

SST:

Arrived at childcare center for snack time. I sat beside Sam at the table with Kelly (tchr) and 4 other kids. Kelly has started giving the children small portions of snack foods instead of the whole thing at once as we discussed last week. Demonstrated pausing to allow Sam time to request. I assisted Sam (hand over hand) to sign "cookie" for another piece, and to sign "drink" for more juice. He enjoyed the signs, and by the end of snack, he required only minimal prompt for "drink". Use of signs may help decrease Sam's frustration about communication and help decrease tantrums.

Class had "free play" time during diaper changes. I modeled using single words and two signs (truck and baby) to describe Sam's play. Modeled pausing to allow Sam time to imitate. Explained to Kelly that these techniques allow Sam to learn more vocabulary, and is a start for reciprocal communication that will decrease tantrums.

Speech

Saw Sam and his Dad at home. They were having a snack when I arrived. Discussed ways to stimulate production of bi-labial (m, b, p) sounds. Snack was strawberries, so coached Dad to give one berry at a time and showed him how to hold a berry by his mouth while saying b-b-berry. Sam seemed to enjoy, so we brainstormed other snack foods that this might work for. Provided Dad with a straw bottle and instructed him on how to present it to Sam to teach straw drinking to improve lip movement and closure. Looked at Sam's books to identify some pictures of words that have initial /p,b,m/. Demonstrated to Dad how to emphasize the target sounds when looking at a book. Dad practiced and I provided suggestions to slow his pace, and repeat each word 2-3 times.