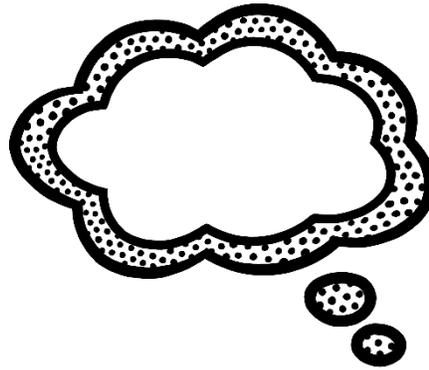
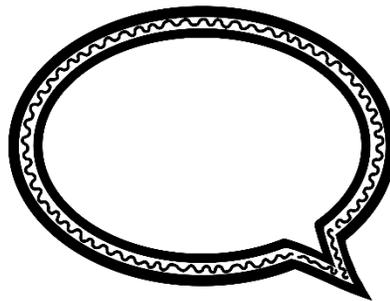


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# RSSS Speech and Language Support for home



Tips, Tricks, Ideas, and Activities to  
Incorporate Communication and  
Improve Language Skills at Home



*The Speech Language Pathologists at RSSS know and understand how difficult it is to be parent, teacher and therapist. We have made this handout to give some ideas on how you can incorporate simple communication and language activities into your typical day. It is divided into activities that you can do every day. We have also included some links to websites or apps you might find interesting or helpful if you have access to a computer or a tablet/iPad. We hope you find this helpful.*

*~Tina Gilbert, Kimm Luckring, Ginny Oliver*

## Basic Tips and Tricks

- After asking a question, wait at least 10 seconds before asking the question again to allow your child time to process the question.
- Ask questions using short phrases if possible. For example: instead of asking "what color is the apple", show them the apple and ask "what color".
- When offering 2 choices, make sure that the correct answer is not always the second choice. For

example, if the correct answer is red, ask "is it red or orange".

- When offering picture choices, make sure the correct answer is not always on the same side (left, right, middle)
- When asking yes/no questions, make sure to include questions with "no" as the correct answer. Most people ask yes/no questions with only "yes" as the answer.
- Allow your child to make an error. Mistakes are ok. Help them to then locate the correct answer. This teaches them that it is ok to make a mistake and how to correct it.
- If you don't have objects or pictures for your child to choose from, you can use your 2 hands as options. For example, show them one hand and say "this is sitting outside", show them your other hand and say "this is sitting on the couch". Offer them both hands and allow them to make a choice by touching or just looking.

## Getting Dressed

- When getting dressed for the day or when putting on pajamas, offer your child a choice of which clothing item they want, maybe 2 different colors or a short sleeve versus a long sleeve. They can make choices by touching or just by looking at the one they want.
- Ask yes/no questions such as "do you want to wear socks" or "do you like these pants"?
- Ask questions throughout the activity. For example, show them the shirt they chose and ask "where does the shirt go", they should move their arms or their head to help put on the shirt. Another example, once they have put on their shirt, offer them pants and another shirt and ask "what do you need next". Another example, show your child a pair of pants and socks and ask them "what goes on your feet".
- Provide opportunities for following directions. For example, "take the shirt", "give me your foot". Your child could also follow directions with the clothes that they are taking off. For example, "put

your shirt in the hamper". Place socks and a shirt in front of them and say "give me a sock".

- Here are some examples for problem solving skills. Tell your child the weather and have them make a choice for appropriate clothing. For example, say "it is warm outside", offer them a short sleeve shirt and a sweatshirt, then say "what should you wear today". You could do the same thing with which shoes would be appropriate based on the weather (e.g. no winter boots for a warm sunny day).
- If your child has a communication device, allow them to use it to make the choices or to answer the questions. You could also just have them label the clothing items using their device. Ask them to "find shirt" or ask "what is this"?

## Meal/Snack Time

- Offer your child a choice of which food item they want. They can make choices by touching or just by looking at the one they want.

- Offer a few pieces of the snack and then ask if they want "more or all done".
- Ask yes/no questions such as "do you want bbq chips" or "do you want chocolate milk".
- Ask 'what' questions throughout the activity. For example, show them the snack they chose and ask "what do you need", then offer a plate or a cup. Another example, once food item is on the plate, ask "what do you need" and offer a spoon/fork or a cup. They ask for milk, ask "where do we find milk".
- Provide opportunities for following directions. For example, "take the bowl", "give me your napkin", "put your spoon in the sink", "put your napkin in the trash". If appropriate, your child could also follow some 2 step directions, such as, "put your spoon in the sink and throw away your napkin". If appropriate, your child could also help to set up and clean up the meal by following simple directions.
- Here are some examples for problem solving skills. Once your child has made a snack choice, have them make a choice for the appropriate utensil. For example, say "you chose cereal", offer them a bowl

and a plate, then say "what should you use for cereal". You could do the same thing with which silverware they would need (e.g. a spoon for cereal or a knife to cut something).

