

Enhanced Milieu Teaching

Why Learn EMT?

- EMT is an evidence-based intervention with 20 years of research.
- EMT is a naturalistic, conversation-based intervention that uses child interests and initiations as opportunities to model and prompt language in everyday contexts.
- EMT can be used throughout the day as part of your everyday life.

What is EMT?

- EMT is a set of language tools to help you facilitate your child's communication growth.
- Setting up an Interactive Context: enhancing opportunities for communication.
 - Connecting with your child during play
 - Managing challenging behavior
- Responsive Interaction: Responding to your child's communication.
 - Noticing and responding to child communication
 - Taking and balancing verbal turns with your child
 - Mirroring your child's actions and mapping language onto these actions
- Modeling and Expanding Play: modeling and expanding play.
 - Modeling new play actions
 - Using new play objects
- Modeling Communication Targets: modeling child communication targets.
 - Using language that teaches (target talk)
 - Expanding your child's utterances (expansions)
- Time Delay Strategies: using non-verbal tasks to elicit communication.
- Milieu Teaching Procedures: prompting your child's communication targets and providing functional reinforcement.
 - Recognizing when your child's requesting
 - Following a prompting procedure at your child's target communication level

Learning Language Through Play

Why Do We Teach Play?

- Linking words with engaging activities maximize opportunities for teaching language.
- Choosing toys at the child's play level help keep the child engaged.
- Expanding play activities and objects allows us to use model and teach more language.

Play Goals

- Extend the time your child plays with a toy
 - More time = more opportunities for language learning
- Expand the different play actions your child does with the same toy.
 - More actions = more opportunities for language learning
- Expand the types of toys your child uses
 - More toys = more opportunities for language learning

When to Model New Play?

- When your child is doing the same action with the same object multiple times.
- When your child is doing an undesired action with the toy (e.g., eating play-doh, hitting the baby, mouthing pretend food).

How to Model New Play Actions?

- Continue to follow your child's lead.
- Do what your child does and try to add a different action or object.
- Set a new toy object in sight or model a new action and WAIT and see if your child shows interest.
- If your child shows interest, model a new play action with the object.
- As always, follow your child's lead and if he/she is not interested, try again later with a different object or action.

Choosing Toys

- Choose toys according to your child's play targets and toy preferences
- Use toys that will lengthen engagement and maintain interest
- Items that can be added to any toy set to extend and expand play:
 - Water, sponge, shaving cream
 - Pretend food, utensils, flatware
 - People figures
 - Blocks

Prompting Language

What is a Prompt?

- An adult prompt is a signal to the child to do or say something.
- There are four types of prompts, with different levels of adult support:
 - Time delay (waiting for 5 seconds)
 - An overt nonverbal cue for the child to use language
 - The adult uses an expectant look and waits for the child to verbalize before performing the expected action or giving the child a desired object.
 - This offers the least language support.
 - Open prompt (e.g., “what do you want?” “tell me what you want.”)
 - The adult gives an open prompt (i.e., no single correct answer).
 - This offers a little more support by verbally cueing the child to verbalize his or her requests.
 - Choice prompt (e.g., “dog eats or dog drinks?”)
 - The adult uses a choice prompt that has no single correct answer
 - This offers even more support by including the answer in the question.
 - SAY prompt: “say _____”.
 - The parent tells the child exactly what to say “say _____”
 - This offers the most adult support as it tells the child exactly what to say.

Why Prompt Language?

- Gives children an opportunity to practice language targets during a highly motivating context.
- Gives the child functional practice and reinforcement for communication.

When to prompt language?

- Only when the child is requesting and not using a target.
- Only as one of the many tools (not the only tool) of Enhanced Milieu Teaching.
- No more than 1 times per minute
 - Too many demands may cause the child to become frustrated.

Modeling Language

Why Do We Model Language?

- Children learn language through modeling.
- Contingent modeling that is in response to the child's communication is the most powerful form of modeling.
- Simplifying language to match the child's language targets helps him/her learn language more quickly.

Language Goals

- Increase the rate at which the child communicates.
- Increase the diversity of communication.
- Increase the child's independence.
 - Increase spontaneous communication.
 - Decrease the dependence on adult cues.

When to Model Language?

