:01:35.005 --> 00:01:40.285
including verbal behavior ways to connect the research to practice gap professional ethics.

12 "Michelle sanko" (4159390464)
00:01:40.340 --> 00:01:44.070
Then effective supervision she has published several.

13 "Michelle sanko" (4159390464)
00:01:44.070 --> 00:01:48.240
Peer reviewed research hours articles, invited.

14 "Michelle sanko" (4159390464)
00:01:48.715 --> 00:02:02.635
Sorry, guys invited book chapters and she recently published a book in partnership with new harbinger publications, titled applied behavior analysis research, made easy a handbook for practitioners, conducting research, post certification. Dr.

15 "Michelle sanko" (4159390464)
00:02:02.635 --> 00:02:08.215
Valentino serves as an associate editor for behavior analysis and practice and previously served as.

16 "Michelle sanko" (4159390464)
00:02:08.240 --> 00:02:21.225
An associate editor for analysis of verbal behavior she's on the editorial board for the Journal of applied behavior analysis. J. BA, and serves as frequent reviewer for several behavior analytics journals.

17 "Michelle sanko" (4159390464)
00:02:21.705 --> 00:02:23.715
She works to support discrimination.

18 "Michelle sanko" (4159390464)
00:02:23.970 --> 00:02:31.830
Of behavior analysis to the general parent populations, or a personal

website behavior slash, or I guess.

19 "Michelle sanko" (4159390464)
00:02:31.830 --> 00:02:38.160
Slash mom dot com and with that, I will hand it on over to, you.

20 "Amber Valentino" (161207808)
00:02:38.725 --> 00:02:53.545
Awesome Thank you so much for that introduction. It's always funny to
hear, um, those red out loud. You can't help a blush a little bit.
Thank you so much. And I was just telling the signet team prior to
everybody getting on that.

21 "Amber Valentino" (161207808)
00:02:53.725 --> 00:02:57.985
I love teaching and I love presenting. I love training and I
particularly love.

22 "Amber Valentino" (161207808)
00:02:58.795 --> 00:03:10.105
When my audience is made up of caregivers and parents, and, in fact,
that's how I started a lot of my, my teaching and my clinical journey
was by by conducting very frequent parent trainings.

23 "Amber Valentino" (161207808)
00:03:10.105 --> 00:03:18.205
And I always find it to be 1 of the most rewarding opportunities that
that I have in my role and in my life. So thank you for being.

24 "Amber Valentino" (161207808)
00:03:18.290 --> 00:03:26.610
Care if you're listening to the audio recording, thank you for taking
the time and I hope I can give you some helpful information today.

25 "Amber Valentino" (161207808)
00:03:26.610 --> 00:03:34.350
So feel free to ask questions in the chat. I do have it on the side.
So I'm happy to answer and stop.

26 "Amber Valentino" (161207808)
00:03:34.350 --> 00:03:43.080
Uh, not a very formal presenter, and I don't get easily offended. So
if you have something relevant and you want to ask it, please feel
free.

27 "Amber Valentino" (161207808)
00:03:43.080 --> 00:03:54.000
So, I'm very excited about this topic. I had freedom to choose a topic
for you all to think about something that might be most meaningful.
And this is 1 that.

28 "Amber Valentino" (161207808)
00:03:54.000 --> 00:04:05.130
Is always near and dear to my heart 1 that I love teaching parents
about and have lots of tips. Lots of things that, as a parent you can
do that. Don't.

29 "Amber Valentino" (161207808)
00:04:05.130 --> 00:04:13.045
Feel very laborious that you can incorporate into your daily
activities that can help promote a language development.

30 "Amber Valentino" (161207808)
00:04:13.075 --> 00:04:25.045
So if you looked at my slides, that you might feel a little bit
intimidated, you might say amber why are you talking to me about all
this conceptual B. F. Skinner stuff there's graphs in here. They, they
aren't.

31 "Amber Valentino" (161207808)
00:04:25.155 --> 00:04:35.175
Easy to read. Please don't worry. Those are mostly my queues. Uh, they
will be helpful to you, but I promise that this will not be an overly
technical presentation.

32 "Amber Valentino" (161207808)
00:04:35.505 --> 00:04:41.925
I'll draw draw on some very technical pieces of literature and some of
the technicalities of our science, but.

33 "Amber Valentino" (161207808)
00:04:42.239 --> 00:04:52.409
I will make it meaningful to you and I'll break it down. And if you
feel like, I haven't or haven't given a thorough explanation just ask
and I can absolutely give you some more.

34 "Amber Valentino" (161207808)
00:04:52.409 --> 00:04:55.679
More real life tips and, uh, make it very applied.

35 "Amber Valentino" (161207808)
00:04:56.034 --> 00:05:10.974
So, let me start with a little bit of a story so many, many, many,
many, many years ago. I'm going to avoid saying how many, because I'll
age myself, but I was working as an in home technician. The rvp
registered behavior technician for those that you're familiar with.

36 "Amber Valentino" (161207808)
00:05:10.974 --> 00:05:13.434
It wasn't an existence yet. It hadn't.

37 "Amber Valentino" (161207808)
00:05:14.064 --> 00:05:28.734
Been developed, so I kind of found my way working with families and
homes as a technician, implementing intervention plans and I had to
discover this idea of verbal behavior, which I'll talk about what that
is in a moment.

38 "Amber Valentino" (161207808)
00:05:28.764 --> 00:05:33.714
But, uh, essentially a way of thinking about language that had not
encountered prior.

39 "Amber Valentino" (161207808)
00:05:33.739 --> 00:05:43.439
To my experience is and so I started to implement some of these things
that I'll talk about today. Some of these strategies that looking at
language in a particular way.

40 "Amber Valentino" (161207808)
00:05:43.439 --> 00:05:54.239
And I'll never forget the moment where I said this is what I want to
do with my life. This is absolutely what I want to do and not only is
this what I want to do working with families?

41 "Amber Valentino" (161207808)
00:05:54.239 --> 00:06:03.629
Um, with, uh, the autistic population, but I want to really focus on
link, which that's what I care about. And that's what I want to be a
part of.

42 "Amber Valentino" (161207808)
00:06:03.629 --> 00:06:09.569
And that moment was, I was working with a little 2 year old who's
newly diagnosed about 2 and a half and.

43 "Amber Valentino" (161207808)
00:06:09.569 --> 00:06:22.409
He was not vocal, meaning he could make localizations, but we didn't
have any control over them. He wasn't able to say things when we asked
him to and was really struggling to.

44 "Amber Valentino" (161207808)
00:06:22.794 --> 00:06:34.944
To ask for the things that he wanted and to functionally communicate
and I started to learn about what I'll talk about later, which is
called man or request training and I started to do some of that with
him,

45 "Amber Valentino" (161207808)

00:06:34.944 --> 00:06:42.264
which was essentially to teach them to ask for paint we taught other
things, but at the time it was pain and he was super.

46 "Amber Valentino" (161207808)
00:06:42.409 --> 00:06:53.909
Finger pain, um, and so I will never forget, uh, being in my
university hoodie, and my teens up in this room where the parents had.

47 "Amber Valentino" (161207808)
00:06:53.909 --> 00:07:03.689
You know, created this beautiful space for us, and I was working with
him on teaching him to use a gesture or assigned to ask for paint. So
he would.

48 "Amber Valentino" (161207808)
00:07:03.689 --> 00:07:07.739
The team would do this, he would make his gesture for paint.

49 "Amber Valentino" (161207808)
00:07:07.739 --> 00:07:14.939
And I give him the pain and yeah, this interaction was going on. He's
very excited about the opportunity, you know, doing a sign, getting
paint.

50 "Amber Valentino" (161207808)
00:07:14.939 --> 00:07:25.469
I've got pain all over my body, he's got pain over over his body, but
we're having a blast and he's kind of learning. Okay. I asked I get I
ask I get. This is pretty cool. Ask again. Go keep doing this.

51 "Amber Valentino" (161207808)
00:07:25.469 --> 00:07:34.139
And at, at, at some point, in time he looked right up at me and he did
his little sign for paint.

52 "Amber Valentino" (161207808)
00:07:34.139 --> 00:07:37.439
And out of his mouth came the word.

53 "Amber Valentino" (161207808)
00:07:37.439 --> 00:07:47.369
And, um, that was the 1st time we had had any kind of, uh, functional
vocal, verbal behavior.

54 "Amber Valentino" (161207808)
00:07:47.369 --> 00:07:55.289
I get a little teary eyed when I share this so I apologize but I
immediately jumped up and I said to his mama.

55 "Amber Valentino" (161207808)
00:07:55.289 --> 00:08:07.589
Uh, do you want to hear your son talk and she came of course, running
upstairs instead of Gores and watch the interactions just, you know,
at that moment, I just felt like.

56 "Amber Valentino" (161207808)
00:08:08.124 --> 00:08:19.254
Man, this is really something, um, you know, this is life changing for
the flow guy and and I'm a part of that and I believe in what we were
doing, I understand now, much better what we were doing at the time.

57 "Amber Valentino" (161207808)
00:08:19.254 --> 00:08:27.564
I think I was just following a piece of paper that told me what to do,
but it was meaningful and impactful for him and his life, and
certainly secondary to that.

58 "Amber Valentino" (161207808)
00:08:27.589 --> 00:08:29.429
I had an influence on that career.

59 "Amber Valentino" (161207808)
00:08:29.934 --> 00:08:36.144
That's that's what I'm talking about, David, the idea of teaching the
beginning of language and how to establish vocalizations.

60 "Amber Valentino" (161207808)
00:08:36.534 --> 00:08:49.164
I'll talk about the autistic population, but I should say that I do
believe a lot of the strategies that I talk about today, apply to
different populations. It's not specific to the autism diagnosis and
in fact.

61 "Amber Valentino" (161207808)
00:08:49.429 --> 00:08:55.679
With several kids with, uh, different, um, uh, challenges where these
strategies have been effective as well.

62 "Amber Valentino" (161207808)
00:08:55.679 --> 00:09:07.649
Okay, so this is the part you might be looking at your PowerPoint
saying whoa, amber I don't need a psychology. 401 course I promise I
won't give you that.

63 "Amber Valentino" (161207808)
00:09:07.649 --> 00:09:18.569
This is kind of an important concept and history to understand so that
we can lay the framework for some of the strategies that I'll share
with you and that is.

