

Strategies for Developing X's Language

What you can do:

- ❖ Make sure you have X's 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 X 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 or see an action many times and in many situations 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 X what you are going to do and what order e.g. first **tidy up** then **park**
- ❖ Say the words X 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**"



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Developing language using activities X enjoys:

Finding toys/objects that motivate X 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 X 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 X 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 X pretends to be chased by his toys- comment on what is happening and emphasise key words e.g. “X he’s **chasing** you”
“**run** X he’s going to **catch** you”



If X 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 X whispers a word say it out loud and to point to object, do the action etc

Behaviour

A clear structure of activities can help X 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 X 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

Signed:

Date:

Speech and Language Therapist - Integrated Treatment Services