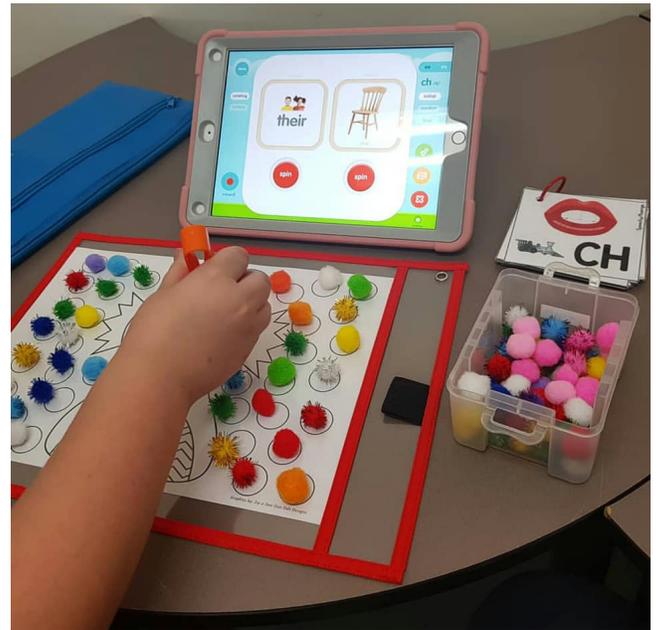


# Motor Planning Monday



SLPs often use the term “motor planning difficulties” when trying to explain the apraxia diagnosis. This term is part of our technical jargon that should be defined and then explained to parents and educators. Here is the definition of motor planning: It is the ability to organize the body’s actions: knowing what steps to take, and in what order, to complete a motor task. Motor planning is required when learning any new skill. Learning to drive, learning to play the piano, learning to knit, and learning to talk are a few examples when motor planning skills are required. Once a motor act has been practiced and is well-rehearsed, the motor act becomes automatic and no longer needs to be motor planned. Think about how much focus and concentration is required



when you first learn to drive a car. Now think about how little focus and concentration is required when you get behind the wheel of your car. The main point to take from this is that REPETITION is the only way to develop new motor plans and build new neural pathways. I’ve said it before and I’ll say it again...there will never be enough speech therapy for children with apraxia of speech. Practice has to happen during speech therapy AND in between speech therapy sessions. Practice has to happen every day. Every.Single.Day. .

· SLPs and parents must find a way to partner together to support children who have motor planning struggles. .

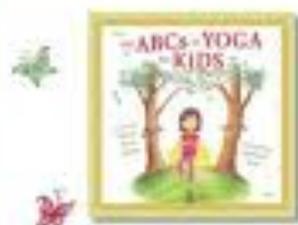
## MotorPlanningMonday

Yoga poses can be practiced for just 5 minutes a day to help kids feel calm and focused and get moving! Developing balance, coordination and motor planning skills.



I am OBSESSED with muffin pans! Why, you might ask? Because there are 12 openings...which means 12 rapid repetitions of a speech target! And in case you weren't aware...toddlers and preschoolers love to PUT IN, DUMP OUT, AND DO IT AGAIN! So gather some manipulatives (12 identical objects, please) and a mini muffin pan and you are ready to build some neural pathways for speech! Have the child say the word as he places each object in the pan. For preverbal children, the adult becomes the child's voice and says the word as the child drops it in.





# the ABCs of YOGA for KiDS



**A** Airplane



**B** Butterfly



**C** Cobra



**D** Dog



**E** Easy Pose



**F** Frog



**G** Grasshopper



**H** Happy Baby



**I** Inhale



**J** Jack-in-the-Box



**K** Kite



**L** Lion



**M** Mouse



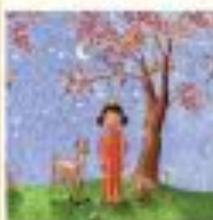
**N** New Pose



**O** Otter



**P** Peacock



**Q** Queen



**R** Rag Doll



**S** Swan



**T** Triangle



**U** Unicorn



**V** Volcano



**W** Waterfall



**X**



**Y**



**Z** Zero

## #ToysILoveTuesday

Combining books and toys to create thematic play is one of my favorite things to do with toddlers and preschoolers. With St. Patrick's Day right around the corner, it's the perfect time of year to play with rainbows and a pot of gold...paired with one of the sweetest come-to-life books ever written, "What Makes a Rainbow?"