64 "Amber Valentino" (161207808)
00:09:18.569 --> 00:09:23.009
Uh, yes, you may have heard of him in 957. he wrote a book.

65 "Amber Valentino" (161207808)
00:09:23.009 --> 00:09:30.599
And that book was titled verbal behavior at the time nobody liked it.
They thought I was a little crazy. It was dismissed. Um.

66 "Amber Valentino" (161207808)
00:09:30.599 --> 00:09:42.444
Decades later, it became very popular. People became much more aware
of it and many more decades later it became kind of a practice used in
practice, particularly with this application that we're talking about
today.

67 "Amber Valentino" (161207808)
00:09:42.444 --> 00:09:48.024
But the thing that was really unique about verbal behavior and
skinner's ideas.

68 "Amber Valentino" (161207808)
00:09:48.329 --> 00:09:59.094
Um, was that for the 1st time, talked about language, according to its
function, as opposed to its form or its content so, basically,

69 "Amber Valentino" (161207808)
00:09:59.094 --> 00:10:08.244
what that means is he said that a word isn't just a word. So, a noun
is it a noun and a verb is a verb.

70 "Amber Valentino" (161207808)
00:10:08.329 --> 00:10:15.629
It kind of depends on how the word is used right? What function it has
on the environment. So, as an example.

71 "Amber Valentino" (161207808)
00:10:15.629 --> 00:10:23.639
Um, if I go to Starbucks, and I say I'd like a cup of coffee, which
will probably happen here in a few hours that exact scenario will
happen.

72 "Amber Valentino" (161207808)
00:10:23.639 --> 00:10:29.249
And I said, like a cup of coffee, or even if I just walk up to the
person and say copy.

73 "Amber Valentino" (161207808)
00:10:29.249 --> 00:10:39.419

That's very different then if I'm looking through a magazine or looking on my phone and I went to a cup of coffee and say, oh, it's copy right?

74 "Amber Valentino" (161207808)
00:10:39.419 --> 00:10:43.049
So, we're still dealing with the word coffee, but the function is different.

75 "Amber Valentino" (161207808)
00:10:43.049 --> 00:10:49.649
In the 1st scenario I'm asking for something, I want something I want the other person to respond by giving it to me.

76 "Amber Valentino" (161207808)
00:10:49.649 --> 00:11:01.469
In the 2nd scenario, I'm sort of labeling what I see I'm identifying coffee in my environment. Maybe I'm looking for some social recognition that yeah, there's coffee on your phone or there's copying that magazine. That's right.

77 "Amber Valentino" (161207808)
00:11:01.469 --> 00:11:08.789
So, it's still the same word copy, right? It's still a noun. We could still call that a down but, um.

78 "Amber Valentino" (161207808)
00:11:08.789 --> 00:11:15.089
I'm using it in different contexts and that, that that that way in, which I use it is the important part.

79 "Amber Valentino" (161207808)
00:11:15.089 --> 00:11:28.859
So that's the function part, right? And that's the, the point that was I was trying to make and prior to that, people had mostly just talked about the form of the word or the content, the word, as opposed to the function.

80 "Amber Valentino" (161207808)
00:11:28.859 --> 00:11:42.719
Okay, we don't have to get into ton of this, but essentially took what behavior analysts tend to do, and he applied it to language. So we said, hey, we can look at language in these little discreet units that involves something happening before the language.

81 "Amber Valentino" (161207808)
00:11:42.719 --> 00:11:54.054
The language, or the behavior itself, and the consequence for that language and we can start to analyze language. You may say well, why is that important? Well, I mean, to analyze it in that way, then you

can teach it. Right?

82 "Amber Valentino" (161207808)
00:11:54.054 --> 00:11:58.914
You can teach language and that was a very, very powerful thing from skinner's analysis.

83 "Amber Valentino" (161207808)
00:11:59.999 --> 00:12:06.809
A couple more points here about language and skinner's analysis. And why it's important is that.

84 "Amber Valentino" (161207808)
00:12:06.809 --> 00:12:13.649
Really, really he talked about language occurring under certain conditions and not under others. So.

85 "Amber Valentino" (161207808)
00:12:13.649 --> 00:12:26.699
Uh, for example, I'm unlikely to turn around and an empty room and say, I'd like a cup of coffee. I mean, I could do that, and potentially something would happen, but unlikely right?

86 "Amber Valentino" (161207808)
00:12:26.699 --> 00:12:35.939
Um, but I am highly likely to go to Starbucks and ask for my cup of coffee and so the conditions under which language occurs are very important.

87 "Amber Valentino" (161207808)
00:12:36.684 --> 00:12:50.814
Very important for teaching autistic people, because you want to make sure the conditions or the, the environment, the people around to reinforce a particular part of language and to reinforce in a certain way, or there or else.

88 "Amber Valentino" (161207808)
00:12:50.814 --> 00:12:55.824
It's not going to have a whole lot of meetings. So, verbal behavior as a sort of approach.

89 "Amber Valentino" (161207808)
00:12:55.939 --> 00:13:05.549
Totally focuses on those conditions and how they influence language and how they help us teach language to other people.

90 "Amber Valentino" (161207808)
00:13:05.549 --> 00:13:16.019
Um, kind of thing was that language or vocabulary is something that you use, not something that you have.

91 "Amber Valentino" (161207808)
00:13:16.019 --> 00:13:26.369
So, this is powerful because sometimes people, particularly prior to
skinner's analysis, would think of his language you either have it or
you don't. It's either there or it's not.

92 "Amber Valentino" (161207808)
00:13:26.369 --> 00:13:33.449
But my here talking about, gosh, this is a, a tool that you have, that
you use to impact your environment.

93 "Amber Valentino" (161207808)
00:13:33.449 --> 00:13:36.294
That sort of shifted the way that we can think about language say.

94 "Amber Valentino" (161207808)
00:13:36.294 --> 00:13:50.544
Okay, well, if it's if it's something you're using to have an impact
from your private, well, then you can change the environment to make
it more or less likely that somebody will use their vocabulary or use
their language. And that was pretty, pretty important.

95 "Amber Valentino" (161207808)
00:13:50.849 --> 00:13:57.509
And then again, the definition, so what we care about is the context
in which we say something. So.

96 "Amber Valentino" (161207808)
00:13:57.509 --> 00:14:03.269
They're all important for different reasons. I'll talk about the
different parts of the moment, but, you know, um.

97 "Amber Valentino" (161207808)
00:14:04.674 --> 00:14:19.494
Asking for a cup of coffee is different than labeling a cup of coffee,
which is different than answering the question. What do you like to
drink? And so we need to teach across all of those areas in order to
get a real robust language, rapid farm.

98 "Amber Valentino" (161207808)
00:14:19.824 --> 00:14:23.184
And then finally, and potentially most importantly, is that.

99 "Amber Valentino" (161207808)
00:14:23.269 --> 00:14:32.399
We just learned, it's something that we learn and that's really
powerful because again, prior to scanners are talking about language
as behavior.

100 "Amber Valentino" (161207808)
00:14:32.399 --> 00:14:39.389
Most people kind of said like this internal device it's something
that's in your brain. You either born with it or not.

101 "Amber Valentino" (161207808)
00:14:39.389 --> 00:14:54.239
Well, he was saying, hey, you know, we can, we can learn language we
can teach language just like we can teach any other behavior and
that's not to say that there aren't biological and physical and
physiological processes that are important. That influence.

102 "Amber Valentino" (161207808)
00:14:54.239 --> 00:15:08.519
Uh, language and particularly in vocalizations. Absolutely. And we
honor that and think about that, but that we have the ability to think
about language as a behavior that can be taught, reinforced and shaped
over time. That's very powerful.

103 "Amber Valentino" (161207808)
00:15:08.519 --> 00:15:20.939
Um, and very exciting. Okay, so this is a visual unfortunately, in an
hour presentation, we won't have time to get into all the different
meanings of words.

104 "Amber Valentino" (161207808)
00:15:20.939 --> 00:15:29.669
But this is going to give you a bunch of technical language you
probably are looking at and saying, what is that? Any of that means.

105 "Amber Valentino" (161207808)
00:15:29.669 --> 00:15:41.249
Uh, don't worry, you don't have to know all of these things. I'll
focus on a couple of them for the purpose of today. But, um, the, the
point here that I want to make is that.

106 "Amber Valentino" (161207808)
00:15:41.249 --> 00:15:49.254
There's different meanings of words, and a word kind of, um, differs,
depending on the context in, which is choosed.

107 "Amber Valentino" (161207808)
00:15:49.284 --> 00:15:56.754
So these are the different types of functions or categories it's kinda
talked about. So.

108 "Amber Valentino" (161207808)
00:15:57.089 --> 00:16:10.254
Um, very briefly, uh, in a is just an echo, so I'll use, I'll stick
with my coffee theme. Um, I bet you, everybody's gonna get a cup of

coffee after this. I'm increasing your motivation. Maybe a little bit.

109 "Amber Valentino" (161207808)
00:16:10.254 --> 00:16:16.134
But, uh, Coke would be something. You would probably think of, like, vocal or verbal limitations of.

110 "Amber Valentino" (161207808)
00:16:16.679 --> 00:16:26.574
Say coffee or just coffee and person would imitate coffee, which is imitation. Right? The listener is actually receptive language or hearing what somebody's saying.

111 "Amber Valentino" (161207808)
00:16:26.574 --> 00:16:36.654
So that would be a situation where I would say, hey, a point, we point point point out the coffee store, Starbucks a point to the picture of the coffee, or show me a show me a coffee.

112 "Amber Valentino" (161207808)
00:16:36.679 --> 00:16:41.969
In your kitchen, that kind of thing. So I'm not saying anything I'm just hearing with the person saying I'll still coffee. Remember.

113 "Amber Valentino" (161207808)
00:16:41.969 --> 00:16:56.339
Demand is actually what I'll talk about today. You can think of demand as a request. Um, but essentially, I've got motivation for something. I'm a little tired and sleep all last night. I'm all thirsty and I asked for it coffee.

114 "Amber Valentino" (161207808)
00:16:56.339 --> 00:17:04.709
Coffee please that I get it. Right that's a man. That's a request. Very important. We'll talk about the day is your verbal left is a fancy way of saying, uh.

