

Development of Expressive Language

LLP Projekt ECI2.0

Version 2013



This module includes materials a) how to foster the development of children (age 0-3) in a family-oriented way and how to accompany parents and b) guidelines for professionals



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Expressive Language Development

Talking starts long before your baby says his first intelligible word.

Language development first starts with an emotional dialogue between you as a mother or father and your child: this takes place when you make eye contact while feeding your baby, when your baby squeals joyfully and “talks” with his hands and feet when you change his nappy, or when you imitate your baby’s noises and say “you have so much to say today!”

These sounds are the foundation of language and the foundation is laid whenever you have a conversation with your baby. Vocalisations, such as jabbering or squealing shortly after waking up, are important “milestones” of language. Try to answer your child, describe what you are seeing, imitate your baby’s noises and have a conversation, even if you might not always know what your child is trying to say. The important thing is to pay attention to your child and as with an adult, wait until your baby finishes his “sentence”, so that you can respond to it.

Later on, you will be happy to hear your child articulate his first syllables. Often, these will be “words” which start with an “m” or “b”, as they are plosives, which can be formed easily, because your baby only has to open and close his mouth to make these sounds. Parents are often happy when their child starts to say their first “mama”/“dada” words during the second half of their first year of life.

Sometimes, you can support your child’s language development, when you do not satisfy their demands and wishes immediately. This is particularly useful with children who tend not to articulate their wishes through spoken language. Sometimes, these children are called “late talkers”. They will point at the cup of juice they want and their parents know they are thirsty and give it to them. However, to encourage your child to start talking, it can be important not to respond right away and instead to ask your child what he would like to have, playing the fool for a little bit. Otherwise, children can learn that there is no need for them to talk, as “mum or dad understand me anyway”.

Your child’s vocabulary will increase intensively during their second year of life. You will notice this when your child likes asking questions, especially questions which start with “why”. This can be quite exhausting for parents. The child might not always want to

know the real reason behind something, but by asking “why”, children learn many new words. As parents, try to sit down and be patient with your child, even if their “why” questions sometimes make you frustrated. Just keep in mind that your child is learning new words through this process.

Language is a slow-developing process of noises becoming sentences, which then usually become grammatically correct by the time the child reaches school age. Encourage your child to speak correctly. If he says a word or a sentence that is not quite right, repeat the word or sentence in its correct form to him. This will help your child imitate you, so that next time he might say the word/sentence correctly. You will not help your child if you say “that is not how you say it”, because most of the time, children don’t know how words or sentences are said correctly. Instead, set the example for your child and repeat their words using the correct grammar or pronunciation. This will help your child learn to recognize correct sentences.

Being a model for your child is particularly important in the area of language development. Saying and naming things enables your child to learn quicker in the future and be able to communicate with other people.

If it seems that your child is having particular difficulties learning to speak, please note that there are different possibilities for working with this, e.g. augmentative and alternative communication (through symbol cards or other methods). Speech is closely connected to hearing, so if you have any doubts, consult a specialist or a speech therapist. It might be necessary to do a hearing test, as it is recognised that if children have difficulties with hearing, it can be difficult for them to develop their speech.

AIMS

- EL1: Your baby has an unique crying tone that will tell you if he is hungry or restless.
EL2: Your baby makes a mumuring-type sound when he is alone in the room.
EL3: Your baby makes a sound when he is pleased.
EL4: Your baby makes sounds or laughs when someone is talking to him.

ICF CODE

b1560
d3401
d340
d3401

YOUR BABY CAN ALREADY:

- Show that he is frightened when he hears a sudden noise.
- React to a human voice.
- Make laughing sounds.
- Make sounds other than crying

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- During your interactions, use short sentences and simple words.
- Respond to your baby's involuntarily sounds, facial expressions and mimics, as they are part of meaningful conversation. If your baby makes sounds while he is playing but not for communication, that could mean he doesn't know that sounds can get people's attention. To help him to use sounds for communication, respond to his sounds, expressions and touches more than before.
- You can change your baby's "small actions" into meaningful social interactions by responding to him immediately, even if your baby's actions don't have clear intensions or meaning. You can help your baby connect with you and notice you by responding to his play and murmurs.
- Before they start to talk, babies cry or use non-verbal clues (crumpling face, lowering lips etc.) to show their needs. To help your baby know how to use these behaviors for communication, respond his non-verbal clues or cries immediately.
- During activities that you do together, make a habit of communicating with you baby continuously. Playing with sounds, mimics and words will help your baby build social relations. Communication is how we relate to people and become friendly with people. You can teach this to your baby.
- Observe your baby often. Notice and listen to his subtle sounds and behaviors within different environments.
- Communicate using the tone of your voice, pointing, jests and mimicking
- Copy your baby's behavior and the way he communicates. If your baby is less willing to communicate with you, copy his behavior to get his attention (i.e. by sucking your finger when he is sucking his finger, imitate his crying, following what he is watching or moving objects etc).
- You can use your baby's daily routines such as feeding and nappy-changing time for interactions.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL1: Observe your baby's crying sounds for some time and try to notice differences in the sounds he makes (when he is hungry, in pain, feeling bored, "wet" etc) If you can notice differences in the sounds that he makes, this means your baby is able to differentiate his behavior.

