

Responds to people: *Exploring adults face*

Social interaction. Beginning of understanding that you are a separate person. Sensory skills for hands. Eye-hand co-ordination.

TOYS & ACTIVITIES

- › Mirror play.

SONGS & ACTIONS

- › Heads and shoulders.
- › Favourite songs/
nursery rhymes.



- › When sitting close to each other, guide your child's hands to feel the features of your face.
- › As your child explores your face, touch that part on his face and talk about it.
- › Look into a mirror when sitting side by side with your child and point out/label parts of the face, etc.
- › Practise imitating expressions in front of a mirror, e.g., happy, sad, etc.

ATTENTION & CONCENTRATION

- › As your child is 'exploring' your face, wriggle your nose, blow a kiss/raspberry, move your tongue for him to see.
- › Hum/sing favourite tune.
- › Humming also provides vibrations that may increase his awareness.
- › Talk about what he is doing.

TRY TO AVOID

- › Being distressed if he pulls your hair.

Responds to people: *Exploring adults face*

Social interaction. Beginning of understanding that you are a separate person. Sensory skills for hands. Eye-hand co-ordination.

BATHING

- › Provide opportunities for your child to reach and touch your face during bath time.

DRESSING

- › Occasionally position your face close to where he can reach.
- › Talk about what he is touching.

MEALTIMES

- › When breast/bottle feeding, encourage your child to feel and 'explore' your face with either hand.

PLAYING

- › Sing songs with you child facing you.

WAKING

- › Hold your child close to you for your child to reach and touch your face.

OUTINGS

Responds to people: *Encouraging eye contact*

First stage of social interaction.

TOYS & ACTIVITIES

- › Peek-a-boo using a quiet voice initially and then more animated as your child gains confidence.
- › Play peek-a-boo behind the furniture, curtains, when getting dressed.
- › Using a ball, pass it slowly from left to right so that your child can follow it with his eyes, then make it disappear behind your back/head and wait for his eye contact.
- › Using a squeaky/noisy toy, make the noise, stop and wait for eye contact before continuing with the noise.
- › Use finger puppets on your hand and position and wiggle them near your face.

SONGS & ACTIONS

- › Heads and shoulders.
- › If you're happy and you know it.
- › Der glumph.
- › Do you put your hat on your head... (Play School).
- › How do you feel today (Play School).
- › My hands are clapping (Play School).
- › Open shut them.
- › Peek-a-boo (Play School).
- › Twinkle, twinkle.



- › Create enjoyable opportunities for your child to look at your face during the day.
- › Hold your face where you know that your child can focus on you.
- › Respond when he is looking at your face, e.g., a smiling facial expression, verbal praise.
- › Use different facial expressions and see if your child will copy it.
- › When playing with toys/balls, wait for your child to look at you before throwing ball/playing with toy.
- › Use verbal prompts like 'look at me' or 'look into my eyes'.
- › When your child is looking at a toy/object, move the toy so it is next to your eyes and encourage him to look at your eyes.
- › Have child in a well-supported position so that they can focus on eye contact.

ATTENTION & CONCENTRATION

- › Lots of encouragement for his eye contact.
- › Make sounds to attract your child's attention to your face, e.g., talking, whistling, clicking with tongue.
- › Position your child so that he can see your face, e.g., position in a high chair that supports his head.
- › Your child may focus on you more if the room is quiet and less distracting:
 - talk in a quiet voice.
 - try not to have other activities going on.
- › If this is difficult for your child:
 - Reward his momentary glances with a smile and greeting, e.g., 'good looking!'
 - See if a funny facial expression attracts his attention.
 - See if his favourite toy positioned in front of your face will gain his attention.
 - Sing/hum his favourite tune.
 - Take note of when he is best at eye contact, e.g., what environment and who was there and try to repeat it.
 - Use physical touch to get your child's attention, e.g., position your hand on his shoulder or your palm on the side of his cheek.
 - Gently move his chin with your hand so that he is looking at you.

TRY TO AVOID

- › Forcing him to make eye contact.
- › Persisting if your child is tired/upset.

Responds to people: *Encouraging eye contact*

First stage of social interaction.

BATHING

- › Try to position your face where your child can see you and your facial expressions.

DRESSING

- › Position yourself where your child can see your face.
- › Make facial expressions while talking and changing your child.

MEALTIMES

- › Position your child where he can see your face, e.g., look down at his face when breast/bottle feeding, position in supported chair for feeding.

PLAYING

- › Spend some time in a position where your child can see your face, e.g., lying on his back on floor, sitting in supported seat and facing you.

WAKING

- › Talk to your child to gain his attention, and encourage him to look at you.
- › Sing/hum his favourite tune.

OUTINGS

Responds to people: *Laughing and chuckling*

This is a method of communication pleasure and delight.

TOYS & ACTIVITIES

- › Peek-a-boo with a scarf/cloth.



SONGS & ACTIONS

- › Sing favourite songs in funny voices.
- › Pat-a-cake.
- › Round and round the garden.
- › 1, 2, 3, 4, 5 once I caught a fish alive.

- › Find out what activities/sensations provide pleasure for your child, e.g:
 - Movement, e.g., bouncing on your knee, rocking, swaying.
 - Sensations, e.g., tickling, deep pressure like a massage, smell, sounds, colours.
 - Different facial expressions by you.
 - Different sounds that you make for your child.
- › When your child is alert try using one or more of the above to find out what gives your child pleasure.
- › Pause during the activity to watch how your child is responding, e.g., if they turn away or look worried, then change the activity. If they are chuckling or laughing continue for a few moments longer.
- › Talk to your child about how you think they are feeling.

ATTENTION & CONCENTRATION

- › Use your voice in a variety of ways, e.g., softly, quickly, squeaky and see how your child responds.

Responds to people: *Laughing and chuckling*

This is a method of communication pleasure and delight.

BATHING

- › Find out what sensations in the bath your child enjoys, e.g., splashing, rubbing/tickling and try to provide this. Pause between interactions to allow your child to laugh/chuckle.

DRESSING

- › When your child is lying down and facing you ready to be dressed or to have their nappy changed, try different facial expressions and/or voices as you talk to your child. Notice their reactions especially laughter and chuckling.

MEALTIMES

- › Use your voice in an elated tone to gain your child's attention and to encourage a laugh.

PLAYING

- › Choose times when your child is alert and well rested to begin some interactions.
- › When your child is lying on the floor or in supported sitting, try some of the above suggestions and notice which activities give your child pleasure, e.g., peek-a-boo, pat-a-cake

WAKING

- › You may want to wake your child with a sensation that he finds pleasurable, e.g., tickling.
- › Sing a song as you enter the room with clapping or movement.

OUTINGS

- › Lift your child high in air to touch something like a leaf or a tree.

Responds to people: *Responding to mirror*

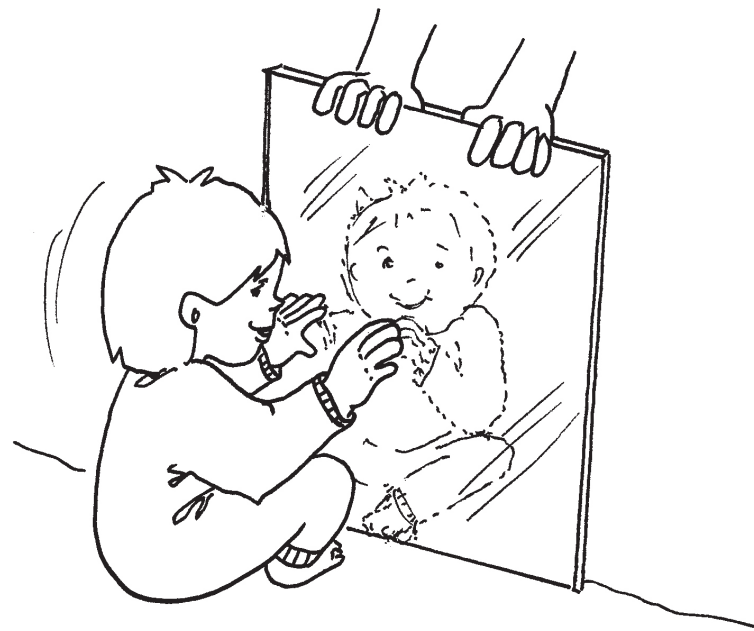
Recognising themselves. Social interactions.

