

Contextual Support

What do we want _____ to do

(List 1-3 child goals like the examples below)

- Share attention by noticing and looking at people
- Use simple gestures (such as pulling hand towards something he wants, or pushing away a toy that he doesn't want)
- Share emotions by looking at you and smiling

What do I do?

- Sit face to face with _____ or get down to his level
- Go to where _____ is and join in what he is doing
- Choose fun materials, toys and objects to engage _____ in play.
- Give _____ choices of toys, objects, food, and activities.

How does it help?

By joining your child in their activities, sitting at their level, and following their interests, you are maximizing opportunities for simple yet enjoyable face-to-face interactions with your child.

WHEN?

- When playing games with _____
- When _____ wants to eat or drink
- When playing with dad and sister

Balanced Turn-Taking

What do we want _____ to do?
(List child goals like the examples below)

- Take turns by repeating what you do
- Take turns to start a new game by saying or doing something

What do I do?

- Show _____ how to take turns by taking a turn in an activity and then giving _____ a turn
- Pause to give _____ a turn whenever you are playing games with him/her
- Follow his interest and lead when playing with him.
- Find ways to take turns with different objects/games.

How does it help?

Children learn how to communicate in social interactions with their caregiver. Taking a turn with you in a game or while eating, getting dressed, or getting in the car gives them an opportunity to engage with you and gives them a role in the interaction.

When?

- When you are playing simple games such as peek-a-boo or chase with _____
- During mealtimes, bath time, diapering, or washing hands to give _____ a role in the routine.

Descriptive Talking

What do we want _____ to do? (List child goals like the examples below)

- Use words to make choices
- Use words to label objects around him/her

What do I do?

- Talk about things you do and see when playing with _____ (Such as, “Look at the car go vroom!”)
- Talk clearly and simply about what you see _____ doing (such as, “I see you are kicking the ball”)
- Add new information to what you see around you and _____ (such as “the cookies are yummy” or “I see the big red ball”)

How does it help?

Children at this age are focused on the “here and now” of the world. _____ may not be able to talk about or be interested in what happened yesterday or about something that is not around him now. Talking about what’s happening at that moment will capture his/her interest and attention to learn language.

When?

- When you are playing with _____
- During mealtimes, bath time, diapering, or washing hands when _____ is interested in what’s going on around him/her
- Anytime you talk to _____!

Modeling

What do we want _____ to do?

(List child goals like the examples below)

- Be able to use specific words or gestures to request, protest, and to share information

What do I do?

- Demonstrate specific words and gestures that are meaningful to _____ (such as his favorite videos, snacks, or toys he is interested in).
- Emphasize these words/gestures by repeating them often in the situation that you want _____ to use the word (E.g., saying “All done” when snack is finished or when you are finished reading a book).
- Repeat, repeat and repeat these important words, phrases or gestures at every opportunity, even if _____ does not repeat them after you.

How does it help?

When children are learning language, their first words and gestures are related to things or people around them that are interesting to them. Demonstrating words, phrases, or gestures about objects and activities _____ is interested in will give _____ tools to use when he is ready to talk!

When?

- When you are playing with _____
- During mealtimes, bath time, diapering, or washing hands when _____ is interested in what’s going on around him/her
- Anytime you talk to _____!

Natural Reinforcement

What do we want _____ to do?

(List child goals like the examples below)

- Use words and gestures to communicate
- Understand the meanings of the words and gestures he uses
- Be motivated to communicate

What do I do?

- Encourage _____'s attempts to communicate by responding with hugs, smiles and encouragement.
- Help _____ understand the meaning of the words he uses to request by immediately giving him/her the toy, game, or food that he/she requested
- When encouraging _____'s communication, use objects that naturally occur in an activity- like toys while playing, and more peek-a-boo during a social routine, instead of food, or stickers.

How does it help?

Giving _____ attention and encouragement when he uses words and gestures will motivate _____ to communicate more with you. Also, giving _____ what s/he wants when s/he asks appropriately will reinforce his/her attempts to communicate.

When?

- When _____ asks for a toy or food item
- When _____ uses his words or gestures to comment
- When _____ initiates an interaction by using his words and gestures

Environmental Arrangement

What do we want _____ to do?

(List child goals like the examples below)

- Direct his/her communication towards us by looking and pointing or saying words.
- Use appropriate means to communicate such as looking, saying words, or using gestures.

What do I do?

- Create opportunities to communicate by giving _____ smaller portions of snack or juice so that she can ask for more.
- Put favorite toys or parts of a game out of reach so that _____ can use her words and gestures to ask for her toys or games.
- Surprise _____ by doing or saying something unexpected or unusual.
- If _____ still doesn't use her communication or words, demonstrate the word or gesture and provide him/her with the object or food.

How does it help?

You are helping _____ practice words and gestures when you provide more opportunities to communicate. In addition, doing something unexpected or different when interacting may catch _____ by surprise and add to his/her enjoyment when playing with you.

When?

- When _____ is motivated to ask for a toy or food during play or meal times.
- During a familiar routine (such as reading a book or singing a song) when _____ is expecting you to continue.
- When _____ needs help to complete a game or activity.