EL2: Lay your baby down in a safe place and listen to him for some time. If your baby doesn't make a lot of sound, be a model for him and make sounds during his daily routines (feeding, bath time etc.).

EL3: After you have fed your baby and changed his nappy, observe your baby for a week when he is happy or in a good mood. Listen to the sounds that he makes take note of these sounds. If your baby doesn't make a lot of sounds, be a model for him and make sounds during your his daily routines (feeding, bath time etc).

EL4: Stand in front of your baby and maintain eye contact with him (from approx. 30 cm away). Talk to him or make some interesting sounds. While you are doing this activity, smile at him and copy him. Wait for him to have his turn to make a sound. While you're waiting for him, show your anticipation through clear behavior such as opening your mouth, extending your hands, raising your eye brows etc

USEFUL OBJECTS OR CONDITIONS:

- Find a time when your baby is comfortable and happy.
- Make us of daily routines (feeding, nappy-changing etc)

AIMS

- EL5: Your baby copies sounds made by an adult.
- EL6: Your baby produces syllables with 2 definable vowels.
- EL7: Your baby screams (not due to pain)
- EL8: Your baby produces consonants such as “k” “g” “h”
- EL9: Your baby produces consonants such as “b” “m” w” “d” “n”

ICF-CODE

- b3401
- b3401
- b3401
- b320
- b320

YOUR BABY CAN ALREADY:

- Put his tongue inside a cup
- Push food with his tongue when you feed him with spoon and take food out of his mouth.
- Create face to face interaction

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL5: Lean over your baby and talk to him or play sound games. Repeat these activities at least 5 times and notice whether your baby is copying you or not. Make sure that you wait for your baby to give a reaction to your sounds.

EL5 – Talk and maintain eye contact with your baby during your interactions.

EL6: Play sound games with your baby for at least 3 days and observe him to see if he produces vowels such as “e,i,o,u”. If your baby has difficulty making these vowel sounds, then model the sounds for him. Then wait for him to copy you. The most important point of this activity is that your baby produces these sounds when he is not crying. Sounds produced due to a baby crying are different.

EL7: After you have changed your baby’s nappy and fed him, observe him for some time and notice his happy and comfortable mood. Take note whether he screams (e.g out of joy) or not. Make sure that he is screaming because he likes the sound of screaming and not because he is feeling pain.

EL8: Create a joyful environment for your baby so that he can make sounds by himself. Take note of the sounds that he creates. If your baby has difficulty creating the sounds that we highlighted in the paragraph above, model these sounds for him and then wait for him to copy you.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Copy your baby’s behavior and communication methods. If your baby is less willing to communicate with you, copy his behavior to get his attention.

- During your interactions, use simple sounds that your baby can copy or use sounds that your baby already makes. You can increase his range of sounds by using the vowels in EL 8 and EL9.

- Take turns during interactions with your baby and wait 5-7 seconds for him to respond to you. Remember, your contact with your baby should be based on mutually taking turns.

- During your interactions, create a quiet environment and remove any distractions.

- You can use your baby’s daily routines such as feeding time and nappy changing time for interactions.

- Observe your baby often. Notice and listen to his subtle sounds and behaviors within different environments. If you can’t take notes, you could record your baby’s actions and then later identify the sounds that your baby makes with the help of someone that you know.

USEFUL OBJECTS OR CONDITIONS:

- Find times when he is comfortable and happy.
- Make use of daily routines (feeding, nappy-changing)
- Pen and paper for taking notes, video camera, sound recorder

AIMS

EL10: Your baby plays verbal games.
EL11: Your baby produces syllables using vowels and consonants.
EL12: Your baby uses some appropriate gestures.
EL13: Your baby calls out to his reflection in the mirror.

ICF-CODE
b320
b320
d3159
d320-b1142

YOUR BABY CAN ALREADY:

- Move his chin up and down.
- Smile at his reflection in the mirror.
- React to different facial expressions

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL10: Lean over your baby and get his full attention. Say “come on let’s play a game” and hold a small cloth or a pillow for covering your face. Say “peak-a-boo” in a cheerful tone of voice and smile. Repeat this activity for a couple of times. Look at him from (for example) the right side of the cloth or pillow and after a couple of repeats, don’t say “peak-a-boo” immediately, but wait for his reaction. Does he bend down to the right side of the cloth or pillow and look for you? Does he laugh when you say “peak-a-boo”? Observe your baby while playing pre-verbal games like this.

EL11: During this period, your baby repeats syllables with vowels and consonants such as ba-ba-ba-, da-da-da, ma-ma-ma. Sometimes these repetitions can be a word like ma-ma. But they are only syllabic repetitions and you can see this in all babies. They are not your baby’s first words. Observe your baby and not his vowel or consonant syllables while you are doing this activity. If your baby doesn’t produce any syllables, model them for him. Later, give him the chance to copy you.

