

FROM "SCREECH" TO "MORE PLEASE"



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Building Infant and Toddler Communication Skills to Spark Learning, Foster Calm, and Ease Difficult Moments



I was THE BEST PARENT...













Group Insight



How would you describe the way infants and toddlers communicate when they are feeling intense emotions?



www.Menti.com



Join at menti.com | use code 6926 7324



Describe toddler communication when experiencing intense emotions?

grunts
screens





Main points



- Infants and toddlers lack the communication and “executive functioning” skills needed to manage strong impulses.





Main points



- When driven by strong desires, wants, and needs, these abilities are greatly diminished.





Main points



- We can promote the communication skills that help children learn useful behaviors
- Increase our Awareness
- Build the brain pathways and communication skills outside of challenges
- TAP in to help during difficult moments (tune in, attend, and prompt)





Main points



- When infants and toddlers learn the skills, they *behave better*.



Who do you define as a "Toddler"

Introduction

Development

Teaching the Skills

Difficult Moments

Conclusion

Q and A

Today's Agenda

FROM "SCREECH" TO "MORE PLEASE"

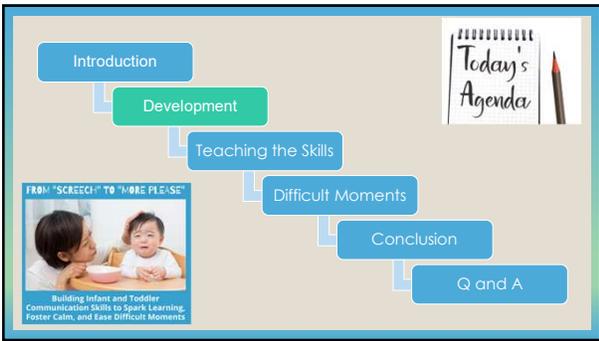
Building Infant and Toddler Communication Skills to Spark Learning, Foster Calm, and Ease Difficult Moments

Objective

Identify effective techniques to promote the development of communication skills in infants and toddlers (especially when redirecting negative behaviors).

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Humans Learn Language In Predictable Patterns.

- Just like other skills



Knowing the Sequence Helps

Resources: <https://www.thriving-together.com/screech>

American Speech-Language-Hearing Association
<https://www.asha.org/public/developmental-milestones/communication-milestones-birth-to-1-year/>

National Institute on Deafness and Other Communication Disorders
<https://www.nidcd.nih.gov/health/speech-and-language>

Help Me Grow Minnesota
<http://helpmegrowmn.org/HMG/index.htm>

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Communication and Language

Birth – 6 Months

- Different cries for needs and silent clues
- Starts sounds, coos, and gestures.
- Makes sounds - ah, eh, ugh.

6 – 9 Months

- Copies gestures (nodding, shake head "no").
- Makes sounds like da-da, ma-ma, ba-ba.
- Repeats gestures such as pointing, showing, giving.

12 Months

- Uses gestures for words (Two arms up = "Up")
- Understands repeated phrases such as "All done."
- Responds to simple requests (such as shaking head).

<https://helpmegrowmn.org/HMG/DevelopMilestone/index.html>

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Communication and Language



18 Months

- Speaks three or more single words.
- Starts to imitate two-word phrases.
- Points to show what he/she wants.

2 Years

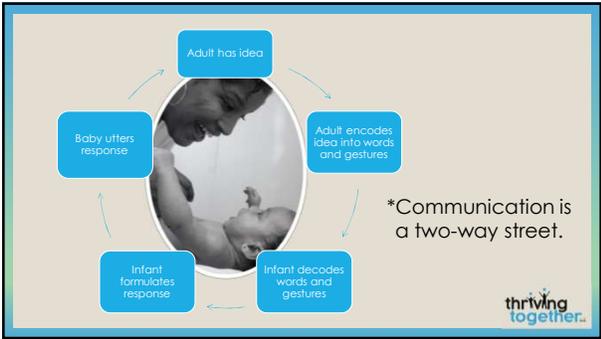
- Uses two words together - "All done.", "What dis?".
- Points to things or pictures in a book when named.
- Can follow simple, 1-step directions.

3 years

- Uses 3-word sentences and carries on a conversation.
- Asks "why," "where," "what," "when" and "how" questions.
- Follows two- or three-part instructions.

<https://helpmegrwmn.org/HMG/DevelopMilestone/index.html>







<https://www.parentingcounts.org/developmental-timeline/>





Barriers to Communication



- Infants and toddlers lack the experience and skills (language, attention/focus, self-control).
- Brain is still developing the pathways needed
- Developmental drivers get in the way

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clip 1.3

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Verbal language skills are reduced when infant/toddler is experiencing strong wants, desires, and needs



Follow me.



