



POSITION YOURSELF AT THE CHILD'S LEVEL

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I am down at the child's
level and we are face-to-face
while talking.

SPEAK SLOWLY



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I speak slowly when
talking to the child.

IMPROVE COMMUNICATION
BY FOLLOWING YOUR
CHILD'S INTERESTS



IMPROVE COMMUNICATION BY FOLLOWING YOUR CHILD'S INTERESTS

I am listening and observing
the child so I can follow
his/her interests.

I am cutting an apple.
You are mixing the dough.



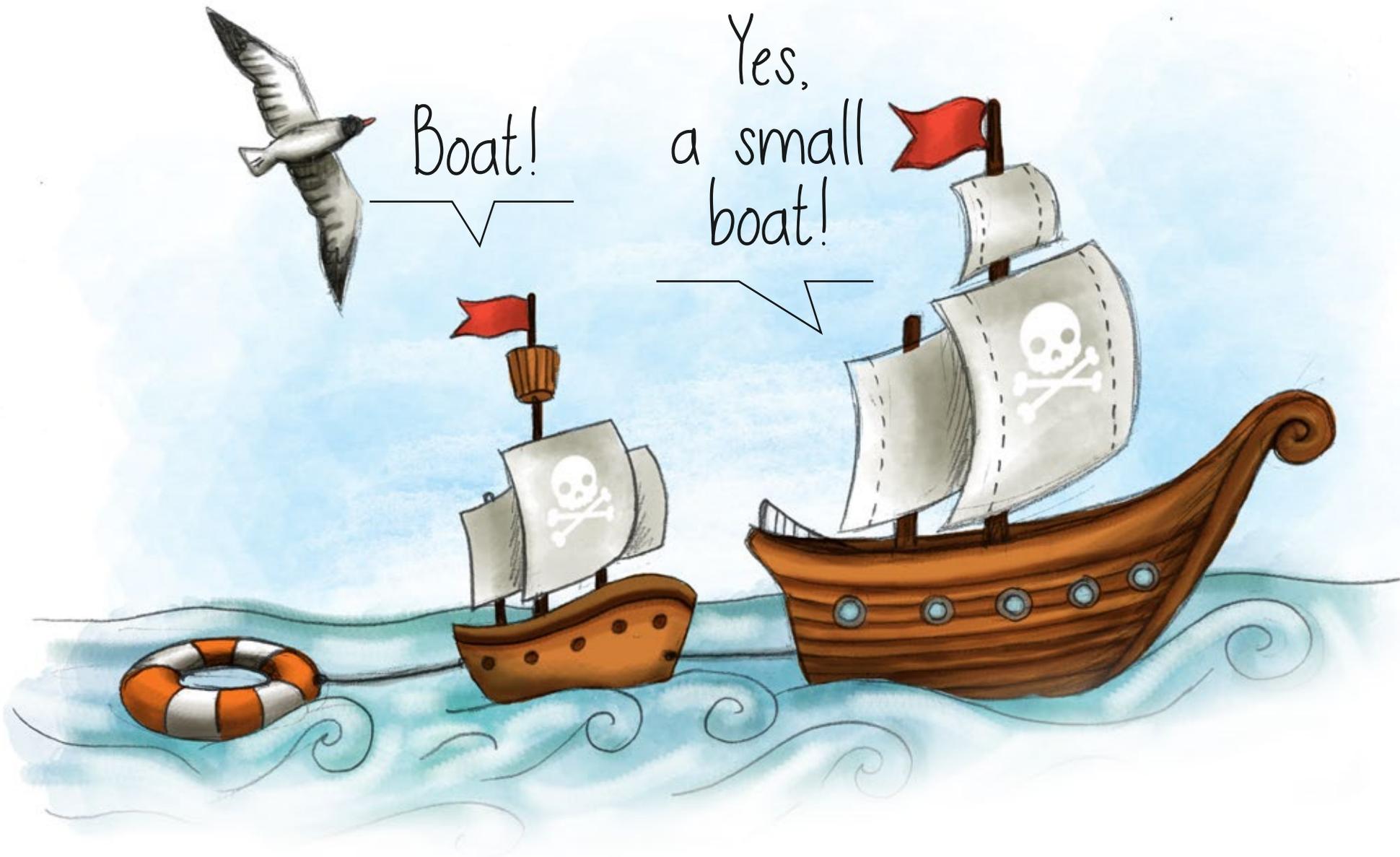
DESCRIBE YOUR ACTIONS

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Describe yours and your
child's actions out loud.

Example: I am cutting an apple.

You are mixing the dough.



Boat!

Yes,
a small
boat!

EXPAND THE CHILD'S SENTENCES

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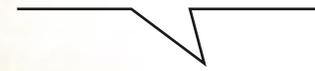
Add a word or more to
expand the child's utterance
to make a sentence.

Example: Boat!

Yes, a small boat!



How did it happen?
Where? When?



ASK
OPEN-ENDED
QUESTIONS

ASK OPEN-ENDED QUESTIONS

Try to avoid questions
that can be answered
with a yes/no response.

Example: How did it happen?

Where? When?

You're THHHH-irsty?
What would
you like to drink?

I'm firsty!

REPHRASE.
YOU ARE
A MODEL



REPHRASE. YOU ARE A MODEL

When the child makes a mistake, rephrase the sentence using the correct words. It is not necessary for the child to repeat the corrected version. Hearing it is enough.