TOYS & ACTIVITIES

- › Dress ups, e.g., big hats/shoes.
- › Peek-a-boo.
- › Interactions with dolls/teddies.

SONGS & ACTIONS

- › Pat-a-cake.
- › Twinkle, twinkle.
- › Heads and shoulders.



- › Provide a floor length mirror.
- › Talk and smile at the mirror image.
- › Sing simple tunes.
- › Guide your child's hands to touch the image in the mirror and talk about what he is doing.

ATTENTION & CONCENTRATION

- › Tap the mirror to gain your child's attention.
- › Talk to your child about what he is doing.

Responds to people: *Responding to mirror*

Recognising themselves. Social interactions.

BATHING

- › Before/after a bath, hold your child near mirror to look at and interact with reflection.

DRESSING

- › After dressing, hold your child near mirror to look at self.

MEALTIMES

- › Place a mirror in front of your child so that he can watch himself eat.

PLAYING

- › Use a playmate that has a small mirror that your child can look at/interact with.
- › Lie on floor on tummy, with a mirror on floor in front of your child.

WAKING

OUTINGS

- › Some pusher/car toys have mirrors on them.

Responds to sounds: *Responding to own name*

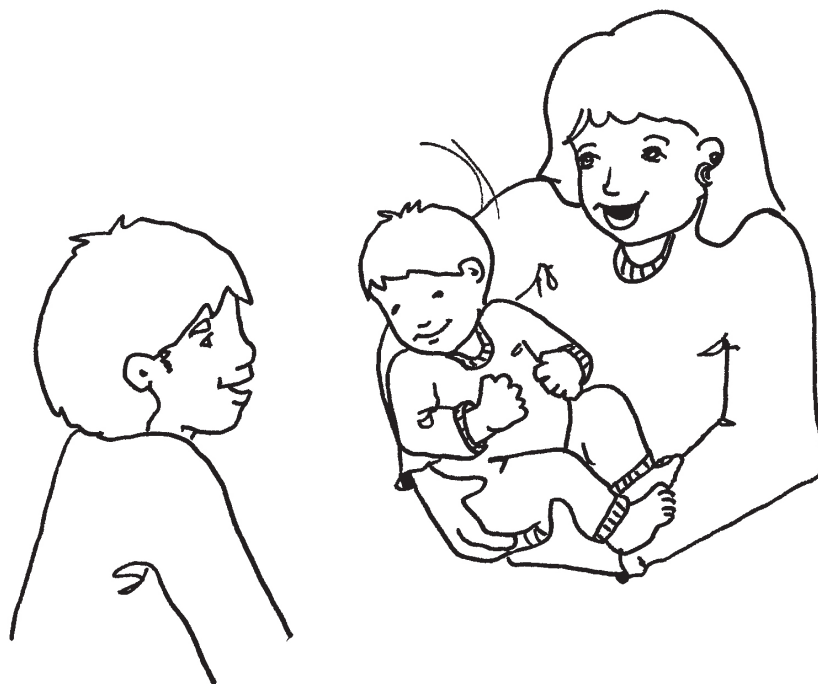
Recognises own name. Social skills.

TOYS & ACTIVITIES

- › Mirror chatting and pointing to different parts of his body.

SONGS & ACTIONS

- › Peek-a-boo.
- › Where is?
- › I wonder what your name is (Play School).



- › Try to consistently use the same name when you talk to your child.

ATTENTION & CONCENTRATION

- › Vary the tone of your voice.
- › Before playing or doing activities, call your child's name.
- › Touch your child when calling his name.
- › Use a mirror and point to your child and use his name.

TRY TO AVOID

- › Using a variety of names for your child.

Responds to sounds: *Responding to own name*

Recognises own name. Social skills.

BATHING

- › Talk to your child and use their name, e.g., where is’s face/legs/arms

DRESSING

- › Play peek-a-boo when pulling clothing over his head and use his name.
- › Talk about his clothes and use his name, e.g., this is’s shirt.

MEALTIMES

- › Use his name when talking to him at mealtimes, e.g., this is’s bread.

PLAYING

- › When interacting with your child, try to incidentally use his name in the conversation.
- › Talk about’s toys.

WAKING

- › Greet him with his own name when he wakes up, e.g., good morning

OUTINGS

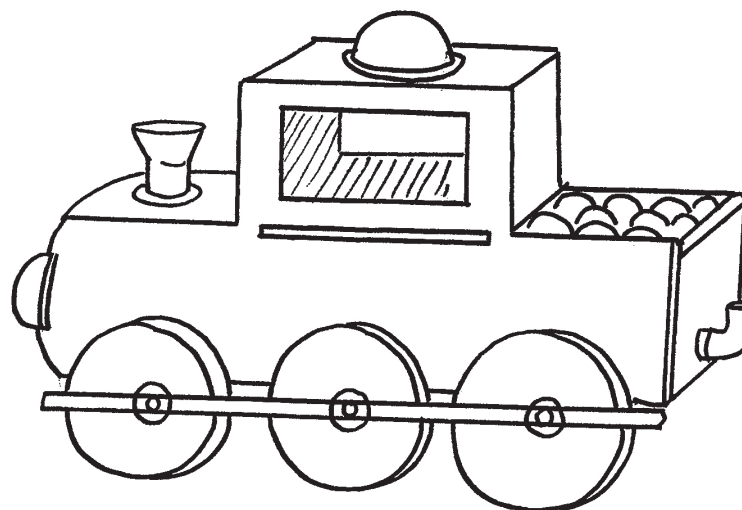
- › Use his name when out and about as you talk about what you are doing.

Responds to sounds: *Imitating environmental sounds*

Practising sounds in a fun way. Connecting between sounds that are heard and sounds that he makes.

TOYS & ACTIVITIES

- › Toys of typical things that we would hear and see during the day, e.g:
 - Truck/car/bus/train.
 - Animals.
- › Toys that make a sound, e.g.,
 - Squeaky/rattles/musical.



SONGS & ACTIONS

- › Old Macdonald.
- › The wheels of the bus....
- › 5 little ducks.
- › Der glumph went the little green frog.
- › We're going on a bear hunt.

- › Notice and talk about sounds that you hear during the day. Try to make these sounds and encourage your child to copy you, e.g., clock ticking, dog barking, phone ringing.
- › When playing, make accompanying sounds, e.g., car/train noises, animal noises for animal toys.

ATTENTION & CONCENTRATION

- › Notice what sounds that your child is aware of and talk about them.

TRY TO AVOID

- › Noisy environments where it is hard for your child to distinguish between sounds.
- › Noises that startle your child.

Responds to sounds: *Imitating environmental sounds*

Practising sounds in a fun way. Connecting between sounds that are heard and sounds that he makes.

BATHING

- › Squeaky bath toys to imitate.
- › Whooshing sound of the bath water when splashing.
- › 'Rain' buckets.

DRESSING

- › Zippers and press studs.

MEALTIMES

- › Can opening sounds, e.g., pop.
- › Stirring in a cup.
- › Using beaters/blenders.
- › Exhaust fan in the kitchen.
- › Dishwasher.

PLAYING

- › Telephone ringing with toy telephone.
- › Animal noises.
- › Car/truck/bus/train noises.

WAKING

OUTINGS

- › Notice and talk about the sounds that you hear when out, e.g., noisy truck, birds.

Making sounds: Making sounds

Your child is generating own sounds.

TOYS & ACTIVITIES

- › Playing in front of mirror to watch mouth movements to make sounds.
- › Blowing bubbles with a straw into a glass or bowl of water.

SONGS & ACTIONS

- › Favourite nursery rhymes and songs.



- › Respond to your child when he makes a sound.
- › Imitate the sound back to your child.
- › Use your face and voice to communicate with your child, even if your child is not making any reciprocal sounds.
- › Try to identify what sound indicate pleasure, distress.

ATTENTION & CONCENTRATION

- › Make unusual sounds with your mouth when your child is looking at you, e.g:
 - Blow a raspberry.
 - Talk in a high pitched/low voice.
 - Click tongue.

Making sounds: Making sounds

Your child is generating own sounds.

BATHING

- › Talk to and sing with your child as you bathe them.
- › Respond to vocalisations that your child makes, by imitating and talking about what you think that your child is feeling.

DRESSING

- › When dressing and changing your child try to look at your child's face and talk with them.
- › Respond to vocalisations that your child makes by imitating and talking about what you think that your child is feeling.

