



# Communication: Quick Tips

- Please chat questions into the chat box
- You will be directed to a copy of the Powerpoint, recording, and other resources at the end

# Communication Quick Tips

1. Understand why your child communicates
2. Identify how your child communicates
3. Teach the foundation for language development
4. Set up communication opportunities throughout the day



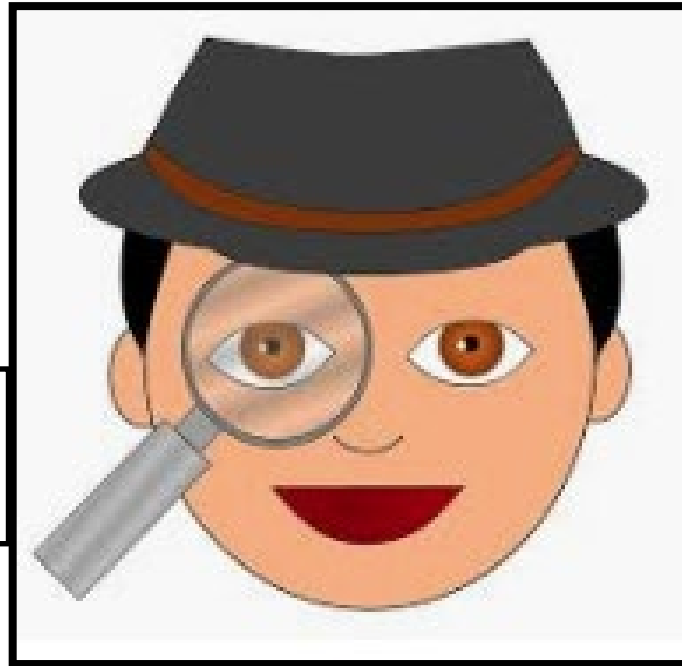
# 1. Understand Why Your Child Communicates