Example: I'm firsty! You're THHHH-irsty?

What would you like to drink?



Have you seen the boat?

MAKE MISTAKES ON PURPOSE

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Make mistakes on purpose to get your child's attention and encourage him/her to correct you.

Example: Have you seen the boat?



WAIT
(FIVE SECONDS)

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(FIVE SECONDS)

Give your child time to respond
or formulate their request.



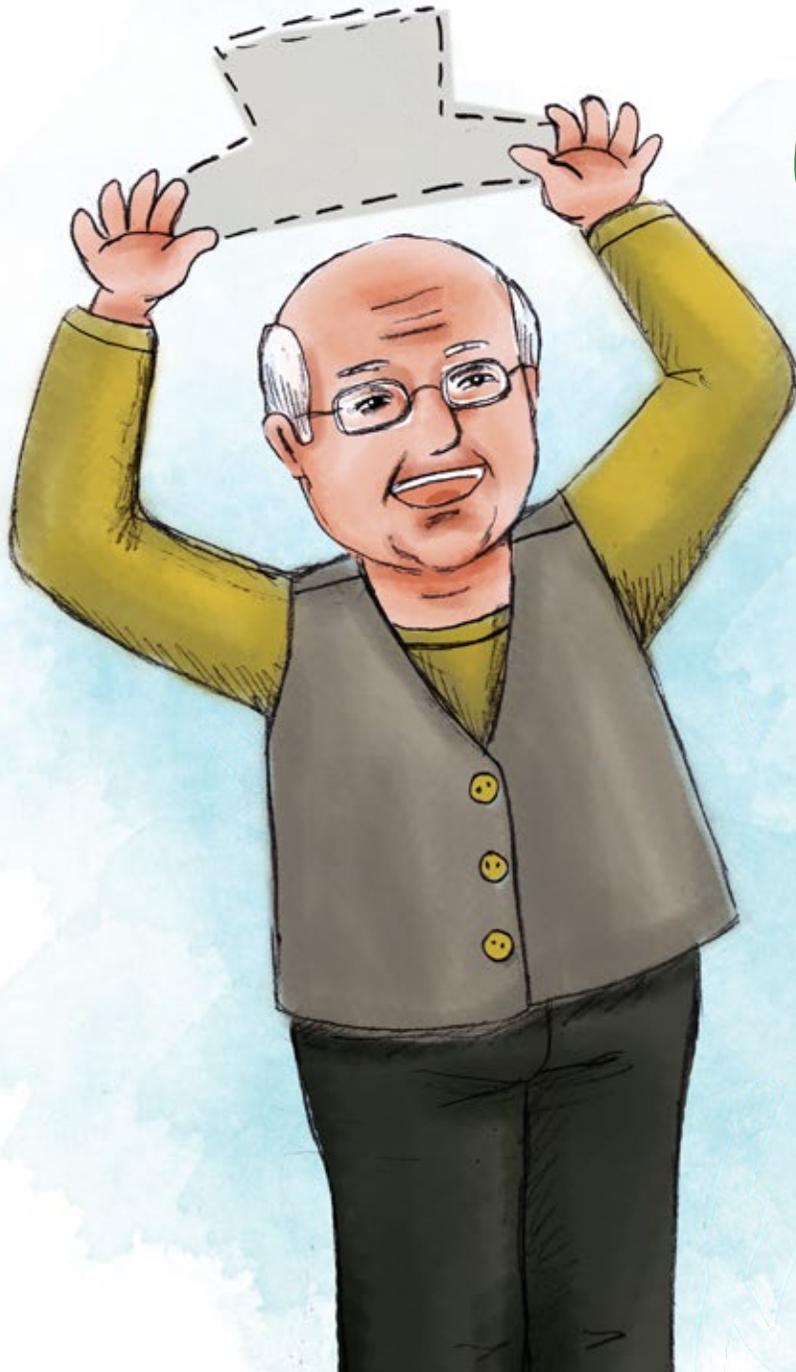
PRETEND TO BE
FORGETFUL

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Occasionally, forget something in the routine to stimulate a reaction from your child.

Example: forget to give utensils or give an empty plate.

USE NATURAL GESTURES



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Using gestures supports communication and can help others understand or help us be understood.

WHEN UNDERSTANDING IS DIFFICULT, USE THESE THREE STEPS:



1

Give the direction/
instruction verbally



2

Add a gesture



3

Do it with
the child

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1. Give the direction/instruction verbally
2. Add a gesture
3. Do it with the child

OFFER A CHOICE OF ANSWERS

Do you want an apple or a banana?



OFFER A CHOICE OF ANSWERS:

When the child does not use the correct word or does not answer a question correctly, offer the child a choice.

Example: do you want an apple or a banana?

SAY THE BEGINNING OF THE WORD

You want a pi...

pineapple!



SAY THE BEGINNING OF THE WORD

When the child is looking
for a word, help him/her by
saying the beginning of the word.

Example: You want a pi...

Pineapple!

GIVE CLUES / PLAY GUESS WHO

It is a fruit

round + orange



It's an orange!

GIVE CLUES / PLAY GUESS WHO

Describe the item naming
its category, its function/ use,
a description etc.

*Example: It is a fruit. It is round
and orange. It's an... orange!*