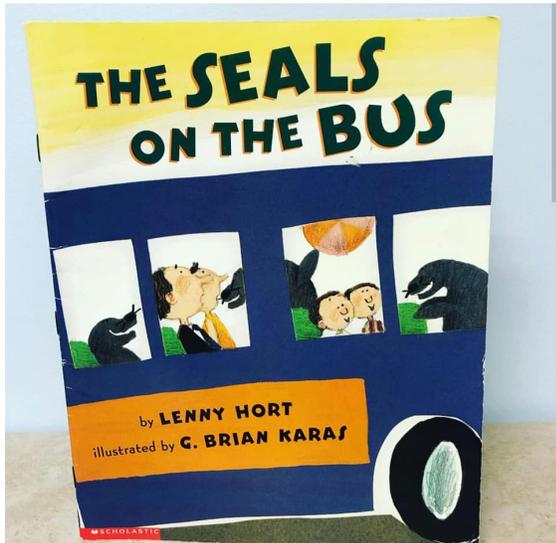
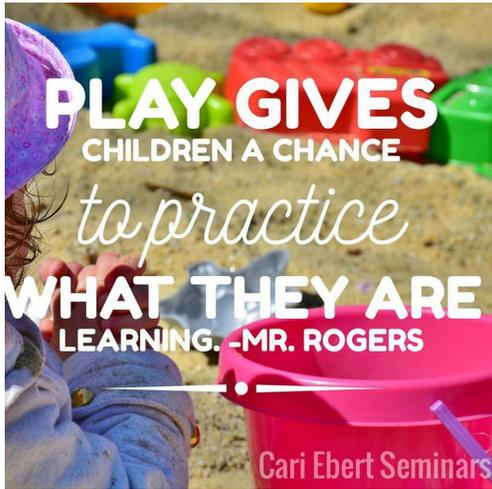
Extend the learning by adding sorting bowls and tiny toys (@dinkydoodads), play-doh, and rainbow erasers for repetitive speech practice. And don't forget another great rainbow-themed book "Rainbow Fish."

Have fun playing with rainbows this week! It's a little reminder that spring is on the way.



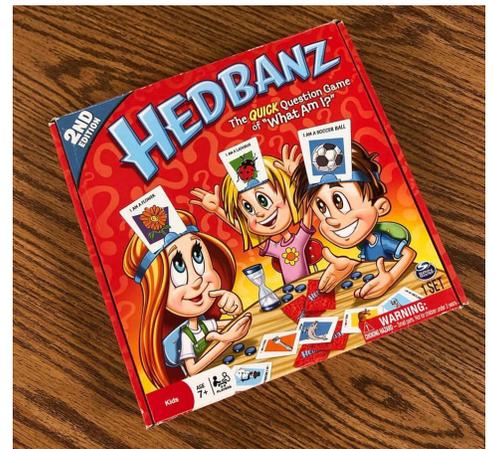
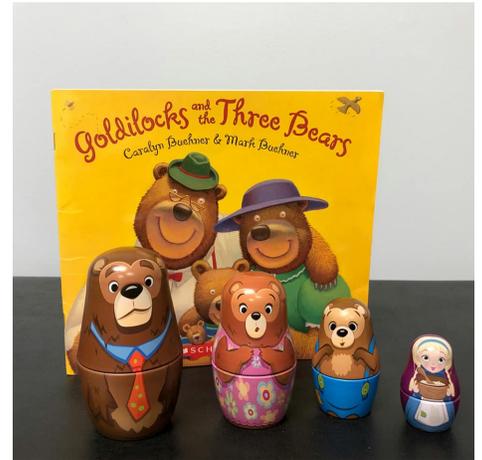
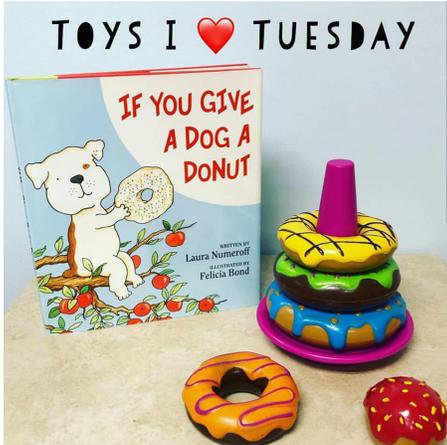
## TOYS AND GAMES FOR KIDS BASED ON THE BOOKS THEY LOVE!

