

# IMPROVING RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS AT HOME



# Teaching Receptive and Expressive Language Skills at Home

## *1. Facilitating Joint Attention and Social Skills*

- *Shared activities*
- *Turn-taking routines*

## *2. Teaching imitation Skills*

- *Actions*
- *Gestures*
- *Sound and Words*

## *3. Increasing Auditory Comprehension/Receptive Language Skills*

- *Following verbal commands*
- *Identifying objects/pictures*

## *4. Increasing Expressive Language Skills*

- *Purposeful pointing*
- *Teaching gestural signs and pictures*
- *Imitating words*
- *Expanding utterances*

# Facilitating Joint Attention and Social Skills

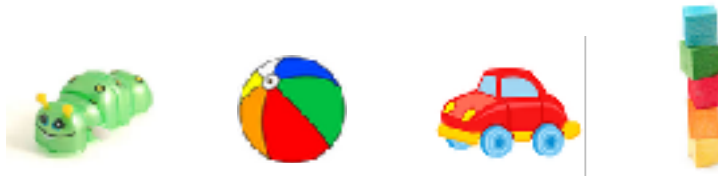
Joint Attention is established when the child shifts attention back and forth between the object and making eye contact with the adult during

## 1. Shared Attention



- *Example 1: Blow bubbles and use an exclamatory word (e.g., wow! Bubbles! Look! Child's name!) and reward eye contact by blowing the bubbles again*
- *Example 2: Be face to face and use an exciting action, paired with a vocalization (e.g., fly a toy airplane and say "whoosh," crash a toy car and say "crash") and do it over and over to reward the child's attention*
- *Example 3: Perform highly familiar social or picture book routines (e.g., peek-a-boo, Brown Bear Brown Bear, Where's Spot), then wait for child to make eye contact with you before anticipated vocalizations (e.g., here I am, animal sounds, yes, no)*

## 2. Turn-taking



- *Example: Show the child how to play with a wind-up toy, ball, toy car, stacking blocks and then give the child a turn when the child makes eye contact*

# Teaching Imitation Skills

1. Teach your child to imitate actions on objects during play with simple toys

*Examples:*

- *Model rolling a ball and then give your child a ball to roll*
- *Model pushing a toy car and then give the child a toy car to push*
- *Teach your child to push a lever or button on a cause-effect toy*
- *Model stacking blocks or Legos*



2. Demonstrate gross motor actions: clapping hands, stamping feet, touching head during familiar routines (e.g., *If You're Happy & You Know It*, *Head Shoulders Knees & Toes*, *Five Little Monkeys*)



3. Teach your child gestures (e.g., Shaking head for yes or no, gesture for *me*, gestural signs for *I want*, *more*, *open*)

4. Use repetitive and simple verbal routines during play for sounds and words (e.g., *hi*, *bye*, *uh-oh*, *more*, *up/down*, *pop*, *vroom*, *beep beep*, *stop/go*, *oink oink*, *quack quack*)

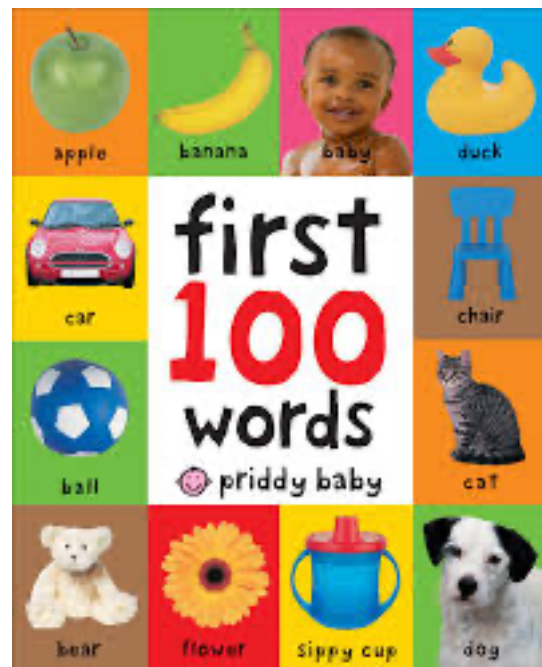
# Increasing Auditory Comprehension/Receptive Language Skills

## 1. Follow simple commands

- Child is learning to follow simple routine commands, paired with gestures and tone cues (e.g., *No! Stop! Sit down, Come here, Give me, Show me, Clean up, Put in garbage*)

## 2. Identify Objects/Pictures

- Child is learning to retrieve familiar objects when directed, “*Get the \_*” “*Take \_*” “*Give me \_*” (e.g., *ball, cookie, spoon, cup, apple, car, keys, phone*)



- Child is learning to identify first words in pictures, when directed, “*Show me \_*” by pointing to pictures

# Increasing Expressive Language

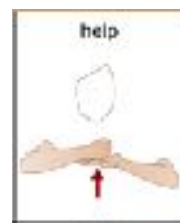
## 1. Purposeful Pointing to foster early communication skills

- Give child hand over hand assistance and models to point to preferred items (e.g., cookie, juice, ball)

## 2. Teach a child who is non-verbal what it means to communicate



- Child is encouraged to use gestural signs, point to pictures, or exchange pictures for needs and wants



## 3. Encourage the child to imitate a sound or word to obtain what the child wants

- Adult withholds a desired object in order to get the child to imitate a sound or spoken word
- The adult fades models until child uses a word (e.g., *ball, car, gimme, I want*) spontaneously

## 4. Model expanded utterances for the child to imitate during play, song, or book routines

- *Examples: my ball, I want car, eat pizza, pop bubbles, go green car*

## References

Mize, L. (2011), *Teach Me to Talk Therapy Manual*.

*TeachMetoTalk.com*