**(The Speechie Show Ep.31)**

Welcome to the Speechie Show! Being a speech-language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.

**Carrie**: Hello everybody and welcome back to The Speechie Show. I am your host Carrie Clark from [speechandlanguagekids.com](https://www.speechandlanguagekids.com/) and I am here today with Rose Griffin with [Aba Speech with Rose](https://www.abaspeech.org/) and we are chatting today about children with autism and severe complex communication disorders. We're going to talk about how to make your therapy more systematic. So welcome to the show Rose.

**Rose**: Hi thanks for having me!

**Carrie**: Absolutely we're excited to be here today. I just got finished watching a total solar eclipse which was insane. So, if you are on here with us live I want to know if anyone else saw it today. So, let us know. Type in the comments if you actually saw any part of the solar eclipse today. Rose, you said you were watching it on TV, right? You didn't actually get to see any of it?

**Rose**: Yeah. No here in Ohio it was just another gray day. But yeah, we saw it on TV and it looked awesome.

**Carrie**: Yeah it was pretty cool! My three-year-old definitely freaked out when it got really dark. Because it got like as dark as night here, like we could see the stars, it was insane. And he was like I'm going inside. Hahaha, He was all done. Alright, so we're here today to talk about autism and complex communication disorders. We're going to make your therapy a lot more systematic and a lot easier to feel like you know what you're doing. So, if you're new to the show, I am Carrie Clark and I am from [speechandlanguagekids.com](https://www.speechandlanguagekids.com/) and this is The Speechie Show. We do this once a week. We hop on with a new speech language pathologist from a different company. We share some tips, we share some resources, and we're going to do some giveaways here and a couple minutes. So, stay tuned if you are joining us on Facebook Live today. And Rose why don't you go ahead and start off with some introductions and then we'll get into our five tips.

**Rose**: Sure. My name is Rose Griffin like she said and I am a speech language pathologist and a board-certified behavior analyst. so, I work with all different types of students in the positions that I work with. I work 3 days a week and a public school, middle school high school. And I work one day a week at a clinic that is devoted to working with students with autism. And so that's really the area that I specialize in is helping speech therapist feel more comfortable providing functional and systemic therapy for students who have autism and anybody who is really struggling to find their voice and develop a functional response form.

**Carrie**: Perfect. So, one thing I kind of wanted to bring up at this point in the interview is I feel like there are often two camps, there's the speech language pathologist and there's the ABA therapist and they seem to be butting heads.

**Rose**: Right.

**Carrie**: So you kind of brought those two together. Can you talk a little bit about the difference between the two and why we don't need to fight hahaha.

Rose: Right! Yes, well I did a blog post for ASHA in May about how speech therapist and BCBA's can work together collaboratively and I think it's just hard because we learn different things in graduate school and sometimes the things that were working on together with a client are not mutually exclusive. That they could be the same types of things and speech therapist or board-certified behavior analyst can be coming at those things differently. And so sometimes I think speech language pathologist is we're doing a lot of the things that were talking about in the behavioral world but maybe we're calling them something different. And so, I think there's, from both camps, is that I wish BCBA's would learn a little bit more about the broad scope of practice that speech therapist has, and I wish speech therapist would understand that BCBS's really are here to help and can really work together collaboratively. we can help students with these complex needs and really just make great progress and get their lives back and be able to communicate with the world. And it can be so very exciting. But it's a process and that's really what I've been passionate about and trying to get you know the two sides to kind of talk together. Because there are not too many people who are duly certified.

**Carrie**: Yes. Honestly, I feel a lot of times it becomes this just this fear of the unknown. Like I don't really understand what you a be a therapist are doing and it doesn't seem right to me. Whereas we are doing the same stuff or just calling at different things like you said.

**Rose**: Exactly. So just kind of getting on a level playing field and knowing what all the different acronyms mean that are related to behavior analysis. Which will talk about some of those yeah today to.

**Carrie**: Perfect, perfect. Alright if you are joining us on Facebook Live we are going to be doing some giveaways so stay tuned. And we would love to see where you're from, so type in the comments where you're from and if you saw an eclipse today because I did and it was awesome. Alright we're going to move in while we're waiting on those comments to come through, we're going to move into our five tips for making your language intervention a little more systematic when you're working with these children with more complex needs. So, the first thing we are going to talk about is that assessment piece of it. So let's talk about what assessment looks like for this and how we can kind of make this a really helpful tool in the process and not this overwhelming scary I have no idea what I'm doing.