A great idea for sharing homework with parents that aren't part of the therapy sessions- text them pictures for their child engaged in a therapy task or pictures of suggested toys, games, books, etc. Show them ideas to teach and play with their child!



# #ToysILoveTuesday

A great therapist knows how to be flexible and resourceful.  
So, what's one fun game or activity that can be adapted to target multiple goals???  
Here are a few of mine...tell us yours!!



Pediatric SLP Status:  
In a relationship with  
Mr. Potato Head



Cari Ebert Seminars



### #WhatToKnowWednesday

Children learn thru multi-sensory experiences. Children with Autism need you to SHOW them what to do, not TELL them what to do.

Children with Autism often have poor eye contact and appear to be ignoring the speaker. It is important for therapists, teachers and parents to understand that looking AND listening simultaneously may be too overwhelming for children on the autism spectrum. Looking away from the speaker allows the child to more easily process the auditory information, because the visual sensory input has been reduced. This is why I don't write "eye contact" goals for children on the autism spectrum. Instead, I write goals related to having the child "visually check-in" at appropriate times (such as when his name has been called or when a question has been asked).



Why do Children with Autism develop such deep interest in specific hobbies and collection?? Cari Ebert, SLP has a teenaged son diagnosed with Autism and apraxia and he LOVES animals!

My son loves animals. No...love may not be a strong enough word. My son is deeply passionate about animals. When we go to the library he ALWAYS selects books about animals. Why? Why does he do this? Why do children with autism develop such deep interests in specific hobbies and collections? Dr. Barry Prizant explains that there is a significant level of emotional satisfaction in the process of collecting. Even neurotypicals enjoy collecting...my husbands grandmother collected thimbles, my neighbor collects Snow Baby figurines, and I used to collect souvenir spoons. You see, having hobbies and passions is part of being human. But why do people with autism tend to have stronger and more focused passions? We must assume focused passions? We must assume that the person's deep interest provides a positive emotional experience that serves an important function. If contacting socially to other people is difficult children with autism may direct their attention inward, by focusing on their deep interests instead. Focusing on a predictable passion can be much easier and more rewarding than focusing on building

relationships with people who are often unpredictable and sometimes overwhelming. The more we begin to understand and accept neurodiversity, the more capable we will be at supporting children with autism in the therapy room, in the classroom and in life.



## #WhatToKnowWednesday

Optimal Challenge Point: The constantly moving point in therapy when the task is neither too easy nor too difficult...  
Here are some simple tips and reminders for you and your families...

### MELTDOWN or TANTRUM ?

X	LOOKING FOR a REACTION ?	✓
X	COMMUNICATING WHAT THEY NEED/WANT ?	✓
X	aware OF THEIR OWN SAFETY ?	✓
X	IN CONTROL OF THEIR BEHAVIOR ?	✓
X	ABLE TO CALM DOWN ONCE THE SITUATION IS RESOLVED ?	✓

© adapted from "Meltdown or Tantrum?" infographic at [www.alexandria.com](http://www.alexandria.com)



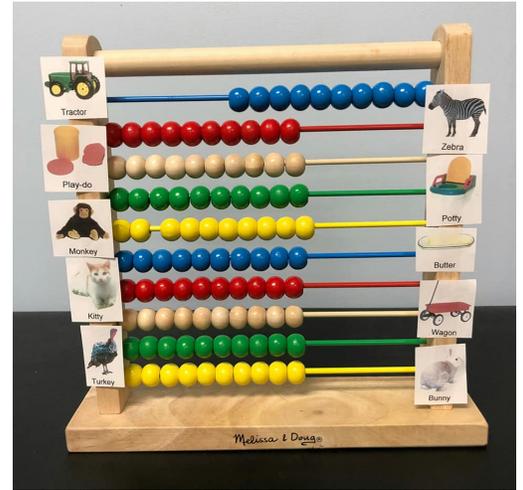
Everyday routines and activities provide learning opportunities for young children