EL12: During the day time when you go out of the room, say “goodbye” and wave to him. When he does something good, say “good” and clap and when he spits his food, shake your head and say “no”. Later when the appropriate time comes, cuddle him and go out of the room whilst saying “come one let’s say goodbye to daddy” and watch him to see if he waves.

EL13: Sit your baby in front of the mirror and observe if he makes sounds at his reflection. Repeat this activity during the day time. If your baby doesn’t make any sounds, sit with him and model some sounds and wait for him to copy you.

WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- When you do these activities with your baby, create a quiet environment that is free from distractions. The environment must be a place that your baby will enjoy.

- Copy your baby’s actions, sounds and communications, such as the sounds that he makes. This will help you to communicate with your baby and help him to observe your actions.

- Use your tone of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and will also model the use of these forms of communication for him.

- to your baby’s noises, facial expressions and actions immediately. This will help him to notice you and develop a meaningful social communication.

- Observe your baby often. Notice and listen to his subtle sounds and behaviors within different environments. If you can’t take notes, you could record your baby’s actions and then at a later moment, identify the sounds that your baby makes by getting help from someone that you know.

- When you are playing verbal games or going out of the room, turn and wait for 5-7 seconds for your baby to say “goodbye”. Show him that you are expecting a reaction from him by raising your eyebrow or bending down to him. Remember, your interaction with your baby should be based on taking mutual turns.

USEFUL OBJECTS OR CONDITIONS:

- Find times when he is comfortable and happy.
- Make use of daily routines (feeding, nappy-changing)
- Pen and paper for taking notes, video camera, sound recorder

Ziel AIMS

- EL14: Your baby expresses his requests with a calling sound rather than crying.
EL15: Your baby makes sounds using different tones.
EL16: Your baby makes sounds to accompany his toys

ICF-CODE

b320
b3101
b320

YOUR BABY CAN ALREADY:

- Notice familiar words.
- Start to drink from a cup
- Tongue movements start.
- Join in games that contain language and movement.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL14: Place some attractive objects or toys (not too many) in front of your baby and wait. Make sure that he can't reach them. Note the sounds that your baby makes to get these toys (not a crying sound). Observe whether he is looking at you and making sounds that are asking for your help to reach the toys. Repeat this activity for several days. If your baby has difficulty producing sounds, model the activity, for example, say "give" and look at him, and wait for 5-7 seconds for him to copy you. Alternatively, say "give" again and give the object to him. This activity does not aim not make him say the word but aims to encourage him to create a sound for communication (other than crying).

EL15: Watch your baby when he is alone or with someone else. Note if the tone of his voice changes from low to high and high to low. Try to distinguish the differences between excitement, happiness or anger. During this period, babies can create syllabics, or melodies similar to an adult voice. These are your baby's first words even though they might not be easily understandable to you. Repeat this skill for several days. If necessary, be a model for your child, and instead of using a monotonous voice, talk to him using different tones of voice. You can do this particularly when you read a story book and make the sounds of the heroes, or while playing with your baby's dolls.

EL16: Observe your baby when he is playing alone with his toys and when he is making sounds as if he is talking to his toys. Observe this ability for several days. If your baby has difficulty doing this, play with him, talk to his toys, be his model and wait for him to copy you.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During interactions with your baby, talk to him and maintain eye contact.
- Create a quiet environment to do these activities and remove all distractions. The environment must be one that your baby will like and enjoy.
- Wait for your baby to interact with you. During moments of silence, show your baby that you are waiting for his turn. Count until 5 and raise your eyebrows, lean towards him and look into his eyes.
- Use different tones of voice, jests, mimics and pointing when you communicate with your baby. This will create more communication between you and will also encourage him to use these different forms of communication.
- Respond to your baby's sounds, facial expressions and actions immediately. This will help him to notice you and develop a real social communication.
- Observe your baby often. Notice and listen to the subtle sounds that he makes and his behavior within different environments. If you can't take notes, you could record your baby's actions and then later you can identify the syllabics that your baby uses by getting help from someone that you know.
- When you are playing verbal games or going out of the room, turn and wait for 5-7 seconds for your baby to say "goodbye". Show him that you are expecting a reaction from him by raising your eyebrow or bend down to him.
- When you are talking to your baby, talk using short sentences and allow more time for waiting for his response. The less you talk, the more he will talk.
- Every movement from your baby can be part of his communication. That is why it is important to respond his actions and movements as if they are meaningful conversation.
- Find some games that you can play face to face without using toys (i.e. songs, finger games).

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books
- Toys and objects that will get your baby's attention.
- Pen and paper for taking notes, video, sound recorder

AIMS

- EL 17: Your baby can make up different words to replace real words.
EL 18: Your baby demonstrates appropriate verbal responses to some requests.
EL 19: Your baby uses 1 or more significant “word”.