- After your child communicates (expanding)
 - Respond with a language target
- When you are doing the same action or have the same object as your child.
 - Child: {drives car}
 - Adult: {drives car} car
- While taking communication turns.

What Language to Model?

- We pick targets based on the language the child is already using and what he/she should learn next.
- How does the child communicate now?
 - Gestures, vocalizations
 - Single words
 - 2 words
 - 3 words
 - 4 words

Using the Child's Targets

- 50% of what you say should be one of the child's targets:

1. _____	2. _____
2. _____	3. _____
- 50% should be slightly higher than the child's targets
 - 1-2 words above his/her level
 - All words should be teaching words (nouns, verbs, modifiers)

Expanding Communication

What is an expansion?

- Expansion: adding more words to your child's communication.
- The most powerful expansion includes one of your child's communication targets.

Why expand communication?

- Expansions immediately connect the child's communication to additional new communication.
- The more your child hears and practices language that is more complex, the better his/her language skills become.
- When you give your child a little more language than he/she gives you, he/she hears more about the topic in which he/she is interested.
- Expansions help your child learn new vocabulary and talk in more complex sentences.

How to expand communication?

- **Gestures:** by imitating the gesture or taking/touching the object while labeling the word, you are increasing the saliency of the word and making it more likely that your child will learn this new word.
 - Point/reach:
 - Child: {points to/reaches for ball}.
 - Adult: {points to/reaches for ball} ball.
 - Show
 - Child: {holds up block}.
 - Adult: {points to block} block.
 - Give
 - Child: {gives adult car to drive}.
 - Adult: {takes the car} car.
- **Vocalizations:** by replacing the vocalization with the word you want your child to say and by imitating his action or pointing to an object you are increasing the saliency of the word and making it more likely that your child will learn this new word.
 - Child: {says "ah" and is walking the cow}.
 - Adult: {walks the cow} walk.
- **Words:** by adding words to your child's words you connect a new word to a word your child already knows, which increases the saliency of the new word and makes it more likely that your child will learn this new word.
 - Child: car.
 - Adult: drive car.

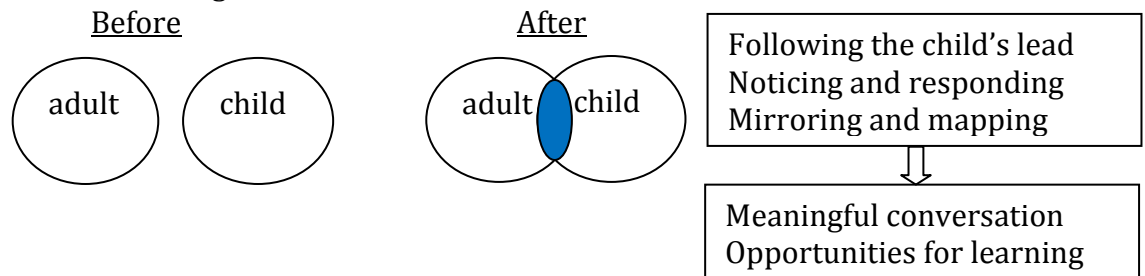
Mirroring and Mapping

What is Mirroring and Mapping?

- Mirroring: when the adult imitates the child's nonverbal behaviors.
- Mapping: when the adult "maps" language onto these nonverbal behaviors.

Why Use Mirroring and Mapping?

- Mirroring allows the adult to join the interaction with the child.
- Mirroring allows the adult to be responsive when the child is not communicating.
- Mapping provides the child with a language rich description of the activity.
- Mirroring and mapping allows the adult and child to have balanced turns.
 - Child: {drives car}
 - Adult: {drives car} I drive the blue car.
- When the adult "mirrors" or imitates the child, the child is more likely to orient toward the adult since the adult is doing what is of interest to the child.
- What the adult says is more meaningful to the child since the adult and child are both engaging in the same activity and language is "mapped" right on top of what the child is doing.



How and When to Mirror and Map?

- Use mirroring and mapping when the child is not communicating.
- Mapping must come after mirroring.
- First imitate the action and then label the action with words.
 - Child : {feeds baby}
 - Adult: {feeds baby} we feed the baby some milk.
- Mirror the child's actions close to the child's actions to make language more salient.
- Avoid mirroring behaviors that are unacceptable (e.g., throwing toys, hitting).
- Balance mapping and playing (e.g., don't over map).