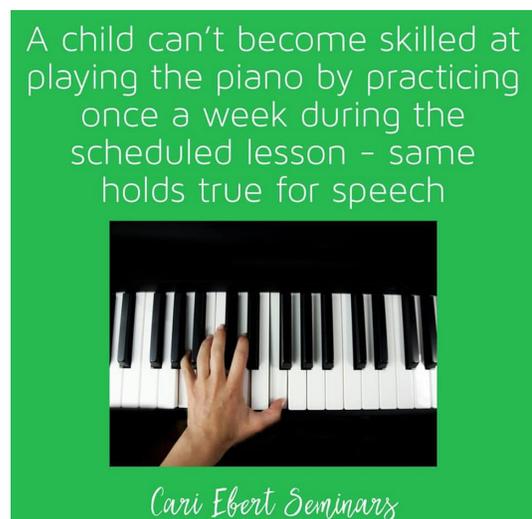
*Cari Ebert Seminars*

## #TherapyTipThursday

Looking for fun ways to get multiple repetitions in therapy? Some of my favorites include: rolling a die, token boards, picking a card from a cute deck, flashcards paired with mini clothes pins, and using an abacus w pictures... each combining fine motor and eliciting multiple repetitions!



Remember, REPETITION, REPETITION, REPETITION!



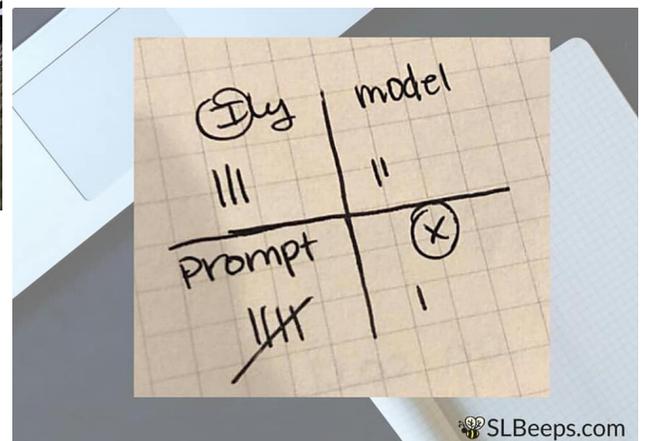
# #TherapyTipThursday

Have you ever used a pin toy to work on speech and language goals? After I placed an object from the target word list behind the toy, the child has to guess what she thinks it is. We can address the voiceless /t/ sound repeatedly as the child says, "I think it's a...". Inevitably, the child will then want to "be the teacher" and hid items for me to guess. The child can now work on formulating the question, "What do you think it is?". I promise...you kids LOVE playing with this sensory toy! It's always a bit hit!

## IPA CHEAT SHEET

/b/ ball	🏀	/h/ hat	👒	/m/ map	🗺️
/p/ pie	🥧	/j/ yam	🍌	/n/ nose	👃
/d/ dog	🐕	/tʃ/ chick	🐔	/ŋ/ song	🎵
/t/ two	2	/dʒ/ jam	🍷	/l/ lips	👄
/k/ cat	🐈	/s/ sun	☀️	/r/ rat	🐀
/g/ goat	🐐	/z/ zero	0	/w/ wine	🍷
/f/ fire	🔥	/ʃ/ shoe	👟	/θ/ three	3
/v/ vote	🗳️	/ʒ/ garage	🚗	/ð/ feather	🪶
/æ/ bag	👛	/eɪ/ baby	👶	/ʊ/ sugar	🍬
/ɛ/ bed	🛏️	/i/ money	💰	/ə/ panda	🐼
/ɪ/ Italy	🇮🇹	/aɪ/ eye	👁️	/ɔɪ/ boy	👦
/ɑ/ wash	🚿	/oʊ/ bone	🦴	/ɑʊ/ cow	🐮
/ɔ/ saw	🔪	/ju/ Cuba	🇨🇺	/ɜr/ bird	🐦
/ʌ/ cup	🍵	/l/ light	💡	/u/ glue	🧴