**Asking for Help**



**Gaining Attention**



**Protesting**



**Requesting**



**Sharing Emotions**

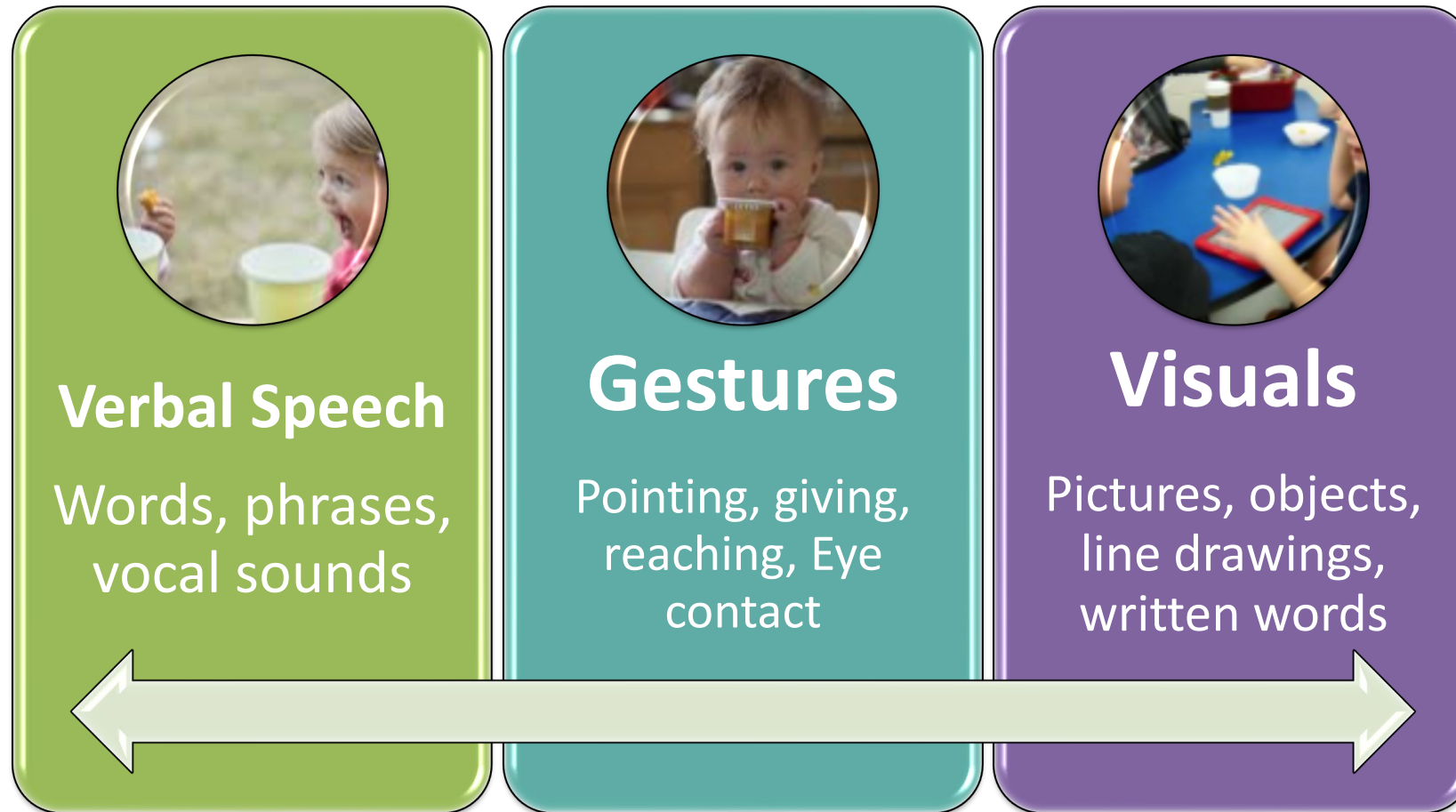


**Greetings**



*Communication is sending a message to someone and that message is received.*

## 2. Identify How Your Child Communicates



**Thinking you can  
ONLY teach Verbal  
Skills**



**Teaching them  
NONverbal Skills,  
too!**

Mark a tally for each communication initiation in the corresponding box. If the initiation is paired with eye contact make an " X " If eye contact is NOT used make a " | "

Mode Of Communication	Mark a tally for each instance	Other: Write sound/word/phrase used
<b>Vocal</b> (Sound/Sound combination/word/word approximation/Phrase, etc.)		
<b>Gesture</b> (Give, facial expression, point, body posture or movement, etc.)		
<b>Visual</b> (Picture/object/etc.)		

**I don't know how they communicate!?!**



# 3. Teach the Foundation for Language Development

Teach Appropriate Communication you can **REINFORCE** by using the *replacement behavior menu*



**Bring items they want closer to your face**



**Teach them Nonverbal Communication Skills**



**Make sure you have their attention**



**Get on their eye level**

*Skills like* eye contact, pointing, attending to the learning opportunity and imitating

## 4. Set up communication opportunities throughout the day

Antecedent	Behavior	Consequence
Communication Strategy + WAIT	Goal Behavior	REINFORCE
	Behavior we want to REPLACE or EXPAND on	Prompt and Immediately Reinforce

Reference previous webinars to learn more about prompting and reinforcement





# Teach your child a Replacement Behavior

Replacement Behavior Menu			
Currently, my child will ... (circle one)	When they want <u>access to</u> / escape from (fill in)	Instead, they can... (circle)	When they do this, I will... (fill in)
Pull me to ____ Look at ____ <u>Challenging Behavior</u> Try to make a sound Use a word Point Other: ____	<b>Mom's attention</b>	Hand over object ____ <u>Point to/reach for mom</u> Gesture: _____ Sign: _____ Use the word (s) _____ Hand over a picture Other: _____	<b>Give them physical and verbal attention</b>

Use the Replacement Behavior Menu as a Guide





## 4. Set up communication opportunities throughout the day

### ***Following Their Lead***

Narrating

Helping

Modeling

Active Listening

### ***Modeling Language***

From their  
perspective and at  
their language level

### ***Expanding on their language***

Use the 1-Up Rule



Have your goal in mind and teach!