ICF-CODE

b1671
b1671-b16710
b16710

YOUR BABY CAN ALREADY

- Notice familiar words.
- Start to drink from a cup
- Tongue movements start.
- Join in games that contain language and movement

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During interactions with your baby, talk to him and maintain eye contact.
- Create a quiet environment to do these activities and remove all distractions. The environment must be one that your baby will like and enjoy.
- Wait for your baby to interact with you. During moments of silence, show your baby that you are waiting for his turn. Count until 5 and raise your eyebrows, lean towards him and look into his eyes.
- Use different tones of voice, jests, mimics and pointing when you communicate with your baby. This will create more communication between you and will also encourage him to use these different forms of communication.
- Respond to your baby's sounds, facial expressions and actions immediately. This will help him to notice you and develop a real social communication.
- Observe your baby often. Notice and listen to the subtle sounds that he makes and his behavior within different environments. If you can't take notes, you could record your baby's actions and then later you can identify the syllabics that your baby uses by getting help from someone that you know.
- When you are playing verbal games or going out of the room, turn and wait for 5-7 seconds for your baby to say “goodbye”. Show him that you are expecting a reaction from him by raising your eyebrow or bend down to him.
- When you are talking to your baby, talk using short sentences and allow more time for waiting for his response. The less you talk, the more he will talk.
- Every movement from your baby can be part of his communication. That is why it is important to respond his actions and movements as if they are meaningful conversation.
- Find some games that you can play face to face without using toys (i.e. songs, finger games).

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 17: Sometimes, babies make up their own words instead of using the real meaning of the words. For example they might say “pappap” to mean “pillow”. Observe your baby and try to find out if he has his own words for specific objects such as toy/teddy bear etc. This ability might not be evident in every baby.

EL 18: When you go out with your baby, ask him to do the “bye bye” gesture or ask him to respond to “give” “take” “come” and give him time to do this. Make sure you don't push or force your baby to use these gestures or words. Repeat these verbal requests throughout the day. If your baby has difficulty expressing his wishes, use the appropriate context (daily routines, play time etc) and go through the motions of saying “bye bye” and waving at him, or give/take objects to/from him by saying “give” “take”, or call him by saying “come” using your hands to explain your request. The most important aspect here is your baby's (pre) verbal reactions to saying “bye bye”, “take/give/come”. Your baby might use different sounds or gestures to signify these words. Every baby's first words are different from other babies.

EL 19: From the age of 10 months, your baby might start to use specific expressions for specific things such as the name of a toy, mum, dad etc. You are likely to notice some creativity in their pronunciation and this is quite normal. If your baby has difficulties making any expressions, sit with him; name the objects/actions that he frequently comes across, such as “car, doll, water, take this, milk, give, open, come etc.” When you introduce the words, make sure that you are not simply labeling the objects/actions monotonously. Try to create an environment for your baby to establish a meaningful connection between a daily life situation and a ‘word’. For example, try not to give him the object that he needs, unless he is “asking” you for it. Let him ‘ask’ (by using expressions or gestures) for water, milk or a toy and let him try to create sounds or expressions for the word “give”. For example, put his water/toy somewhere that he can see but can't reach and wait for him to express “give”.

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books
- Toys and objects that will get your baby's attention.
- Pen and paper for taking notes, video camera, recorder

AIMS

EL 20: Your baby gets someone to pay attention to an object.
EL 21: Your baby copies the sounds of animals.

ICF-CODE

b1403
b1671-b16710

YOUR BABY CAN ALREADY:

- Express his requests without crying.
- Show appropriate verbal reactions to some requests
- Create 1 or more significant words.
- Close his lips fully while drinking from a cup

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 20: Your baby shows you objects that have caught his attention by using his eyes, hands or pointing with a finger. He might also smile or make sounds at the same time. Watch him and observe how he shows you the object. If he doesn't share what has caught his attention with you, hold the object (colorful, shiny, emitting sounds) and sit in front of him. Hold the object in his sight, move it, shake it, make it emit a sound. Then place the object somewhere that he can see and follow his actions. (You might observe whether he shows you the object using his eyes, by holding it or by pointing).

EL 21: Place a picture book or colored cards in front of your baby. Show him animals by saying their names or make the sounds that they make. For example, choose a sheep, show him the picture, say "this is a sheep" and then say "meeeeee" and wait for 5-7 seconds for him to copy you. Make sure the pictures are clear, simple, big and colorful. Let him to copy the sounds of animals in this activity and observe which sounds he copies.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.
- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.
- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.
- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.
- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.
- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.
- You can use your baby's daily routines such as feeding time, nappy changing time for interacting.

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books
- Toys and objects that will get your baby's attention.
- Pen and paper for taking notes, video camera, recorder

AIMS

EL 22: Your baby verbally names 2 or more objects when asked.

EL 23: Your baby uses 5 or more words by himself.

ICF-CODE

b16710-b1671

b16710-b1671

YOUR BABY CAN ALREADY:

- Express his requests without crying.
- Show appropriate verbal reactions to some requests.
- Create 1 or more significant words.
- Close his lips fully while drinking from a cup

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 22: Show your baby 2 or more familiar objects and ask him for their names. For example, show his ball or doll and say “what is this?” Wait for 5-7 seconds for his answer. Note the objects that he knows (he might be creative in his pronunciation of some words.) Observe this ability for several days. In this exercise, the aim is to get an answer from your baby when you ask/want him to say the name of an object. You might motivate him by asking questions, or giving him different options. If he does not give adequate answers or doesn’t respond at all, model the answer for him. For example, if he wants the object in your hand, say “do you want a ball or a car?” give him an option and a clue and wait for him to respond. Later, say “what do you want?” (without giving any clue) and if he has difficulty responding, model the answer for him and say “ball”. Try not to push him to say the words but rather create opportunities for him to say the words.