StudySpeech.com © Jessika Robinson M.S., slp2



## #FeedingStuffFriday

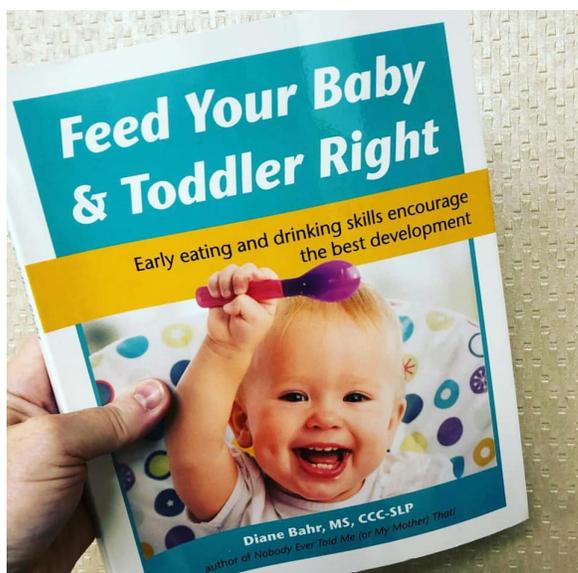
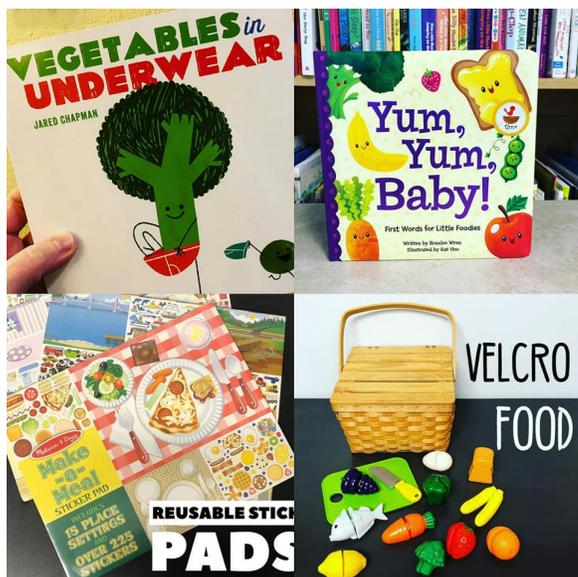
Introducing new foods can be a challenge for many kids with sensory issues. Why not start with a cute book, play food, or stickers first? And, remember allowing kids to get messy during mealtime is an important sensory

experience for the nervous system!

If you work in early intervention you absolutely **MUST** have Diane Bahr's new book on the development of early feeding and drinking skills. It contains crucial developmental checklist from birth to age 24 months. I appreciate her statement on page 28 regarding Sippy cups: "Sippy (sprouted) cups are not recommended." The reason: Sippy cups "inhibit the development of the more mature swallow pattern, which begins around 11 months of age."

Many young children are picky eaters, but about 75% of children with autism are resistant eaters. Picky eaters have aversions to certain foods, but they eventually eat enough of a variety of foods to maintain a balanced and healthy diet. Resistant eaters have food jags, and require certain foods to be present at every meal, prepared and served in the same manner. Resistant eaters eat a total of 10-15 foods and have anxiety or meltdowns when presented with new foods. And the brand of food certainly matters to a resistant eater. A resistant eater may, for example only eat a cheeseburger from McDonald's and NO other cheeseburger will suffice. No amount of coaxing, bribing or begin by the adult will matter either.

You see, children with autism run on systems, and there is no room for variation.



"This is what I eat. This is safe. The end." Sometimes eating issues are related to sensory processing disorders, motor-based disorders, or gastrointestinal problems. But for many resistant eaters there is simply safety in the familiar. The more variety we offer, the more variety they will expect to see and eventually learn to eat.

Children with autism often have food jags





# OFFERING VARIETY CAN BE *simple*



## change the vegetable



Sandwich + raspberries + shredded carrots



Sandwich + raspberries + cooked peas

## change the fruit



cottage cheese or yogurt + strawberries



cottage cheese or yogurt + blueberries

## change the texture or ingredients



oatmeal made with milk of choice + bananas + chia seeds



oatmeal made with water + milk of choice poured in after cooking + banana

## change the presentation or how you cut it



avocado toast cut in half



avocado toast cut into strips



Amazon

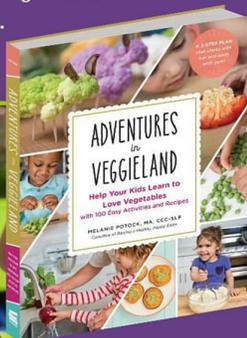
## The 'Food Cubby' Is Here for People Who Don't Like When Their Food Touches



letstalkspeechlanguage



- Play with greens.
- Get kids cooking with greens.
- Keep serving greens.
- Eat YOUR greens.