Communication Barriers



They predominantly listen to your nonverbal communication



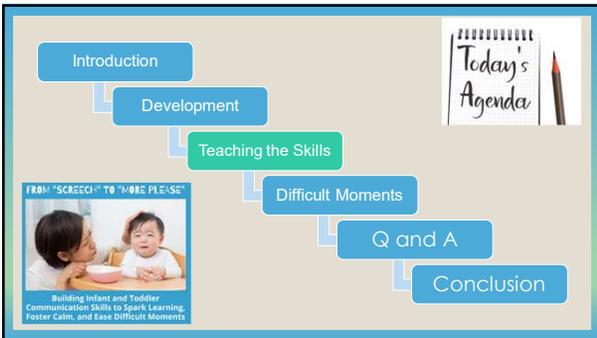




Large Group Chat

- What does this information tell us about how to promote language development in infants and toddlers?





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Today's Agenda

2

TEACH: PROMOTE
COMMUNICATION AND
HIGHER-LEVEL
THINKING SKILLS

Help "Coordinate the System"



- Emotions
- Intentions

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Still Face
Experiment



Edward Tronick, Harvard University:
Child Development Unit.
<https://youtu.be/f1Jw0-LExyc?si=R12F5P1nhazD2rc>



The YMCA Doorway

- Sometimes we experience “missed-alignment” while “coordinating the system.”



Missing “Executive Functioning” Skills



- Pay attention
- Remember
- Think flexibly
- Inhibit behavior





Inhibitory Control

"The ability to resist a strong inclination to do one thing and instead do what is most appropriate."

Adele Diamond
(Professor of Neuroscience at the University of British Columbia)



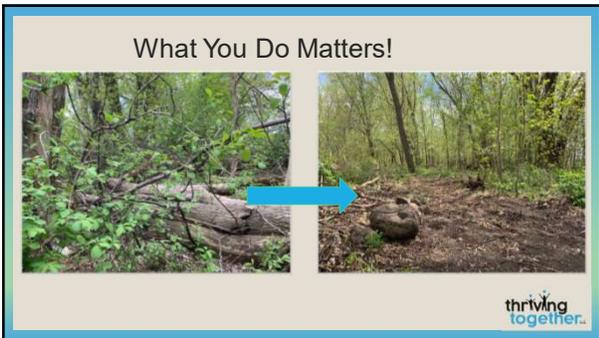


Provide Experiences that Build the Brain Pathways Needed



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Humans Learn Through:

- Natural development
- ★ Observational learning
- Imitation
- ★ Reinforcement

Teach in Ways that Engage the Senses

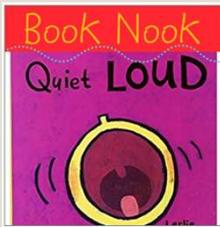
Pair books with different activities such as those in the free resource "Book nooks".

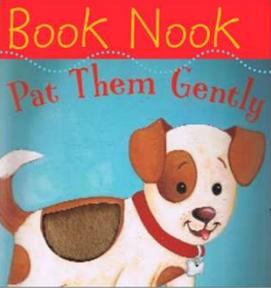


- [Quiet-Loud](#)
- [I Can Share](#)
- [Pat Them Gently](#)
- [No Biting](#)



Book Nook Resource





Educator:
“I tried”

1. Talked about what gentle means.
2. Explained and demonstrated being gentle.
3. Read a farm animal texture book and practice “patting” the animal gently.
4. Practice patting my cats and dogs gently. We will practice helping our friends gently.

It had a great result:

- They loved the book and showing they could be gentle. Although they still had not so gentle moments, when I would say “be gentle”, “pat gently”, “gentle touch”...they would change their behavior.
- I found that they were loving the acknowledgement of being gentle.
- They would pat each other or toys and say “gentle”, just to show me.

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Practice the Nonverbal Needed

Free Resource

Use verbal and nonverbal skills to model and demonstrate the actions infants and toddlers can take in everyday life.



finished



help



more



stop



<http://www.babysignlanguage.com/flash-cards>

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Include Visual Communication



- ✓ Gestures
- ✓ Introduce Baby Signs (from 8 months)

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Gestures are...

- Concrete and last longer
- Great for visual learners

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Gestures can...