115 "Amber Valentino" (161207808)
00:17:05.544 --> 00:17:20.424
Conversation okay, so if I say, would you like to drink or what's your favorite beverage and your responses coffee? That's an intro, verbal language and then attacked is basically a label. So, I see a cup of coffee, I think, copy or a picture of a cup of coffee coffee, right?

116 "Amber Valentino" (161207808)
00:17:20.699 --> 00:17:31.884
So, in all these scenarios, I'm using coffee, but there's a car guitar there. The word doesn't really matter very much, but in all of these scenarios, it's the same word, but it's used in different context. Right?

117 "Amber Valentino" (161207808)
00:17:31.884 --> 00:17:39.384
So, I echo versus identify something versus I ask for it, versus I
answer a question about it versus I label it.

118 "Amber Valentino" (161207808)
00:17:39.689 --> 00:17:45.989
Okay, so that's important. Sometimes you'll see programming or you'll
see intervention.

119 "Amber Valentino" (161207808)
00:17:45.989 --> 00:17:50.099
But that focus is just on 1 or 2 of these areas.

120 "Amber Valentino" (161207808)
00:17:50.099 --> 00:17:58.439
Um, it's good that there is a focus on those areas, but if you really
want to produce a robust language repertoire.

121 "Amber Valentino" (161207808)
00:17:58.439 --> 00:18:03.659
They're all very important and so I want to make sure I have a kid who
doesn't just.

122 "Amber Valentino" (161207808)
00:18:03.659 --> 00:18:12.569
Label a picture of coffee and point to a picture of copy, but that he
can echo the word coffee.

123 "Amber Valentino" (161207808)
00:18:12.569 --> 00:18:18.629
Point to a picture of coffee, ask for the coffee answer a question
about coffee and leave the coffee, right?

124 "Amber Valentino" (161207808)
00:18:18.629 --> 00:18:22.169
You think about your own language, your kind of bouncing.

125 "Amber Valentino" (161207808)
00:18:22.169 --> 00:18:27.359
Back and forth from all these different parts in all of your language.
And so we don't want to have.

126 "Amber Valentino" (161207808)
00:18:27.359 --> 00:18:37.079
Uh, certain areas more robust than others we want to equalize them.
There are a couple that are very important in early language
acquisition. I'll talk about those today.

127 "Amber Valentino" (161207808)
00:18:37.079 --> 00:18:46.289
Okay, so 1 thing I want to talk about prior to moving on to some of
the specific strategies is the idea of motivation.

128 "Amber Valentino" (161207808)
00:18:46.289 --> 00:18:58.919
In behavior analysis, there's some technical terminology that goes
along with motivation that we used to think about those. They're
called the verbal offering. So there's parts of language that I just
showed, you.

129 "Amber Valentino" (161207808)
00:18:58.919 --> 00:19:02.129
Um, but this is important because.

130 "Amber Valentino" (161207808)
00:19:02.129 --> 00:19:11.489
When we talk about establishing early language skills and really
vocalization the thing that makes 1 of the parts of language and.

131 "Amber Valentino" (161207808)
00:19:11.489 --> 00:19:18.269
Stand out is that it's motivated that, that it's driven by motivation.

132 "Amber Valentino" (161207808)
00:19:18.269 --> 00:19:26.879
So the reason the kid says something is because he wants something
that's the best way to remember it. That's the best way. I can
describe it.

133 "Amber Valentino" (161207808)
00:19:26.879 --> 00:19:31.379
He says something she says something, because they want it.

134 "Amber Valentino" (161207808)
00:19:31.379 --> 00:19:39.509
Um, and that was what was happening in that story that I told told you
about in the beginning with that little guy, and his paint.

135 "Amber Valentino" (161207808)
00:19:39.509 --> 00:19:43.799
He had motivation, he wanted the paint and so he asked for it.

136 "Amber Valentino" (161207808)
00:19:43.799 --> 00:19:53.339
That is very different than other parts of language because what
happens right before you can think of it as what drives the behavior.

137 "Amber Valentino" (161207808)

00:19:53.339 --> 00:19:58.559
It's usually something else that isn't motivation. So it might be
somebody saying, what is that.

138 "Amber Valentino" (161207808)
00:19:58.559 --> 00:20:01.649
Point 2. mm. Hmm. What do you like to eat?

139 "Amber Valentino" (161207808)
00:20:01.649 --> 00:20:06.959
Right. It's sort of a driven by somebody else's question or something
in the environment.

140 "Amber Valentino" (161207808)
00:20:06.959 --> 00:20:11.519
But it's not motivation and so the man.

141 "Amber Valentino" (161207808)
00:20:11.519 --> 00:20:16.019
Okay, this is the 1 I want us to focus on demand the request.

142 "Amber Valentino" (161207808)
00:20:16.019 --> 00:20:20.579
Is the only part of language that's driven by motivation?

143 "Amber Valentino" (161207808)
00:20:20.579 --> 00:20:25.739
Which makes it super, super critical to develop in early learners.

144 "Amber Valentino" (161207808)
00:20:25.739 --> 00:20:33.689
Um, so that's something we tried very hard to do a trumpet behavioral
health, and we have systems in place to make sure people are focusing
on this.

145 "Amber Valentino" (161207808)
00:20:33.689 --> 00:20:37.079
And that is, if you're going to teach a kid language.

146 "Amber Valentino" (161207808)
00:20:37.079 --> 00:20:44.159
You want to be sure that the 1st, parts of language that develop are
the ones that are driven by motivation.

147 "Amber Valentino" (161207808)
00:20:44.159 --> 00:20:48.719
Tends to do all sorts of things I can teach them all sorts of things.

148 "Amber Valentino" (161207808)
00:20:48.719 --> 00:21:02.219

But the, the meaning in the language is so different, it's driven by motivation and if it takes this form of demand or the request 1st, and then the other stuff comes later, right?

149 "Amber Valentino" (161207808)
00:21:02.219 --> 00:21:11.544
Unfortunately, not Trump in other places where they don't think about this. I do sometimes see over emphasis on other parts of language.

150 "Amber Valentino" (161207808)
00:21:11.544 --> 00:21:18.084
So, say this say that the echo or the bulk limitations say, say you say, they say.

151 "Amber Valentino" (161207808)
00:21:18.659 --> 00:21:30.149
I don't want to minimize that. That's important, but that's very different. And the skill acquisition of something like that is very different than when we talk about.

152 "Amber Valentino" (161207808)
00:21:30.149 --> 00:21:37.499
The motivation I want something. I really want something. I want that paint. I want that drink. I want that string. She's.

153 "Amber Valentino" (161207808)
00:21:37.499 --> 00:21:42.924
And I want it so much that I'm gonna I'm going to engage in some behaviors to get it. I'm going to ask for it. Right?

154 "Amber Valentino" (161207808)
00:21:43.404 --> 00:21:52.584
So, we, we try and focus on demand, not exclusively, but as a really, really strong emphasis, especially early on.

155 "Amber Valentino" (161207808)
00:21:53.009 --> 00:21:58.289
Um, so that we can capitalize on that motivation cause essentially what you're teaching the kid is.

156 "Amber Valentino" (161207808)
00:21:58.289 --> 00:22:06.929
This talking thing, this communicating thing it is super cool because I get to tell you what I want and you give it to me.

157 "Amber Valentino" (161207808)
00:22:08.184 --> 00:22:18.654
That is awesome. Right. Um, and that's very different than I echo the thing you say, or I label the things on the table, or I point to the things you tell me to point to again, not to minimize that stuff.

158 "Amber Valentino" (161207808)
00:22:18.654 --> 00:22:26.664
It's super important, but when you're trying to teach kids to do
something real hard and that thing is reliant.

159 "Amber Valentino" (161207808)
00:22:26.929 --> 00:22:33.509
And some sort of, and I've seen it or something that happens right
before it you just want it to be motivation.

160 "Amber Valentino" (161207808)
00:22:33.509 --> 00:22:47.789
And just get kids who are happier, you get kids who enjoy the
intervention they enjoy interacting with you, their parents, their
caregivers, um, with adults and so you just get a much more
meaningful.

161 "Amber Valentino" (161207808)
00:22:47.814 --> 00:23:01.104
Okay, so I do want to contrast the man, though, with the, because it's
kind of the thing that people get confused about early on. Um, and so
the difference between what I just described, which is I'm motivated.

162 "Amber Valentino" (161207808)
00:23:01.104 --> 00:23:07.704
I want something I asked for I get it. I want something I asked for
it. I get it. Just remember that's the man. That's the request.

163 "Amber Valentino" (161207808)
00:23:07.789 --> 00:23:13.199
Contrast that with the which is the antecedent is not motivation.

164 "Amber Valentino" (161207808)
00:23:13.199 --> 00:23:16.739
If somebody saying something guitar.

165 "Amber Valentino" (161207808)
00:23:16.739 --> 00:23:23.009
Coffee cup. Okay. Behavior is the kid echoes that back guitar.

166 "Amber Valentino" (161207808)
00:23:23.009 --> 00:23:26.429
Coffee, I can't remember or I did that.

167 "Amber Valentino" (161207808)
00:23:26.429 --> 00:23:36.059
I got them right those 4 and then the consequences is what we would
call just some generalized condition reinforcement. That's right. Good
job way to go. Okay.

168 "Amber Valentino" (161207808)
00:23:36.504 --> 00:23:50.514
The account is important, but there are ways to get a kid to echo the
things that you're saying, so that you can use that later that
capitalize on motivation that can be done within that manner that
request repertoire.

169 "Amber Valentino" (161207808)
00:23:50.784 --> 00:23:55.914
Unfortunately, I see a lot of kids where it's, um, it's just say
something I say something.

170 "Amber Valentino" (161207808)
00:23:56.059 --> 00:24:04.364
Say something, I say, something you say something, which, when you
look at that regulatory, you look at the report. It's not very
functional.

171 "Amber Valentino" (161207808)
00:24:04.454 --> 00:24:15.554
Um, it it is, it's developed because it can be used later for
meaningful language, but think about it. How often do you go around?
Just repeating what people say.

172 "Amber Valentino" (161207808)
00:24:15.869 --> 00:24:21.149
Um, if I take a moment to think about that, I can think of a few
times, like.

173 "Amber Valentino" (161207808)
00:24:21.149 --> 00:24:34.944
For example, if my husband's asking me to get some things at the
store, and I don't want to write them down, he might say eggs, apples,
deuce apples. I would say eggs, apples, Jews examples. Now, that
involves a whole other repertoire. That we can't get into today.