**Rose**: Sure yeah. I think the assessment can be the hardest part because a lot of the time the assessments that we learned about in graduate school and that are standardized, don't really capture what we need to really work on for these types of students. So, learning readiness skills, can a student imitate, is the student requesting. Sometimes those are not really captured on some of the tests that we get. So, what I really like to use and is an assessment is called the VB MAPP, which I have it right here. It was created by Dr. Mark Sundberg who is a PhD and a BCBA D and also, Barbara Ash who is a PhD and speech therapist and BCBA. So, she did the echoic assessment. And so that really looks at can the student request, can the student follow directions, what are their imitation skills like, can they match identical objects or pictures, how are they in a group, and then it's leveled from 0 to 48 months. So, there are three different levels and it gives you a really good idea of where is the student right now with all those different skills. And then how can we set up a program that is going to touch on all those skills. Echoic skills, that's a really big one. And so, I use that for students who are early learners. And when I think early Learners I don't necessarily mean students who are younger. It could be a student who is older, Middle School, and for whatever reason hasn't been able to develop a way to communicate. And so, I love that assessment and it's one that I use. And it's one that the team, we've been talking about having a team approach, so an intervention specialist can help out with it. There's good information for a BCBA if you have one involved. You know a paraprofessional can help out you know kind of guiding some of the instruction and gathering data on the different point. And so, it's really comprehensive. That's my favorite one to use. I also use the communication matrix which I know that some speech therapists are more familiar with. And that online assessment that is free.

**Carrie**: Yeah, we talked about that one I think two weeks ago maybe on the species show. You can look back and see I think because we actually talked about what that is and how it works and that's a great tool as well for sure.

**Rose**: That's great. Yeah if anybody is interested I do have, there are a lot of people on the Asha 16:6 for school-based issues that are interested in learning more about the VB Mapp because they were going to be doing it in their placements. And so last year I did a free Zoom session about that. So, if you go to my website [www.abaspeech.org](http://www.abaspeech.org/) I have a free webinar just about kind of introducing the tool a little bit more detailed.

**Carrie**: Awesome. When we get done will you put that in the comments of the Facebook post so that people can see that?

**Rose**: Yes definitely.

**Carrie**: Okay cool. Alright we've got a couple people chiming in here so Leah Curtin says she is in Denver, Colorado and saw the eclipse. Statesville, North Carolina, took a client outside during the eclipse so she could experience it as well, that is awesome. And Blake is from Clayton, North Carolina had a partial eclipse here and kind of disappointed. It was definitely cool to see the full thing. We had a partial when I was a kid and it wasn't the same. Alright so if you are just joining us we are talking today about working with our children with autism and those severe complex communication disorders. We're going to kind of help you make your therapy more systematic. We just talked about assessment. So, we're going to move now to actually making those services more systematic. So, let's talk about some collaboration. How do we kind of get to the meat of this here?

**Rose**: Yeah. I think what's most important is starting with that assessment piece and then once you have the assessment, is working together collaboratively as a team. I think there are so many... Because I work in a clinic and I work in a public school and so each place has their pros and cons and their barriers. And I think that making sure you know who's on the team. And I think that's another thing that can be really intimidating for people and me included, is that often times when you're working with students with complex communication needs, when you go to an IEP meeting there maybe you know 15 people around the table and it's hard to understand who is everybody, what is our role, how can we work together collaborative. I do try to build rapport first of all, and sometimes in the behavioral world we call that pairing. we are pairing ourselves with reinforcements. and we just as a speech therapist call that building rapport. Like we just talked with the student, you know I'm not trying to put a whole lot of Demands on the kiddo, I'm just trying to find out what do you enjoy doing. and I'm not going to make you label a bunch of stuff at first or request anything, I just want to know that when you come to speech or when I'm in your classroom that I'm here to have fun and give her of all these awesome toys, or whatever it is that you're into. And I think that's so important is making sure that each member on the team feels that they can contribute and that we all have a place on the team. I think that's the very most important thing. And I think that a lot of the time these students are going to have paraprofessionals or assistance that are going to be working with them and so if you're able to have that paraprofessional or the teacher, whatever the setup is where you're working, sit in with you while you're working with a student for a duration of time. Because that really helps us build a rapport with the staff. It helps us show them in model that this is how you work on these different goals and making sure that everybody knows what the goals are. So that's something where I work that I try to get put into place is having a shared data sheet. So, knowing let's say we have a student who is working on answering personal information questions. I would have a data sheet and it would say what the IEP objective is and exactly what the target is. So, you know what is your name or when is your birthday. So that all staff understands that's what the target is and then they watch me in therapy so they feel comfortable when I'm not present that they can work on those different types of things when I'm not there.