MEALTIMES

- › Talk to your child about what is happening and how you think your child may be feeling.
- › Try to position your face so that your child can see your facial expressions and your mouth movements.

PLAYING

- › Talk about what you and your child are doing.
- › Respond to vocalisations that your child makes, by imitating and talking about what you think that your child is feeling.

WAKING

- › Try to position your child so that he can see your face before he is helped out of bed/cot.
- › Talk to him about what you are doing.
- › Respond to vocalisations that your child makes, by imitating and talking about what you think that your child is feeling.

OUTINGS

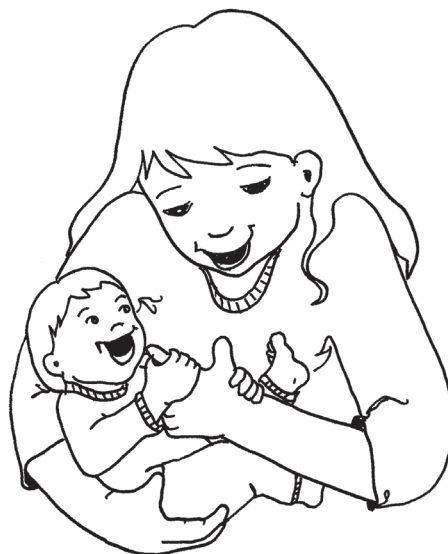
- › Talk to your child about where you are going.
- › Respond to vocalisations that your child makes, by imitating and talking about what you think that your child is feeling.

Making sounds: *Laughing and chuckling*

This is a method of communication pleasure and delight.

TOYS & ACTIVITIES

- › Peek-a-boo.



- › Find out what activities/sensations provide pleasure for your child, e.g:
 - Movement, e.g., bouncing on your knee, rocking, swaying.
 - Sensations, e.g., tickling, deep pressure like a massage, smell, sounds, colours.
 - Different facial expressions by you.
 - Different sounds that you make for your child.
- › When your child is alert try using one or more of the above to find out what gives your child pleasure.
- › Pause during the activity to watch how your child is responding, e.g., if they turn away or look worried, then change the activity. If they are chuckling or laughing continue for a few moments longer.
- › Talk to your child about how you think they are feeling.

SONGS & ACTIONS

- › Sing favourite songs in funny voices.
- › Pat-a-cake.
- › Round and round the garden.
- › 1, 2, 3, 4, 5 once I caught a fish alive.

ATTENTION & CONCENTRATION

- › Use your voice in a variety of ways, e.g., softly, quickly, squeaky, and see how your child responds.

Making sounds: *Laughing and chuckling*

This is a method of communication pleasure and delight.

BATHING

- › Find out what sensations in the bath your child enjoys, e.g., splashing, rubbing/tickling and try to provide this. Pause between interactions to allow your child to laugh/chuckle.

DRESSING

- › When your child is lying down and facing you ready to be dressed or to have their nappy changed, try different facial expressions and/or voices as you talk to your child. Notice their reactions especially laughter and chuckling.

MEALTIMES

PLAYING

- › Choose times when your child is alert and well rested to begin some interactions.
- › When your child is lying on the floor or in supported sitting, try some of the above suggestions and notice which activities give your child pleasure, e.g., peek-a-boo, pat-a-cake.

WAKING

OUTINGS

Making sounds: *Vocalising without movement*

As your child gains more control over their body's movements, they can begin to make sounds without also moving their body.

TOYS & ACTIVITIES

SONGS & ACTIONS

- › Sing and hum favourite nursery rhymes.
- › Lullabies.



- › Offer quiet play times with 'quiet' activities, e.g., looking at a book/toy together.
- › At these times, use a soft voice.
- › Use predictable movements, e.g., gentle rocking/hug (not bouncing/tickling)
- › Whilst talking softly to your child, hold their hands and move in the rhythm of your voice.
- › Let your child feel your face as you talk to them quietly.
- › When singing and humming, pause occasionally to allow your child an opportunity to respond with some vocalisation.

ATTENTION & CONCENTRATION

Making sounds: Vocalising without movement

As your child gains more control over their body's movements, they can begin to make sounds without also moving their body.

BATHING

- › Use a soft voice and predictable movements when bathing.
- › Talk to your child about what you are doing or sing a gentle/rhythmical song that your child can learn and sing.

DRESSING

- › Try to regularly engage in eye contact with your child as you are dressing and nappy changing.
- › Use a soft voice and predictable movements.
- › Talk to your child about what you are doing and what the clothing is called.

MEALTIMES

- › When possible, try to make the mealtimes when your child is relaxed and alert.
- › Talk to your child in a quiet voice and sing/hum during the time.
- › Talk about what you are doing and what the child is doing.

PLAYING

- › During the day find some times of quiet play when your child is alert and relaxed.
- › Allow some time to sing/hum/interact together when your child is well supported in lying/sitting and facing you.

WAKING

- › Talk with your child when they first wake up in a quiet, soothing voice.
- › Allow times for your child to interact with you with their face and/or voice.

OUTINGS

- › When driving or in the stroller, talk to your child about what is happening.
- › Sometimes sing/hum with your child songs/tunes that can become familiar for your child.
- › When your child is familiar with a tune, pause occasionally for you child to participate in the singing/humming.

Making sounds: Making cooing/vowel sounds

Beginning of own vocalisation for your child.

TOYS & ACTIVITIES

- › Makes sounds in front of a mirror with your child.
- › Make sounds for different toys, e.g., car noise, talking noises for dolls.

SONGS & ACTIONS

- › Favourite nursery rhymes and songs.



- › With your face looking directly at your child's face, make different vowel sounds and encourage your child to respond.
- › Try to position yourself so that your child can see your face and the way your mouth is shaped when you make sounds with your child.
- › Imitate the cooing noise back to your child like in a conversation.

If your child has difficulty making different sounds, when they are relaxed and comfortable:

- › Gently move their lips open and closed when they vocalise so that they can make different sounds.
- › Gently vibrate your hands on your child's chest when they are breathing out with a sound. The vibration will vary the sound that your child makes. They may or may not enjoy this – don't continue if they are becoming distressed.
- › Exaggerate your responses a little with more animation in your expressions.

ATTENTION & CONCENTRATION

- › Use a different tone of voice to attract your child's attention, e.g., high pitched or low.
- › Talk to your child about everyday things.
- › Imitate the sounds that he makes and encourage him to repeat them.

TRY TO AVOID

- › Don't continue if your child is becoming distressed.

Making sounds: Making cooing/vowel sounds

Beginning of own vocalisation for your child.

BATHING

- › Talk to your child whilst in the bath.
- › Imitate any sounds that they make.

DRESSING

- › Try to be face to face during dressing so that your child has the opportunity to watch your mouth and face move while you are talking.
- › Talk to your child whilst dressing them.
- › Imitate any sounds that he makes and encourage him to make more.

MEALTIMES

- › Try to have some eye contact during the mealtime so that your child can watch your face.
- › Talk to him about the food.
- › Respond and imitate any sounds that he makes.

PLAYING

- › Talk to your child about what is happening.
- › Try to interpret his feelings by the sounds that he is making and talk to him about that.
- › Respond and imitate any sounds that he makes.

WAKING

- › Try to make eye-contact with your child and talk to him about waking up.
- › Sing gently some songs and watch his facial expressions during the songs, encouraging to participate by pausing every now and then.

OUTINGS

- › Talk to your child about where your are going in the car/stroller.
- › Try to make some times available when you can talk to him face to face and 'respond' to each other.
- › Talk about other sounds that you can hear in the environment.

Making sounds: Vocalising delight

It is an expression of delight.

TOYS & ACTIVITIES

- › Peek-a-boo.
- › Tickling games.

SONGS & ACTIONS

- › Round and round the garden.
- › This little piggy went to market.
- › 1, 2, 3, 4, 5 once I caught a fish alive.



- › Work out what activities/sensations your child most enjoys.
- › Play 'anticipatory games/songs that can involve gentle tickling like 'round and round the garden' or 'this little piggy went to market'.
- › Make noises and funny faces that you know your child will enjoy.
- › Hold me in different positions for a few moments, e.g., up in the air.

ATTENTION & CONCENTRATION

- › Ensure that you pause every now and then to check how your child is feeling. If your child is feeling over stimulated (and had enough) he may turn/look away, cry, change breathing to be shallower or look worried.