174 "Amber Valentino" (161207808)
00:24:34.944 --> 00:24:41.064
But, okay, that's 1 example, I guess I'm trying to learn something.
Maybe I might repeated or do some.

175 "Amber Valentino" (161207808)
00:24:41.149 --> 00:24:44.279
You know, cover inside my head repetition, but.

176 "Amber Valentino" (161207808)
00:24:44.279 --> 00:24:52.704
In and of itself via Coke is not very valuable so I always encourage
people to develop that, uh, codec or vocal invitation right?

177 "Amber Valentino" (161207808)
00:24:52.704 --> 00:25:01.644
Before in the context of other rep scores or at a minimum develop it
but then quickly use it in other contexts. So that it has me.

178 "Amber Valentino" (161207808)
00:25:01.949 --> 00:25:07.709
Okay, so that's what we're going to focus on today. We won't have time
to get into all those other parts of language.

179 "Amber Valentino" (161207808)
00:25:07.709 --> 00:25:12.839
But hopefully what you're hearing is demand or the request driven by
motivation.

180 "Amber Valentino" (161207808)
00:25:12.839 --> 00:25:18.749
Specific the behavior is specific to that motivation and the
consequences they get that thing, right?

181 "Amber Valentino" (161207808)
00:25:18.749 --> 00:25:26.429
I want coffee I asked for coffee. I get it. I want an Apple. I ask for
an Apple. I get it. I want, um.

182 "Amber Valentino" (161207808)
00:25:26.429 --> 00:25:34.649
Bubbles I asked for bubbles to get them and the Coke is a local
invitation task. I say something you say something good job where to
go.

183 "Amber Valentino" (161207808)
00:25:34.649 --> 00:25:42.239
Okay, so if you've got that contrast, you're, you're in good shape.
And if you've got a general idea of the man.

184 "Amber Valentino" (161207808)
00:25:42.239 --> 00:25:55.079
You're in good shape. I used to do a ton of parent training early in
my career, and I loved it. I would work with families about once a
week families who had a newly diagnosed child with autism.

185 "Amber Valentino" (161207808)
00:25:55.079 --> 00:26:02.159
And I would tell them if you don't take anything else out of our time
together. Like, you just got, you got.

186 "Amber Valentino" (161207808)
00:26:02.159 --> 00:26:06.089

So much mental space that you need to reserve for this stuff.

187 "Amber Valentino" (161207808)
00:26:06.474 --> 00:26:10.163
Take away, man, training, take away request training.

188 "Amber Valentino" (161207808)
00:26:10.404 --> 00:26:24.174
That is the 1 thing I can tell people that will make a significant
positive impact on a child's ability to acquire language and their
willingness to work with teachers and instructors the instructors
later down the line.

189 "Amber Valentino" (161207808)
00:26:24.479 --> 00:26:31.769
Okay, I want to talk briefly about some research that we did at Trump
in a few years ago.

190 "Amber Valentino" (161207808)
00:26:31.769 --> 00:26:38.309
Um, and just connect that to this topic of mandating or requesting um.

191 "Amber Valentino" (161207808)
00:26:38.309 --> 00:26:47.009
And 1st, before I get into this, let me say that I value inter,
disciplinary collaboration.

192 "Amber Valentino" (161207808)
00:26:47.034 --> 00:27:00.654
More than anybody I think that's not true. I'm sure there are lots of
people out there, but I value introduced collaboration and we do in
fact employ many speech language pathologist, uh, and we value their
opinions.

193 "Amber Valentino" (161207808)
00:27:00.654 --> 00:27:06.954
So, when I talk about this research study, this is not a me trying to
fit 1 discipline against.

194 "Amber Valentino" (161207808)
00:27:07.009 --> 00:27:20.144
Another, that's not my jam, I wouldn't do that. Uh, this was simply an
inquiry into something that we felt clinically was important for us to
identify in a way to address that problem.

195 "Amber Valentino" (161207808)
00:27:20.474 --> 00:27:26.984
Um, and so, let me describe it. This is an article I'm happy to send
it to you. If you email me, I'll share my email address here at the
end of.

196 "Amber Valentino" (161207808)
00:27:27.009 --> 00:27:33.779
The presentation, I'm happy to send it to you so you don't have to pay
pay, pay to access the 1 article, but.

197 "Amber Valentino" (161207808)
00:27:33.779 --> 00:27:39.899
You know, essentially, I don't know if this exists so much now, but at
least back in 2000.

198 "Amber Valentino" (161207808)
00:27:39.899 --> 00:27:53.399
516, we were working on this project, uh, there used to be sort of
this quote, unquote passed along knowledge that, in order to use
certain alternative communication systems.

199 "Amber Valentino" (161207808)
00:27:53.399 --> 00:27:57.809
You needed to have certain repertoires in place so, as an example.

200 "Amber Valentino" (161207808)
00:27:57.809 --> 00:28:03.359
If you want to use any kind of picture system to get your kid to
manned or get your kid to ask.

201 "Amber Valentino" (161207808)
00:28:03.359 --> 00:28:06.839
The kid had to be able to match that was like a common.

202 "Amber Valentino" (161207808)
00:28:06.839 --> 00:28:10.319
Suggestion or idea or guideline out there.

203 "Amber Valentino" (161207808)
00:28:10.319 --> 00:28:18.479
The 2nd, 1, was that if you wanted to teach your kid to use gestures
or simple sign language.

204 "Amber Valentino" (161207808)
00:28:18.479 --> 00:28:23.099
Then you needed to they needed to have a motor imitation route for.

205 "Amber Valentino" (161207808)
00:28:23.099 --> 00:28:33.989
And we wondered about that, we had clinically worked with kids where
we didn't have those repertoires in place and we had actually taught
them the specific, um.

206 "Amber Valentino" (161207808)

00:28:33.989 --> 00:28:44.549
Uh, alternative systems successfully and so we thought, well, that's interesting. So long story short we design this study to see if a kid has motor invitation, do they do.

207 "Amber Valentino" (161207808)
00:28:44.549 --> 00:28:50.759
Uh, better in gestures or sign language than if they didn't have it. And then if they have.

208 "Amber Valentino" (161207808)
00:28:50.784 --> 00:29:04.074
Matching do they do better with picture systems and then we added a 3rd thing, which was if a child can echo vocal imitation do they do well in the vocal vocal modality only?

209 "Amber Valentino" (161207808)
00:29:04.074 --> 00:29:10.734
So you don't need sign language you don't need pictures you don't need a voice outlook device can they actually vocalize at that point?

210 "Amber Valentino" (161207808)
00:29:10.759 --> 00:29:19.109
And 1 of the, the results of that study were that those things were correlated.

211 "Amber Valentino" (161207808)
00:29:19.109 --> 00:29:28.259
So, we didn't have a situation where only the kids who could imitate did well with sign. In fact, we had some kids who could imitate some who didn't.

212 "Amber Valentino" (161207808)
00:29:28.259 --> 00:29:32.789
And there was no correlation in whether they did well, was fine or not.

213 "Amber Valentino" (161207808)
00:29:32.789 --> 00:29:42.449
And same thing with, uh, matching so essentially we were able to tell ourselves, you don't have to have those things in order to teach these alternative systems.

214 "Amber Valentino" (161207808)
00:29:42.449 --> 00:29:49.559
Now, the 1 thing that we did find in this article, and I think this is another take home point for you. That's very important, which is.

215 "Amber Valentino" (161207808)
00:29:49.559 --> 00:30:03.444

If the kid could not echo consistently, right? So, they didn't have that repertoire that a coworker up before that I explained to you, then you have to have an alternative communication system in place, or it's just going to not go. Well.

216 "Amber Valentino" (161207808)
00:30:03.594 --> 00:30:06.774
Um, and so they didn't do well in the book limitation.

217 "Amber Valentino" (161207808)
00:30:07.079 --> 00:30:13.979
You say this, or sorry in the in the vocal modality only meaning I'm just trying to get them to ask for Apple vocally.

218 "Amber Valentino" (161207808)
00:30:13.979 --> 00:30:20.759
And if the or the vocal limitation was not strong, that didn't go. Well, um.

219 "Amber Valentino" (161207808)
00:30:20.759 --> 00:30:27.539
I say this, and when I present this particularly to professionals, they say, well, of course, uh, that makes sense, right? If you.

220 "Amber Valentino" (161207808)
00:30:27.539 --> 00:30:31.559
Can't vocalize regularly, then you probably shouldn't be trying.

221 "Amber Valentino" (161207808)
00:30:31.559 --> 00:30:41.549
Trying to vocalize as your primary way of communicating, but I can't tell you how many times I have seen people sit down with kids who have no.

222 "Amber Valentino" (161207808)
00:30:41.549 --> 00:30:49.379
Vocal limitations skills or a code skills, and they're just drilling. They're like, they, they Apple say Apple say Apple.

223 "Amber Valentino" (161207808)
00:30:49.379 --> 00:30:59.364
The problem with that is, is there's no way to prompt the vocal response and so it just results in tons of frustration and very little skill acquisition.

224 "Amber Valentino" (161207808)
00:30:59.364 --> 00:31:07.254
So we are very quick to introduce an alternative system typically, pictures or or simple signs or gestures.

225 "Amber Valentino" (161207808)
00:31:07.529 --> 00:31:14.639
As a means to get this manned or request repertoire going so that kids
don't get frustrated. We have something to prompt. Now.

226 "Amber Valentino" (161207808)
00:31:14.639 --> 00:31:27.474
We are absolutely working on vocal language simultaneously at the same
time. We're just not doing that in isolation because it can cause a
lot of problem behavior, and a lot of just general frustrations in
intervention.

227 "Amber Valentino" (161207808)
00:31:27.474 --> 00:31:33.894
So we can do kind of all of the same procedures. It just add on our
alternative system.

228 "Amber Valentino" (161207808)
00:31:34.639 --> 00:31:36.689
And get that vocal language going, but.

229 "Amber Valentino" (161207808)
00:31:37.074 --> 00:31:52.014
If your kid isn't consistently repeating back the things that you say,
then I wouldn't just push vocal language, I would have an alternative
communication system in place to help kickstart some of that landing
or requesting.

230 "Amber Valentino" (161207808)
00:31:52.284 --> 00:31:56.664
And then you can fade it out over time and you can start to do some
kind of cool stuff.