## 4. Set up communication opportunities throughout the day

Now, let's mess it all up!

**Use Sabotage**

**Insight and  
Out of Reach**

**Novelty**

Create unexpected communication learning opportunities throughout the day!



## 4. Set up communication opportunities throughout the day

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# For more detailed communication info:

<https://triad.vkclearning.org/>

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FREE account

**VANDERBILT KENNEDY CENTER**  
TREATMENT & RESEARCH INSTITUTE FOR AUTISM SPECTRUM DISORDERS

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## Welcome to Vanderbilt Kennedy Center TRIAD Online Learning

If you are already a Registered Learner, please [Login](#).  
If you are new to Vanderbilt Kennedy Center TRIAD, please [Register](#).

[www.vkclearning.org/UserRegistration/tabid/87/Default.aspx](https://www.vkclearning.org/UserRegistration/tabid/87/Default.aspx)





### Early Intervention Services

[CLICK HERE](#)



### Early Childhood Services (Pre-K)

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### School-Age Services (K-12)

[CLICK HERE](#)



### Caregivers

[CLICK HERE](#)





## Common Needs for Young Children with Autism: Early Intervention Training Series

[Open](#)

Start with this one!



### Early Intervention Communication Series

<input type="radio"/>	2. How and Why Your Child Communicates	<a href="#">Launch</a>
<input type="radio"/>	3. Communication Framework	<a href="#">Launch</a>
<input type="radio"/>	4. Communication in Play Routine	<a href="#">Launch</a>
<input type="radio"/>	5. Communication in Daily Routines	<a href="#">Launch</a>
<input type="radio"/>	6. Communication in More Daily Routines	<a href="#">Launch</a>

**THEN continue to the School Age Services folder for more information on communication**

### Building Blocks Of Communication

	Understanding Communication	<a href="#">Launch</a>
	Describing Communication	<a href="#">Launch</a>
	Teaching Communication	<a href="#">Launch</a>



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#### Teaching Communication Skills: A Toolkit for Educators



This toolkit provides information about how to help students with autism spectrum disorder (ASD) improve their ability to communicate, with a focus on teaching skills for initiating, sending a message, and skills for responding, receiving a message.

##### What is communication?

Communication involves exchanging information between people. For communication to take place, there must be at least two participants: a sender and a receiver.