Making sounds: Vocalising delight

It is an expression of delight.

BATHING

- › When your child is well supported in the bath, play a 'creeping' game with the bath mitt/cloth and creep up to tickle your child.
- › When drying your child play 'peek-a-boo' with the towel and/or your hands.

DRESSING

- › Play 'peek-a-boo' behind the item of clothing that you are going to put on your child.
- › Make funny faces and noises with your child as you dress.
- › Blow raspberries on your child's skin or gently rub your head on his tummy.

MEALTIMES

- › When your child has finished their meal, play 'peek-a-boo' with a napkin/cloth.
- › Provide opportunities during the day for the above activities.

PLAYING

- › Provide play in a variety of different positions, e.g., lying on tummy/back/side or sitting in a supported chair. Talk to your child in these different positions and make funny faces/noises for his enjoyment.

WAKING

OUTINGS

Making sounds: *Babbling with inflections*

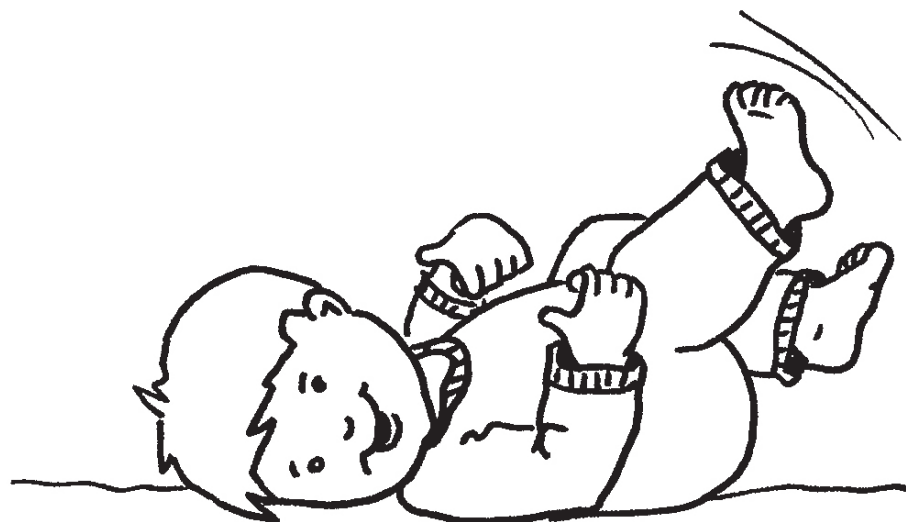
Sounds more like conversation.
Inflections provide more meaning to spoken words.

TOYS & ACTIVITIES

- › Provide toys/puppets that your child responds to, e.g., TV character toys.
- › Toy telephones.
- › Walkie talkies.

SONGS & ACTIONS

- › Pat-a-cake.
- › Peek-a-boo.
- › When you're happy and you know it.
- › Nursery rhymes.



- › Respond as though you have understood what your child is saying.

ATTENTION & CONCENTRATION

- › Sometimes use exaggerated tone in your voice, e.g., when reading a story, playing with puppets.
- › Respond as though you have understood what your child is saying.
- › Try to understand what he is saying and respond with your own sentences.
- › Your child may focus attention better without toys that distract him.

TRY TO AVOID

- › Interrupting your child when he is having a 'conversation' with himself.

Making sounds: Babbling with inflections

Sounds more like conversation.
Inflections provide more meaning to spoken words.

BATHING

- › Provide bath toys that are characters, e.g., plastic doll, plastic animals.
- › Demonstrate chatting to the toys while washing them.

DRESSING

- › Have posters/pictures near the change area that your child can chat to while being changed/dressed.
- › Talk about items of clothing when they are being put on or taken off.

MEALTIMES

- › Have 'conversations' with your child at mealtimes.

PLAYING

- › Demonstrate talking to toys/dolls/puppets.

WAKING

- › Position posters/pictures with characters near your child's bed for him to have conversations with when he awakes.

OUTINGS

- › In the car/stroller provide character toys that your child can chat to while moving along.

Making sounds: *Conversations with babbles*

Your child learns about interacting. It is the beginning of communication exchanges. Put together vowel and consonant sounds and some variations in pitch, rate, etc.

TOYS & ACTIVITIES

- › Mirrors.
- › Doll and character toys.

SONGS & ACTIONS

- › Songs with interactions, e.g:
 - Where is Thumbkin?
 - Two little dickie birds.
 - Old Macdonald had a farm.



- › Encourage your child to babble by reacting as if you have understood and responding, e.g., “Oh really, and what happened next?”
- › When ‘conversing’ with your child, pause and allow your child to ‘have their say’ like in a conversation.
- › Show with your facial expression that you are waiting for/anticipating their response.
- › Provide a mirror that your child can babble to, e.g:
 - Floor length mirror.
 - Mirror that is set low.
 - Mirror supported at eye level for your child.
 - Small mirrors on toys/mats.
- › Try to interpret what your child may be attempting to say, e.g., talk about the activity that they are doing.

ATTENTION & CONCENTRATION

- › Using a more animated voice may help to focus your child’s attention.

Making sounds: *Conversations with babbles*

Your child learns about interacting. It is the beginning of communication exchanges. Put together vowel and consonant sounds and some variations in pitch, rate, etc.

BATHING

- › Talk to your child about what is happening in the bath. When your child makes a response, try to interpret for them and respond accordingly, e.g., 'that was a big splash, wasn't it?'

DRESSING

- › When your child is facing you, have 'conversations' with your child about what you are doing, e.g., 'will be put on the red socks or the blue socks today?'. 'Oh, you want the blue socks'.

MEALTIMES

- › Talk to your child about the meal/food.
- › When your child babbles to you, respond as if in a conversation.

PLAYING

- › Provide opportunities to have a mirror to babble to, e.g., a floor length mirror or a mirror on a play mat.
- › Encourage your child to interact with the mirror and with other people.
- › Practise 'choice making' with your child by offering 2 different toys and asking your child to select which one and waiting for a babble response; they may have a preference, if not, talk to him about which one you have chosen.

WAKING

OUTINGS

- › When out in the car or stroller, 'chat' to your child about everyday things and ask questions like in a conversation. Respond to your child as if you have understood their babbles.

Uses gestures: *Waving bye bye*

Social and communication skills.
Hand function.

TOYS & ACTIVITIES

- › When packing up toys, wave bye bye to model the behaviour.



ATTENTION & CONCENTRATION

- › Provide lots of opportunities for your child to see waving as a means of communication.

SONGS & ACTIONS

- › Good bye song.

- › Initially guide his movement to show him how to do it.

TRY TO AVOID

- › Pressure to wave.

COMMUNICATION
SKILLS

C4A

Uses gestures: *Waving bye bye*

Social and communication skills.
Hand function.



BATHING

- › Wave bye bye to the bath water when letting the water out.

DRESSING

- › Wave bye bye to the dirty clothes/nappy when you put them away.

MEALTIMES

- › Wave bye bye to dishes when you put them in the dishwasher/cupboard.

PLAYING

- › Model waving behaviour during games and social activities.

WAKING

OUTINGS

- › Model waving behaviour when say good bye to other people.

Uses gestures: Using gestures

Form of communication.
Hand function.

TOYS & ACTIVITIES

- › Hand and finger puppets.
- › Dress ups.



ATTENTION & CONCENTRATION

- › Keep 'conversations' short.
- › Exaggerate your facial expressions.

SONGS & ACTIONS

- › If you're happy and you know it.
 - › How do you feel today.
 - › Everybody do this.
 - › Pat-a-cake.
- › Try to understand what your child is trying to communicate by looking at the activity, his facial expressions and what else is happening.
 - › Respond to your child as if you have understood.
 - › Respond with simple sentences about the 'topic' - this is modelling how he can use words for conversation.
 - › Finger plays and action songs, help your child to learn about facial expressions and gestures.
 - › Demonstrate actions as you talk about them.

Uses gestures: *Using gestures*

Form of communication.
Hand function.

BATHING

- › Demonstrate washing dolls/your child as you talk about it.
- › Talk about what you are doing as you do it.

DRESSING

- › Talk about what part of his body you are dressing.

MEALTIMES

- › Talk about the food and how he is using the utensils, e.g., spoon.
- › Show him the empty bowl as you talk about it being empty.

