

Speech and Language Therapy Communication Plan

Name:	Kai	D.O.B:	
Address:		M/F:	Male
Named Therapist :	Sarah Smith	Date:	15 - 08-13

Targets:

- **Attention and listening:** for Kai to be able to attend to an adult-led activity for 10 minutes with minimal prompting to refocus
- **Understanding of language:** to understand 1 key word consistently and begin to show understanding of 2 key word phrases
- **Use of language (talking):** to use his use of words and vocalisations to gain attention and make choices/requests
- **Vocabulary:** to increase Kai's vocabulary of nouns and verbs
- **Play:** to encourage Kai to relate objects in play and copy simple sequences

Carry out one or two of these activities every evening, if possible, as lots of repetition will help Kai to develop his language. If Kai is able to consistently follow an instruction containing 1 key word, begin with a 2 key word instruction the next evening.

Games with hidden motives are always a bonus because Kai will be having fun playing the game and will not realise you are incorporating language learning.

Always think about ways you can ask questions or include Kai in a task/activity to promote language learning.

1) Attention and Listening:

Before giving any verbal directions make sure that Kai is sitting or standing still, call his name, establish eye contact and then give a short, simple instruction

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2) Understanding of Language:

- Start with 1 key word so that Kai can achieve the task and build up slowly
- If possible write down the instruction you give to monitor the progress
- Ensure Kai is looking at you and listening before you give the instruction
- Position the key word towards the end of the phrase when you first start as this helps the key word to be understood more easily

Toy Play

- Collect a number of toys or teddies that Kai uses different names for.
- Build up a pretend situation with the toys, making them do various actions, e.g., sitting, walking, eating, drinking, sleeping, jumping, rolling, and flying.
- Encourage Kai to copy you playing with the toys – making them carry out different actions
- Start by saying the name of the doll and the action, e.g., “mummy eat,” “teddy sit,” etc. You can say this before you make the teddy do the action – as if you were giving it a command.
- Ask Kai to carry out a particular action with the toys “make teddy jump”
Use 1 toy so Kai only has to understand the action you want him to do with the toy
Use 2 toys so Kai has to choose the correct toy and make it do the correct action
Gradually increase the number of toys that Kai has to choose between

Toy Play 2

- Collect a table, a chair and a number of toys or teddies that Kai uses different names for.
- Begin with the chair, the table and 1 toy. Ask Kai to “put teddy on the table” “put teddy on the chair”. This is a 1 key word instruction because Kai has to understand 1 word in the sentence to correctly carry out the instruction (table or chair)
- Use the chair, the table and 2 toys. Ask Kai to “put Dino Dan on the chair”

(You can also use the same principles with 2 different toys with different names in place of the chair and the table and then use a choice of objections

- e.g. Give Mickey Mouse the ball
Give Dino Dan the book

“Gimme” Game

A useful way to teach two word sentences with the words such as “give me” or “I want”:

- Collect together a number of small objects, e.g., car, brush, ball, dinosaur, book.
- Line up the toys between yourself and Kai
- Ask Kai, “give me the ball”, “give me the car”
- Build on this instruction by asking Kai to give you two objects “give me the book and the brush”

Functional Ideas:

To develop Kai's understanding of spoken language by following instructions during daily activities

At Home

Getting dressed

Can you put on your sock? (1 key word)

Can you put on your/pass mummy your top and trousers? (2 key words)

Laying the table or clearing the table

Can you give me/mummy the plate? (1 key word)

Can you give me/mummy the cup and spoon? (2 key words)

Give Kieran the fork

This would be a two key word instruction because Kai has to correctly select "Kieran" from the choice of people sat at the table e.g. Kieran, mummy, aunt, grandparents (the more people at the table the more difficult this will be for Kai) and give the correct person either a "fork" or "spoon" for example.

With this activity, begin with 2 people (Kieran and mummy) and 2 objects (fork and plate)

Bath time

Lots of vocabulary can be introduced during bath time, talk to Kai, and model the words for him.

Verbs: wash, scrub, rinse, clean, brush, dry, splash, sink, float

Nouns: soap, towel, water, tap, flannel, bath, sink, body parts

Sing songs in the bath that match the action you are doing.

"This is the way we wash our face

Wash our face, wash our face

This is the way we wash our face

So early in the morning/evening"

(Sing to the tune of: here we go round the mulberry bush)

"Wash" can be substituted with any of the verbs above

"Face" can be substituted with any part of the body or any of the above nouns

At Nursery

Can you get me the book? (1 key word)

Can you get me a pencil and some paper? (2 key words)

3) Use of Language

Use something as a reward to help Kai work. Bubbles are something that Kai enjoys so if he answers the questions right, or names the picture etc., he can blow some bubbles.

Communication temptations

Often by tempting Kai with something motivating you can elicit some speech or a vocalisation. For instance, holding onto the biscuit tin, but not opening it until he vocalises a request or only blowing bubbles when you get a vocalisation from Kai. This will help Kai to learn that he can use his voice as a tool to initiate and request.

Sound Development

Encourage Kai to produce a range of sounds, "A is for Apple, 'a' 'a' 'a', B is for baby, buh buh buh, C is for cat, kuh kuh, kuh etc. Kai responds well when the sound is accompanied by an action. See the enclosed sheet for the actions which accompany the different sounds.

Toy Play (Person and Action)

- Collect a number of toys or teddies that Kai uses different names for.
- Take it in turns to make the toys carry out an action and talk about what they are doing.
- Initially you may need to ask: "What's teddy doing? Is **teddy jumping** or is **teddy sleeping?**" (this gives Kai a choice and here can hear a model of the word)
- Encourage Kai to answer "Teddy sleep" "Dolly jump," etc.
- Take it in turns to tell each other what to do, e.g., "Kai sit", "Mummy jump", "Kieran stand" etc. Kai may begin by just saying the action

Hungry Puppet

- Introduce Kai to a hungry puppet (mouth needs to open and close to hide the food)
- Ask Kai to feed the puppet – offer the choice of an apple or banana. Pretend the puppet has eaten the food
- Ask Kai: "What's happened? Where's the apple?" Model the answer for Kai e.g.: "apple gone"
- Repeat the activity a few times and see if Kai is able to say "..... gone" by himself.

"Gimme" Game

A useful way to teach two word sentences with the words such as "give me" or "I want":

- Collect together a number of small objects, e.g., car, brush, ball, dinosaur, book.
- Line up the toys between yourself and Kai
- Ask Kai which object he wants
- At first give Kai the object if he makes any attempt to say "give me" but gradually become stricter so that he attempts to say the name of the object as well.

Functional Idea:

Ask questions that require a choice

Do you want an [apple](#) or an [orange](#)?

Do you want to play with the [ball](#) or the [bubbles](#)?

These activities will promote turn taking and social interaction. Let Kai know that everyone has their turn and he has to wait to take his turn.

Speech and Language Therapist - Integrated Treatment Services