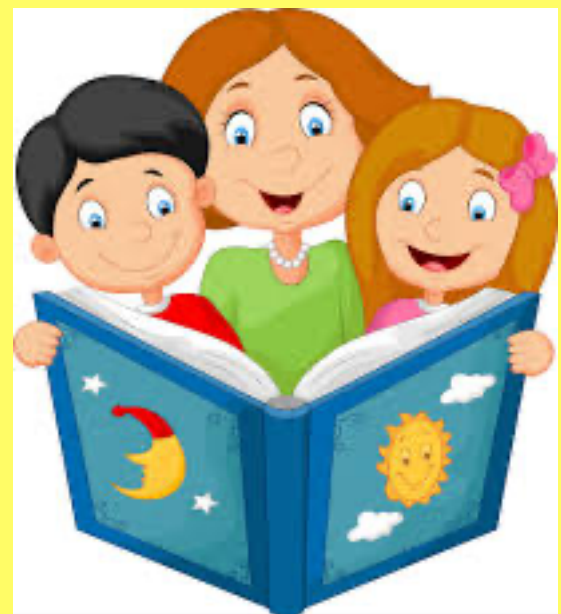


IMPROVING RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS AT HOME



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Teaching Receptive and Expressive Language Skills at Home

1. Facilitating Joint Attention and Social Skills

- *Shared activities*
- *Turn-taking routines*

2. Teaching imitation Skills

- *Actions*
- *Gestures*
- *Sound and Words*

3. Increasing Auditory Comprehension/Receptive Language Skills

- *Following verbal commands*
- *Identifying objects/pictures*

4. Increasing Expressive Language Skills

- *Purposeful pointing*
- *Teaching gestural signs and pictures*
- *Imitating words*
- *Expanding utterances*

Facilitating Joint Attention and Social Skills

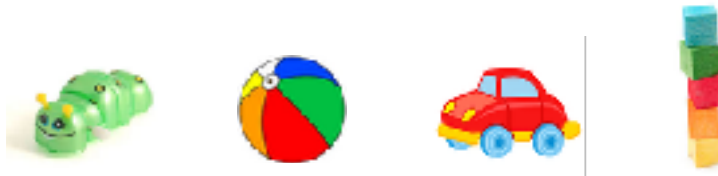
Joint Attention is established when the child shifts attention back and forth between the object and making eye contact with the adult during

1. Shared Attention



- *Example 1: Blow bubbles and use an exclamatory word (e.g., wow! Bubbles! Look! Child's name!) and reward eye contact by blowing the bubbles again*
- *Example 2: Be face to face and use an exciting action, paired with a vocalization (e.g., fly a toy airplane and say "whoosh," crash a toy car and say "crash") and do it over and over to reward the child's attention*
- *Example 3: Perform highly familiar social or picture book routines (e.g., peek-a-boo, Brown Bear Brown Bear, Where's Spot), then wait for child to make eye contact with you before anticipated vocalizations (e.g., here I am, animal sounds, yes, no)*

2. Turn-taking



- *Example: Show the child how to play with a wind-up toy, ball, toy car, stacking blocks and then give the child a turn when the child makes eye contact*

Teaching Imitation Skills

1. Teach your child to imitate actions on objects during play with simple toys

Examples:

- *Model rolling a ball and then give your child a ball to roll*
- *Model pushing a toy car and then give the child a toy car to push*
- *Teach your child to push a lever or button on a cause-effect toy*
- *Model stacking blocks or Legos*



2. Demonstrate gross motor actions: clapping hands, stamping feet, touching head during familiar routines (e.g., *If You're Happy & You Know It*, *Head Shoulders Knees & Toes*, *Five Little Monkeys*)



3. Teach your child gestures (e.g., Shaking head for yes or no, gesture for *me*, gestural signs for *I want*, *more*, *open*)

4. Use repetitive and simple verbal routines during play for sounds and words (e.g., *hi*, *bye*, *uh-oh*, *more*, *up/down*, *pop*, *vroom*, *beep beep*, *stop/go*, *oink oink*, *quack quack*)

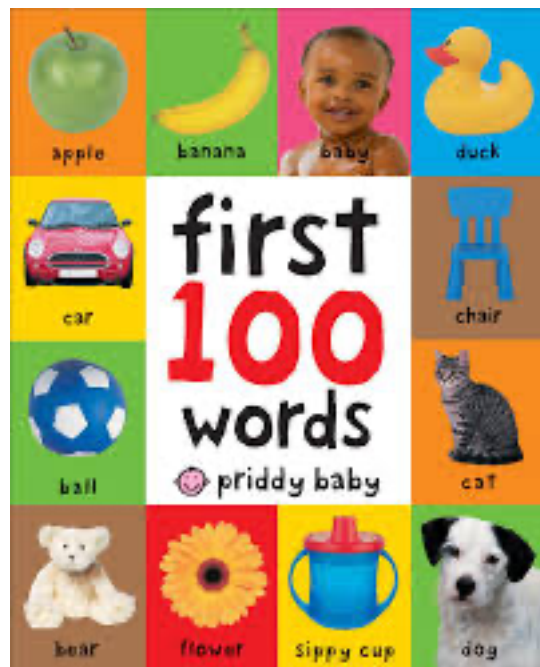
Increasing Auditory Comprehension/Receptive Language Skills

1. Follow simple commands

- Child is learning to follow simple routine commands, paired with gestures and tone cues (e.g., *No! Stop! Sit down, Come here, Give me, Show me, Clean up, Put in garbage*)

2. Identify Objects/Pictures

- Child is learning to retrieve familiar objects when directed, “*Get the _*” “*Take _*” “*Give me _*” (e.g., *ball, cookie, spoon, cup, apple, car, keys, phone*)



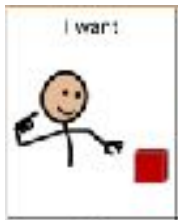
- Child is learning to identify first words in pictures, when directed, “*Show me _*” by pointing to pictures

Increasing Expressive Language

1. Purposeful Pointing to foster early communication skills

- Give child hand over hand assistance and models to point to preferred items (e.g., cookie, juice, ball)

2. Teach a child who is non-verbal what it means to communicate



- Child is encouraged to use gestural signs, point to pictures, or exchange pictures for needs and wants



3. Encourage the child to imitate a sound or word to obtain what the child wants

- Adult withholds a desired object in order to get the child to imitate a sound or spoken word
- The adult fades models until child uses a word (e.g., *ball, car, gimme, I want*) spontaneously

4. Model expanded utterances for the child to imitate during play, song, or book routines

- *Examples: my ball, I want car, eat pizza, pop bubbles, go green car*

References

Mize, L. (2011), *Teach Me to Talk Therapy Manual*.

TeachMetoTalk.com