

# Child Development Programs

York Region Preschool Speech & Language Program

## Keys to Communication



**Empowering Children to be Successful in Life**

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# Communication Strategies



## FACE TO FACE

- **Follow** your child's focus and interest and get down to their level
- **Join in and play** their way by looking at toys and activities through your child's eyes



**WAIT**

say

- **WAIT** expectantly for your child to do/say something
- **Model** and highlight new words - then WAIT
- **Give a reason to communicate** – then WAIT

## INTERPRET

- **Interpret** any actions, sounds or words - put into words what you think your child is trying to tell you
- **Imitate** your child's actions and/or words

## COMMENT

- **Add** *functional* words to match what your child is doing or saying
- **Limit questions** to balance the interaction

**FUN**

# Give a Reason To Communicate...and *WAIT*

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## Communication Temptations

- Bit-by-bit
- In view, out of reach
- Hard to operate
- Offer a choice
- Pause during a familiar song or routine
- Create a silly or unusual situation
- Gentle Sabotage



# EARLY VOCABULARY TARGETS

Focus on functional vocabulary first: words that can be used to request, protest, and comment on the environment

## core words

more, help, all done,  
on, off, in, out, up,  
down, go, stop, mine

## descriptors

little, big, happy, sad,  
hungry, clean, dirty,  
fast, slow, hot, cold

## nouns

people, toys, foods,  
animals, body parts,  
clothing items

## verbs

eat, drink, play, give,  
open, wash, run,  
read, sleep

Core words: words that are used most commonly in the vocabularies of young children



**SAVE FOR LATER:** COLORS,  
NUMBERS, LETTERS, SHAPES

## When and Where Do We Communicate Routines... Bathtime



### FACE TO FACE

- What is your child interested in doing or playing with?
- Remember: follow his lead, join in and play his way



WAIT

say

- Model words: bath, water, wash, more and WAIT
- **Give a reason: put your child in bathtub fully clothed, without water**

### INTERPRET

- Say a word that your child might use when she reaches or looks for a toy
- Add words when she attempts to say something

### COMMENT

- Words: in, out, off, cold, hot, wet, dry, more, splash
- Phrases: the water's cold; wash your toes
- Limit questions

FUN

# When and Where Do We Communicate Play... Bubbles



## FACE TO FACE

- What is your child interested in doing or playing with?
- Remember: follow his lead, join in and play his way



WAIT

say

- Model words: pop, blow, open, bubbles and WAIT
- **Give a reason: give your child a tightly closed or empty bottle; water in the bottle, not soap**

## INTERPRET

- Say a word that your child might use when she reaches for the bubbles, tries to open the bottle,
- Add words when she attempts to say something

## COMMENT

- Words: blow, pop, up, down, open, more, bubbles
- Phrases: pop the bubbles, open the bottle, wow!
- Limit questions

## FUN

# When and Where Do We Communicate Books



## FACE TO FACE

- Can be side to side or at the same level so you can see what your child is looking at
- Let your child hold the book, turn pages, etc.



WAIT

say

- Point to a picture and WAIT
- WAIT for your child to point to a picture and then label the picture (vs. asking "What's that?")

## INTERPRET

- Say the word that matches what your child is looking/pointing at

## COMMENT

- Make simple comments about what is happening on the page
- Limit questions

FUN

# Home Practice

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Our Routine/Play/Song/Book Activity:

**FACE TO FACE**



**WAIT**

say

**INTERPRET**

**COMMENT**

**FUN**