- Increase child's ability to communicate
- Decrease frustration
- Reduce negative behaviors

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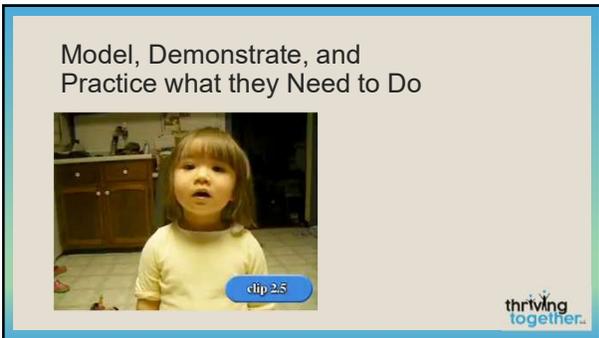
Video Analysis



Video Analysis: What does the adult do? What is the result?

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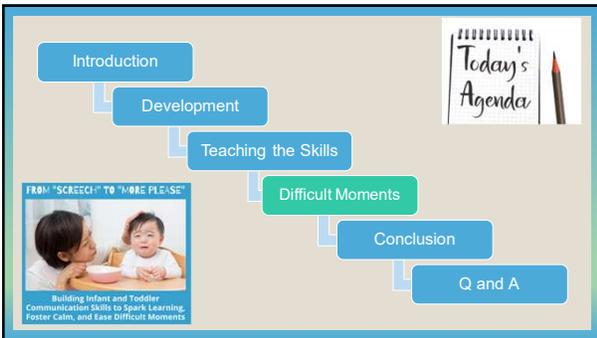






What can you do to promote the skills needed?





3

Tune in

Attend

Prompt

DURING DIFFICULT MOMENTS

TAP IN: Use helpful adult responses that promote self-regulation during difficult moments.



Tune in

- What triggered this?
- Is there a pattern?
- Label feelings verbally and nonverbally



Attend

- Use your senses to decode the cues (or clues) about what the child is trying to express
- Gain joint attention

"GIVE"



Prompt

- Help the child communicate: What is the action or word you would like them to use to communicate this?
- Model and Demonstrate: Show – Tell – Do.



SCREECHES!

- Tune in: Have you been busy? Distracted? Stressed? Have they already sent unheard messages?
- Attend: What do they feel? "Lonely?" "Sad?" "Frustrated?"
- Prompt:
 - Say: "Me too!"
 - "You can Clap! Yes... clap clap!... now you do it."
 - "Hug", "Want hug!"
 - Then wait, watch, listen.
 - Act: Pat back, hug, etc.





SCREECHES!

- Tune in: Is there favorite food gone? Have they been hungry lately?
- Attend: What do they feel? "Hungry. Impatient. Want more. Ready for more!"
- Prompt:
 - Sounds like, "More please!" Gesture "more"
 - "Clap! Yes... clap clap!"
 - Encourage, wait and watch.
 - Act: Give more





What TAP actions do you see and hear?

1. Adult: **OOOH! Want more? More? (Hand signal more)**
2. Child: Looks at you...
3. Adult: **Nods, "More" "More food?" (with hand signal again.)**
4. Adult: **Gives encouraging nod and give time for them to do it.**
5. Adult: **Provides more.**



Wants more?



- Remember: This can be light-hearted.
- This child is learning
 - They have only had one year on this earth
 - They need many times to practice before they "get it"
 - Some days they will do better than others!

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Are they "All done"?

1. Adult: OOOH! Want more? More? (Hand signal more)
2. Child: Looks at you, shakes head...
3. Adult: No more, All done? (Signs "All done".)
4. Adult: Gives encouraging nod and gives time for child to do it.
5. Adult: Provides help child down.

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Or, "All done?"

Finished



All
Done



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Child lifts hands up to push another child...



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When things don't change...

A child is three years+ and is still hitting, biting, and pushing on a regular basis

- Get additional support
- Start a conversation with the parent
- Call local school district and/or other resources to get help

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Introduction

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Building Infant and Toddler Communication Skills to Spark Learning, Foster Calm, and Ease Difficult Moments



Main points



- They lack skills needed to manage strong impulses.
- We can grow these skills by:
 - Increase our Awareness
 - Building the brain pathways and skills outside of challenges
 - Takin time to "TAP in" during difficult moments (tune in, attend, and prompt)



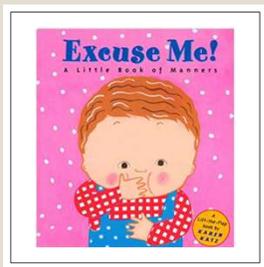


Main points



When infants and toddlers learn the skills, they behave better.





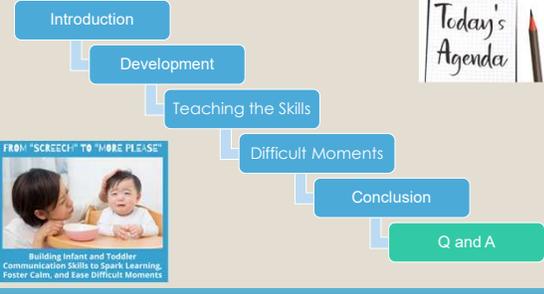
Toddler Pushes Past Me





What you
do WILL
make a
difference!