EL 23: Watch your baby when he is alone, playing with his toys or with someone else. Note his use of words and the words that he uses to name specific objects, (he may be creative with his pronunciation). If your baby has difficulty expressing words, make some necessary arrangements to the environment to improve his communication. These arrangements should look “natural” and should not appear to be a special arrangement, but should be part of your daily routines. For example, you might place a desired object in a place high up, or in a transparent jar, making the object unreachable, but visible to your baby.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.

- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.

- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.

- Respond to your baby’s sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.

- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.

- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.

- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.

- You can use your baby’s daily routines such as feeding time, nappy changing time for interacting.

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books
- Toys and objects that will get your baby’s attention.
- Pen and paper for taking notes, video camera, recorder

AIMS:

- EL 24: Your baby puts a stop to something that he doesn't want.
- EL 25: Your baby asks for an object or an activity.

ICF-CODE

b16710-b16712
b16710

YOUR BABY CAN ALREADY

- Express his requests without crying.
- Show appropriate verbal reactions to some requests.
- Create 1 or more significant words.
- Close his lips fully while drinking from a cup

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 24: When you are spending time with your baby and during the daily routines (feeding, bathing etc) take some time to observe how he responds to these activities. For example, during meal times, does he push the spoon away with his hand when he feels full? Does he turn his head? Does he push your hand away? Or if he can speak, does he say "no"?

EL 25: Carefully observe your baby during the daily routines (feeding, bathing etc) for a week. For example, when he is playing or during meal times, does he ask for an object/food/toy from someone? Does he want to do an activity such as open a jar? He might not ask you with words and a baby who does not yet speak might ask by pointing his finger, indicating with his eyes or by making a sound). A baby who has just started to speak might ask with one word ("doll" etc). Another baby might ask with 2 words ("give doll" etc). If your baby doesn't ask for an object or action by himself, you need to make environmental arrangements to start this form of communication. You can incorporate this into your baby's daily routines (feeding, bath time, sleeping, playing etc.). Make sure that the arrangements are surprising or make some objects unreachable etc. For example, put your baby's doll somewhere that he can't reach and wait for him to ask for it. Alternatively, give him his favorite food piece by piece whenever he asks for some. Give him his bottle but act as if you forgot to put milk/water inside. Take his toy and surprise him by putting it on top of your head. These actions will give you an opportunity to begin communicating with your baby. Your baby doesn't have to use words. If he does not speak yet, he can ask for object/actions by pointing. If he does not ask verbally, be model for him, and say "do you want water?" etc and wait for him to copy you and then give him the object or do the action. When you carry out all these strategies, consider your baby's character and do not provoke him into having crying fit or tantrum.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.

- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.

- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.

- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.

- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.

- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.

- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.

- You can use your baby's daily routines such as feeding time, nappy changing time for interacting.

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books
- Toys and objects that will get your baby's attention.
- Pen and paper for taking notes, video camera, recorder

AIMS:

EL 26: Your baby waves his hand when he realizes that he is leaving.

EL 27: Your baby copies words from an adult's conversation without knowing their meaning

ICF-CODE

d3350

d130

YOUR BABY CAN ALREADY:

- Express his requests without crying.
- Show appropriate verbal reactions to some requests.
- Create 1 or more significant words.
- Close his lips fully while drinking from a cup

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 26: Watch your baby when he is leaving a room, the home or someplace else. When you leave, watch to see if he waves goodbye to you before you say "bye bye" to him. If he doesn't do this, give him some clues and say "come on let's go" when you leave a place. Wait for 5-7 seconds and if he still doesn't wave, verbally ask him to wave, saying "come on lets wave" and wait for his reaction. If he still has difficulty doing this, then model the action for him.

EL 27: Observe your baby while you talk to him or while you are talking to someone else. Does he copy your words during the conversation? Take note of them! Encourage him to copy you or speak with you. For example, take a spoon and hit the table slowly and say "ok, do what I'm doing, hit the table with the spoon" and wait for 5-7 seconds. If he doesn't do this, hold his wrist and help him. Then encourage him to do it independently. Later, do this exercise to teach your baby other actions such as waving, calling with his hands etc. Then use this exercise for copying animal sounds and repeating syllables. Finally, use this exercise for encouraging your child to repeat words. Remember to make all these activities fun for your baby

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.

- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.

- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.

- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.

- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.

- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.

- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.

- You can use your baby's daily routines such as feeding time, nappy changing time for interacting.

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books
- Toys and objects that will get your baby's attention.
- Pen and paper for taking notes, video camera,

AIMS:

EL 28: Your baby copies words that he already knows.