**Carrie**: Absolutely. I think that's huge and working with you know creating these systems and creating a systematic approach, is bringing in the people that are going to spend the most time with that student. Because generally we don't have the most time with that student, nor should we, because we're often not part of the natural setting. Usually there in a classroom and we want them to generalize the skills that they've learned that natural setting. And if no one else is working on it in the National setting happen.

**Rose**: right. And that's why I feel so passionately about coming on your show and all the different things I've been doing. I've been working with kiddos who have no way to communicate, or about eight nine or ten years old, and we had a systematic approach of using the VB Mapp, starting to work on requesting which we' re going to talk about, and getting everybody on the same page, so that we all were doing these things every day. We need to ask ourselves what are we doing to make our services more systematic. You know I had a student who came to me at about eight years old and he wasn't requesting, didn't seem to like any of the toys or anything that I offered, didn't like or want to engage with the iPad which you know that has never happened. And you know I just had to get out there you know and search and I did a preference assessment, which you can google. That just gives you different ideas of what I might be into. You know we found out this student... And if you've ever watched any webinars on speechpathology.com I have videos of this kid, the student. And we started with requesting using pictures because he was really limited on what he liked and then we moved into music and now different Leisure skills like playing Fruit Ninja and watching Go Noodle. And so, we really started with the assessment, getting the team together and now this student is able to use his device. He's able to use it at home. He goes on vacation. And it has really broadened in his world and it has broadened his family's world. It's really powerful.

**Carrie**: That's so awesome! Alright if you're watching on Facebook Live, comment and if you've ever had a student that you don't think response to anything. Hahaha. I get this question all the time and they're like what do I do if he's really not interested in anything. I'm not saying like you're making it up, I'm saying legitimately some of our children have no interest until we start doing more of this probing and kind of trying to figure out what they're into.

**Rose**: Right. And it's really hard. I worked in Austin Texas at Leander ISD and that was one of the really cool things I could do as an Autism facilitator was, we had some grant monies and we purchased manding kit for the speech therapist on staff. And so, if they had a new student who they didn't know what they like and they wanted to kind of build a rapport and pair with them, they would check out this manding kit and basically, I got to go to Target and buy toys. And it was amazing. And assemble all these kits. so that was an awesome day at work to say the least.

**Carrie**: Yes. I love the reinforcer probe when you bring out all of your goodies. The things that always get somebody. And you just kind of rotate through them and see what they'll actually interact for. I'm sure.

**Rose**: Exactly.

**Carrie**: Alright, so we've talked about doing an assessment, we've talked about getting the team involved, next we're going to talk about getting a student requesting. Although before we do that, sorry we're going to pause... We do have somebody saying where can I find the videos of the child she was talking about? That was on [speechpathology.com](http://www.speechpathology.com/) right?

**Rose**: Yeah so on [speechpathology.com](http://www.speechpathology.com/) I have about for on there right now and then I'm doing another one in November. And so, I always like to, if you just get on there and you look up my name you can see that I have about 4 or 5 on there. I'll be doing one in November that's going to be talking about a student that theoretically is already requesting and then what do we do after that student does have a way to request once in need. So, we'll be talking about kind of what will be talking about today like really in-depth. And I’ll have, my clients have been so great to say that I could show videos of their students, and so I'll be showing videos in therapy to demonstrate some of these skills on top of that today.

**Carrie**: Perfect. So just go on and look for Rose Griffin on [speechpathology.com](http://www.speechpathology.com/). Perfect. Okay so let's talk about requesting. This seems to be a really, I mean this is where we start. This is the most basic kind of communication that is the easiest to kind of get your foot in the door. So, let's talk about how this looks for a systematic approach.