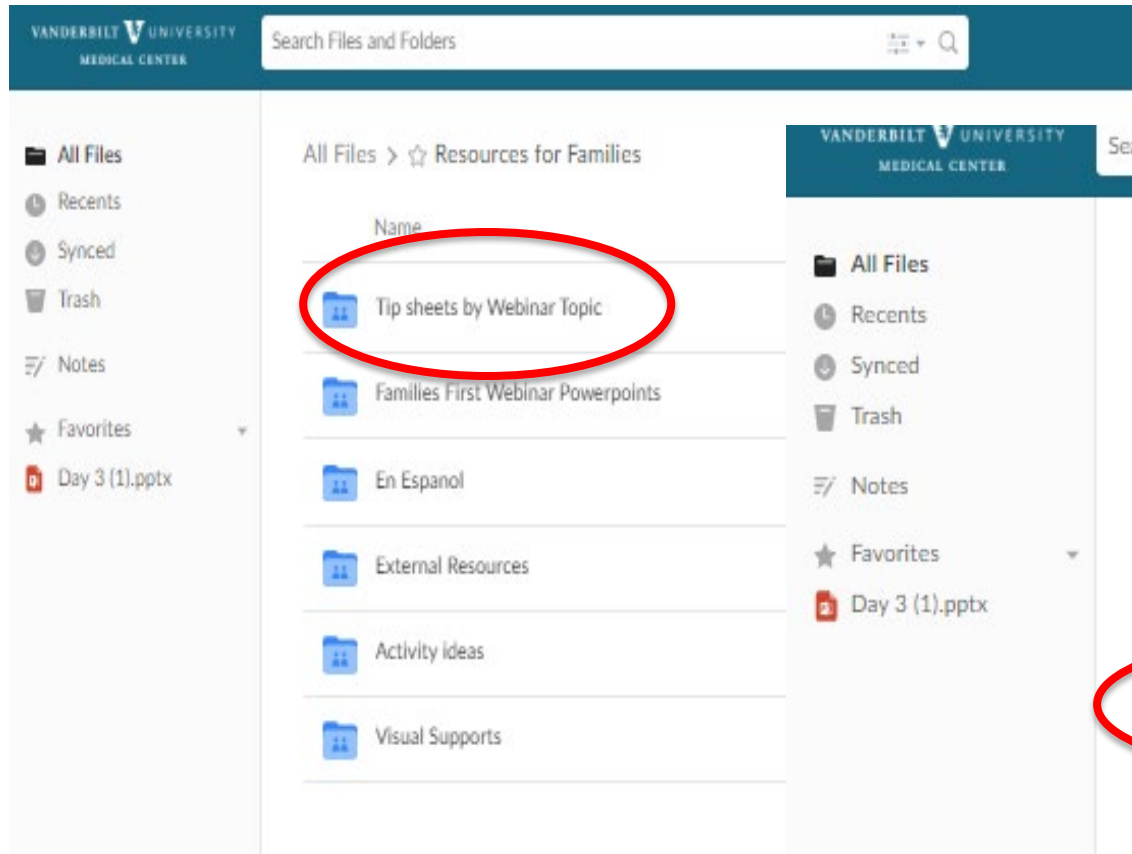
The ability to communicate is different from the ability to talk.

- Communication can occur without speech. This includes sending messages with body language, facial expressions, and behavior. Sign language and written messages are also ways of communicating.
- Speech can occur without communication. You might talk aloud to yourself or repeat a phrase without expecting to get a response.

