

Fostering Language Development in Infants

HIGHLY MOTIVATING TOY



Out-Of-Reach:

- Never keep a toy out in the open for your child to simply take for him/herself and play alone with.
- Always increase the amount of opportunities for the child to express their wants/needs.
- Place a highly motivating toy in a place where they are able to see where it is; however, they are unable to reach and must request for it themselves

READING BOOKS



Labeling: label items that you see in the book expressively OR receptively. "What is this?" or "Point to the ____."

WH- Questions: Ask "WH-" questions.

→ Remember the developmental hierarchy of "WH-" questions

→ **AGE "WH-" SHOULD BE MASTERED BY:**

WHAT: 2 YEARS OLD

WHERE: 2.5 YEARS OLD

WHO: 3 YEARS OLD

WHY: 3 YEARS OLD

WHEN: 4.5 YEARS OLD

FARM, CARS, DOLLS, ETC.



Parallel Talk: While child is playing, describe everything they are doing. Make sure you are speaking at their level. E.g., If child speaks at the one-word level, make sure you are speaking at the three-word level MAX.

→ If you speak too long of sentences it may overwhelm the child and they will shutdown

Expansion: When your child says something, add on to it. E.g., Child: "I like dog" Caregiver: "Yes! I like the big dog". This allows them to hear an opportunity for them to imitate and expand their utterance with more details.



TOYS WITH MANY PIECES E.G., LEGOS, BLOCKS, ANIMALS

Setting Up/Cleaning Up

Labeling Items: Pull out one object at a time and "greet" the objects (E.g., *take out pig* "Hi Pig!" *putting away toy* "Bye Pig!")

Requesting: Take one object out of box at a time. Teach child to request for "more" of objects in the box.

Negation: Purposely give the wrong item that they ask for. This provides an opportunity to introduce to them how to protest.

→ Helps with behaviors: Instead of your child engaging in a negative behavior they can learn how to say, "no," or, "I don't want".

Sabotage: If you pick up an apple and your child knows that it is an apple, you can tell your child, "Look! I found a potato!" Gives them the chance to communicate with confidence

SONGS/NURSERY RHYMES



Melodic Intonation ("singy-songy" voice) can help increase language development and sustain the child's attention

Sensory Integration: engage in rocking back and forth with them (e.g., row-row your boat), gesturing (e.g., Make your hands go in circles for "go round and round" for Wheels on the Bus)

→ increases attention and motivation

→ children on the autism spectrum may seek for sensory input. This helps them cope with their sensory needs during a language-enriched activity

Sentence Completion: Leave a common word from the song out and have them finish the sentence. Slowly increase amount of blanks in the song to encourage them to sing back with you.

→ "Row Row your ____"

Wait Time: Many children with language delays need a little extra time to process information