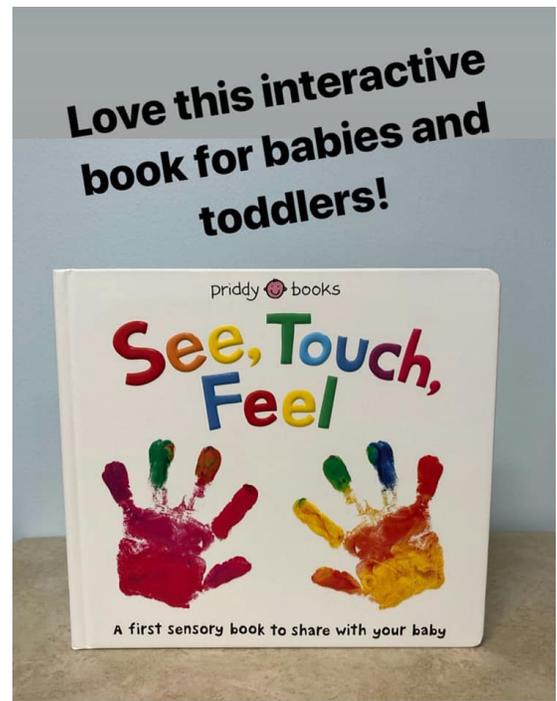
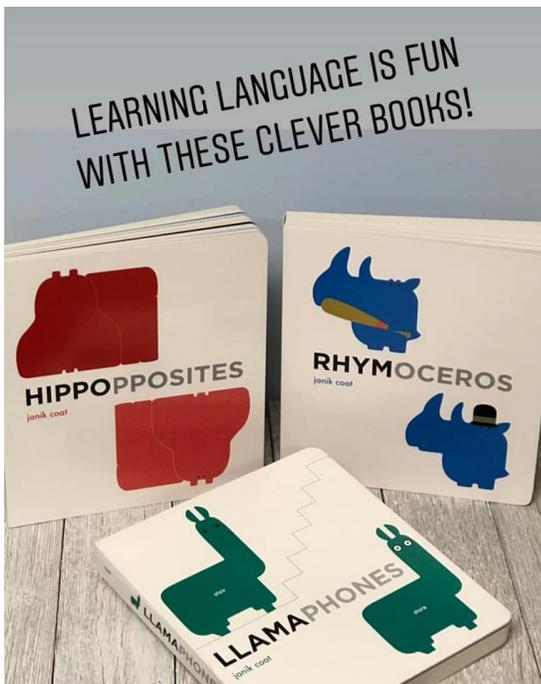
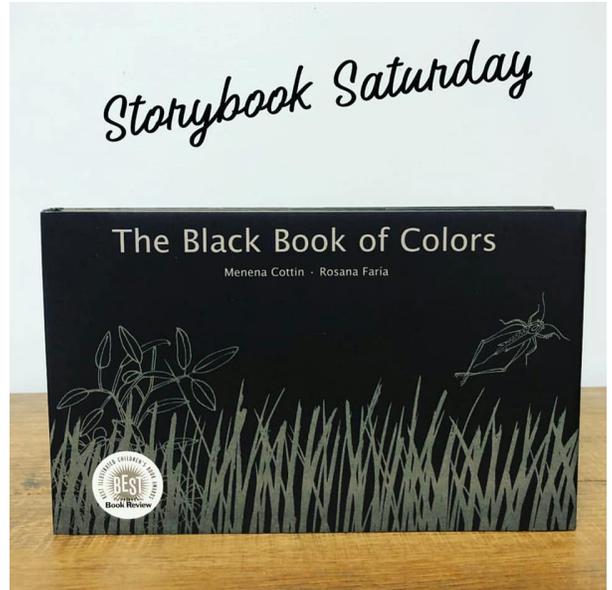
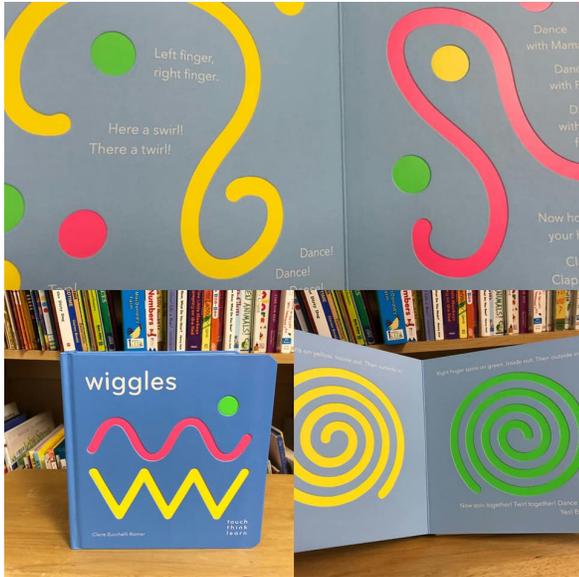
Celebrate Green!