Objective Check



What is one technique you will use to promote the skills needed to redirect negative behaviors in infants and toddlers?



Free Resources



<https://www.thriving-together.com/screech>



Website: Facebook: LinkedIn:



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Thank you!
We truly can do more together!




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From "Screech" to "More Please" Building Infant and Toddler Communication Skills to Spark Learning, Foster Calm, and Ease Difficult Moments

Course Objective:

- Identify effective techniques to promote the development of language and communication skills in infants and toddlers (especially when redirecting negative behaviors).

Main Points:

- Infants and toddlers lack the communication and "executive functioning" skills needed to manage strong impulses.
- When driven by strong desires, wants, and needs, these abilities are greatly diminished.
- We can promote the communication skills that help children learn useful behaviors.
 - Build the brain pathways and communication skills outside of challenges.
 - TAP in to help during difficult moments (tune in, attend, and prompt).
- When infants and toddlers learn the skills, they *behave better*.



"We spend the first year of a child's life teaching it to walk and talk and the rest of its life to shut up and sit down. There's something wrong there." -Neil deGrasse Tyson (Famous Science Communicator who popularized astrophysics)

1 Increase Awareness of Developmental Expectations: <https://www.thriving-together.com/screech>



- Infants and toddlers learn language in predictable patterns, just as with other skills.
- Knowing the sequence can help us understand where the child is now, where they are "going" in the future, and use methods to help them get there.



Barriers

- Infants and toddlers lack the experience and skills (language, attention/focus, self-control).
- Brain is still developing
- Developmental drivers get in the way
- When upset, the toddler's language center largely "turns off"

2 TEACH: Promote the Communication and Higher Level Thinking Skills Needed

- Help "coordinate the system" (both emotions and intentions)
- Provide experiences that will build the brain pathways needed
 - Humans learn through: *Observational learning *Imitation *Reinforcement
 - Teach in ways that engage the senses (Books paired with different activities such as those in the free resource "Book nooks").
 - Use verbal and nonverbal skills to model and demonstrate the actions infants and toddlers can take in everyday life.



EXAMPLE "Pat Them Gently" Book Nook

Educator Tried:

- Talked about what gentle means.
- Explained and demonstrated being gentle.
- Read a farm animal texture book and practice "patting" the fuzzy animal in the book "gently".
- Practiced patting my cats and dogs gently. We will practice helping our friends gently.

The results:

- They loved the book and showing they could be gentle. Although they still had not so gentle moments, when I would say "be gentle", "pat gently", "gentle touch"...they would change their behavior.
- I found that they were loving the acknowledgement of being gentle.
- They would pat each other or toys and say "gentle", just to show me.



Video Analysis: What does the adult do? What is the result?





3 During Difficult Moments: "TAP in"

Use Helpful Adult Responses that promote Self-Regulation During Difficult Moments



Tune in

What does this look and sound like?

- Ask yourself, what triggered this. Is there a pattern?
- Label feelings verbally and nonverbally. What is the infant or toddler experiencing?



Attend

What does this look and sound like?

- Use your senses to decode the cues (or clues) about what the child is trying to express.
- Gain joint attention



Prompt

What does this look and sound like?

- Help the child communicate: What is the action or word you would like them to take to communicate this?
- Model and demonstrate: Show - Tell - Do.

EXAMPLE

"SCREEEEEEEECH!"



Tune in: Trigger?

- Have you been busy? Distracted? Stressed? Have they already sent unheard messages?
- Is there favorite food gone? Have they been hungry lately?
- Has it been as long as they can usually sit? Is it naptime?
- Is there a lot of noise?



Attend: Thier cues?

- What do they feel? "Lonely?" "Sad?" "Frustrated?"
- What do they feel? "Hungry. Impatient. Want more. Ready for more!"
- What do they feel? Tired. Bored. Full.
- What do they feel? Crabby? Overwhelmed? Grumpy? All done?



Prompt: How to communicate?

- Say: "Me too!"
- "You can Clap! Yes... clap clap!... now *you* do it."
- "Hug". "Want hug!"
- Then wait, watch, listen.
- Act: Pat back, hug, etc.
- Sounds like, "More please!"
- Gesture "more"
- "Clap! Yes... clap clap!"
- Encourage, wait and watch.
- Act: Give more
- Sounds like, "All done." "Get up." "Want up."
- Gesture "all done"
- Repeat, nod head, wait and watch.
- Act: Help get down.



What will you do to bolster infant and toddler language skills, especially during difficult moments?