Using Strategies at Home

- During what activities at home can you "mirror" and "map"?
-
- What will you do? What will you say?
-

Preventing Challenging Behavior

Make the World Predictable – Establish Routines and Schedules

- Consistent schedules and routines help children make sense of the world
- Helps children understand daily expectations
- Children with language delays may not understand or retain information given verbally, making transitions between activities difficult.

Use a Timer to Help with Transitions

- Establish the expectation that when the timer beeps the activity is over.
- A timer:
 - Ensures the time increment is concrete and consistent
 - Transfers the focus from the parent to the timer. The timer ends the activity, not the parent.
 - Can help extend engagement in a non-preferred activity (“we eat until the timer beeps”)
 - Helps the child transition to the next activity

Use a Visual Schedule

- A visual schedule is a series of pictures that shows the activities for a given day or part of a given day (e.g., wash hands, eat dinner, take bath, go to bed).
- For children with language delays, visual information is often easier to understand than verbal information.
- A visual schedule:
 - Serves as a non-verbal point of reference
 - Provides structure and predictability
 - Makes abstract concepts such as “later,” “next,” or “last” more concrete
 - Can help with transitions from one activity to the next.

Offer Choices

- Choice making lets your child feel like they have more control.
- Offering choices that are acceptable to you, allows your child to feel included in the decision process and therefore may be more willing to comply with tasks.
- For children with language delays, choices with a visual (e.g., object that represent the choices) are often easiest to understand.
- Example: Cleaning your child’s room
 - Think of two choices that are acceptable to you
 - Do you want to make your bed (point to bed) or put away your clothes (point to clothes) first?

Parent training: Teach-Model-Coach-Review

Why Do We Teach Parents?

- Parents are children's first language teachers
- Amount of parent talk directed to children is associated with more positive language development (Hart & Risely, 1995)
- Teaching parents specific effective strategies may reduce parental stress and increase child generalization of skills

Teach

- 1 hour parent session that provides and overview of a strategy
 - Define the strategy
 - Give rationale for the strategy
 - Provide video examples of the therapist using the strategy with the child and the child responding positively to the strategy
 - Practice the strategy through role playing and worksheets.

Model

- Intervention sessions between 45-60 minutes
 - Quick review of the strategy and collaborative plan for the session
 - Therapist models the strategy and narrates when she is doing the target strategy
 - She said "ball and then I said "roll ball" and that was an expansion

Coach

- The parent practices the strategy with the child and the therapist coaches the parent
- The coach gives the parent specific praise for using strategies
 - e.g. "great responding" or "nice waiting"
- The coach gives specific constructive feedback about using a strategy
 - e.g. "next time he points to the ball I want you to point to the ball and say 'ball.'"

Review

- After the practice session the therapist:
 - Asks the parent how he or she feels about the session and target strategy
 - "What did you think about today's session?"
 - Describe how the parent used the strategy
 - "I love how you responded every time Luke communicated, even when he pointed you gave him a word for what he was pointing to"
 - Connects parent use of the strategy with child's communication
 - "When you expanded when Mary said 'drive' to 'drive the car', she said 'drive car!' You taught her to say 'drive car' today!"

Fidelity Trackers: Prompting

Session #: _____ Student: _____

Prompting: For each milieu prompting episode complete the following information. Score 1 for “yes” and 0 for “no.”

Episode is in response to a <u>non-target</u> request (0 – for prompted when child used target request, 1 – for no request, 2 for non-target request)						
Adult uses the child's communication target						
Adult prompts the same target throughout the episode						
Adult uses the correct prompting sequence						
The adult stops prompting when the child is not interested in the prompted action or object or when the child says the prompted target.						
The child is given adequate response time to the prompts						
The episode is natural and doesn't <u>overtly</u> disrupt play.						
The adult gives the child the object or action at the end of the episode						
The adult ends the episode correctly (0, .5, 1)						
Total Score						

Is the adult using too much prompting (e.g., disrupting the flow of play or more than 4 prompts in 10 minutes)?
Yes / No

Number of Episodes with an 8 or Higher

Total Number of Episodes excluding MLI and MAC

%

→

Enter total number of prompting episodes (including MLIs and MACs) and % of episodes above 8 into the spreadsheet.