

Tackling Activities of Daily Living from a Language and Social Language Development Perspective

Thursday, February 6, 2020

Kathy Forman M.A., CCC-SLP & Leslie Levine M.A., CCC-SLP

1

Tackling Activities of Daily Living from a Language and Social Language Development Perspective

- Facilitating functional activities in everyday life
- Enhancing the quality of interactions not the quantity

2

WHAT ARE YOUR LIFE-LONG GOALS AS A FACILITATOR FOR YOUR CHILD?

Facilitator – parent, guardian, grandparent, family member, caregiver, teachers, therapist, physician

3

Executive Functions

...refers to a set of cognitive processes that underlie goal-directed behavior = communication

It is an umbrella term for multiple cognitive processes that are necessary for managing thought and behavior.

© 2014 The McGraw-Hill Companies. All rights reserved. Printed in the United States of America.

4

#1 Goal: INDEPENDENCE

- Present opportunities through everyday interactions
- Functional activities
- Real life situations
- Allow for failure / adapt goals

5

Executive Function Skills are needed to pursue our goals

<p>Brain functions that manage:</p> <ul style="list-style-type: none"> • Attention - organization • Emotions - impulse control • Behavior - manage emotions 	<p>Skills needed:</p> <ul style="list-style-type: none"> • Young children: follow a sequence of instructions for daily tasks (making pudding) • Older children: "break a task down" sequence of steps with independence (taking a shower)
--	---

Sarah Ward M.S., CCC-SLP & Kristen Jacobsen M.S., CCC-SLP
Cognitive Connections www.efpractice.com


6

Executive Function:

Can predict school readiness skills, which are composed of basic concepts, social competence and phonological awareness (Pelicano et al., 2017).

There is a direct link between executive function skills and language as both are necessary in the engagement and completion of activities of daily living.

7





Activities of Daily Living Involve Executive Function


- Need joint attention for language development
- Invite your child to engage with you
- Take time, patience, and commitment
- Quality over quantity
- Generalize ABA and "therapy skills" into activities of daily living

8

Joint Attention = Engagement

 Needed to teach skills

 Minimal verbal output to highly verbal

 Kids can become independent

following along
listen & attend to the same stimuli to which the "teacher" is referring.


9



Using ABA to facilitate engagement

10

All interactions are teachable moments



Everyday interactions = opportunities for language learning


11



Everyday routines

12

High Interest Activities



13



Social Engagement

14

Social Pragmatic Language

- 1. Using language for different purposes
- 2. Changing language based on listener or situation
- 3. Conversational Rules

15

Hierarchy for WHY we communicate:


Activities of Daily living tasks can help enhance communication to the next stage.

hanen.org


- To calm yourself
- To protest or refuse
- To request
- To respond to others:
 - to follow directions
 - to make choices
 - to answer questions
- To greet:
 - hello and goodbye
- Draw attention/comment on:
 - subject, person, event, self
- To respond to others:
 - to follow directions
 - to make choices
 - to answer questions
- To talk about:
 - past
 - future
 - feelings (happy, sad, angry, afraid)
- To pretend:

19


Social Pragmatic Language



2. CHANGE LANGUAGE BASED ON LISTENER/SITUATION



BABY/ADULT PROVIDE BACKGROUND INFO CLASSROOM vs. PLAYGROUND



20

WHEN & WHERE



SCHOOL



HOME



FAMILY



FRIENDS




COMMUNITY



THERAPY

21

Social Pragmatic Language



3. FOLLOWING RULES FOR CONVERSATIONS AND STORYTELLING

TAKING TURNS
 TOPIC FLUIDITY
 VERBAL & NONVERBAL SIGNALS
 BODY AWARENESS
 "READING THE ROOM"
 FACIAL EXPRESSIONS
 EYE CONTACT

22

SOCIAL SKILLS ARE EVERYWHERE




• Home
 • School
 • Community

Being "social" is an "everywhere" skill.

23

Social Thinking Challenges:

Difficulty reading social code or "hidden rules"



Lack "social smarts"

Think Social Publishing www.socialthinking.com

25

Monday Conversation Opportunity:
I can talk to my friend about:

How was your weekend?	I saw the LEGO movie.
Did you see a movie this weekend?	What movie did you see?
What was your favorite part of the movie?	?