**Rose**: Yeah, so requesting. I mean I have 3 kids of my own and I know a lot of us as therapist have children. It's a family-friendly profession. So, I was just on vacation with my kiddos and I have A2 year old so when you're with kiddos who are developing language, typically you really realize how much they request. And that's really where it starts. So not to say that other things are not important but when I'm working with an early learner that's really what I want them to understand. I do something I get something I do something I get something. That's kind of what we're building in there learning so that they understand. Hey learning, I can do this, I can request. And so, we want to do is, we as a team, and with a student is to decide is the student going to be requesting verbally, are going to be requesting with a AC, are they going to be using sign language. So, I have a student that I was working with collaboratively with a team and we tried a device at first because the student was nonverbal. And the student didn't have a really good point so they weren't able to hold long enough to activate the button. So then after a while the student started verbalizing, we were working on verbal imitation. And so, we said why don't we do sign language. And so now the student, with all this systematic instruction and place, is able to request using sign language and also verbalizations. So really making it powerful. Making sure everybody is on the same page. Making sure we understand what the student enjoys. And if a student looks like they want something, like a ball, or an iPad, but then you have them requested and you give it to them and that's not what they want. Not making them engage with it at that moment. it's okay to change your mind. I would say the coffee examples like yesterday I got Dunkin and today I got Starbucks. It's like you have to ask your students what are you into today.so in the behavioral world we call that involve. What's your motivation what are you motivated by today. And always checking in with your learner or your student and started every session. Because what they like yesterday, maybe they have the iPad all day at home last night so they're not into that anymore. So, we need to always be checking in. deciding how we're going to work on requesting. Choosing about three to five man's to begin with a request. That's the word EF Skinner, he wrote a book verbal Behavior. He talked about different verbal algorithms. We did learn about that in graduate school. I did check back in my language books.

**Carrie**: Skimmed over it...hahaha

**Rose**: Yeah, we skimmed. But it was there and I was like oh okay. And so that's so important. And I think another thing that's so important is making sure that we are being a giver and not a taker. So, if we have a student that asks for juice, we don't give him the whole juice box. We let him have a cup and for some juice in and give the student the juice. They drink the juice. Natural consequences. They might be motivated for more juice so they ask for more. What happens is and this is what happened to me to is, and this is one of the reasons I was driven to learn more about autism, is that I would work with challenging Behavior and I just felt like I wasn't being very effective. Because I wasn't able to analyze going on in the way that I can now with all the professional development I've done. But understanding that instead of taking something away, because we may be thinking oh I want to work on requesting, I want to do something different, is I call it a rotating array of reinforcement. So okay we did the juice and maybe I have a puzzle. Okay, I don't want to take the puzzle away. I don't want to say okay puzzle all done. I want to bring out something like bubbles or a book or whatever. If you have an older learner things that are age-appropriate. And so, I kind of call that my rotating array of reinforcement. So, we're getting requests and we're working on communication. IEP objectives and we're taking data because we know we need to do that. But we're not taking things away. So those would be my key things to working on requesting.

**Carrie**: I love that. I love the idea of not taking away. I feel like so many times that what day, kind of what we expect to do. Okay give them that and let him play for five seconds and then my turn and you take it back and then you create this meltdown and you're like well that was useless. Hahaha.

**Rose**: Yeah and then the whole session is like trying to recover.

**Carrie**: Yes. Yeah, I like that of just bringing out the next thing that they're going to be motivated to request for. Perfect okay if you guys have any questions please type those into Facebook Live comments and we will answer those as we go along. And we are also going to do some giveaways here in just a couple of minutes. So, if you are watching with us live stay tuned. But we are going to move on from requesting to labeling. So first I feel like this is the next step, or do you feel like this is something you kind of introduce alongside of requesting?