- Allow your child to try and do things independently, giving them the opportunity to request help, however they communicate. Asking for help may be as simple as looking at you, or guiding your hand toward the item. If they do this, respond with "you need help". This helps them to understand that communication involves someone else and exposes them to the vocabulary word 'help' in an appropriate context.
- If your child has a communication device, allow them to use it to make the choices or to answer the questions. You could also just have them label the food or utensils using their device. Ask them to "find spoon" or ask "what is this"? They could also use their communication device to request more, all done, or help. They could also answer yes/no questions this way. If they need it, you can point to where the vocabulary is located. It is just important

that they are exposed to the vocabulary and practice using their device to communicate with you.

## Leisure Activities

- Offer your child a choice of what they want to do. They can make choices by touching or just by looking at the one they want. If reading a book, ask what book they want. Offer blocks or a musical toy. Ask if they want to play inside or outside. Ask which TV show they want to watch.
- While you are playing with your child, use short phrases to describe what you are doing and model appropriate play. For example, if playing with blocks, make a tower and say "mine is big", "mine is red", "knock it down", "make it again", "I want more".
- While reading a book, label items in the book while you point to pictures. Use short phrases to describe what you see. For example, "she is swinging", "he has a hat", "I see a ball".

- Even if you are just watching TV, this is a great opportunity to talk to your child about what they see or hear. If possible, pause the show and ask a question about what is on the screen. Ask a yes/no question, such as "is he sleeping", or "do you like this". If they answer "no" to "do you like this", then choose a different program to watch.
- Allow opportunities for your child to answer questions during leisure activities. Ask what color they want, do they want a boy doll or a girl doll, ask "do you want more". When reading a book, ask "where is the \_\_\_", "who is \_\_\_", or "where is something green".
- Provide opportunities for following directions. For example, "take the toy", "give me a block", "open the book", "turn the page". If appropriate, your child could also follow some 2 step directions, such as, "take a book and open it". If appropriate, your child could also help to clean up by following simple directions.
- Allow your child to try and do things independently, giving them the opportunity to

request help, however they communicate. Asking for help may be as simple as looking at you, or taking your hand toward the item. If they do this, respond with "you need help". This helps them to understand that communication involves someone else and exposes them to the vocabulary word 'help' in an appropriate context.

- If your child has a communication device, allow them to use it to make the choices or to answer the questions. You could also just have them label the items using their device. Ask them to "find TV" or ask "what is this"? They could also use their communication device to request more, all done, or help. They could also answer yes/no questions this way. If they need it, you can point to where the vocabulary is located. It is just important that they are exposed to the vocabulary and practice using their device to communicate with you.

## Resources

- Teachers pay Teachers
- PBS kids
- Autism iHelp
- Youtube kids
- Boom cards
- <https://m.facebook.com/174264525957894/posts/3037225852995066/?d=n>
- [www.prentrom.com](http://www.prentrom.com) (Prentke Romich Company)

## Apps

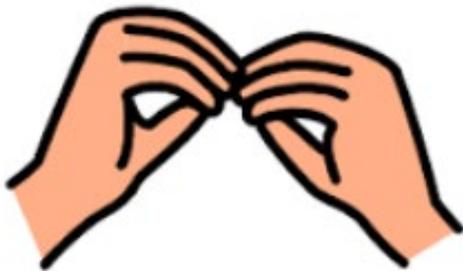
- Question It app <https://apps.apple.com/us/app/questionit/id458737797>
- Top 10 apps for young children <https://www.organizedmom.net/top-10-speech-language-apps-toddlers/>
- Language apps <https://theautismhelper.com/receptive-language-apps/>

*We will also make materials available for students per teacher requests so feel free to communicate your needs to your teacher and they will contact the SLP to provide the appropriate materials and supports.*

*Best wishes!, the Southgate SLP team.*

Available to print or cut out and use

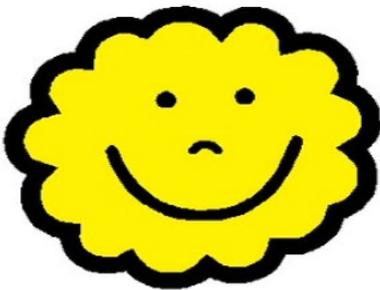
more



All done



yes



no