27


What are the steps to facilitating independence?

- Time
- Repetition
- Routines
- Practice
- Failure

28

Ten Ways to Build Independence

1. Strengthen Communication preferences




Autism Speaks: Transition Tool Kit, 2018

29

Ten Ways to Build Independence

2. Introduce Visual Schedules and Calendars




Autism Speaks: Transition Tool Kit, 2018

The slide features a light blue background with a white vertical bar on the left. The title 'Ten Ways to Build Independence' is at the top. Below it is the heading '2. Introduce Visual Schedules and Calendars'. To the right is a blue lightbulb icon with a gear inside. Below the heading are three images: a blue board with 'first' and 'then' cards, a grid of task cards with icons, and a calendar grid. At the bottom left, the text 'Autism Speaks: Transition Tool Kit, 2018' is written in small font.

30

Ten Ways to Build Independence

3. Work on Self-Care Skills




The slide features a light blue background with a white vertical bar on the left. The title 'Ten Ways to Build Independence' is at the top. Below it is the heading '3. Work on Self-Care Skills'. To the right is a blue lightbulb icon with a gear inside. Below the heading is a light blue rectangular box.

31

Ten Ways to Build Independence

4. Teach Your Child to Ask for a Break





The slide features a light blue background with a white vertical bar on the left. The title 'Ten Ways to Build Independence' is at the top. Below it is the heading '4. Teach Your Child to Ask for a Break'. To the right is a blue lightbulb icon with a gear inside. Below the heading are two images: a red 'no writing' sign and a digital time timer. Below the images is a light blue rectangular box.


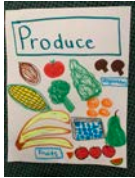
32

Ten Ways to Build Independence

5. Work on Household Chores & Daily Tasks

33

Practice: Grocery Store / Taco Tuesday

34

If I make the pizza:


- Do I have a recipe?
- Where do I find the recipe?
- Do I have the ingredients?
 - Can I get to the grocery store I need to?
 - Can the grocery store deliver my ingredients?
 - How will I pay for the ingredients?
- Do I have the tools necessary to make the pizza?
 - Do I have an oven or a skillet?
 - Am I allowed to use them without an adult?

35

Ten Ways to Build Independence

6. Practice Money Skills


- Target
- Walmart
- Grocery Store
- Restaurant
- Retail Store
- Pharmacy
- Coffee Shop



36

Ten Ways to Build Independence

7. Teach Community Safety Skills



37

Ten Ways to Build Independence

8. Build Leisure Skills







38




39

Ten Ways to Build Independence

9. Teach Self-Care during Adolescence

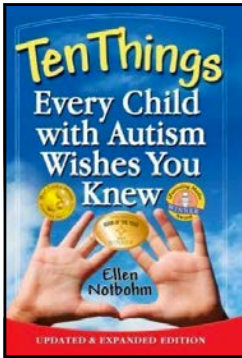


40



10. Work on Vocational Skills

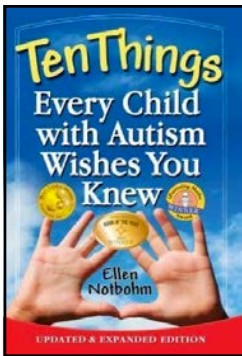
41



Attention Language Facilitators:

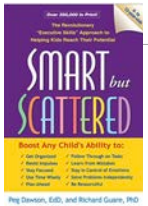
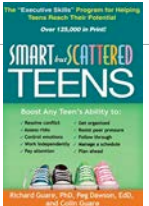
- 1. I am a whole child.
- 2. My senses are out of sync.
- 3. Distinguish between won't and can't.
- 4. I am a concrete thinker. ... I interpret language literally
- 5. Listen to all the ways I'm trying to communicate.

