

Proactive Strategies to Increase Communication

Through Little Wonders Daily Routine

By using proactive strategies in the school and in the home, you can promote communication and increase language. A tantrum is a natural reaction your child has to express frustration when they do not have the skills to express their needs. When a child's language increases, their tantrums generally decrease as they are better able to communicate their needs.

Communication

Non-Verbal – Pointing and gesturing

Verbal Interactions - Speaking

Implementing Routines

Arrival Routine

By creating a consistent transition into a routine you can establish expectations for your child. Each day during arrival routine; children hang up their coats and backpacks into their cubby. With this consistent transition into school, children soon learn they must complete this task before choosing a toy.

At Home

Keep more difficult routines such as feeding, bath time, and dressing consistent. When you establish a routine at home, you create consistent expectations so your child knows what's happening and what will happen next.

Promoting Language and Communication

Independent task

During independent task routine, children visit four stations daily; giving them the opportunity to work on different toys. Although the activities are different, the procedures for promoting language are the same. Children are presented with various toys, providing them an opportunity to request. Children are encouraged to use simple language to request items, however are prompted to point if they are non-verbal. Pointing is a pre-requisite to verbal communication. Labeling objects and giving choices also encourages children to use language to communicate. When a child is able to communicate by pointing and using simple language, they are more likely to express their needs instead of tantruming.

At Home

Independent task is an activity that a child should be able to do on their own such as a shape sorter, ring stacker or coloring in a book. It should have a clear beginning and end. These abilities to attend independently vary from child to child. At home, you can promote language during these and most other activities. Help your child choose by prompting their hand to point when reaching for a desired object, or give them the language by labeling the item

Mc Teague, M.S, Mawhinney, L. (2004) *Early Language Development-Handout #12*. Super Duper Publications.

("Ball, I want ball"). Give choices whenever possible ("Ball or Blocks?"). Label all objects using simple language ("juice", "car" and "ball").

Cognition - Receptive and Expressive Language

Movement Routine

When using simple and repetitive language, you help promote both expressive and receptive language. Movement routine provides children with simple instructions accompanied by visual cue. In addition to promoting language, movement routine also encourages following instructions. As a group, children are socially reinforced when they follow directions by clapping, cheering and imitating each other.

At Home

Encourage your child to engage in games that include fun and simple instructions. Model gross motor movements while giving instructions such as, "clap hands", "jump", "stomp feet" and "walk". When your child follows these instructions, with or without help, reinforce them by smiling and clapping.

Requesting (Manding)

Snack Routine

Snack time is an important time to work on requesting skills as most children want to eat. Children are provided with choices of snack, ("Crackers or juice?"). Providing children with choices promotes communication and independence as well. Children are encouraged to use simple language and/or point to request snack.

At Home

During mealtime, provide your child two choices, one of which is a preferred food item. When your child reaches for one, help them point and label the food they are requesting ("Cookies"). Once your child has pointed or verbally requested an item, always reinforce requests by handing them the desired food.

Using Multiple Proactive Strategies in One Activity

Circle Routine

Circle time is a routine that follows snack time. By keeping it consistent and predictable, children understand that when their snack is finished the next thing to do is go to the circle time rug. Each child is given the choice of two songs by being asked, "Do you want Barney or Star?" She/he chooses by verbally requesting or pointing and is reinforced by cheers. During the song, children are given instructions to follow finger plays.

At Home

Implement Routines - Start a routine at home promoting face to face play time. This can be before a daily routine meal, bath, or bed time.

Promoting Language and Communication/Requesting - Provide your child a choice of songs by showing them two simple pictures. Label each song using simple language

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Receptive and Expressive Language – Give instructions such as, “clap hands” for your child to follow along with the song. Model all instructions.

Daily Routines

The best opportunities for learning language are through daily routines. Review the word lists below to target language skills, during your bath routine, morning routine, meal routine, and outings. Some of the words may be difficult for younger children to pronounce. You will know that they comprehend the words if they identify objects by finding or pointing, and if they follow directions with the action words or the concept words.

Bath Routine

<u>Object Words</u>	<u>Action Words</u>	<u>Concept Words</u>
Tub	Wash	In
Water	Scrub	Out
Bubbles	Dry	Wet
Soap	Pour	Dirty
Towel	Pop	Clean
Shampoo	Blown	All Gone
Toothbrush, toothpaste	Brush	All Done
Various body parts		Empty
Various toys		

Sounds and Phrases

Time for a bath.	Water up. Pshhh.	Water in the tub.
Fill it up.	In the tub. Splash!	Toys in. More toys in.
Wash my face.	Wash my hair.	Bubbles. Pop-pop-pop.
Bubbles go up.	Blow Bubbles.	Pour water in.
In the cup.	All done. Get out.	Dry my belly. Dry my back.
Water goes out.	Bye-bye water. All gone.	Brush my teeth.

Morning Routine

<u>Object Words</u>	<u>Action Words</u>	<u>Concept Words</u>
Shirt	Stand up	On
Pants	Sit down	Off
Shoes	Give me	Up
Socks	Button	Down
Diaper	Zip	In
Coat	Brush	Mine
Pajamas	Put on	Yours
Hat	Take off	Clean
Arm, leg, hand, foot, head	Tie	Dirty

Sounds and Phrases

Lets get dressed	My shirt; your shirt.	Arms up-Up-Up-Up.
Pajamas come off.	In the hamper.	Shirt on.
Put your head in.	Arms in-one, two	Button your shirt.
Pants on.	Zip up-ZZZZZZZZ.	Dirty socks-yuck!
Clean socks-Mmm.	You look great! Ahh.	All done!

Meal Routine

<u>Object Words</u>	<u>Action Words</u>	<u>Concept Words</u>
Spoon	Sit down	Mine
Fork	Pour	Yours
Cup	Stir	In
Plate, dish	Clean up	More
Bowl	Eat	Hot
Fridge	Drink	Cold
Bottle	Bite	Big
Juice, milk, water	Cut	All gone
Various food names	Wash	All done
Towel	Blow	

Sounds and Phrases

Time to eat. Wash hands.	Sit down. My chair	My spoon. My cup.
Juice Please.	Pour it. Pshhhhh	Juice in.
Cold juice-Brrr.	Uh-oh- A mess.	Wipe it up.
Hot. Blow on it.	Stir it up.	Want more?
More please.	Want more milk?	Put away.
In the sink.	All done.	Wipe my hands.

Outings

<u>Object Words</u>	<u>Action Words</u>	<u>Concept Words</u>
Door	Knock	Inside
Car	Open	Outside
Coat, hat, mittens	Close	Cold
Store	Walk	On
Cart	Run	Off
Tree, flower, grass	Ride	Open
Dog, cat, cow	Drive	Closed
Truck, bus, train	Hold	Go
Rain, snow	Carry	Sleep

Sounds and Phrases

Time to go out.	Get my coat.	Brr. Cold out.
Put hat on	Knock-Knock. Open the door.	Close the door.
In the car	Go-go-go. Brrrm.	Red light. Stop.
Ready, set, go.	Hi cows. Moo.	Park the car. Get out.
Hold my hand.	In the cart. Mommy push.	Buy apple juice.
All done. In the bag.	Where's daddy? All done!	Let's go home.