EL 29: Your baby copies new words

ICF-CODE

b16700-d130

b16700-d130

YOUR BABY CAN ALREADY:

- Express his requests without crying
- Show appropriate verbal reactions to some requests.
- Create 1 or more significant words.
- Close his lips fully while drinking from a cup

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 28: Does your baby copy words that he already knows? Watch him for some time. He might be creative in his pronunciation and this is quite normal. For example, instead of saying “car” he might say “ca”. If he doesn’t copy words, go back to EL27

EL 29: Observe your baby and note his words. If your baby’s word knowledge is quite poor, talk to him and read books following the suggestions below. When you are with your baby, sit next to him, talk about his actions with short and simple sentences, such as “what are you doing?” Avoid questions which require YES or NO answers, as they are unlikely to stimulate active expressions. For example say, “I am drawing a plane” “Now I will paint it.” Use short sentences while you talk to him and wait. Give him the opportunity to talk. Name the objects/actions around you. Create an environment for communication, making use of your routine activities. For example, when he asks for water, give him a cup without water and wait for him to say “water”. When he asks for a ball, give him a doll. Put the things that he needs into a jar and wait for him to say “open”. Put his toy on a shelf, ensuring that he can see it but cannot reach it and wait for him to say “give”. Alternatively, give him options such as, “What do you want, milk or water?” With this activity you can be both a model for your baby and also you can extend your baby’s answers, for example if he says “milk” then you can say “you will drink milk” and this way you can expand his vocabulary.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.

- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.

- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.

- Respond to your baby’s sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.

- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.

- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.

- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.

- You can use your baby’s daily routines such as feeding time, nappy changing time for interacting.

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
 - Daily routines (sleeping, going out)
 - Picture cards or books
 - Toys and objects that will get your baby’s attention.
- Pen and paper for taking notes, video camera,

AIMS:

EL 30: Your baby increases his knowledge of words.
EL 31: Your child uses 20 or more words by himself.

ICF-CODE

b16700-d16710
b16700-b16710

YOUR CHILD CAN ALREADY:

- Use 5 or more words by himself.
- Request objects or activities.
- Copy new words

When adults ask questions to a child who has difficulty expressing himself, they tend to wait for a long time for the child to answer, or they continue their interactions based on the child's answer. However, it is preferable to say, for example "say water and I will give you water" or "say open and I will open it". It is important that you use words in a natural way, and use words that are appropriate to your child's ability

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 30: Observe your child for a week and try to find out how many words he uses, including situations when you are not asking him to say specific words. For example, does he use the word "water" to mean water? The key aim here is for him to consistently use the same word for an object/action. The correct pronunciation is less important. If your child uses less than 20 words, talk to him a lot and read books. You might also consider the suggestions below.

While you are with your child, sit next to him and talk to him about his actions. Use short and simple sentences such as "you are playing with the car", "you opened the car's door" or talk about your actions, for example, "I am drawing a plane", "now I will paint the plane." Give him the opportunity to talk with you.

Name the objects/actions around you and create an environment for communication. Make use of your routine activities. For example, when he asks for water, give him a cup without water and wait for him to say "water". When he asks for a ball, give him a doll. Put the things that he needs into a jar and wait for him to say "open". Put his toy on a shelf, ensuring that he can see it but cannot reach it and wait for him to say "give". Alternatively, give him options such as, "What do you want, milk or water?" With this activity you can be both a model for your child and also you can extend your child's answers, for example if he says "milk" then you can say "you will drink milk" and by doing this you are expanding his vocabulary.

EL 31: Instead of pointing, your child starts to use words to name objects/activities. For example, if he cannot reach a toy, he can say "give", or if he wants to be carried, he can say "take" or "carry". His pronunciation of words might vary. If your child prefers pointing instead of using words, do not expect a response from your child, model the words for him. In this case, the aim is to offer him suitable and adequate samples of language. It is expected that your child will start copying you and after a while, he will express himself independently without copying you. It is important that you use language that is at your child's level. For example, for a child who has difficulty expressing words, or uses only a few words, you need to be a model for him at the "one word level".

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.
- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.
- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.
- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.
- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.
- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.
- You can use your baby's daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books

AIMS:

- EL 33: Your child starts to use words instead of pointing
 EL 34: Your child starts to use 2 or more words in combination.
 EL 35: Your child copies sounds around him (i.e. animal, car or game sounds).

ICF-CODE

- b16710
 b16710
 d130

YOUR CHILD CAN ALREADY:

- Use 5 or more words by himself.
- Request objects or activities.
- Copy new words

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 33: Observe your child for some time. Does he use words together? For example, “daddy went” “grandpa come” Pronunciation is less important. To succeed with this skill, your child should know at least 50 words. This skill’s learning process could extend until your child is 27 months old. If your child still has difficulty making word combinations, be a model for him in the context of his daily routines and games. It is important that you model appropriate language with your child. You need to use short and basic language which is at your child’s level of ability. The most important point here is that you model language appropriately, by extending his language ability little by little. Initially, you can expect that your child will copy you. For example, if your child is speaking with one word and says “car”, instead of saying “the new car that your father bought for you is going fast”, you should say “yes, the car is going”. In this way, you will help your child to copy you more easily.