Waiting

What do we want _____ to do? (List child goals like the examples below)

- Use words and gestures to communicate
- Direct his/her communication towards us by looking and pointing or saying words.

What do I do?

- Begin in a routine that the child likes and knows, such as snack, or chase, or tickle games. Take a few turns and then stop.
- Before asking _____ to “say” something, wait silently to give _____ a chance to use his communication skills independently.
- If _____ doesn’t respond, prompt him/her by asking them simple questions like- “What do you want?” or “Do you want me to open the jar?” and wait again.
- Always give _____ a turn to respond to these questions.
- If _____ doesn’t respond, demonstrate the word or gesture you wanted him/her to use and then give _____ the object.

How does it help?

A short pause is a natural way of taking turns in conversations and by waiting for _____ to use his words you are enhancing his abilities to be a communication partner. In addition, you are using objects in the environment (such as cookies at snack) as a natural cue for him/her to communicate.

When?

- When _____ is motivated to ask for a toy or food during play or mealtimes.
- During a familiar routine (such as reading a book or singing a song) when _____ is expecting you to continue.
- When _____ needs help to complete a game or activity.

Contingent Imitation

What do I want _____ to do?

(List child goals like the examples below)

- Take turns by repeating what you do
- Imitate new words, gestures, and actions

What do I do?

- Join in _____'s activities by doing what s/he does and says.
- Copying actions, sounds, and words to show your interest in _____'s activities.
- Do not always expect _____ to repeat what you did. By copying his actions and words, you are showing him that you are interested in him and what he is doing.

How does it help?

Copying _____'s actions may help to show your interest in what s/he is doing or looking at, will help create a situation for you to take turns with _____ and will give _____ opportunities to learn how to imitate.

When?

- Each time _____ says or does something in interactions around you.

Model/Request Imitation

What do I want _____ to do?

(List child goals like the examples below)

- Use specific words or gestures to request, protest, and to share information

What do I do?

- First, demonstrate specific words and gestures that will help _____ to request or comment on things around him/her (such as his favorite videos, snacks, or toys he is interested in).
- If _____ repeats what you said, encourage him/her by giving the object and with hugs, praise and smiles.
- If _____ does not repeat what you said, prompt him/her to repeat it by saying “Can you tell me what you want?”
- If _____ still doesn't repeat it, demonstrate the word or gesture you wanted him/her to use and then give _____ the object.

How does it help?

When children are learning language, their first words and gestures are related to things or people around them that are interesting to them. Demonstrating words, phrases, or gestures about objects and activities _____ is interested in will give _____ words to use when he is ready to talk! By specifically requesting him to say it, _____ will have opportunities to practice new words and gestures.

When?

- When _____ is motivated to ask for a toy or food during play or mealtimes.
- During a familiar routine (such as reading a book or singing a song) when _____ is expecting you to continue.
- When _____ needs help to complete a game or activity.

Expand-Recast

What do I want _____ to do?

(List child goals like the examples below)

- Use specific words or gestures to request, protest, and to share information
- Build expressive language skills to include 2-3-word phrases.

What do I do?

- When _____ says a word or phrase, expand on it by adding more information to what he/she said (For example if _____ says, “truck”, you can say, “I see the big blue truck”).
- Encourage _____ if he/she attempts to copy what you said with hugs, smiles, and praise.
- Do not pressure _____ to repeat what you said. Move along with him/her to other toys or objects that she/he is interested in.

How does it help?

By adding new words to what _____ is already saying you are demonstrating more complex communication skills for him/her to learn and you are showing _____ what s/he says is important and that h/she can say more as her communication skills increase.

When?

- Whenever you hear _____ use a word or gesture during play or snack.

Prompting/Fading

What do I want _____ to do?

(List child goals like the examples below)

- Be able to use specific words or gestures to request, protest, and to share information

What do I do?

- You can help _____ learn new words / phrases or gestures by helping him/her with extra cues to learn words/gestures. You can give _____ a cue by:
 1. Telling _____ what you want him/her to do (such as “Tell me what you want”).
 2. Pointing: for example, to your lips as you make the sounds
 3. Using a picture or object to help _____ understand your words.
 4. Lightly touching _____’s arm to gesture
 5. Moving _____ hands to make the gesture
- Use these extra cues as reminders to _____ to use his/her communication without getting upset or anxious. If _____ doesn’t copy you or participate, continue.
- The next time the opportunity comes, say the word or give the gesture to give _____ the opportunity to respond *without* the extra help first, and then gradually add more cues to help him/her use his communication.

How does it help?

Helping _____ communicate by using extra cues such as pointing, touching, or using pictures will support _____ as they learn new words and gestures to communicate in activities that are fun and rewarding for them. Gradually reducing the support will allow _____ to be more independent in using the words or gestures.

When?

- When _____ is motivated to ask for a toy or food during play or mealtimes.
- During a familiar routine (such as reading a book or singing a song) when _____ is expecting you to continue.
- When _____ needs help to complete a game or activity.