Building Blocks of Expressive Vocal Communication

Communication begins during infancy and continues through adulthood. You have already been communicating with your child.

Why is my child communicating? Do they want to: request, protest, comment, ask questions, answer questions, etc.?

How is my child communicating? Are they using: gestures (pointing, eye gaze, guiding you), signs, sounds, words, phrases, pictures, etc.?

Each vowel (a, e, i, o, u) and/or consonant (d, b, m, w, etc.) sound your child learns to use to communicate will start at the first building block below. He/she learns the significance of word/sound combinations as a way to access a person/item/activity or to escape a person/item/activity.

We teach our Expressive Communication expectations by:

Teaching Examples:

- Accept 1-2 word approximations
- Expand their vocabulary
- Accept CV, CVC* word approximations
- Use the 1-Up Rule
- Build child's sound repertoire by expanding on vocal back and forth
- Increase intentional communication by providing child with opportunities to communicate using voice, gestures and/ or visuals
- Responding to child's vocalizations
- Engaging in vocal turn taking
- Accepting gestures to communicate (eye gaze, point, reach, give, facial expressions, etc.)
- Modeling verbal expectations

- Expect your child's best word approximations for preferred items, solidifying their knowledge of the word.
- Expand their vocabulary by using the 1-Up rule and narrating their daily routines. Ex: During bath time, use 1-2 words to narrate what you are doing, "Wash arm," "pour water," "water off."
- Be consistent with your verbal expectations and make them clear.
 Expect their best word approximations for preferred items. Ex: If your child is able to say "open," hold him/her to this expectation before opening a container.
- Build on each communication attempt by providing them with an additional word (1-Up). Ex: They say "open," you say "open bag."
- After imitating your child's vocalizations during several back and forth routines, expand on each vocal turn. Ex: They say "and you say "ahm" teaching them new sounds and to expand their vocalization.
- Provide opportunities to communicate by pausing during a favorite song or play routine and continuing after child vocalizes or provides you with a gesture. Ex: Pause with an expectant facial expression during bubbles and blow the bubbles immediately after child says "b" or provides you with eye gaze.
- Respond to your child's vocalizations throughout the day by imitating them. Teach them the power of their voice.
- Continue imitating your child's vocalizations and begin vocal turn taking. Teach them the beginning skills of conversation.
- Get on child's eye level and use child's brief moments of eye contact as communication. Teach that eye contact can be used as a communication tool.
- Model 1-2 simple words consistently to teach your verbal expectations.
 Ex: When child is reaching for the child's cup, say "cup" when giving it.

*C= Consonant *V= Vowel

We teach our Expressive Communication expectations By: Teaching Examples: Practice with your consultant: Expect your child's best word Accept 1-2 words approximations for preferred items, solidifying child's knowledge of the word. Accept 1-2 word approximations Ex: If child can say "Up Daddy," then **Expand:** Expand child's expect that each time and continue to vocabulary use the 1-up to expand child's vocabulary. Accept approximation: Be consistent with your verbal Accept CV, CVC* word 1-up rule: expectations and make them clear. Ex: approximations Every time child says "up," you pick Use the 1-Up Rule child up and say "Up Daddy" by providing an additional word (1-Up). **Expand on vocal:** Provide opportunities for child to communicate by pausing during a Build child's sound repertoire by Pause during a routine: favorite song or play routine and expanding on vocal back and forth continuing after child vocalizes or Increase intentional communication by Set-up a situation to provides you with a gesture. providing child with opportunities to communicate: Ex: Pause with an expectant facial communicate using child's voice, expression when child reaches for you gest/lonevisuals to be picked up and immediately pick child up after child says "up" **Respond to vocalization:** Responding to child's vocalizations Model 1-2 simple words consistently to teach your verbal expectations. Engaging in vocal turn taking Accept a gesture: Accepting gestures to communicate Ex: When child is reaching for you to be (eye gaze, point, reach, give, facial Model verbal expectation: picked up, say "up" when on child's eye expressions, etc.) level Modeling verbal expectations *C= Consonant *V= Vowel Notes: Goal for this week: © Vanderbilt TRIAD