

Ideas for Communication Goals

At First - Imitation

1. Motor imitation without toys

- puff your cheeks full of air
- touch your shoe, toe
- jump up and down
- point your finger
- shake your head
- touch your head
- lick your lips
- clap your hands
- open your mouth
- stick out your tongue
- put palms up in a "gimme five" sign



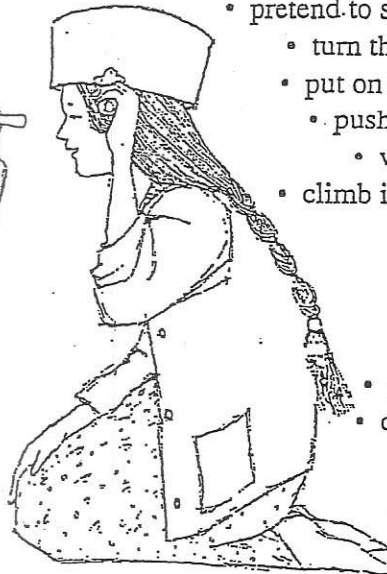
- put your hand on your mouth (yawn)
- raise your arms above your head
- bite on your bottom lip
- make "kissing" movements with lips and hands
- stand up
- wave bye
- make a fist
- touch the floor
- cover your eyes with your hands (Peek-a-boo)

2. Motor imitation using toys and household objects

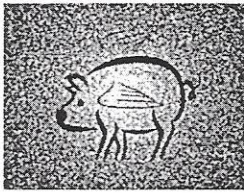
- pat or feed the doll; put the doll to sleep
- dump the blocks out of the truck
- put a hat on a doll or self
- squeeze a squeaky toy
- hit a xylophone
- put a block in a cup
- push the car
- roll, throw the ball
- turn the pages of a book
- ring a bell
- knock the blocks over
- swing the keys; unlock the door
- put the blocks in the truck
- fly a plane
- stir with a spoon
- put a small can in a large can
- build with two or three blocks
- draw with crayons, paints, markers, pudding



- open and close a lunch box, a drawer, purse
- pretend to sleep on the pillow
- turn the light on and off
- put on a shoe, sunglasses
- push or get in a wagon
- wind a musical toy
- climb in and out of a box
- comb hair
- wash face
- brush teeth
- drink
- go under the table
- crush or tear paper
- eat
- pull a pull toy
- wipe nose
- hit a drum
- stack, empty and fill cartons, containers



The Hopeful Pig



8 SIMPLE LANGUAGE FACILITATION TECHNIQUES *for home and school!*

1. **Parallel Talk** – describe what the child is doing/experiencing during play.
Adult: Oh, you're feeding the baby.
The baby is hungry.
2. **Self-talk** – describe what you are doing/experiencing during play.
Adult: I'm pouring the tea.
This tea is so good.
3. **Modeling** – Correct the child's utterances through modeling (without expecting the child to repeat).
Child: Me hungry.
Adult: I know, I am hungry, too.
4. **Model & Imitation** – Model an appropriate sentence and prompt the child to repeat. At first, any attempt to imitate should be accepted.
Adult: Say 'I want cookies.'
5. **Expansion** – expand the child's spontaneous utterances.
Child: Car.
Adult: Blue car.
6. **Build-up/Break-down** – expand and reduce the child's spontaneous utterances.
Child: Car.
Adult: Blue car.
Blue car go.
Blue car go fast.
Blue car.
Car.
7. **Sabotage** – set up a situation in which the child must use language to express immediate wants and needs.
 - a. Hide a favorite toy behind your back and ask "Where is the ___?"
 - b. Give the child an empty cup at dinner time and say "Drink your juice."
 - c. Give the child a container that is difficult to open.
8. **Withholding** – put a highly desired item in sight (i.e. snacks, toys) and prompt the child to use words to request this item. The item should only be given to the child after he/she has made an attempt to request with words. For some children, a single word or even a sign is acceptable, while others should be required to use a short phrase, sentence, etc. depending on age and skill level.