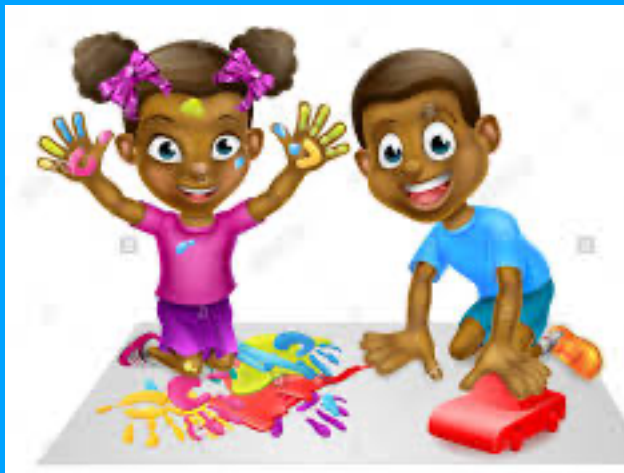


Speech & Language at Home

Teaching Communication



How to Guide for Parents

Teaching Speech and Language Skills at Home

1. Creating communication temptations

- *What is a communication temptation?*
- *Waiting*
- *Withholding*
- *Giving choices*

2. Targeting Communication Skills in Everyday Routines

- *Meal time*
- *Bath time*
- *Bed time*
- *Getting dressed*
- *Cleaning up*

3. Increasing your child's language output

- *+1 Routine*
- *Verbal Routines*
- *Follow the Child's Lead*
- *Self-Talk*
- *Parallel Talk*
- *Asking Questions*
- *3:1 Rule*
- *Describing*

Creating Communication Temptations

What is a communication temptation?

- The goal is to get your child to initiate communication by gesturing, pointing, or using word(s)
- Parents and teachers set up a situation in which the child needs to communicate in order to get what he or she wants



- *Example 1: Offer your child the sealed bubbles container as a communication temptation for your child to request open, help, blow, more, or again*
- *Example 2: Show your child a toy he or she cannot operate without help in order for child to get your attention*
- *Example 3: Put your child's favorite toy out of reach in a box or up on a high shelf so he or she has to point or ask for it*

Waiting

- You often know your child so well that you anticipate his or her needs and wants
- Try strategically waiting silently for your child to communicate by gesturing, pointing and/or using words
- If your child does not initiate, you may then ask, “What do you want?” and teach the child to point or model a word (e.g., “I want,” “give me,” “open,” “help”).

- *Example 1: You know your child is hungry for lunch or snack, head to the kitchen and let the child show or tell you what he wants*



- *Example 2: You don't give your child a favorite toy but wait for the child to go to the shelf or toy box to ask for your assistance*



- *Example 3: Don't pick up your child until the child asks to be picked up by gesturing or saying up*



Withholding

- Visually entice your child by showing him or her a preferred item but don't offer the item right away so the child is able to request it
- You may model the request as needed (e.g., a finger point, 1-word: "give me," "cookie," or 2-word combination: "I want cookie," "more cookie")



Giving Choices

- Offering your child a choice encourages him or her to request using gestures, pointing, and/or words
- Start out simple by offering a preferred item vs a non preferred item and work your way up to offering preferred items as choices



Teaching Communication Skills Through Everyday Routines

- Daily routines are comforting for young children and opportunities to teach language via familiarity and repetition

Meal Time



- Have your child identify or label food and drink items
- Give your child choices and help them request food and drink items (e.g., **I want, give me**)
- Teach your child to ask for recurrence (e.g., **more, more juice**)
- Follow 1-step directions (e.g., give me your plate, throw out your garbage)
- Ask your child questions about actions (e.g., what are you eating, what are you drinking)
- Teach your child to terminate the activity (e.g., **all done, finished**)

Bath Time

- Sing bath time songs (e.g., rubber ducky, baby shark bath time song)
- Identify and label body parts and bath time routine vocabulary: water, soap, shampoo, wash, towel, wipe
- Teach your child how to sequence (e.g., go in the bathtub, wash, use soap, shampoo hair, come out, wipe with towel)



Bed Time

- Create a familiar routine: put on pajamas, then sing a song, or read a bedtime story
- Work on expanding language by saying goodnight to objects and people (e.g., goodnight teddy bear, goodnight mommy, goodnight daddy)
- Follow simple directions: put on your pajamas, turn off the light, go get your book, blanket, pillow, teddy bear

Getting Dressed

- Sing a song (e.g., This is how you put on your clothes)
- Offer your child choices (e.g., red shirt or blue shirt)
- Identify and label clothing items and teach opposites: on/off, up/down, open/close
- Follow simple directions (e.g., give me your foot, put on your sock, bring me your shoes)
- Encourage your child to get dressed and ask for your help as needed (e.g., **help**, **help me**)



Cleaning up

- Sing a song (e.g., Clean up, It's time to put the toys away)
- Follow simple directions and sorting by category (e.g., food, cars, animals, blocks)

Increasing your Child's Language Output

+1 Routine

- The +1 routine is a technique for expanding your child's language to use 2+ word combinations
- Add 1 new word or concept at a time so that your child can imitate the expanded phrase
- *Example 1: Child says "apple," adult models "eat apple"*
- *Example 2: Child says "juice," adult models "more juice"*



- *Example 3: Child says "that's an elephant," adult models "that's a big elephant"*
- *Example 4: Child says "mine," adult models "my ball"*



Verbal Routines

- Use verbal scripts such as counting from 1 to 10, “ready set go,” “blast off,” “rise and shine,” “night night sleep tight”



- Sing and recite familiar songs and rhymes: Wheels on the Bus, Twinkle Twinkle, ABCs, Five Little Monkeys, Five Little Ducks, Old McDonald



- Create or make up your own repetitive verbal routines (e.g., wash wash wash your hands, soap soap soap your hands, wipe wipe wipe your hands)



Follow the Child's Lead

- It's helpful to set toys in front of the child and see what the child wants to play or do first
- Establish joint attention, in which child and parent attend to the same object and make eye contact, via turn-taking routines
- *Examples: pushing toy cars, blowing bubbles, turning the pages of a book and pointing to pictures with the child*



Self-Talk

- You talk about your own actions and model simple language (e.g., “vroom, wheee, I’m pushing a car,” “I’ll sit down next to you”)

Parallel-Talk

- You talk about the child's actions and model simple language (e.g., “you are blowing bubbles,” “you are pushing a car”)

Asking Questions

- Asking simple questions is a good way to encourage your child to respond
- Ask your child a simple question (e.g., what are you playing? where is the train going?)
- If the child does not respond, offer a verbal choice (e.g., park or store)



3:1 Rule

- Asking too many questions with closed-set responses can limit the language output of your child
- According to the 3:1 Rule: You should make three times as many comments as questions while playing with your child

Comments:

“Look, I’m driving the bus,”
“The bus is going fast,”
“Hurry up and sit down”

Question:

What color is the bus?



Describing

- Talk about actions, objects, and pictures in your child's environment
- Teach your child action words: climb, jump, watch TV, kick the ball, build blocks



- Teach your child attributes: colors, shapes and descriptive words (e.g., big/small, tall, long/short, open/closed, clean/dirty, hot/cold, fast/slow, wet/dry)



References

Early Intervention, Specific Speech and Language Strategies to Encourage Communication: Handouts for Caregivers

Early Intervention, Targeting Language and Communication in Daily Activities: Handouts for Caregivers

Rayburn, J., Early Intervention Parent Handouts for Speech & Language