## **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:** 

- Accept 1-2 word approximations
- Expand their vocabulary
- Accept CV, CVC\* word approximations
- Use the 1-Up Rule
- Build their sound repertoire by expanding on vocal back and forth
- Increase intentional communication by providing them with opportunities to communicate using their voice, gestures and/or visuals
- 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.
- 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 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

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## 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 their knowledge of the word. Accept 1-2 word approximations Ex: If they can say "Up Daddy" then **Expand:** Expand their expect that each time and continue to vocabulary use the 1-up to expand their vocabulary. Accept approximation: Be consistent with your verbal Accept CV, CVC\* word 1-up rule: expectations and make them clear. Ex: approximations Every time they say "up" you pick them Use the 1-Up Rule up and say "Up Daddy" by providing them with an additional word (1-Up). **Expand on Vocal:** Provide opportunities for them to communicate by pausing during a Build their sound repertoire by Pause during a Routine: favorite song or play routine and expanding on vocal back and forth continuing after they vocalize or provide Increase intentional communication by Set-up a situation to you with a gesture. providing them with opportunities to Ex: Pause with an expectant facial communicate: communicate using their voice, gestures expression when they reach for you to and/or visuals pick them up and immediately pick them up after they say "up" **Respond to vocalization:** Responding to their vocalizations Model 1-2 simple words consistently to teach your verbal expectations. Engaging in vocal Turn taking Accept a Gesture: Accepting Gestures to communicate (Eye Ex: When they are reaching for you to gaze, point, reach, give, facial **Model Verbal Expectation:** pick them up say "up" when on their eye expressions, etc.) level **Modeling Verbal Expectations** \*C= Consonant \*V= Vowel Notes: Goal for this week:

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