231 "Amber Valentino" (161207808)
00:31:56.689 --> 00:32:03.839
To get the bulk to start happening in place of the alternative system,
or, at least in conjunction with it for a while.

232 "Amber Valentino" (161207808)
00:32:04.464 --> 00:32:16.944
Okay, let me just say a couple of things I'm going to give you some
strategies, but what I don't want you to do is just go full force and
just start running these trials and I want you to do a couple of other
things. 1st make. Sure.

233 "Amber Valentino" (161207808)
00:32:16.944 --> 00:32:19.853
You know what your kid's motivators are you probably do.

234 "Amber Valentino" (161207808)

00:32:20.159 --> 00:32:34.344
Uh, I have a 3 and a half year old, and he definitely tells me what
he's interested in having I know very much. So, what his preferences
are most parents do regardless of skill set, or what's going on.

235 "Amber Valentino" (161207808)
00:32:34.644 --> 00:32:40.134
Our kids are very great sharing with us in some way what they're
interested in, but make sure you know what.

236 "Amber Valentino" (161207808)
00:32:40.159 --> 00:32:50.204
And those are what they really like, what they want to engage in and
give them those things for free. So, sometimes parents will get all
excited and they'll just go in and start running these trials.

237 "Amber Valentino" (161207808)
00:32:50.204 --> 00:32:57.554
And they kept like, what the heck is happening, feel free to sort of
just free delivery, especially as you're starting this so that they
don't.

238 "Amber Valentino" (161207808)
00:32:57.869 --> 00:33:05.879
Start to associate you with all of this response effort or extra work
and I always tell people give things for free, be a giver.

239 "Amber Valentino" (161207808)
00:33:05.879 --> 00:33:16.974
And look for your kid to approach you willingly. That's kind of the
best scenario that you could be in is that your kid comes to you in
order to run 1 of these man trials, or there was a request trials.

240 "Amber Valentino" (161207808)
00:33:17.244 --> 00:33:22.133
I really, really deter people at trumpet or technicians. Um.

241 "Amber Valentino" (161207808)
00:33:22.674 --> 00:33:28.974
Our clinicians, like, if I see you like, chasing a child down, like,
come over here and ask for this thing, I'm like, oh,

242 "Amber Valentino" (161207808)
00:33:28.974 --> 00:33:42.414
we don't have it right there what we want to be doing some strategic
planning of the environment and placement of the preferred items and
things that we need to do, but the, the ideal situation.

243 "Amber Valentino" (161207808)
00:33:42.439 --> 00:33:52.859

Is that the kid comes to you and that's when you take the opportunity. So if you're working real hard, like Franklin, I'm trying to get him to move their hands or whatnot that.

244 "Amber Valentino" (161207808)
00:33:52.859 --> 00:34:01.439
Doesn't work very well. Okay. And so essentially what we want to be doing here is what we call capturing and driving so.

245 "Amber Valentino" (161207808)
00:34:01.439 --> 00:34:11.159
Capture motivation went naturally occurs your kid goes to the refrigerator if they want something that's capturing the gesture toy that's on a a high shelf.

246 "Amber Valentino" (161207808)
00:34:11.159 --> 00:34:23.069
That's capturing motivation, right? It just happens and you're there to reinforce it, but then you can set up really cool opportunities to contrive motivation. So, as an example, um.

247 "Amber Valentino" (161207808)
00:34:23.454 --> 00:34:36.114
I have little kid that love puzzles. So we would just put all of his puzzle pieces in a box and we'd give him 1 puzzle as a time. Try part was that. I had to be thoughtful about putting those puzzle pieces in the box ahead of time.

248 "Amber Valentino" (161207808)
00:34:36.474 --> 00:34:42.744
And giving him 1 to sort of get him going I've done the same thing with trains. I've had kids who loved those little magnetic.

249 "Amber Valentino" (161207808)
00:34:43.069 --> 00:34:54.299
For trains that you link together. Okay so I get all the trains in 1 area that I have access to kid, asks for the train and they get 1 they get 2 they get 3, they get 4, right?

250 "Amber Valentino" (161207808)
00:34:54.299 --> 00:34:59.189
Even something like a juice box you can or a cup of juice you can.

251 "Amber Valentino" (161207808)
00:34:59.189 --> 00:35:13.649
Take 2 cups and pour a little bit of juice into 1 cup. They get it a little bit in the next cup. They get it, or right you can kind of create this opportunity where they just want to keep coming back to get more. Um, and it's very exciting, so.

252 "Amber Valentino" (161207808)
00:35:13.649 --> 00:35:20.879
We talk about some of these trials for a moment. I want to say that we
are trying to get kids to ask for the things that they want.

253 "Amber Valentino" (161207808)
00:35:20.879 --> 00:35:33.029
This is going to sound like a lot. Um, but about 1 per minute so 400
to 1000 times per day, which you probably think that's crazy. But if
you've ever been around a 2 year old kid.

254 "Amber Valentino" (161207808)
00:35:33.029 --> 00:35:39.059
Uh, that's what we're doing all day long. Uh, they ask him for what
they want all day long.

255 "Amber Valentino" (161207808)
00:35:39.059 --> 00:35:46.289
And if this is where they have power, my guess is that if you have a
kid who does not have vocal language abilities yet.

256 "Amber Valentino" (161207808)
00:35:46.289 --> 00:35:55.824
That they are too asking for the things that they want, they're just
doing it in different ways, maybe challenging behavior, maybe with
their hands,

257 "Amber Valentino" (161207808)
00:35:55.824 --> 00:36:06.204
maybe with different sort of motor movements or vocalizations that
aren't as functional as they could be. Uh, but so this is a realistic
goal and it's.

258 "Amber Valentino" (161207808)
00:36:06.289 --> 00:36:11.819
Something you can strive for is that we really want kids just asking
and getting asking and getting at the beginning.

259 "Amber Valentino" (161207808)
00:36:11.819 --> 00:36:23.759
I know a lot parents say, at this point, at some point, I need my kid
to stop asking for things. They can't have them. We'll get there. I
promise at some point, you will need to say no, you'll be not right
now and that's okay.

260 "Amber Valentino" (161207808)
00:36:23.759 --> 00:36:36.119
But we talk about these early language skills we want to get in there
early on and establish that link, which has meaning it has an impact
and an important impact on the environment. And that's where we want

to be.

261 "Amber Valentino" (161207808)
00:36:36.119 --> 00:36:46.259
Okay, so the ideal the ideal situation is that you have something that
I call it. Hi. Reinforcing value. But that's a fancy way of saying
that your kid wants.

262 "Amber Valentino" (161207808)
00:36:46.259 --> 00:36:59.879
I've got this really cool thing you want it so, if it helps you, if
you're parent on the call right now, if you just want to think about
that thing like, what is that thing that your kid just loves by the
way? It's okay if it's electronic, you know, we're not screentime is
fine.

263 "Amber Valentino" (161207808)
00:36:59.879 --> 00:37:07.259
It's okay, you want to stay with their motivation you can limit it
overall. If that's important to you. That's not a problem. But.

264 "Amber Valentino" (161207808)
00:37:07.259 --> 00:37:11.339
The goal here is to get something that they really, very much so like.

265 "Amber Valentino" (161207808)
00:37:11.339 --> 00:37:26.309
Uh, because they're gonna start learning that I can ask for this thing
that I like. Right you can do multiple things and I'm just going to
teach you 1 thing over time. We're gonna teach multiple of them, but
essentially access to that item is available through you. And not any
other way.

266 "Amber Valentino" (161207808)
00:37:26.934 --> 00:37:39.384
And the ideal situations that child comes to you. So I just want to
use an example but let's say I have a book. We'll just go with a book
and you have a kid who really likes to look at books and I've got it
here.

267 "Amber Valentino" (161207808)
00:37:39.744 --> 00:37:46.254
The idea is that I've got it there aren't similar books over in the
corner that they can go access without me. Cause that would kind of.

268 "Amber Valentino" (161207808)
00:37:46.309 --> 00:37:59.279
Defeat the purpose, um, I've got this great book. They love it. They
want it. They're, they're ready to go, so to show it to them, I've got
it and they come to me they approach me.

269 "Amber Valentino" (161207808)
00:37:59.279 --> 00:38:06.209
And the idea is that you would provide it, but not too much. So it
looks a little difficult. That wasn't the best example to use, but.

270 "Amber Valentino" (161207808)
00:38:06.209 --> 00:38:14.484
Um, at this point, I give them the book and I'm done, but if you had
multiple books that have the same value and they wanted more books.
You could continue to go through that process.

271 "Amber Valentino" (161207808)
00:38:14.724 --> 00:38:25.644
If not what I might do in the book situation is just try and find some
way to make turning the pages or interacting with the book a little
bit fun with me. So, maybe turning the page.

272 "Amber Valentino" (161207808)
00:38:26.209 --> 00:38:30.090
Okay, and then maybe we could get turning the page or something like
that.

273 "Amber Valentino" (161207808)
00:38:30.090 --> 00:38:39.090
But think about things you can deliver on multiple occasions. That
might be very helpful. Bubbles. Bubbles are great pieces of food
items, uh, drinks, that kind of thing.

274 "Amber Valentino" (161207808)
00:38:39.090 --> 00:38:45.870
Okay, the other important thing here is, if you can again, behavioral,
let's have this.

275 "Amber Valentino" (161207808)
00:38:45.870 --> 00:39:00.025
Wonderful or not so wonderful way of making things. Sound more
complicated than they actually are, um, so sanitize the environment.
But basically, meaning if you can work with your child in a place,
that doesn't have a lot of other distractions. It makes it a little
bit easier.

276 "Amber Valentino" (161207808)
00:39:00.025 --> 00:39:05.755
Because then the thing that you have, that you're going to have them
ask for just it's more salient.

277 "Amber Valentino" (161207808)
00:39:05.870 --> 00:39:18.075
You can see it they're more excited about it. Um, I've worked with

kids where I've had to be in basically a barren world when I've
started this process, because they were so interested in everything
else. That's a good skill.

278 "Amber Valentino" (161207808)
00:39:18.075 --> 00:39:25.815
That's a wonderful quality for kids in the long term, but when you're
trying to get them to really look at the cool stuff you have, um, and
want it.