42



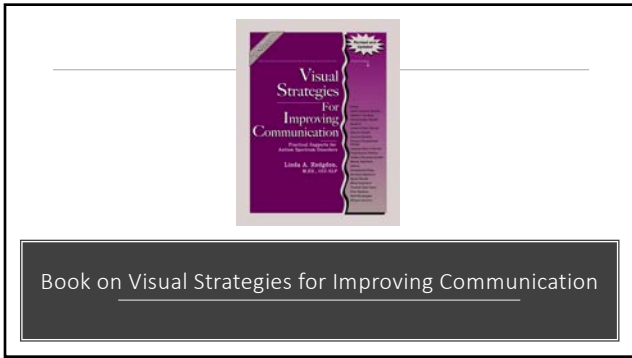
- 6. Picture this! ... I'm visually oriented
- 7. Focus and build on what I can do rather than what I can't do. KIP! ++++
- 8. Help me with social interactions.
- 9. Identify what triggers my meltdowns. Communication
- 10. Love me unconditionally.

43

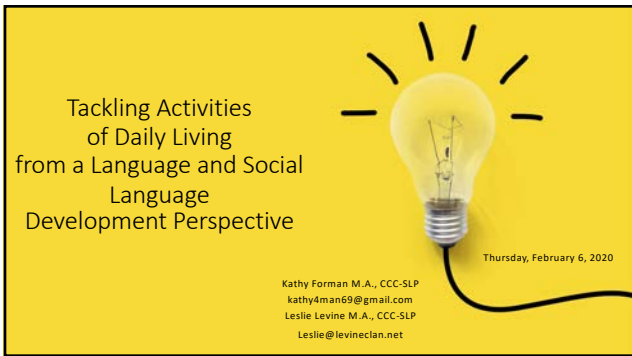




Books on Executive Function

44



45



46

References:

Garcia Winner, Michelle www.socialthinking.com, Social Thinking Publishing

Hodgdon, Linda (1998) Visual Strategies for Improving Communication Vol 1: Practical Supports for School and Home. Troy, Michigan Quirk Roberts Publishing.

Ibbotson, Paul; Kearvell-White, Jennifer. (2015) "Inhibitory Control Predicts Grammatical Ability." December 14, 2015. <https://doi.org/10.1371/journal.pone.0145030>.

Kasari, Connie; Sturm, Alexandra; Shih, Wendy. (2018) "SMARTer Approach to Personalizing Intervention for Children With Autism Spectrum Disorder." *Journal of Speech, Language, and Hearing Research*. Vol. 61. 2629-2640. November 2018.

Khanna, Maya M., Boland, Julie E. (2010) "Children's use of language context in lexical ambiguity resolution." *The Quarterly Journal of Experimental Psychology*, 2010, 63(1), 160-193. www.sagepub.com/jsp.

Kray, J.; Eber, J.; Lindenberger, U. (2004). "Age difference in executive functioning across the lifespan: the role of verbalization in task preparation." *Acta Psychol (Amst)*. 2004 Feb-Mar; 115(2-3): 143-65. www.ncbi.nlm.nih.gov/pubmed/14962398?from=Abstract.

Maenner, Matthew J, PhD.; Smith, Leann E, PhD.; Hong, Jinkuk, PhD.; Makuch, Renee, BS; Greenberg, Jan S., PhD.; Mallick, Marsha R., PhD. (2014). "Evaluation of An Activities of Daily Living Scale for Adolescents and Adults with Developmental Disabilities." *Disabil Health J*. 2013 Jan; 6(1): 8-17. www.ncbi.nlm.nih.gov/pmc/articles/PMC3531884/

47

References cont.

Porter, Jordan, MS, OTR/L. "Fostering Independence: Introducing Instrumental Activities of Daily Living." Children's Hospital of Philadelphia. www.chop.edu/news/fostering-independence-introducing-instrumental-activities-daily-living.

The Hanen Centre www.hanen.org

W-ADL Items and Scoring (2013). PubMed Central, Table 1: Disabil Health J. 2013 Jan; 6 (1): 8-17. Published online 2012 Oct 17. www.ncbi.nlm.nih.gov/pmc/articles/PMC3531884/table/T1/?report=objectonly.

Weismer, Susan Ellis; Kaushanskaya, Margarita; Larson, Caroline; Mathee, Janine; Bolt, Daniel. (2018) "Executive Function Skills in School-Age Children With Autism Spectrum Disorder: Association With Language Abilities." Journal of Speech, Language, and Hearing Research. Vol 61. 2641-2658. November 2018.