PLAYING

- › Use exaggerated gestures during pretend play time.

WAKING

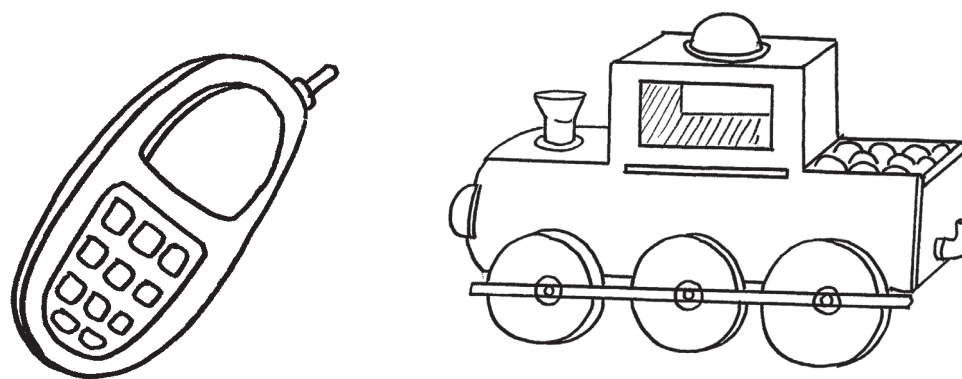
OUTINGS

Uses gestures: Vocalizing with gestures

Increased communication/meaning.

TOYS & ACTIVITIES

- › Toy telephone, walkie talkie.
- › Dress ups.



- › Allow your child some time to indicate what he wants, e.g., don't always try to anticipate what he wants.
- › When your child vocalises and gestures towards something, then try to anticipate/work out what it is that he wants and ask him "Do you want the....?"
- › Offer a choice between two items, and wait for him to respond, e.g., "Do you want to have the ball or the book?"

SONGS & ACTIONS

- › Where is Thumbkin?
- › 5 little ducks.

ATTENTION & CONCENTRATION

- › Give attention and praise when your child vocalizes with gestures to help his communication.

Uses gestures: Vocalizing with gestures

Increased communication/meaning.

BATHING

- › Offer 2 bath toys and ask your child to indicate which one he wants.

DRESSING

- › When practical offer a choice of 2 items, e.g., 2 pairs of socks, 2 different coloured shirts.

MEALTIMES

- › When practical offer a choice of 2, e.g., milk or juice, apple or pear.

PLAYING

- › Offer a choice between 2 different toys/activities and wait for his response

WAKING

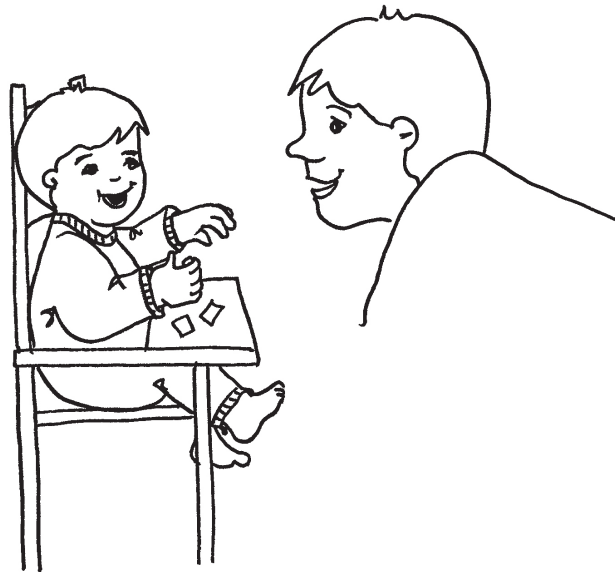
OUTINGS

- › When practical, offer your child a choice of activities/ directions when out, e.g., at the playground, choice between the swing and the sandpit.

Says words: Using single sounds/words with meaning

First stage of making a sentence.

TOYS & ACTIVITIES



SONGS & ACTIONS

- › Songs with actions help your child's understanding of words, e.g., finger plays like
 - Twinkle, twinkle.
 - Where is Thumbkin?
 - Incy wincy spider.

- › Talk to your child about everyday things/objects.
- › Use normal conversation and simple sentences when talking with and responding to your child.

ATTENTION & CONCENTRATION

- › Try to work out what your child might be saying by looking at things around him. Respond to him as if he has said a sentence and respond with your own sentence.
- › When singing songs/using rhymes, pause occasionally for your child to be able to 'fill the gap' with his language, e.g., baa baa black sheep, have you any?

TRY TO AVOID

- › Repeating mistakes back to your child.
- › Using one word sentences with your child.

Says words: Using single sounds/words with meaning

First stage of making a sentence.

BATHING

- › Talk to your child about what you are doing together. Use names of objects/toys while you are playing with/washing/using them.

DRESSING

- › Talk to your child about what you are doing together, e.g., show him the clothes/nappy and name them before using them.

MEALTIMES

- › Talk to your child about what you are doing together. Use names of utensils and talk about what the food/drink is.

PLAYING

- › Talk to your child about what you are doing together. Use names of objects/toys.

WAKING

- › Talk about the teddies/objects in his bed.

OUTINGS

- › Talk about what you see when you are out.
- › CDs and tapes in the car can help your child to learn language through songs/rhymes.

Says words: Using greetings

Social and communication skills.

TOYS & ACTIVITIES

- › Pop up toys.
- › Books – looking for different characters.
- › Mirror.
- › Puppets.



- › Use everyday situations to model and practise saying hello and good bye.
- › Talk about and practise different ways to say hello and good bye.

SONGS & ACTIONS

- › Peek-a-boo.
- › Jack in the box.
- › Where is Thumbkin?
- › Five little ducks.

ATTENTION & CONCENTRATION

- › Verbal encouragement and praise when your child does it spontaneously.

TRY TO AVOID

- › Telling your child to say hello or good bye.

Says words: *Using greetings*

Social and communication skills.

BATHING

- › Say hello and good bye to bath toys.
- › Say good bye to the bath water when you pull out the plug.

DRESSING

- › Saying good bye to dirty clothes/nappy as you put them in basket/bin.

MEALTIMES

PLAYING

- › When getting out and packing up toys, model saying hello and good bye.

WAKING

- › Use greetings when your child wakes.

OUTINGS

- › Say good bye to the park/playground when you leave.

Says words: *Saying first words*

Children's first words are usually words that are meaningful to them. Confidence. Social skills.

TOYS & ACTIVITIES

- › Character toys and dolls.



SONGS & ACTIONS

- › Songs with actions help your child's understanding of words.

- › Encourage all attempts of speech or making speech – noises.
- › Be a good listener; let your child know that his talking is important .
- › Use normal conversations and simple sentences to talk to your child about everyday things. Describe what you see, hear, feel, smell and taste using short, simple sentences.
- › Describe in a few simple words enjoyable activities that your child is doing, e.g., 'splashing water, mummy wet, all dry now!'
- › When your child uses a word, try to repeat it back to him using a phrase, so that he can hear it again and learn the extra words, e.g., child says 'yummy', you can reply: 'yes, yummy ice cream'.

ATTENTION & CONCENTRATION

- › Lots of praise and encouragement.
- › Name everyday objects for your child and talk about them during the day.

TRY TO AVOID

- › Correcting or repeating your child's mistakes.
- › Using long sentences that have too much detail for your child to understand.

Says words: *Saying first words*

Children's first words are usually words that are meaningful to them. Confidence. Social skills.

BATHING

- › Talk to your child about what you are doing together. Use names of objects/toys while you are playing with/washing/using them.

DRESSING

- › Talk to your child about what you are doing together, e.g., show him the clothes/nappy and name them before using them.

MEALTIMES

- › Talk to your child about what you are doing together. Use names of utensils and talk about what the food/drink is.

PLAYING

- › Talk to your child about what you are doing together. Use names of objects/toys.

WAKING

- › Talk about the teddies/objects in his bed.