279 "Amber Valentino" (161207808)
00:39:25.870 --> 00:39:38.250
It could be a distraction so, um, if you can create a situation where
you're the most valuable and what you have is the most valuable, um,
that helps, especially in the early phases of this process.

280 "Amber Valentino" (161207808)
00:39:39.415 --> 00:39:51.925
A couple of different things I try to be what I call a giver and not a
taker, so I've worked with parents before I explain this process.
They're like, okay, I got this really cool thing. Kid comes to me they
they want it.

281 "Amber Valentino" (161207808)
00:39:51.955 --> 00:39:57.145
I'll teach you the procedures here in a moment, but I teach them how
to ask for it. They get it. Okay. Got that.

282 "Amber Valentino" (161207808)
00:39:57.450 --> 00:40:12.415
What else do parents do is they'll have all the kids toys out and as
the kid goes for a toy, they'll grab the toy and put it behind them
and say oh, you want this? It's very good intentions. Don't give me my
very good intention, but.

283 "Amber Valentino" (161207808)
00:40:12.720 --> 00:40:23.430
What it establishes for the kid is that my mom's just my dad is just
following me around and taking things away, rather than making me ask
for them that so.

284 "Amber Valentino" (161207808)
00:40:23.430 --> 00:40:31.800
The better situation is that before the child enters the room, or you
start this process, those things are.

285 "Amber Valentino" (161207808)
00:40:31.800 --> 00:40:44.155
Put up, put in ben's, put in boxes, put off to the side so that they
just have to come to you 1st, to get them as opposed to. I could have

access to it. If you didn't remove it from me when I went to go, do it?

286 "Amber Valentino" (161207808)
00:40:44.155 --> 00:40:49.375
So, it's a slight change in the way you run the trial, but it can be very meaningful.

287 "Amber Valentino" (161207808)
00:40:49.680 --> 00:40:55.800
And teach the kid. Oh, I'm going to get something and ask for it versus I'm getting things taken away. And then I have to ask back.

288 "Amber Valentino" (161207808)
00:40:55.800 --> 00:41:07.620
Okay, so here's some of the questions. And if you have this PowerPoint slide, you might sit down tonight or tomorrow, and just make some notes with with answers to these questions to help you get started.

289 "Amber Valentino" (161207808)
00:41:07.620 --> 00:41:13.830
But basically, is there, you know, you think about the things that you're going to use during these man training phases.

290 "Amber Valentino" (161207808)
00:41:13.830 --> 00:41:18.570
Can I have the child continue coming back to me to get more of this item?

291 "Amber Valentino" (161207808)
00:41:18.570 --> 00:41:25.080
Can I prep ahead of time? Right? Get those toys out of the room put them in a special place. So they only can access through me.

292 "Amber Valentino" (161207808)
00:41:25.080 --> 00:41:37.350
Can I make the activity fun? Right? I had a kid who loved jumping on the trampoline and he was a wonderful trampling jumper. And so I'm like, how am I going to get in there after the initial jump? He's fine. He's jumping all by himself.

293 "Amber Valentino" (161207808)
00:41:37.350 --> 00:41:46.740
But if I can jump in extra high, right? It makes this activity more fun with me in it. And then he has to access the extra high through me.

294 "Amber Valentino" (161207808)
00:41:47.725 --> 00:41:56.905
Can I change the activity that makes it more fun with me? And can I

make myself a critical component of engagement activities? Swinging is
a great example.

295 "Amber Valentino" (161207808)
00:41:56.905 --> 00:42:06.715
A lot of kids can swing independently, but you pushing them is more
fun because you can go higher. You can make sounds along with it you
can shake the swing, you know, you.

296 "Amber Valentino" (161207808)
00:42:06.740 --> 00:42:18.600
Do all sorts of fun things that they can't do by themselves. Okay. So
when you start man training or request training, think about things
that are consumable, like food and drink.

297 "Amber Valentino" (161207808)
00:42:18.600 --> 00:42:28.440
Uh, things that allow for a short duration bubbles tick. I love
physical play. I do a lot of what I call spaghetti arms, which is just
taking the arms and.

298 "Amber Valentino" (161207808)
00:42:28.440 --> 00:42:41.370
It's my signature move, it works very well um, things that are very
easy to remove, like, music videos, um, tablet electronics or great.

299 "Amber Valentino" (161207808)
00:42:41.370 --> 00:42:52.800
Um, things that are easy to deliver, right? If your kid likes books,
and they want to read multiple books, those cars blocks are awesome,
right? Cause you can deliver them in multiple occasions.

300 "Amber Valentino" (161207808)
00:42:52.800 --> 00:43:03.030
And then, yes, things that can be delivered on multiple occasions and
small pieces of candy or Apple, or whatever. The, the, the food is of
juice, that kind of thing.

301 "Amber Valentino" (161207808)
00:43:03.030 --> 00:43:09.600
Okay, just to give you a general idea. I don't want to spend a ton of
time here. I'm cognizant of the overall time.

302 "Amber Valentino" (161207808)
00:43:09.600 --> 00:43:19.710
But, um, I, I put this in here because I sometimes see people trying
to work on vocal or even fine or picture language.

303 "Amber Valentino" (161207808)
00:43:19.710 --> 00:43:33.865

Uh, really early, um, when the child doesn't have the basics yet. So as an example, I see people working on sentence structure. I want cookie. I want this before the kid can even ask for multiple 1 more things.

304 "Amber Valentino" (161207808)
00:43:34.105 --> 00:43:35.485
So generally speaking.

305 "Amber Valentino" (161207808)
00:43:35.760 --> 00:43:48.265
Build up the 1 word request extremely well. Before you start adding in yes. Knows carrier phrases, that kind of thing or else. You just end up getting really funky language.

306 "Amber Valentino" (161207808)
00:43:48.265 --> 00:43:51.715
And the response effort is so high that most kids aren't. Um.

307 "Amber Valentino" (161207808)
00:43:52.110 --> 00:43:55.560
Going to be interested in working with you on terms of focus on those 1 more to start.

308 "Amber Valentino" (161207808)
00:43:55.560 --> 00:44:02.250
And I promised the, uh, the carrier phrase, all that stuff will come leader but start with those 1 words.

309 "Amber Valentino" (161207808)
00:44:02.965 --> 00:44:11.695
Okay, I'm going to talk about signs or simple gestures, but you can absolutely transfer what I'm saying to picture.

310 "Amber Valentino" (161207808)
00:44:11.695 --> 00:44:21.835
So I used to be pretty strong willed and opinionated about my choice of alternative systems in my older and wiser and more agreeable.

311 "Amber Valentino" (161207808)
00:44:22.250 --> 00:44:30.570
I'm as long as you're landing, that's all I care about so it can be a picture. You can use some voice output device.

312 "Amber Valentino" (161207808)
00:44:30.570 --> 00:44:38.370
Speech language pathologist are wonderful in their consultation around these kinds of things, but as long as you're managing, as long as that's your functioning.

313 "Amber Valentino" (161207808)
00:44:38.370 --> 00:44:47.790
Or your function, the kid is motivated for something they ask for it.
They get it the, the specific system that you're using doesn't matter
to me.

314 "Amber Valentino" (161207808)
00:44:47.790 --> 00:44:55.470
I'm going to use signs as my example, because it's a lot easier to
show you over video and you can kind of walk what I'm doing.

315 "Amber Valentino" (161207808)
00:44:55.470 --> 00:45:05.700
Teach specific tangible items, try and teach a cost categories. If you
can that is don't teach all food items or all toys try and teach a
little bit of both.

316 "Amber Valentino" (161207808)
00:45:05.995 --> 00:45:19.015
And then this might be a little bit controversial, but I'm okay with
it. I try to avoid things these words, more all done by thinking,
please and potty. There's different reasons you should avoid those 1st
more.

317 "Amber Valentino" (161207808)
00:45:19.015 --> 00:45:23.755
Basically, just becomes a man for everything. So, I've had kids walk
up to me in a room.

318 "Amber Valentino" (161207808)
00:45:24.060 --> 00:45:30.690
To go like this, and they haven't even had anything yet. And I'm like,
what do you want? More of like it's just not a functional man.

319 "Amber Valentino" (161207808)
00:45:30.690 --> 00:45:34.200
The other thing is, once they learn more, they use it for everything.

320 "Amber Valentino" (161207808)
00:45:34.200 --> 00:45:42.960
Which is okay, but it kind of defeats the purpose. Like, we're trying
to teach lots of separate 1 more request. So it's so much rather you
teach.

321 "Amber Valentino" (161207808)
00:45:42.960 --> 00:45:55.680
Car versus cookie versus train I'd rather you teach the specific item
because you can build the vocabulary more that way. Um, by.

322 "Amber Valentino" (161207808)

00:45:55.680 --> 00:46:05.850
The 1st words that we're teaching a kid are to get you to go away.
That's probably a little bit of a problem. Thank you. Nobody cares.
It's social about social, nice cities that, at this point.

323 "Amber Valentino" (161207808)
00:46:05.850 --> 00:46:10.290
We can teach manners later each and please.

324 "Amber Valentino" (161207808)
00:46:10.290 --> 00:46:13.890
Same same category is more. It's just too general.

325 "Amber Valentino" (161207808)
00:46:13.890 --> 00:46:28.800
And then, please, again, we don't care about social media. Right now.
Potty most kids do not care about potty. It's not going to be 1 of
their 1st word. That's something we need them to do. And so, just
don't go there. 1st, you can teach it later. But not at 1st.

326 "Amber Valentino" (161207808)
00:46:28.800 --> 00:46:40.740
And then when you're thinking about fine language, just a quick little
note or gestures, I think that's the more proper way to refer to them
is gestures. It's not full on sign language. Oftentimes they're just
simple hand movements.

327 "Amber Valentino" (161207808)
00:46:40.740 --> 00:46:50.310
Um, but try not to pick ones that Brian, so, as an example cup rhymes
with cookie, because they look almost exactly like.

328 "Amber Valentino" (161207808)
00:46:50.310 --> 00:46:55.980
So try and keep things that are very different in the way that they
look at least to start.

329 "Amber Valentino" (161207808)
00:46:55.980 --> 00:47:07.650
Okay, start with 3 to 5 things. If you have a real strong motor
imitation repertoire for sign language in, particularly you can do
more, but 3 to 5 is a good place to be in.