**Rose**: Yeah, I think they all go together. You know I think sometimes for students, I had a student with very aggressive behavior and was a major behavioral barrier and I had no way to communicate and I was working with him at a private school. He's also in some of those webinars that I've done. And also with that particular student, we just worked on requesting and using a device and then we worked on receptive language. But that was a special case. So, I'd say for most students, and that's student by the way it's doing great. We go to Dairy Queen. he wants to request things, get fries and sit in a public place. You know hooray. So that was very specific and very individualized. But for most students I would think these things all kind of come together. And so, you know when you're working on labeling that's one of the points I wanted to touch on. And more I feel like I've learned a little bit more in my behavioral training, is making sure that when we're working on labeling we either actions are nouns. That we're working on showing students different examples. The multiple exemplar training is what we talked about. And so, in speech pathology we talked about how we want to make sure a student can generalize. It's like gone are the days when we go to get a student and we marched them down to the speech room and we do magical things and bring them back. And that might work for you know some minor little things but you know the kind of students that I'm working with, and I think a lot of the students. And I think a lot of the students the problems write 1 and 68 for students with autism, is that I write a journal article that said 90% of school-based SLP’s are working with students with autism. So, I think that even in just 14 years that I've been doing this, you know the severity level seems to be more you know intense and the school setting. And so, I think sometimes it's hard to know what to work on first because it just seems like everything needs to be addressed. and so was labeling just making sure that we're using examples. So, I create a product called the action builder cards. But I created I, Carrie, because I, there weren't any materials that I was finding out on the marketplace that I was able to use to teach language the way I wanted to systematically. So, for example, we had a student that was working on labeling washing. So, we would want to show this as washing with washing hands. And that this is also washing with washing dishes which is a great picture for older learners. But then washing can also mean washing hair. And so, I wanted students because what happens sometimes is we may just show, and I'm guilty of this too, we may just show students one picture of washing. And then when they see a student out in the natural environment and maybe somebody wants to facilitate language instruction out there where it's happening, a student doesn't get it and we're confused as to why that didn't happen. And so, you know whether you have these cards are not, you want to make sure you are planning for generalization so that students understand, okay washing can be washing hands. It can be washing hair. And we're building a bridge from what happens in therapy to what happens out the national environment.

**Carrie**: I love that, I love it. So first of all, if you are watching on Facebook Live with us, comment in if you are working with students with autism or not. You were saying 90% in the stats are saying that they work with children with autism. So, I want to see what our listeners are saying. So, type in if you are or not working with children with autism. But the other point I wanted to bring up was that I have listened to Temple Grandin's talk. Have you ever listened to her?

**Rose**: Yeah.

**Carrie**: I love her as a speaker. But one of the things that she said that really got to me was, okay she said so when we think of you hear the word dog, at least for me I have a picture of a golden retriever in my head and that is like my generic dog like placement. Like that just what I think of when I hear the word dog. But she said when she thinks of the word dog, she thinks of a series of pictures of every dog she's ever seen, and that is dog. This conglomeration of all these pictures. And when I first heard that it changed the way I was doing therapy. So, I went from having one picture that I was showing the child, too I started doing matching activities where I'd have four pictures of dogs and then you know I'd have like four pictures of dogs and four pictures of chairs. And I show a picture of let's say a chair, a different chair. And I'd say does it go with this group or that group so that they're helping figure out you know all of these things are the same because. And I feel like that would work really well with those cards that you are showing of having a lot of different pictures of the same concept.

**Rose**: right. Because I know that we are just creatures of habit and so sometimes I do that with reinforcements too. I have older students now so it's a little different but I used to have younger students and your kind of like, I hope you like what I have today because this is what's left in my office. Hahaha. One of these students that I've been talking about that are harder, I really like a challenge so I'm like oh man this kid doesn't like anything. Like there's nothing in here that they like. So that's kind of the idea it's like we're using...or I've been spending a lot of time on Google Images making pictures to teach language in the way that I knew it needed to be taught. Just like you're talking about generalization, because it's not always out there. And so, you know I made those just because it was a problem I was facing and I figured if I was facing it a bunch of us were as well.

**Carrie**: Absolutely. Alright we have a lot of people chiming in here. Oh my gosh, Madeline says 40% of her caseload is autism. That's a lot. New autism classroom, yes. I'm pretty sure everyone on here is saying that they are working with autism. In some capacity or another. Yeah so, it's pretty prevalent across the board for sure.

**Rose**: It is definitely.

**Carrie**: Okay so we've talked about assessment. We've talked about getting your team involved and getting everybody on the process. We've talked about requesting and we've talked about labeling. So, the last thing we want to touch on today before we wrap up with some resources and some giveaways, is we're going to talk about those children who have trouble and gauging and Leisure, or play or some of these less structured activities. Talk to us about that.