OUTINGS

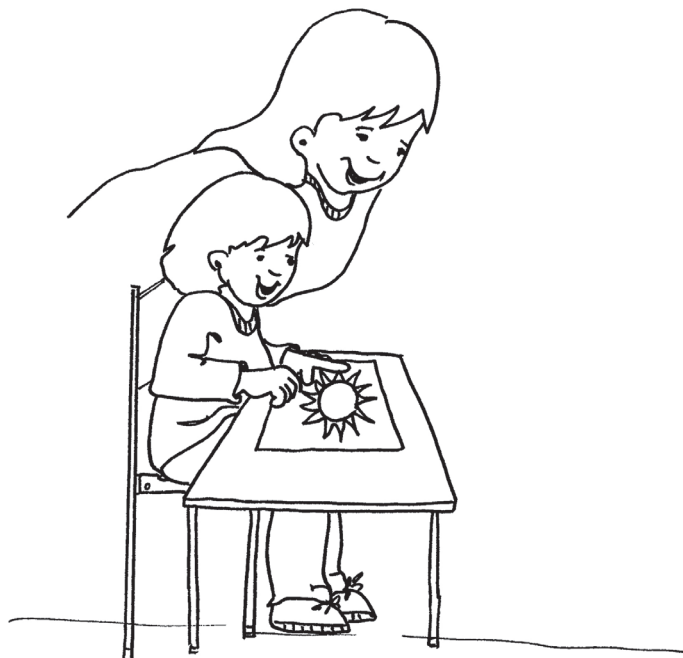
- › Talk about what you see when you are out.
- › CDs and tapes in the car can help your child to learn language through songs/rhymes.

Says words: Naming objects

Understanding of nouns.

TOYS & ACTIVITIES

- › Character toys that he is familiar with from books, TV.
- › Books with one or two familiar objects to each page.
- › Ball.
- › Blocks.



SONGS & ACTIONS

- › There is someone who is hiding. (Play School).
- › Old Macdonald had a farm - use pictures/toys for choosing the next animal.

- › Talk about and name everyday objects with your child.
- › Your child will need to understand words before he can say it, so to check whether he understands names of objects, ask your child to point to pictures/objects that you name.
- › When you know that your child knows the name of an object, show him the object and ask him what it is.
- › Hold up 2 familiar toys/objects and ask your child to name the one he would like to play with.
- › Name characters and objects in books for your child.

ATTENTION & CONCENTRATION

- › Remove distractions, e.g., have only one or two objects in front of your child for him to focus on.

TRY TO AVOID

- › Correcting or repeating mistakes that your child makes.

Says words: Naming objects

Understanding of nouns.

BATHING

- › Talk about and name the bath toys.
- › Show him 2 toys and ask him which one he wants.

DRESSING

- › Name clothes that he is wearing.
- › Name body parts as you help him get dressed.

MEALTIMES

- › Name items that he is using, e.g., bottle, bowl, spoon.

PLAYING

- › Offer a choice of 2 different foods.
- › Offer him 2 familiar toys and ask him which one he wants.

WAKING

- › Name the teddies and toys in his bedroom.

OUTINGS

- › Talk about and name equipment at the playground.
- › Name items that you see, e.g., truck, dog, tree.

Says words: Sings sounds and words with music

A variety of intonations, rhythms and words.

TOYS & ACTIVITIES

- › Character toys that can accompany songs, e.g., Humpty dumpty, bananas in Pyjamas.
- › Toys/objects that can act like instruments, e.g., banging on a saucepan/lid.
- › Toy microphones.
- › Musical bells/shakers.
- › Musical toys, e.g., play music when a button is pushed.

SONGS & ACTIONS

- › Nursery rhymes, e.g., twinkle, twinkle.
- › Do you put your hat on your tummy, your tummy, (Play School).



- › Use your child's favourite, repetitive songs during the day.
- › Make up your own words for simple tunes, e.g., this is the way we wash the toes, to 'here we go 'round the mulberry bush' tune.
- › Pause during a familiar song for your child to fill in the missing words, e.g., Twinkle, twinkle little....

ATTENTION & CONCENTRATION

- › Pause during a familiar song and allow time for your child to say/sing the missing word.
- › Use musical instruments/toys to increase motivation/interest.

Says words: *Sings sounds and words with music*

A variety of intonations, rhythms and words.

BATHING

- › Use familiar tunes to sing songs about bathing.
- › Use character toys in the bath, e.g., plastic humpty dumpty, plastic star shape for twinkle, twinkle.

DRESSING

- › Sing familiar songs/tunes while dressing about what you are doing, e.g., modify 'here we go round the mulberry bush' to the activity you are doing.

MEALTIMES

- › Sing a song or 'grace/blessing' to begin a meal.
- › Sing about a particular food, e.g., 'hot potato' or 'cold spaghetti'.

PLAYING

- › Sing familiar songs during playing.
- › Sing songs that are associated with character toys/television characters, e.g., Bananas in Pyjamas.

WAKING

- › Sing a version of a good morning song.

OUTINGS

- › Have CDs/tapes in the car with your child's favourite nursery rhymes and songs.

Says words: *Imitates 2 word phrases*

TOYS & ACTIVITIES

- › Everyday toys/objects.



- › Incidentally use 2 word phrases during the day, e.g., more juice, big ball.
- › When your child uses single words, try to expand this to 2 words, e.g., ball, yes, that's a red ball.
- › Talk about activities as doing them so that your child can see/hear/feel what you are talking about.

ATTENTION & CONCENTRATION

- › Lots of verbal encouragement and praise for communication attempts.

TRY TO AVOID

- › Forcing your child to say things.

Says words: *Imitates 2 word phrases*

BATHING

- › Talk about bath toys, e.g., duck, yes, that's a blue duck.

DRESSING

- › Talk about clothes that you are using and body part being dressed. When your child responds with a single word, try to expand this to 2 words, e.g., shoe, yes you have a brown shoe.

MEALTIMES

- › Talk about the food and the utensils. When your child responds with a single word, try to expand it.

PLAYING

WAKING

OUTINGS

Says words: Recognizes and names pictures

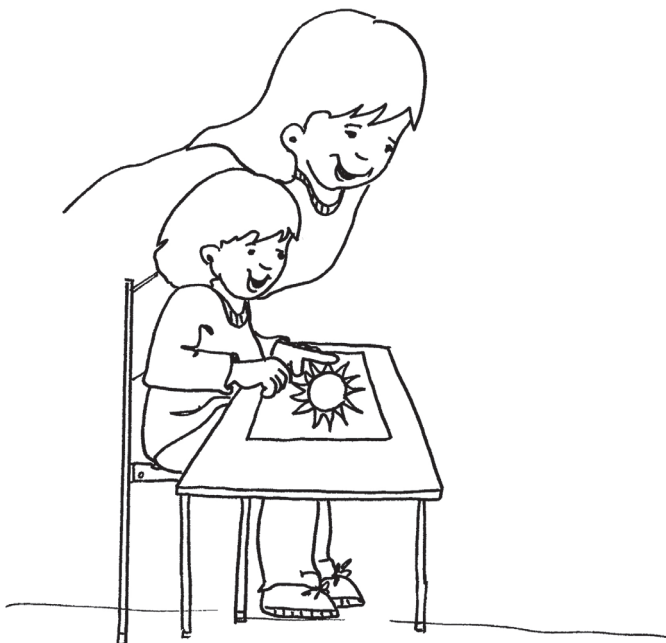
Understanding of symbolic representation.

TOYS & ACTIVITIES

- › Picture books.
- › Photos.
- › A photo album of familiar people.
- › Posters/pictures of familiar objects/characters, e.g., TV characters.

SONGS & ACTIONS

- › Familiar character songs that are in books, e.g:
 - Bananas in Pyjamas.
 - Wake up Jeff.
 - Humpty Dumpty.



- › Provide opportunities during the day to look at and name pictures.
- › Make up picture books of your own by using photos or pictures from magazines.

ATTENTION & CONCENTRATION

- › Try to look at only one picture at a time, if necessary cover up other pictures with a cloth or piece of paper.
- › Your child may be able to focus on pictures/books better if positioned on a slant board or vertically in front of him.

Says words: *Recognizes and names pictures*

Understanding of symbolic representation.

BATHING

- › Use a plastic book in the bath and name characters in book together.

DRESSING

- › Let your child hold a picture book or small photo album during change times. Talk about who/what is in the pictures.

MEALTIMES

- › Use a placemat with character pictures or make your own by laminating photos/pictures.

PLAYING

- › Have pictures/posters in play area.
- › Have a variety of picture books available for your child to look at with you.

WAKING

- › Have pictures/posters on the wall near bed.
- › Have mobile hanging in bed room and talk about characters on mobile.

