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, etc.) 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 escape a person/item/activity.

We teach Our Expressive Communication Expectations By:

Teaching Examples:

- 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 “ah-m” 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 they vocalize or provide you with a gesture. Ex: Pause with an expectant facial expression during bubbles and blow the bubbles immediately after they say “b” or provide 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 their eye level and use their brief moments of eye contact as communication. Teach them eye contact can be used as a communication tool.
- Model 1-2 simple words consistently to teach your verbal expectations. Ex: When they are reaching for their cup say “cup” when giving it to them.

*C= Consonant *V= Vowel
We teach Our Expressive Communication Expectations

By: Teaching Examples:

Practice with Your Consultant:

Accept 1-2 words

Expand:

Accept approximation:

1-up rule:

Expand on Vocal:

Pause during a Routine:

Set-up a situation to communicate:

Respond to vocalization:

Accept a Gesture:

Model Verbal Expectation:

- Responding to their 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.

Ex: If they can say "Up Daddy" then expect that each time and continue to use the 1-up to expand their vocabulary.

Be consistent with your verbal expectations and make them clear. Ex: Every time they say “up” you pick them up and say “Up Daddy” by providing them with an additional word (1-Up).

Provide opportunities for them to communicate by pausing during a favorite song or play routine and continuing after they vocalize or provide you with a gesture.

Ex: Pause with an expectant facial expression when they reach for you to pick them up and immediately pick them up after they say “up”

Model 1-2 simple words consistently to teach your verbal expectations.

Ex: When they are reaching for you to pick them up say “up” when on their eye level

Notes:

Goal for this week:

*C= Consonant *V= Vowel