EL 34: Observe your child for some time and note his reactions to the sounds that he hears. Does he copy the sounds? (e.g. the ambulance or the cat). Does he follow and copy the sounds around him, such as the trains, cars or the animals that he sees? Or does he copy the sounds that you make while you are playing with him, such as police/ambulance? If there are still some difficulties doing this, you might use exercise 27.

EL 35: Observe your child and note the new words that he learns each week. Pronunciation is not important. If you feel that your child has difficulties, go back to EL 30 and EL 31.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.
- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.
- Respond to your baby’s sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.
- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.
- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.
- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.
- You can use your baby’s daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books

AIMS:

- EL36: Your child starts to use relational words.
- EL37: Your child starts to say "my".
- EL38: Your child differentiates between singular and plural.
- EL39: Your child's conversation is partially understandable.

ICF-CODE

- b16700-b16710
- b16700-b16710
- b16700-b16710
- b16700-b16710

YOUR CHILD CAN ALREADY:

- Use 5 or more words by himself.
- Request objects or actions.
- Copy new words.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 36: Observe your child for some time and see if he uses relational words. You might introduce relational words (on, under...) while you are reading a book together or playing together. For example ask him "Where is the cat?" "On the pillow". By giving him these kinds of options, you are modeling the use of the words for him. Alternatively, you can say "Where is your toy? In your room? In the garden?"

When you use these relational words, you can also use your child questions such as "who shall I give this to?" "where are we going?" and you can show your child that you are expecting an answer. For example "who should I give the candy to?" or "where is your candy?"

Try to do these activities as part of your daily routines. Instead of asking the questions without a reason, use them within natural conversation.

EL 37: Follow your child and see if he is using words in the singular or the plural. You can help your child by giving him examples from daily life: "We need one dish and 2 spoons..." Create an environment for learning this during daily routines. For example, when you play together, you can say "the toys are here, the dolls are there" etc.

EL 38: Observe your child's conversation and see if someone else can understand his sentences. Make sure that this person is someone who doesn't see your child often. For example, you and your child might visit your neighbors and ask them if they can understand your child's conversation.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.

- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.

- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.

- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.

- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.

- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.

- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.

- You can use your baby's daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books

AIMS:

EL 40: Your child creates sentences using 3-4 words.

EL 41: Your child gives appropriate answers to simple questions.

ICF-CODE

b16710

b16700-b16710

YOUR CHILD CAN ALREADY:

- Combine 2 or more words.
- Make partially understandable conversation

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 40: Observe your child while he is communicating with you or with his environment. When he talks, try to find out the maximum number of words that he uses. In order to do this, ask him some questions, making sure that the answers are not merely “yes” or “no”. For example, if you ask “are you hungry?” or “do you want to play ball?” the answers will be yes or no. However, if you ask “what would you like to eat?” or “what shall we play with?” then you can create an opportunity for him to make sentences. If your child has difficulty expressing himself, try EL 35.

EL 41: Your child can give answers to simple questions using “who?” “what?”, “where?” For example, ask him, “where is daddy?” “who is here?” or “what is this?” and note his answers. It is important here that you ask a question at the appropriate moment. Make sure that you do not ask your child questions just because you want to see his response. Ask logical questions when the right time arises, because your child will not want to answer questions if you already know the answers yourself. When you ask your child questions, first start with open questions, then model further conversation for him, or expand the question. For example, you can either say “what do you want to play?” or you can give him some options, such as “do you want to play with the ball or the doll?” If he doesn’t answer, then model for him, saying “let’s play ball”. If your child answers, then you can expand his answer. For example, if you asked what he wanted to play and he said “ball”, then you might say “let’s play with the ball” and you will then be adding the word “play” to his vocabulary.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.
- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.
- Respond to your baby’s sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.
- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.
- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.
- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.
- You can use your baby’s daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books

AIMS:

EL 42: Your child asks more and more questions every day.

EL 43: Your child uses pronouns (I, you, he, she...).

EL 44: Your child's use of jargon and echolalia (repetition of words) mostly ends.

YOUR CHILD CAN ALREADY:

- Combine 2 or more words
- Make partially understandable conversation.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 42: Observe your child for a while. Does he use simple questions such as "who?", "what?", "where?" If not, create an environment which encourages him to use these words. For example, when you are eating dinner put food on the plates and do not give anyone a spoon. Wait for him to ask "where?" If your child does not react (in terms of asking for a spoon), you or someone else can model the question and ask "where is my spoon?"

EL 43: Observe your child and see if he uses "I, you, he/she, we, you, and they" For example, when you say "who wants to play?" "Who wants to eat?" does he say "me"? Or when you say "who can take you out?" If your child has difficulty using pronouns, then be a model for him. When you talk, use pointing. For example, point at yourself or to your child whilst saying, "I am hungry" or "are you hungry?"