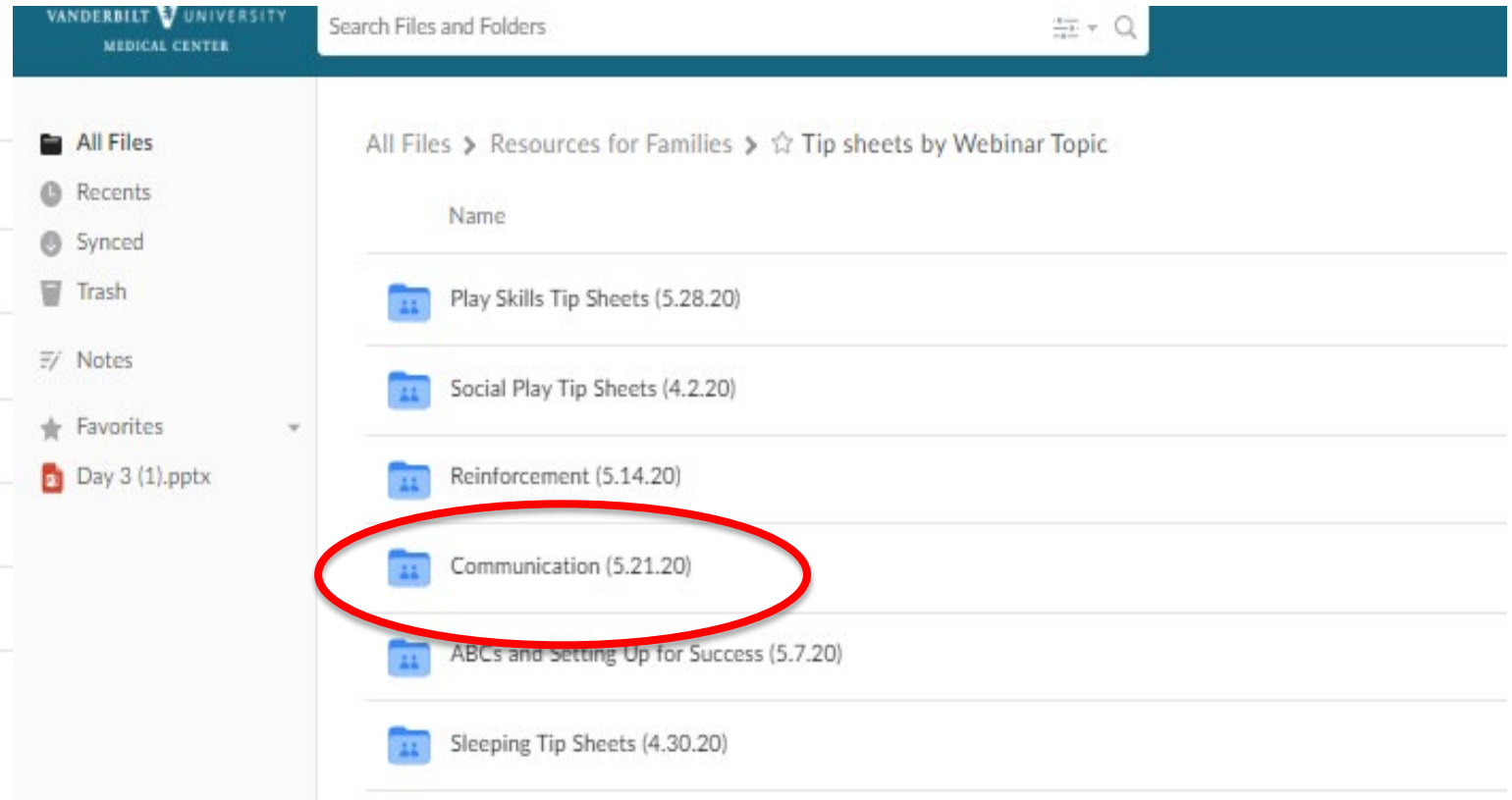
A more detailed review of this material and additional resources can be found in the online version of this toolkit, which can be accessed by registering for a free account at [triad.vklearning.org](http://triad.vklearning.org) and accessing the information in the School-Age Services folder.



# BOX Folder Resources



This screenshot shows the Box interface for the Vanderbilt University Medical Center. The left sidebar lists navigation options: All Files, Recents, Synced, Trash, Notes, Favorites, and a file named 'Day 3 (1).pptx'. The main content area shows the breadcrumb path 'All Files > ☆ Resources for Families'. Below this, a list of folders is displayed: 'Tip sheets by Webinar Topic' (circled in red), 'Families First Webinar Powerpoints', 'En Espanol', 'External Resources', 'Activity Ideas', and 'Visual Supports'.



This screenshot shows the Box interface for the 'Tip sheets by Webinar Topic' folder. The breadcrumb path is 'All Files > Resources for Families > ☆ Tip sheets by Webinar Topic'. The main content area lists several folders: 'Play Skills Tip Sheets (5.28.20)', 'Social Play Tip Sheets (4.2.20)', 'Reinforcement (5.14.20)', 'Communication (5.21.20)' (circled in red), 'ABCs and Setting Up for Success (5.7.20)', and 'Sleeping Tip Sheets (4.30.20)'.



All Tip Sheets are in the “Communication (5.21.20)” Folder



# Resources

Fill out the Evaluation: <https://redcap.link/FFwebinareval>

Email us with questions: [families.first@vumc.org](mailto:families.first@vumc.org)

To access:

- Resources connected to webinars (including copy of PowerPoint):  
<https://vumc.box.com/s/gppb1ei8966g71smsoblppffjiki c10q0>
- Information on upcoming webinars and webinar recordings: <https://vkc.vumc.org/vkc/triad/covid19/>
- Ongoing opportunities:  
<https://www.facebook.com/VKCTRIAD>

