

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
 - How to play and engage?
 - Be at the child's level.
 - Do whatever the child is doing .
 - Follow the child's lead ([1](#), [2](#)).
 - Avoid directions and let the child lead the play ([1](#), [2](#)).
 - Avoid questions and let the child initiate the communication ([1](#), [2](#)).
 - Choose toys that are interesting and engaging.
 - Put away toys that aren't being used ([1](#), [2](#)).
 - Substitute undesired activities with desired activities ([1](#), [2](#)).
- Responsive Interaction: Responding to your child's communication.
 - Noticing and responding to child communication
 - Noticing and responding to all communication teaches the child that their communication is important to you.
 - By acknowledging all communication and communicative attempts you reinforce the child for communicating.
 - The more the child communicates, the more practice they receive and the easier communication becomes.
 - Taking and balancing verbal turns with your child
 - It allows the child more opportunities to communicate.
 - More opportunities = more practice = growth in communication skills.
 - It teaches the child how to have a conversation.
 - Child communicates
 - Adult communicates and WAITS, which signals to the child that it is his or her turn to communicate

- Mirroring your child's actions and mapping language onto these actions
 - Use mirroring and mapping when the child is not communicating.
 - First imitate the action (mirroring) and then label the action with words (mapping).
- Modeling and Expanding Play: modeling and expanding play.
 - Modeling new play actions
 - Why?
 - Linking words with engaging activities maximizes opportunities for teaching language.
 - Choosing toys that are interesting keeps the child engaged.
 - Expanding play activities allows more language modeling and facilitates language learning.
 - How?
 - Continue to follow the child's lead.
 - Set a new toy object in sight or model a new action and WAIT to see if the child shows interest.
 - Do what the child does and try to add a different action.
 - If the child shows interest, model a new play action with the object.
 - As always, follow the child's lead and if the child is not interested, try again later with a different object or action.
 - Using new play objects
- Modeling Communication Targets: modeling child communication targets.
 - Using language that teaches (target talk)
 - Why model language?
 - Children learn language through modeling.
 - Contingent modeling that is in response to a child's communication is the most powerful form of modeling.
 - Simplifying language to match the child's language targets helps the child learn language more quickly.
 - Easier to imitate, easier to understand
 - Expanding your child's utterances (expansions)
 - Expansions= adding more words to your child's 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.
- Environmental Arrangement Strategies: using non-verbal tasks to elicit communication.

- Why use EA strategies:
 - Provide the child with more opportunities to practice communicating.
 - Increases the child's rate of communication
 - Provide you with more opportunities to reinforce and teach new language by
 - Responding
 - Expanding the child's communication
- Types of strategies:
 - Silly situations: violating the child's expectations or doing something that the child will find funny.
 - Inadequate Portions: providing small or inadequate portions of preferred materials.
 - Assistance: creating situations in which the child needs the adult's help.
 - Waiting Expectantly: setting up a routine in which the child expects certain actions and then waiting before during the expected action again.
 - Choice Making: holding up two objects and waiting for the child to communicate about which item he/she wants.
- 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
 - 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 questions (e.g., "what do you want?" "tell me what you want.")
 - The adult asks an open question (i.e., no single correct answer).
 - This offers a little more support by verbally cueing the child to verbalize his or her requests.
 - Choice questions (e.g., "dog eats or dog drinks?")
 - The adult asks a choice question that has no single correct answer
 - This offers even more support by including the answer in the question.
 - Model procedure: "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.