EL 44: Before children start to talk, they use some words that they create by themselves instead of using the real words. This is called "jargon". They may also repeat words immediately after they hear them being spoken by someone. This is called "echolalia." These behaviors can be seen within the first 2 years of the child's life. If you observe that your child is still using jargon or echolalia (at age 24-30 months), you might consider consulting a speech therapist or pediatrician.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.

- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.

- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.

- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.

- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.

- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.

- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.

- You can use your baby's daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your child is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books

AIMS:

EL 45: Your child uses phonemes correctly.
EL 46: His vocabulary expands quickly.

ICF-CODES

b320
b16700-b16710

YOUR CHILD CAN ALREADY:

- Combine 2 or more words
- Make partially understandable conversation.

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 45: Children around the age of 2 can produce most of the consonants. Children with typical language development might learn m/b/d/p/k/t/v first and then sh/r. Acquisition of "r" might take until 6-7 years of age. Beyond these timescales, if pronunciation and articulation problems still occur, you might consult a speech and language therapist.

EL 46: Observe your child and note his use of words. If your child's word knowledge is still poor, talk to him and read him books following the suggestions below. When you are with your child, sit next to him, talking about his actions using short and simple sentences. "You are playing with the car." "You opened the car's door." Or talk about your actions, "I am drawing a plane" "Now I will paint it." Use short sentences while you talk to him and wait. Give him the opportunity to talk. Name the objects/actions around you. Create an environment for communication, making use of your routine activities.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.
- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.
- Respond to your baby's sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.
- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.
- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.
- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.
- You can use your baby's daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your child is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books

AIMS:

- EL 47: Your child answers questions like “what would you do when you are hungry/cold/thirsty?”
- EL 48: Your child is able to tell somebody what his name is.
- EL 49: Your child makes short conversation.
- EL 50: Your child’s conversations can be fully understood.
- EL 51: Your child uses 200-300 words.

ICF-CODES

- b16700-b16710
- b16700-b16710
- d350-d3501
- b320
- b16700-b16710

YOUR CHILD CAN ALREADY:

- Ask more and more questions every day.
- Use phonemes correctly.
- His vocabulary increases

someone else can understand him clearly. Make sure that this person should be someone who does not see your child very often. Ask that person if he/she can understand your child easily when talks

ACTIVITIES THAT YOU CAN DO WITH YOUR BABY

EL 47: Ask your child, “What do you do when you are hungry/cold/thirsty?” and note his answers. If his answers are logical, such as “I eat food/ice cream” / “I tell mum” etc. then this is fine. However, if he doesn’t reply or gives responses such as “I play a game” then this is not an adequate response in this context. If this occurs during the day when you are playing with him, read a book, or use routines (i.e. meal time) to ask him “are you hungry? / I am hungry” “what would you like to eat? / What shall we cook?” and wait for his response. If he doesn’t reply, say?” then wait for his response. If he still doesn’t reply, model the conversation, saying “I am hungry, let’s eat lunch”. Do the same for other questions that arise during the day.

EL 48: Ask your child his name and surname. If he has difficulty, say your name and surname and ask him again, “what is your name and surname?” then wait for his response. If he doesn’t reply, play the game “my name is And your surname is” You might use a teddy bear and say, “My name is teddy bear”... During the day, when someone comes to your home (mother, father, grandfather, neighbor etc) make sure that they introduce themselves and also ask your child what his name is.

EL 49: Observe your child while someone is talking to him and try to see if he is waiting for his turn to speak in the conversation and also if he is listening to that person. If he has difficulty, take turns to speak during your conversation with him and show that conversation is a mutual communication. In addition, when you are talking to someone in front of your child, model the associated actions, such as looking at the person you are talking to, shaking your head, lifting your eyebrows etc. Make sure that your child sees these actions so that he understands that you are listening to the person. During the conversation, try to demonstrate at least 2 or 3 times that you are taking turns to speak.

EL 51: Observe your child’s conversation and try to notice the amount of words your child is using. Stimulate your own usage of words by using many words.

WHAT YOU CAN DO FOR YOUR BABY TO HELP HIM WITH THE ACTIVITIES

- During your interactions, talk to your baby and maintain eye contact.
- Wait for your baby to interact with you. During moments of silence, show him that you are waiting for his turn. Count until 5 and raise your eyebrows, bend towards him and look him in the eye.
- Different tones of voice, gestures, mimics and pointing when you communicate with your baby. This will create more communication between the two of you and you will also serve as a model for him on how to make different gestures and sounds.
- Respond to your baby’s sounds, facial expressions or actions immediately. This will help him to notice you and develop a real social communication.
- Every movement that your baby makes can be a part of the communication process. That is why it is important that you respond to his actions and movements as if they are meaningful conversation.
- Listen to the sounds that your baby makes. Copy them and encourage them to become more varied.
- During interactions, take turns and wait for 5-7 seconds. Remember, your interactions with your baby should be based on mutually taking turns.
- You can use your baby’s daily routines such as feeding time, nappy changing time for interacting

USEFUL OBJECTS OR CONDITIONS

- Times when your baby is comfortable and happy.
- Daily routines (sleeping, going out)
- Picture cards or books