330 "Amber Valentino" (161207808)
00:47:07.650 --> 00:47:17.910
Um, and so essentially, what you're going to do is you're gonna have
the item available. Um, the kid comes toward you to get it.

331 "Amber Valentino" (161207808)
00:47:17.910 --> 00:47:28.140

And you're going to very quickly, uh, teach them with your hand, how to ask for that thing. So, let's just go back to my book. Example, I've got the book.

332 "Amber Valentino" (161207808)
00:47:28.140 --> 00:47:32.430
My little guy comes over and he's like, I give you that book. I want it.

333 "Amber Valentino" (161207808)
00:47:32.430 --> 00:47:39.180
Uh, he's gesturing 40 wants it. Um, I would very quickly take his hands.

334 "Amber Valentino" (161207808)
00:47:39.180 --> 00:47:43.830
And this is the sign for book, and I would just help him do the sign for the book.

335 "Amber Valentino" (161207808)
00:47:43.830 --> 00:47:47.160
And I would just say buck.

336 "Amber Valentino" (161207808)
00:47:47.160 --> 00:48:01.345
Book that's right. You got the book. Okay. So it was a picture. You do the same thing. You just physically help them. Do this pick up the picture and give it to you? Right? You want to be quick. A lot of kids will very quickly be like this is too much work them out. That's what my kid would do.

337 "Amber Valentino" (161207808)
00:48:01.915 --> 00:48:07.135
There's too much work. I'm out my mom, but I got it book book, right?

338 "Amber Valentino" (161207808)
00:48:07.160 --> 00:48:12.810
And so you're repeating this interaction, they gesture toward it. You get your hands in there.

339 "Amber Valentino" (161207808)
00:48:12.810 --> 00:48:18.450
Book book, and I'm saying it very clearly over and over again book book book book book.

340 "Amber Valentino" (161207808)
00:48:18.450 --> 00:48:27.690
Quick note, caution don't say a bunch of extra things. So if you're saying good job asking, I love the way you used your words way to go.

341 "Amber Valentino" (161207808)
00:48:27.690 --> 00:48:42.030
Um, you're missing a very critical pairing process that should happen to develop vocals later. I, I had a kid once where this was a problem and his very 1st vocalizations were.

342 "Amber Valentino" (161207808)
00:48:42.030 --> 00:48:52.380
Wh, WH, what was he was basically saying what all the therapists or the technicians had said to him during his man trial, which was.

343 "Amber Valentino" (161207808)
00:48:52.380 --> 00:49:04.050
What do you want? What do you want? So he thought the book, the thing he was asking for was called of what do you want? So try to avoid that you're going to feel a little silly at 1st.

344 "Amber Valentino" (161207808)
00:49:04.050 --> 00:49:08.670
But all you want your kid here is book the word book.

345 "Amber Valentino" (161207808)
00:49:08.670 --> 00:49:12.480
Is this thing buck book book?

346 "Amber Valentino" (161207808)
00:49:12.480 --> 00:49:20.820
Because when those local start to come, you want them to be the item. Like, my little guy that I told you about at the beginning, with the paint.

347 "Amber Valentino" (161207808)
00:49:20.820 --> 00:49:31.650
Um, 88 was his 1st war because he had heard over and over again with the repeated pairing of when he was motivated. And when he asked for it paint, that's what we said paint.

348 "Amber Valentino" (161207808)
00:49:31.650 --> 00:49:37.830
Paint paint paint the little silly, but you cannot say it too many times.

349 "Amber Valentino" (161207808)
00:49:37.830 --> 00:49:43.830
Okay, real quick if sometimes, what will happen is the kid will start to.

350 "Amber Valentino" (161207808)
00:49:43.830 --> 00:49:52.440
It was called scrolling, which is essentially just going through kind

of like a capture in a baseball game. All of the different signs that they're learning.

351 "Amber Valentino" (161207808)
00:49:52.440 --> 00:49:56.730
Unfortunately, a lot of people say, oh, Steve told you assign language. It doesn't work.

352 "Amber Valentino" (161207808)
00:49:57.295 --> 00:50:11.725
That's not the case don't trust sign language because of this it's a very common problem and it's easy to fix. So this would be the case. So, let's say I've been through that the kids coming up to me and I've got my the book here. They really want it and they walk over and they go.

353 "Amber Valentino" (161207808)
00:50:12.000 --> 00:50:20.850
Like, this, all this sort of things it's okay. All you're gonna do is you're going to place the little hands down just from them in a very gentle, put your hands down.

354 "Amber Valentino" (161207808)
00:50:20.850 --> 00:50:32.880
And then you're going to do whatever it takes to get them to successfully, do the correct sign. So it's just a brief pause. It's called breaking the scroll brief little pause like, calm down. Maybe I got, you.

355 "Amber Valentino" (161207808)
00:50:32.880 --> 00:50:38.730
We're gonna put them down and then we're gonna prompt and then we're gonna go right back into that trial book.

356 "Amber Valentino" (161207808)
00:50:38.730 --> 00:50:43.800
Okay, very common. Um.

357 "Amber Valentino" (161207808)
00:50:44.305 --> 00:50:53.005
We have to talk about this there's a couple more slides here perfectly timed and we will have a couple of minutes for questions. Um, so you might be saying, okay, I got, I'm doing pictures.

358 "Amber Valentino" (161207808)
00:50:53.035 --> 00:51:02.515
I'm doing fine and my kids like book, drink juice, candy, you know, tablet they're asking for all the things they want. That's great.

359 "Amber Valentino" (161207808)

00:51:02.790 --> 00:51:05.880
What about the local party? Amber? Okay.

360 "Amber Valentino" (161207808)
00:51:05.880 --> 00:51:13.705
I think if the size of the pictures under control 1st, so that you
don't have to stress about that, right away, cause it's a lot and it's
kinda not stress about it. Right.

361 "Amber Valentino" (161207808)
00:51:13.705 --> 00:51:21.835
Especially if somebody's been trying to work with your kid and
establish Vocalizations, they might be very averse to somebody in
their face trying to get them to say something.

362 "Amber Valentino" (161207808)
00:51:22.140 --> 00:51:25.560
So just focus on the alternative system to start.

363 "Amber Valentino" (161207808)
00:51:25.560 --> 00:51:38.520
And then essentially, what we would do is start to have a target
approximation with it. So we'd be looking for a particular thing. So
you're always saying the word.

364 "Amber Valentino" (161207808)
00:51:38.520 --> 00:51:43.860
But what we would do is pick a particular part of that word. So,
maybe.

365 "Amber Valentino" (161207808)
00:51:43.860 --> 00:51:49.590
And, um, we would parent couple times, but but.

366 "Amber Valentino" (161207808)
00:51:49.590 --> 00:51:53.880
And then just sort of delay a little bit. So we have got the book.

367 "Amber Valentino" (161207808)
00:51:53.880 --> 00:52:04.830
The kid signs, and then just think you can get a little something. So
hold off a couple of seconds. Essentially. What happens is your kid's
like, hey, I've always gotten the book when I've asked for it and now
you're not giving giving it to me.

368 "Amber Valentino" (161207808)
00:52:04.830 --> 00:52:13.290
And sometimes in that will make a bulk, they'll say, but sometimes
they may just say, uh, or something arbitrary, which.

369 "Amber Valentino" (161207808)
00:52:13.290 --> 00:52:21.985
Depending on your team might want to reinforce that yet, but you got
it got it. But the goal is all right my little sign isn't get me
anywhere. Let me try some other things.

370 "Amber Valentino" (161207808)
00:52:21.985 --> 00:52:32.815
And if they have a long history of successfully asking for the things
that they want, it's a, okay if what they say is just a random vocal,
especially if it's intentional like that, right? If it's yeah.

371 "Amber Valentino" (161207808)
00:52:33.150 --> 00:52:40.020
That we're going to reinforce that, and then you're just going to
change your approximations over time until you get the same word.

372 "Amber Valentino" (161207808)
00:52:40.020 --> 00:52:49.770
Okay, in discrimination training, let's talk just really briefly. This
is just basically making sure you're teaching multiple things at once.

373 "Amber Valentino" (161207808)
00:52:49.770 --> 00:53:00.870
Sometimes people like teach book, they get book and then they teach
the next 1. I know it's tempting to do that, but try to teach at least
2. I say, 3 to 5 essentially That'll teach your kids that.

374 "Amber Valentino" (161207808)
00:53:00.870 --> 00:53:11.550
Different words have different, sounds and, um, different signs
associated with them else. You're gonna have to go back and kind of
fix that. 1 cause probably what will happen is once you teach book.

375 "Amber Valentino" (161207808)
00:53:11.550 --> 00:53:16.950
When you move on to the next thing, let's say if candy the candy is
going to be a book. So.

376 "Amber Valentino" (161207808)
00:53:16.950 --> 00:53:24.990
Work on multiple things at at the same time and even within a session
you want to try and back bounce back and forth between book candy,
that kind of thing.

377 "Amber Valentino" (161207808)
00:53:24.990 --> 00:53:30.810
Okay, so we talked a little bit about the, um.

378 "Amber Valentino" (161207808)

00:53:30.810 --> 00:53:34.380
And I'll just say this, given the time that we have.

379 "Amber Valentino" (161207808)
00:53:34.380 --> 00:53:38.910
There are all sorts of ways to establish a vocal response.

380 "Amber Valentino" (161207808)
00:53:38.910 --> 00:53:42.750
Once once you get a man drop a poor going.

381 "Amber Valentino" (161207808)
00:53:42.750 --> 00:53:46.950
1 of them involves pairing the vocalization with.

382 "Amber Valentino" (161207808)
00:53:46.950 --> 00:53:50.760
A localization with the delivery, uh, preferred thing.

383 "Amber Valentino" (161207808)
00:53:50.760 --> 00:53:59.820
Another involved sort of playing around with, uh, once the sign is
established the immediacy with which you give it.

384 "Amber Valentino" (161207808)
00:53:59.820 --> 00:54:08.220
Um, and the other involves the momentum processes so I have a kid do
some lower responses for things and then I throw in the vocal.

385 "Amber Valentino" (161207808)
00:54:08.220 --> 00:54:14.550
All of them are very viable options. I share them with you today just
to say.

386 "Amber Valentino" (161207808)
00:54:14.550 --> 00:54:24.030
Get your man training going if your child can't ACCO do the signs do
the pictures get them asking for things that they want regularly
throughout the day?

