

CHILD LANGUAGE LEARNING THROUGH DAILY ROUTINES

WHAT APPROACHES ARE AVAILABLE FOR MY CHILD?

COMMON PARENT TRAINING PROGRAMS

Early Start Denver Model

Focus: adaptive behaviors within activities of daily living using positive reinforcement to bring about change for children with autism

Provider: often a highly trained aid or parent

Time required for intervention: 15-20 hours per week provided during everyday routines

Training required: approximately 1-1.5 hours for 26 weeks

Research findings: proves more effective than traditional/typical language therapy



Hanen - It Takes Two to Talk

Focus: general language stimulation during parent - child interactions

Provider: parents

Time required for intervention: provided as often as possible

Training required: approximately 8 1-hour group training sessions; 3 1-hour coaching sessions by the company

Research findings: the more therapy provided, the better the child outcomes



Enhanced Milieu Training

Focus: utilizes environmental arrangements to promote child language initiation followed by modeling and expansion of child's production; ideal for children with few words

Provider: parents

Time required for intervention: provided as often as possible

Training required: training reflects a teach, model, coach and review approach with 1:1 teaching process in a 3 hour interactive workshop; video recording and sharing of interactions provide reflecting coaching opportunities

Research findings: works well for many disorders such as autism, intellectual disorder, developmental disorder, language disorder and children with hearing loss



OPPORTUNE TIMES FOR THESE ROUTINES

Research by Dunst et al. found **22** different categories of life events that can provide everyday learning opportunities including...

driving in the car **BATH TIME** MEAL TIMES
grocery shopping **OUTDOOR PLAY**
bedtime stories **taking walks**
dressing & undressing

References:
Dunst, C. J., Bruder, M. B., Trivette, C. M., & Hamby, D. W. (2006). Everyday activity settings, natural learning environments, and early intervention practices. *Journal of Policy and Practice in Intellectual Disabilities*, 3(1), 3-10.
Kashinath, S., Woods, J., & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language, and Hearing Research*, 49(3), 466-485.
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