**Rose**: Yeah, I know I think you know as a parent what I've really realized is I've always worked on leisure and teaching students directly at leisure because I think there's so much communication there and social rules and group behavior and Cooperative learning. But as a parent, I've really learned as a quality of life thing that you know Leisure is so important. I spend all my time going to soccer and taking my daughter to Girl Scouts and piano lessons and all those things. And I really realized that you know our students are so deficient, a lot of students at work with, and Leisure skills. And so, I really feel like that I need to directly teach those things so that they can you know engage in a game when they're cousins come over during the holidays. Or engage in an outdoor activity even if it's a modified Sports activity or whatever it happens to be. So, I personally have always been Incorporated these modified leaders is when I call it activities into my instruction. An article will be coming out in the ASHA Leader in the school matters in September, about skills. And that article will be more towards older students. But I have some students that I see in the private clinic. And one of the things that we have been working on... Last year was modified musical chairs. And so, I would have the musical chairs going and put on Moana or whatever song we happen to have at the time and we would... All they needed to do is understand that when the music was on we walk and then when the Music Stops we sit down. And so, no one ever takes a chair away. Because right, it goes back to be a giver, not a taker. It just gets you in trouble to be a taker. So, in my mind, the kiddos I'm working with, I was like okay this is great, and I would have the paraprofessionals and the assistance they are helping me facilitate this group. And what's great about that too is that they like it and they each enjoy it. And that activity was taking place when I wasn't present. And I knew it was taking place because I had a daily data sheet and I could check. And then I would get stories back from the staff and they would be like oh yeah, we played that was so and so and I really enjoyed it. And so, it's been so great. The new game we've been working on now is modified Simon Says. So, I have a mixed group of students. And how we modify it it's always Simon Says. so, it's never without Simon. So really, it's just gross motor imitation. So, we're taking it back but we're adding into that social component. Can you stand with peers? Can you stand and follow directions? You know can you engage in this group activity without any kind of Behavioral barriers that you may demonstrate. And I was writing at home on a note to let parents know that that's what we were working on and how it looked. And so, I had a meeting with this parent and she let me know like hey we just flew for vacation in the summer and I had read that you guys were playing modified Simon says. So, we worked on it in the airport and the kiddo was able to play it with his brother and it really was a great thing to do, to fill the time. And I thought well that's it. That's the collaborative loop. That's us all working together. and so those gems of information that I get are always so exciting. And on my website [www.abaspeech.org](http://www.abaspeech.org/) I have a section under resources that has some of these modified activities. So, I have one for Uno, memory, the grocery store game, hangman which is another one that I modified. So, if you maybe want some examples on how to modify those for your students check this out.

**Carrie**: I love this. I absolutely love that. I feel like leisure gets looked over. But when you look at what the recommendations are from Asha or these other professional organizations, they say work on social skills and what a better way to work on social skills then teach them some game that they can actually participate in. Because of a lot of times our students with autism or other social impairments, they get into a social situation and it's like okay good luck like you know go do something social. But if they get into a game that they're already familiar with you're going to have more success because then it's like I know the rules to this. They don't know the rules of social engagement. They can know the rules to Simon Says.

**Rose**: Exactly. And the middle school that I worked in we had taught the students modified Uno. So, for these student, we just took out all of the you know reverse, skip, you know the harder cards, and then we would have students that would come down from another school. and so, it was a reverse inclusion opportunity. And you're exactly right it was like okay these are new people. I may be a little nervous about that but not really because I know this activity. And I'm just going to generalize it to these other students and this different environment. And so that goes all back to how can we generalize these skills and make them systematic.

**Carrie**: I love this, I love it. Alright. Okay, so that's all we have for our five tips. So, we are going to share some resources and we're going to do some giveaways. So, stay tuned if you're with us on Facebook Live right now. But let's talk about resources. What are your favorite resources for working with this population?

**Rose**: My favorite resources and go to are the VB Mapp, which is available at [www.avbpress.com](http://www.avbpress.com/) and I have no affiliation with that I just love this assessment. It's the best. And then these are the cards that I created, the action Builder cards. And those are for sale at [Different Roads for Learning](https://difflearn.com/products/action-builder-cards). They are also for sale on [Amazon](http://amzn.to/2h9Ol3n) and they are also for sale at Autism Communication Resources. And I'm adding new distributors as we go along, that's been new for me. Those are some of my go-to products that I like to have in my Arsenal.