OUTINGS

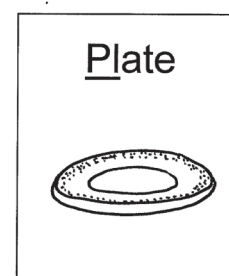
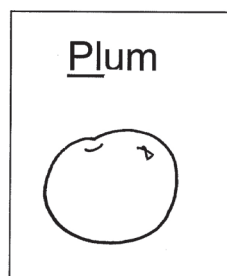
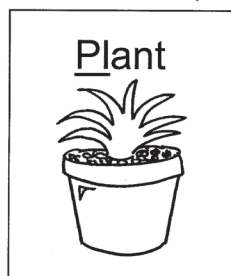
- › Have small pictures books when going in the car/stroller.
- › Make up picture books using photos from outings and talk about these before and after visiting.

Says words: Including final and initial consonants

When beginning to say some words, children may not use all the consonants. Fine oral-motor co-ordination.

TOYS & ACTIVITIES

- › Make funny faces and sounds at the mirror.



SONGS & ACTIONS

- › Favourite songs/nursery rhymes.
- › Old Macdonald.

- › Try to be in a position where your child can watch your mouth as you speak.
- › Practise talking together in front of a mirror where your child can watch his mouth movements as well as yours.
- › Use pictures related to the sound that your child has difficulty with, e.g., pictures of items that have 'pl' at the beginning of the word.

ATTENTION & CONCENTRATION

- › Try to figure out what your child has said by looking at the activity/environment.
- › Model correct pronunciation by using a sentence with the mispronounced word in it for your child to hear while he is watching your mouth movements.
- › Let your child feel your mouth movements as you say the word, by holding his hands to your lips.

TRY TO AVOID

- › Repeating/copying your child's mistakes back to him.
- › Looking worried by your child's attempts to speak.

Says words: When beginning to say some words, children may not use all the consonants.

Fine oral – motor co-ordination.

BATHING

- › Pay particular attention to how you speak.
- › Model appropriate words.

DRESSING

- › Pay particular attention to how you speak.
- › Model appropriate words.

MEALTIMES

- › Pay particular attention to how you speak.
- › Model appropriate words.

PLAYING

- › Play games involving a mirror.
- › Hold toys up to the mirror and take turns saying “Hello Teddy”, etc.

WAKING

- › Pay particular attention to how you speak.
- › Model appropriate words.

OUTINGS

Understands words: *Recognizes and names pictures*

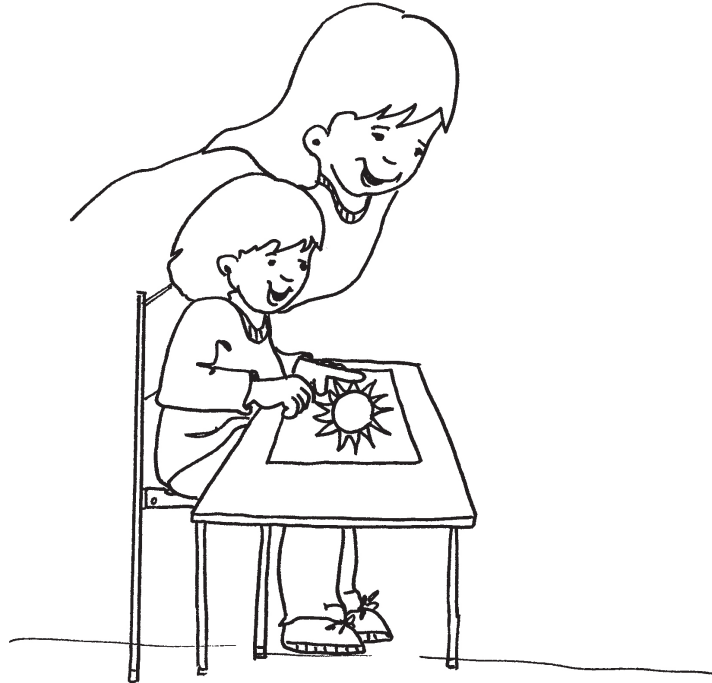
Understanding of symbolic representation.

TOYS & ACTIVITIES

- › Picture books.
- › Photos.
- › A photo album of familiar people.
- › Posters/pictures of familiar objects/characters, e.g., TV characters.

SONGS & ACTIONS

- › Familiar character songs that are in books, e.g:
 - Bananas in Pyjamas.
 - Wake up Jeff.
 - Humpty Dumpty.



- › Provide opportunities during the day to look at and name pictures.
- › Make up picture books of your own by using photos or pictures from magazines.

- › Try to look at only one picture at a time, if necessary cover up other pictures with a cloth or piece of paper.

Understands words: *Recognizes and names pictures*

Understanding of symbolic representation.

BATHING

- › Use a plastic book in the bath and name characters in book together.

DRESSING

- › Let your child hold a picture book or small photo album during change times. Talk about who/what is in the pictures.

MEALTIMES

- › Use a placemat with character pictures or make your own by laminating photos/pictures.

PLAYING

- › Have pictures/posters in play area.
- › Have a variety of picture books available for your child to look at with you.

WAKING

- › Have pictures/posters on the wall near bed.
- › Have mobile hanging in bed room and talk about characters on mobile.

OUTINGS

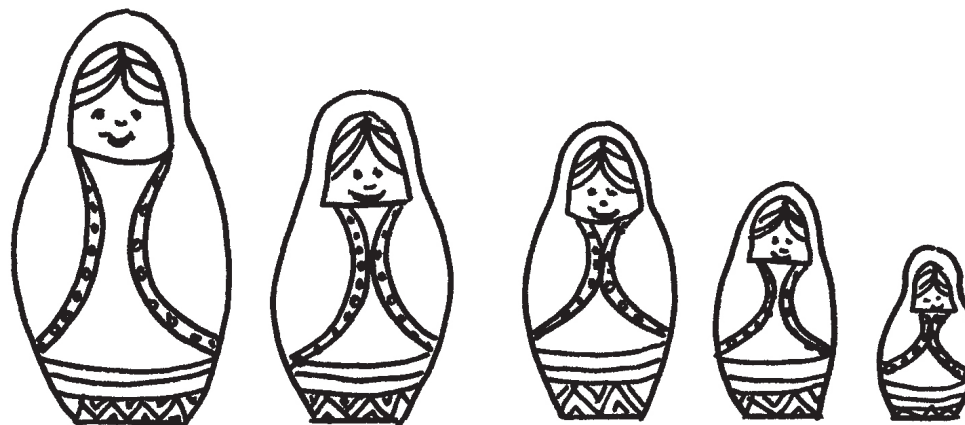
- › Have small pictures books when going in the car/stroller.
- › Make up picture books using photos from outings and talk about these before and after visiting.

Understands words: *Understands concepts of size*

Understanding the words for different sizes.

TOYS & ACTIVITIES

- › Babushka dolls.
- › Tea party with big and small cups.
- › Big small trucks/trains.
- › Dress ups.
- › Posting boxes.



- › Use words that describe size during everyday activities.

SONGS & ACTIONS

- › Where is Thumbkin?

ATTENTION & CONCENTRATION

Understands words: *Understands concepts of size*

Understanding the words for different sizes.

BATHING

- › Have a variety of different sizes of bath toys, wash cloths, towels. Talk to your child about which size is the right size for what you are doing.

DRESSING

- › Show and try on large clothes and small clothes.

MEALTIMES

- › Big spoon/bowl/plate vs. little spoon/bowl/plate.

PLAYING

- › Use a variety of sizes of toys and talk about their size.
- › When posting items in posting boxes, talk about why some fit and others don't.

WAKING

- › Show and talk about big teddy/small teddy, big bed/small bed.

OUTINGS

- › Point out things in the environment and describe their size.