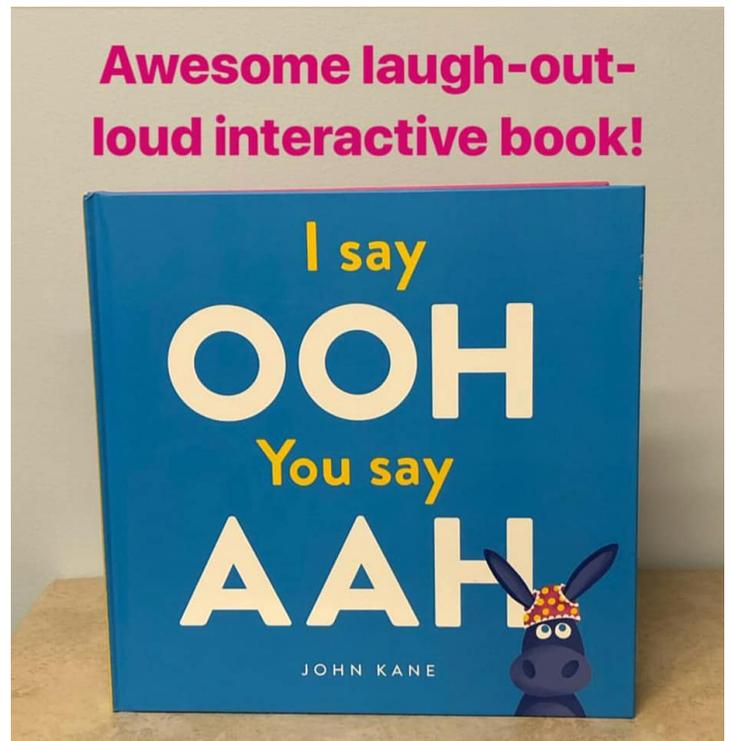
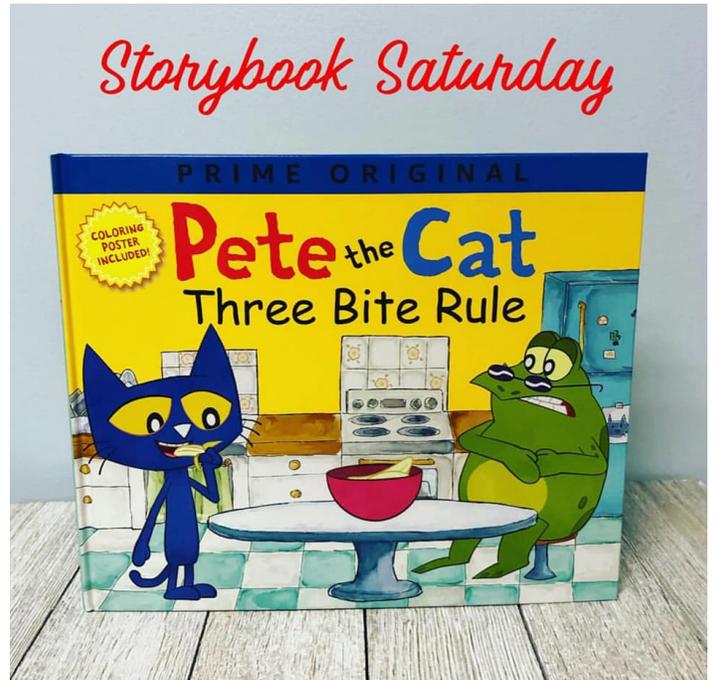
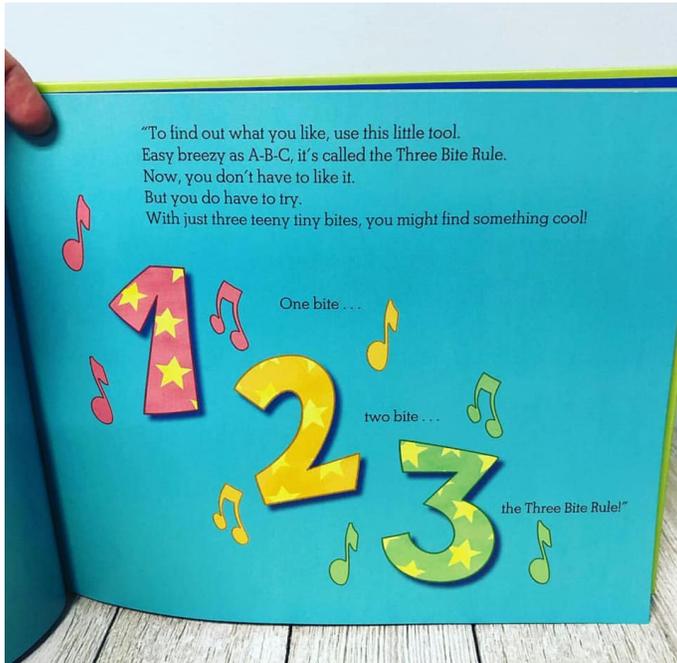
MelaniePotock.com