387 "Amber Valentino" (161207808)
00:54:24.030 --> 00:54:34.945
With very little effort. Um, and then when you're at the point where
the kid successfully asking for the things that they want these
procedures can help you establish Vocalizations.

388 "Amber Valentino" (161207808)
00:54:35.035 --> 00:54:42.415
Oh, I should have said to you, by the way that what's gonna happen in
that man process is that the kid is going to start to independently.

389 "Amber Valentino" (161207808)
00:54:42.690 --> 00:54:46.380
Do the sign or give the picture in which case you can back off a
little bit.

390 "Amber Valentino" (161207808)
00:54:46.380 --> 00:55:01.350
It's called prompt fading, but you can kind of let them do their
thing. And that doesn't mean that the next trial they might not need a
little bit more help, but you'll be watching for that once they start
to be independent. Um, or a little bit more independent, you don't
have to help as much. Right? And that's a cool thing.

391 "Amber Valentino" (161207808)
00:55:01.350 --> 00:55:11.700
Um, I think that that covers the majority of it. I, again, I think if
you can walk away with.

392 "Amber Valentino" (161207808)
00:55:11.700 --> 00:55:23.820
Getting your kids to ask for the things that they want either with an
alternative system, or if they can echo with the vocalization and
focusing on that, man, or that request repertoire that's driven by
motivation.

393 "Amber Valentino" (161207808)
00:55:23.820 --> 00:55:33.270
You're gonna be a real good shape so thank you so much. I'm happy to
pause there and we've got about 34 minutes left. So, if anybody has
any questions feel free to ask them.

394 "Alana Embriano" (623364608)
00:55:38.040 --> 00:55:49.555
So, it looks like we've got 1 question so far, and the person asks my
son is 4 years old, and he mostly uses 1 or 2 words whenever he wants
to communicate with us,

395 "Alana Embriano" (623364608)
00:55:49.915 --> 00:55:56.845
how can we help him to understand the sentences or use more than 2
words when he wants to say something to his peers.

396 "Amber Valentino" (161207808)
00:55:57.535 --> 00:56:09.865
Oh, yeah, great question. Okay. Well, that's 1st of all great that you
you've got that sounds like you've been working really hard 1 to 2
words he's using to ask for it sounds like multiple things.

397 "Amber Valentino" (161207808)

00:56:09.895 --> 00:56:16.135
So, if you're at that point, he's already using 1 to 2 words to ask
for multiple things.

398 "Amber Valentino" (161207808)
00:56:16.440 --> 00:56:31.045
And you want to expand that repertoire? I recommend. So sometimes what
you'll see people do is just force, like a very broke I shouldn't say
force, but they try and teach a very wrote carrier phrase. So, it'll
be like I want.

399 "Amber Valentino" (161207808)
00:56:31.195 --> 00:56:36.265
I want I want and what that usually.

400 "Amber Valentino" (161207808)
00:56:36.440 --> 00:56:50.820
Is the kid who learns? Oh, I just have to tack on. I want to
everything. And then you get this really weird language. It'll be
something like I want go up from now. Please because they didn't learn
that they have tackle on. I want to something else.

401 "Amber Valentino" (161207808)
00:56:50.820 --> 00:57:03.330
So, what I would do is I would actually take a little quote, baseline
data on the average number of words that he uses. So, let's just say,
the average number and all of his request is to.

402 "Amber Valentino" (161207808)
00:57:03.330 --> 00:57:13.650
And then I would just make your goal 3, and I wouldn't do it on every
single every single time. But let him use 2 words or even 1 word.

403 "Amber Valentino" (161207808)
00:57:13.650 --> 00:57:26.040
80% of the time, and then the other 20% of the time just focus on
getting 3 words. Right? So you just kind of up your goal slightly. And
so if he, he came up and he said, uh.

404 "Amber Valentino" (161207808)
00:57:26.040 --> 00:57:33.330
Drink mom and that was his thing I would I would, I would add, I would
have them say.

405 "Amber Valentino" (161207808)
00:57:33.330 --> 00:57:47.545
What what drink mom? So they've got 3 words, but very, it don't always
make it 11. so maybe the next time you would say, drink mom please or
drink please mom, I'm trying to make. Sure. It's grammatically
correct. But but the goal is 3, right?

406 "Amber Valentino" (161207808)
00:57:47.575 --> 00:57:52.885
And and do it about 20% of the time, what you don't want them to learn
is gosh, this. gosh this

407 "Amber Valentino" (161207808)
00:57:53.330 --> 00:57:58.650
The response effort is every time is super fine. So the 2 words is
really fine. Most of the time.

408 "Amber Valentino" (161207808)
00:57:58.650 --> 00:58:11.515
And then your target is just reward so it's not a specific phrase.
It's just that you want what's called the mean length of utterance to
be longer. You want it to be more than 2 words, in terms of the part
about talking to peers.

409 "Amber Valentino" (161207808)
00:58:12.955 --> 00:58:18.565
That's where you're gonna get a little bit of generalization or, like,
it's just gonna take practice. So.

410 "Amber Valentino" (161207808)
00:58:18.650 --> 00:58:23.580
You could do it a couple of ways. You could set up some times with a
specific pier and.

411 "Amber Valentino" (161207808)
00:58:23.580 --> 00:58:26.880
But the, the idea would be, if you can get him.

412 "Amber Valentino" (161207808)
00:58:26.880 --> 00:58:35.970
Using more words within the interaction at home with you, or with his
family that it would generalized, but you might have to kind of
specifically set it up.

413 "Amber Valentino" (161207808)
00:58:35.970 --> 00:58:42.120
But I would set the target to be just slightly above what he's already
doing and then just make it. So that.

414 "Amber Valentino" (161207808)
00:58:42.145 --> 00:58:55.555
Every 3rd, every 4th, every 5th time he asks for something he has to
use that extra and then after you do that for, like, a month, maybe 2
months, take another little baseline data and look at the average of
maybe all of this request and hours you now,

415 "Amber Valentino" (161207808)
00:58:55.945 --> 00:58:57.235
on average using 3.

416 "Amber Valentino" (161207808)
00:58:57.540 --> 00:59:01.470
If so you've done the job, and then you can just slowly inch above
that.

417 "Amber Valentino" (161207808)
00:59:01.470 --> 00:59:07.650
Yeah, good question and I know we've.

418 "Alana Embriano" (623364608)
00:59:07.650 --> 00:59:11.430
We've reached our time. There is 1 other question. Um.

419 "Amber Valentino" (161207808)
00:59:14.305 --> 00:59:14.815
Yeah,

420 "Alana Embriano" (623364608)
00:59:15.715 --> 00:59:30.145
it says my son will run stop or yell with excitement when he starts to
see us to go towards what he's gesturing to and it's very hard to get
him to settle and focus on the sign or hear us saying the word do you
have any suggestions for this,

421 "Alana Embriano" (623364608)
00:59:30.145 --> 00:59:31.105
other than just being.

422 "Alana Embriano" (623364608)
00:59:31.430 --> 00:59:32.160
Student.

423 "Amber Valentino" (161207808)
00:59:33.025 --> 00:59:40.165
Yeah, don't stress about it just get in there so he's jumped actually
1st of all that's awesome. He's jumping.

424 "Amber Valentino" (161207808)
00:59:40.165 --> 00:59:52.045
He's doing things you're clear what he wants just go in and prompt the
sign don't worry about whether he's paying attention making eye
contact. I know. That sounds funny, but sometimes people spend so
much.

425 "Amber Valentino" (161207808)
00:59:52.185 --> 01:00:00.825

I'm trying to get kids to orient and you gotta be looking at you got to be paying attention that they lose the motivation at that point because not motivate anymore. Just go in there.

426 "Amber Valentino" (161207808)
01:00:01.125 --> 01:00:10.635
Prompt them to do the sign or pick up the picture and give it to them and don't worry about if it feels a little chaotic he'll learn and through the process, they'll start to pay attention.

427 "Amber Valentino" (161207808)
01:00:15.235 --> 01:00:29.875
He will just get in there when he's jumping all around and just prompt him and then give him the thing. Just like that trial. I just described. It's kind of like, when people ask me, like, all the kids not looking at me. I say, I know this sounds funny, but don't worry about the eye contact.

428 "Amber Valentino" (161207808)
01:00:30.180 --> 01:00:34.440
Because you're working on something so meaningful to him or her.

429 "Amber Valentino" (161207808)
01:00:34.440 --> 01:00:37.800
Um, the I contact the potential com because.

430 "Amber Valentino" (161207808)
01:00:37.800 --> 01:00:50.010
They're, they're motivated, they're excited to do what you're doing and to have what you're having. And so it seems a little bit out of order, but work on the language piece. 1st, and the eye contact and the attention will come.

431 "Amber Valentino" (161207808)
01:00:50.010 --> 01:00:57.450
Yeah, good question I'd love to those. Thank you for asking.

432 "Michelle sanko" (4159390464)
01:00:57.450 --> 01:01:09.360
Perfect I know we're a little bit over, like Alana said, but let's just wrap up quick and I just want to say, thank you all for being here today. Sorry we ran a little bit over, but I think it was very valuable. Um.

433 "Michelle sanko" (4159390464)
01:01:09.805 --> 01:01:15.685
I will just say, again, thank you for attending and thank you Dr Valentino for providing such wonderful information.

434 "Michelle sanko" (4159390464)

01:01:15.985 --> 01:01:29.185
If you do, have questions about therapies discussed today or questions
that we weren't able to answer due to time, please contact our autism
team by calling the number on the back of your card. And then, of
course, like I said, at the beginning, our recording will be
available.

435 "Michelle sanko" (4159390464)
01:01:29.985 --> 01:01:43.635
W, W. W. dot com backslash autism once it's finalized and then please
be sure to mark your calendars to join us next month on Thursday,
August 10th, where we will be discussing the fundamentals and basics
of applied behavior analysis. Thanks.

436 "Michelle sanko" (4159390464)
01:01:44.145 --> 01:01:45.975
Everyone I hope you have a great day. day

437 "Amber Valentino" (161207808)
01:01:46.410 --> 01:01:52.410
Thank you bye. I put my email in the chat in case that anybody wants
it feel free to reach out.

438 "Amber Valentino" (161207808)
01:01:52.410 --> 01:01:55.704
Hi, everybody.