Understanding words: *Understanding and using prepositions*

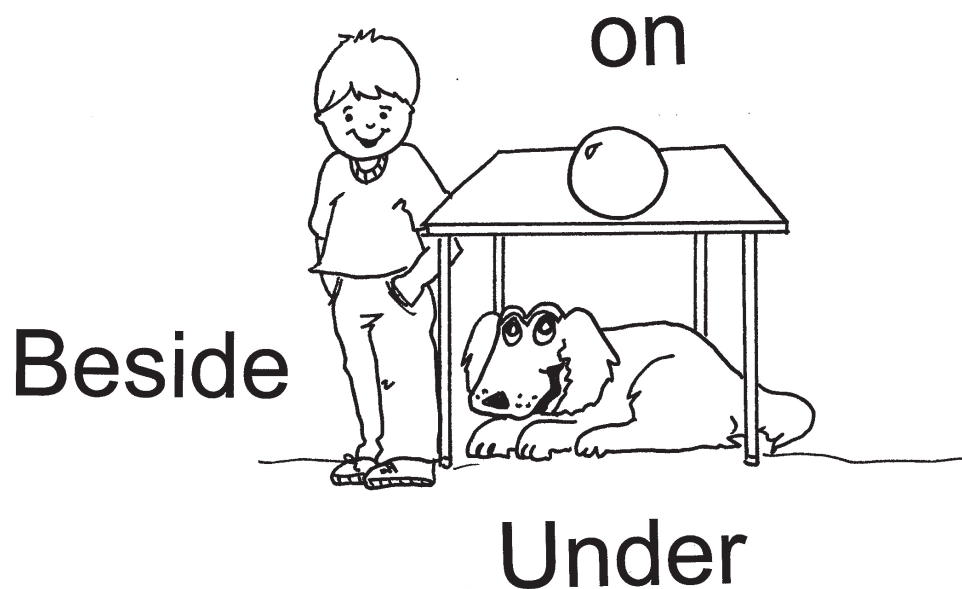
Concepts of **in, out, under, next to, on top of, underneath, in front of, between, behind.** Understanding concepts of positions in relation to something else. Your child will understand the meaning of the prepositions before he can say it.

TOYS & ACTIVITIES

- › Follow the leader, going under/around/over furniture.
- › Doll play, e.g., in the bed, next to the teddy.
- › Simon says - beginning with short instructions and gradually increase length of instruction.
- › Hiding objects around the room and giving instructions about where to find them - use gestures to give other clues.
- › Lift the flap books.
- › Pop up toys.
- › Toy cars going in/out garage/carport.

SONGS & ACTIONS

- › We're going on a bear hunt.
- › Who is hiding (Play School).
- › Open shut them.



- › Use prepositions in your everyday language, particularly in relation to your child's position, e.g., you are on top of the box, you are under the table.
- › See if your child understands prepositions by asking him to put an item on top/below/beside another item.

ATTENTION & CONCENTRATION

- › Use your child's favourite toy to demonstrate these concepts, e.g., the toy is in the box, under the table, next to the teddy etc.

Understanding words: *Understanding and using prepositions*

Concepts of **in, out, under, next to, on top of, underneath, in front of, between, behind.** Understanding concepts of positions in relation to something else. Your child will understand the meaning of the prepositions before he can say it.

BATHING

- › Talk about position of items, e.g., the soap is in the water, the wash cloth is on your arm, the bubbles are on top of the water, the water is in the bath, the water is going out of the bath and down the plug hole.

DRESSING

- › Talk about what you are doing, e.g., your arm is going inside the sleeve, your jumper is going over your shirt, your nappy is on your bottom.

MEALTIMES

- › Talk about the position of items, e.g., your bowl is on the table, the spoon is in the bowl, we'll put your bib over your head.
- › Discuss who is sitting next to whom at the table.

PLAYING

- › Talk about things in relation to other things.
- › In picture books talk about position of pictures/characters.
- › Lift the flap books - commercial or home made.
- › Pop up toys.

WALKING

- › Talk about being under the blanket, on top of the bed, beside the teddy.

OUTINGS

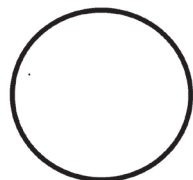
- › Talk about position of things in relation to other things, e.g., the swing is next to the slide, the ball is under the tree.
- › Talk about putting the shopping in the trolley, the letter in the post box, the car is parked next to the red one.

Understands words: *Understanding opposites*

Your child will understand opposites before he can say it.

TOYS & ACTIVITIES

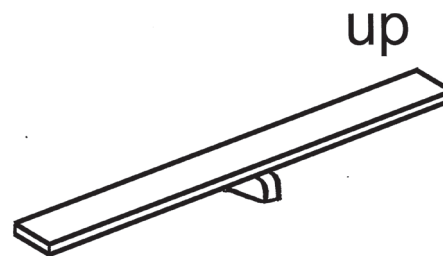
- › See saw.
- › Swing.
- › Slide.
- › Dress ups - on and off.
- › Simon says.
- › Pictures showing opposites.



big



small



down

ATTENTION & CONCENTRATION

SONGS & ACTIONS

- › Polly put the kettle on.
- › Humpty Dumpty.
- › Ring of rosies.

- › Talk about opposites in everyday situations.
- › Your child can demonstrate his understanding when you ask him to point to pictures, e.g., the big/small ball.

Understands words: *Understanding opposites*

Your child will understand opposites before he can say it.

BATHING

- › Wet wash cloth and dry towel.
- › Empty and full bath tub.

DRESSING

- › Dirty nappy and clean nappy.
- › Soft socks and hard shoes.

MEALTIMES

- › Hot and cold food.
- › Empty and full bowl/cup.

PLAYING

- › Hang out wet doll's clothes and peg in dry doll's clothes.
- › Differences in pictures in picture book, e.g., big dog and little dog.

WAKING

OUTINGS

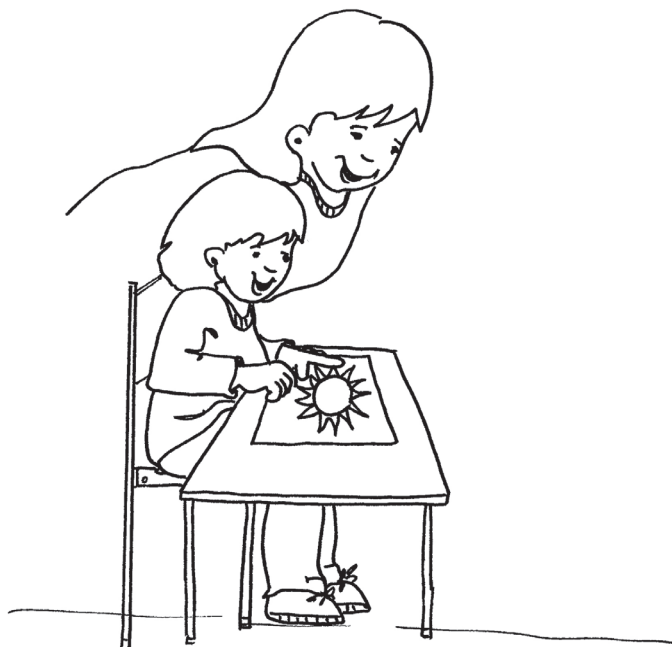
- › Open and close doors.
- › In and out of tunnel at playground.

Understands words: *Following instructions*

Understanding what is heard.

TOYS & ACTIVITIES

- › Picture books and talk about the position of things in relation to one another.
- › Simon says: begin with easy, single step instructions and gradually increase complexity.
- › Hide a toy and give simple instructions about where it is.



SONGS & ACTIONS

- › Do you put your hat on your head (Play School).
- › Hat on my head (Play School).

- › Talk about concept words in everyday language/situations. These include:
 - Size words: big, little, long.
 - Position words: in, on, under, next to around.
 - Describing words: rough, smooth, soft, hard.
- › Start with very simple instructions, e.g., touch your nose.
- › Gradually increase complexity by adding an extra part to instruction, e.g., touch your nose and clap your hands.

ATTENTION & CONCENTRATION

- › Use your child's favourite toy to attract his attention and talk about where it is in relation to your child.

TRY TO AVOID

- › Complex instructions.

Understands words: Following instructions

Understanding what is heard.

BATHING

- › Use simple language to describe where things are, e.g., the toy is in the bath.
- › Use simple directions, e.g., put toy in bath.

DRESSING

- › Use simple language to describe where things are, e.g., the sock is on your foot.
- › Use simple directions, e.g., place hat on head.

MEALTIMES

- › Use simple language to describe where things are, e.g., the spoon is in the bowl.
- › Use simple directions, e.g., put cup on table.

PLAYING

- › Hiding game where you give hints about where the hidden toys may be.
- › Pretend shopping game with asking for items to be 'purchased', e.g., I would like to buy some apples.

WAKING

- › Talk about where his bed toys are in relation to him, e.g., the teddy is next to you.
- › Use simple directions, e.g., put teddy on pillow.

OUTINGS