**Carrie**: Perfect. And will you put the links to those in the comments as well when we finish up on Facebook Live?

**Rose**: Yes

**Carrie**: So you should have access to those. If you'll just scroll down through the comments once we are done here. So those are our resources. Let's talk about giveaways. What are you doing for your giveaway today?

**Rose**: So today Carrie I have a TPT store called [Aba speech](https://www.teacherspayteachers.com/Store/Aba-Speech-By-Rose-Griffin). And on that TPT store I have webinars that go in more depth about some of the things that we talked about today. So, my best-selling webinar is called the Power of Manding, Helping Students Find Their Voice. And so, I will be giving that away free today.

**Carrie**: Excellent. And where can people find that if they don't win today?

**Rose**: If they don't win today it is at my TPT store which is called [Aba speech by Rose Griffin](https://www.teacherspayteachers.com/Store/Aba-Speech-By-Rose-Griffin).

**Carrie**: Okay so go to teacherspayteachers.com and search, there's a search bar at the top, search for Rose Griffin and you'll find her store. And that webinar along with all the other ones. Right there going to be in there?

**Rose**: Right.

**Carrie**: Okay. So that is our first giveaway today, and we're going to do two. The second one will be two free months in my membership program which is called the Speech Therapy Solution. And if you are new to that, that is an exclusive membership area just for speech-language pathologists and other professionals. We are answering questions. We are helping you troubleshoot. We are giving you ideas for therapy. We have a materials library. We have a video library with training videos. And we just got authorized to offer continuing-ed ASHA and that is starting in September. So, if you are watching this today or shortly after, the end of August is when our price goes up to accommodate those new ASHA CEUs. But if you sign up now in the month of August you're going to lock in that lower rate before the price hike. So, if you on here now and you've been on the fence go over to [speechandlanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/). And get in on that lower price and you'll be able to lock that in and get all of those CEUs without having to pay the higher price on it. So, the winner today is going to get two free months of that. So, here's what we're going to do. I'm going to ask a question and the first two people to respond are going to win. The first one will win the webinar on Manning and the second one will win the two free months in the membership. Alright, here we go Facebook Livers hahaha. Alright, name a leisure activity that you can modify for a child with autism to participate in. So, if you've been on here for a couple minutes you heard us talking about teaching a child with autism how to modify the rules a little bit just so that they can play some social games that they may be encountering and their daily activities. So, we want to know an example of those games and we're going to use those. Okay, so Amy Says hangman, love it. That's a perfect one. And Heather Kelly McKay says Uno. Alright, Amy Deal you are getting the webinar. How do you want Amy to contact you Rose?

**Rose**: She could email me at abaspeech@yahoo.com.

**Carrie**: And Heather Kelly McKay, I feel like you might already be a member and if that's the case then we'll just add two months on to your current membership. If not then we can start you off. Either way just email me at carrie@speechandlanguagekids.com and my assistant, Kena, will get you all set up with that. Perfect. We had a bunch of people time in, thank you so much. Alright that is what we have for today. I'm so glad you could all join us today on eclipse day hahaha 2017. We will be back on next week with another species show. But Rose thank you so much for coming on and where can people find more information about you and what you have to offer?

**Rose**: Thanks for having me, Carrie. If you are on Facebook come and visit me on [ABA Speech by Rose Griffin](https://www.facebook.com/abaspeech/). I'm also on Instagram, ABA Speech by Rose. And I also have a website, [www.abaspeech.org](http://www.abaspeech.org/). And if you sign up for my email list I have access to that free webinar about VB Mapp evaluation. I also do freebies every single month this school year to make providing systematic language instruction easier.

**Carrie**: Excellent. Wonderful thank you so much. And don't forget to head on over to [speechandlanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/) and find out all the information about the speech therapy solution. I just looked up our numbers right before I hopped on this call and we have 1685 members in there already. So, join us on the inside and we'll help you out with your tough cases. We will give you some continuing-ed and make your life easier. So, head on over to [speechandlanguagekids.com/join](https://www.speechandlanguagekids.com/become-a-member/) and don't forget to check out all of Rose's information as well. Alright thank you all so much for joining us and we'll see you next week on the Speechie Show. Bye for now.

Thanks for joining us today Speechie Show. We hope today's tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by joining Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.