

Strategies for developing your child's language

What you can do:

- Make sure you have his attention before talking with him - say his name, touch him
- Keep your language short and simple - he will hear the important words
- Emphasise key words e.g. **yes** time for **lunch**
- Use gesture when talking - using a sign AND a word give two clues about you mean
- Try not to ask too many questions, give options instead e.g. singing toy or train instead of "what do you want to play with?"
- Give time for him to respond - whether the response is pointing/gesture, word, eye contact etc
- Give lots of praise- "well done good pointing/talking"
- Repeat what you have said or gestured. Children need to word hear a word or see an action many times and in many situations before they fully understand its meaning
- Point to and name objects when tidying up toys, getting dressed, bath time, breakfast/lunch, snack/dinner time e.g. "train goes in the box", "you're eating nicely with your spoon"
- Tell him what you are going to do and what order e.g. first tidy up then park
- Say the words he repeats in context (In Arabic or English) e.g. when changing
- Reinforce words he might say with the correct word e.g. "gog", "it's our dog"



Developing language using activities X enjoys:

- Finding toys/objects that motivate him to gain his attention and engage him in (then apply the above!)
 - Such as singing and flashing toys or toys with buttons, train set etc
 - Then follow his lead, copy what he does with things and extend it e.g. playing with building blocks “build a tall tower, red block, blue block” or “he’s chasing you, now you chase him”
- Looking at books together- talk about the pictures he is looking at e.g. ‘look car, there’s the train”
- Singing nursery rhymes- use gesture e.g. in row your boat.
- If you pause in the song for he to continue singing, start him off with the first sound of the word e.g. “p” for pull when singing ‘wind the bobbin up”
- When he pretends to be chased by his toys- comment on what is happening and emphasise key words e.g. “he’s chasing you” “run ‘name’ he’s going to catch you”
- If he becomes upset when playing- show him the action again and give him praise if he copies or redirect his attention onto another toy/activity
- If he whispers a word say it out loud and to point to object, do the action etc Behaviour



Behaviour

A clear structure of activities can help him to understand what is happening and why which may reduce frustrations he has. A visual timetable can be used to support this (SLT can help in creating this)

It's important for him to understand boundaries. This will aid his behaviour and understanding of what is expected of him e.g. saying “no” and asking/showing him to pick up toys he has thrown