

☞ STRATEGIES AT A GLANCE ☞

SHORT SIMPLE SENTENCES - adjust your level of language so that it is one step above that of your child's (e.g., if your child is using one word utterances -- "juice", try to use two-word utterances -- "want juice", "more juice"; or if your child uses 3-word utterances, use 4- and 5-word utterances)

REPEAT, REPEAT, REPEAT - don't be afraid to use the same words many times over in your interactions with your child through out the day/week, etc.

FOLLOW YOUR CHILD'S LEAD - get down at your child's physical level and join in what they are doing/playing/ watching -- if you're interested in what they are doing, they will be more open to what you are telling them

REDUCE THE NUMBER OF QUESTIONS YOU ASK - use non-question type sentences when speaking with your child (e.g., Child: "Doggie"; Parent: "Brown doggie" instead of "What colour is the doggie?")

PROVIDE COMMENTARY - talk about what your child is doing, seeing, feeling, thinking and what you are doing, seeing and feeling

USE FACIAL AND BODY EXPRESSIONS - provide a visual prompt to help your child put meaning to the words you are using, especially when developing early language; formal sign language may also be of benefit for some children

EXPAND ON YOUR CHILD'S UTTERANCE - when your child says an utterance, and you notice a word missing, use that same utterance to acknowledge what your child has said, but include the missing word (e.g., Child: "He running fast."; Parent: "Yes, he is running fast.")