Photo: Laura Wilson for The Doctor's Mom Project

## #StoryBookSaturday

2 books today...one bright and silly for enhancing fine motor skills, bilateral coordination and directional words. LOVE IT! The second is truly unique. Every page of the book is completely black. It is a non-picture book in which objects are described with words AND embossed lines so that the word can be experienced tactilely rather than visually. Each page provides the text in braille as well as the traditional written format. A remarkable experience as colors are described rather than illustrated.





# Speech Therapy for Toddlers Cheat Sheet

By Kimberly Scanlon M.A., CCC-SLP – Bestselling Author of *My Toddler Talks*

[www.MyToddlerTalks.com](http://www.MyToddlerTalks.com)

## **Self-talk**

Talk about what you are doing, seeing, eating, touching, or thinking when your child is present. Narrate your actions - for example, "I'm washing the dishes. Now, I'm drying them. All done."

## **Parallel talk**

Talk about what your child is doing, seeing, eating, or touching. Narrate what he is doing - for example, "Johnny's building a tower. Wow, That's a big tower!"

## **Follow the toddler's lead in conversation**

Talk about what your child wants to talk about. If your child is touching the dolls hair, talk about the hair; if she is looking at the dog, talk about the dog. Acknowledge the child's words, phrases, and actions by saying something or doing something. Model or copy his actions, and then repeat and restate what he says. Be responsive to what he does or says, even if it's not a real word.

## **Question a little, not a lot**

Don't overwhelm your child with too many questions. Remember to balance questions with comments. As a rule of thumb, saying three comments before asking one question works well.

## **Pause in anticipation**

Wait three to five seconds to give your child a chance to respond to what you have asked or said. Show that you are waiting expectantly by raising your eyebrows, smiling, and opening your mouth.

## **Sentence-completion tasks**

This technique is best suited for older children, or those who have stronger comprehension skills. Try pairing verbal cues with visual or tactile input. For example, while giving him his shirt, say, "Here's your shirt. Put on your \_\_\_\_." Additional prompting may include use of phonemic cues. A phonemic cue is when you give the first sound of the target word. They help children retrieve words and say them quicker. For example, while giving him his shirt, say, "Here's your shirt. Put on your sh \_\_\_\_."

## **Choices**

Give your child choices: "Do you want to eat crackers or grapes?" or "Do you want the cow or the horse?" Doing so puts indirect pressure on the toddler by presenting him with a concrete choice.

## **Oops!**

Forget something essential or skip an important step in a routine. Most children know when a routine has been violated and like to point it out.

## **Gestures, pantomime, or silly sounds**

Use these to help the child understand your intentions. If you want his rubber duck, make the quack-quack motion with your hands (four fingers come together to touch the thumb) while saying "quack quack."

## **Set it up**

Set up a scenario so that the child has to ask for help or assistance. Give him a box or bag you know he can't open, or give him a task you know he may struggle with, so that you can encourage him to ask for help.

## **Expand**

Add grammatically correct information to your child's meaningful yet incomplete utterances. If your child says, "boy run," you could say, "Yes, the boy is running." Add in the missing words.

To learn more, look for *My Toddler Talks* at:

**amazon.com**

★★★★★ (12 customer reviews)

#1 Best Seller

in Communicative Disorders

[Direct Link to the Amazon Sales Page:  
www.SpeechTherapyForToddlers.net](http://www.SpeechTherapyForToddlers.net)

