




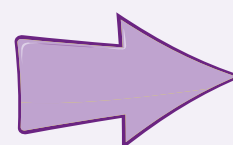
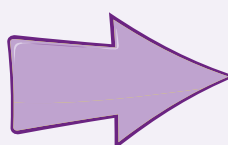
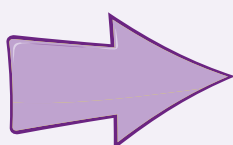
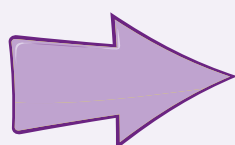


13 Ideas to develop language and communication skills

	Play face to face - always be physically on the child's level to maintain interest and contact.
	Follow the child's lead - if you play with the toy he or she has chosen then he or she will be interested in staying. Build language around their chosen activities.
	Constantly comment on what you're doing, or what the child is doing (for example. running, drinking juice, sitting). When playing games or looking at pictures or books, use key single words or two word phrases repeatedly.
	Try to repeat key words in different situations to help generalise.
	When talking to the child, simplify your language (for example. instead of saying "do you want a drink of juice?" say "drink?")
	Hold up two items and ask the child to choose one. Encourage your child to look and name or physically select the item. Provide your child with a model, keeping language simple (for example. milk or juice?) If the child reaches for the item or makes a noise, give it to them but reinforce the verbal word.





Try not to let the child just take items without any attempt to communicate. Try putting them out of reach or holding them, and when the child looks at you, reaches out, or makes a noise say “you want the _____” and give it to them.



If you think the child is trying to say a word, say it for them to reinforce (for example, if they are playing with a car and babbling or making noises, say “car”)



Give the child time to respond. Try counting to ten and if he/she has not attempted the word by then, say it for the child so he/she can hear what it sounds like and then move on.



Play simple games with repetitive language (for example. hide and seek, ready steady go). Try to use a lead in phrase and wait for the child to complete it (for example. “ready, steady....”)



When singing nursery rhymes or familiar songs, miss out the last word in the line and wait for the child to complete it (for example. Twinkle twinkle little....”)



Try putting objects into a feely bag or box and take turns to pull them out. Name the word for the child. Try having a selection of two or three objects and asking, “Where’s the _____?” and see if the child can look and locate the item.



Try to use signs and gestures along with the words to support language

