
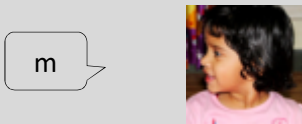
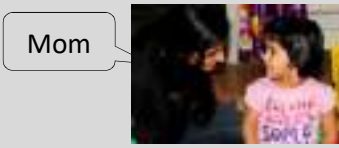







Strategies to Facilitate Communication

Strategy	Framework for teaching the strategy		
	Antecedent	Behavior	Consequence
Expansion	 <p>Get on eye level</p>	 <p><i>Wait for your child to vocalize</i></p>	<p>Prompting : Add a word or sound to their vocalization</p> 
			<p>Reinforcing: Gaining caregiver's attention</p>
Forgetfulness	<p>"Forget" something that is part of your child's routine <i>Example:</i> Get the milk jug out of the refrigerator and provide your child with an empty cup.</p>	<p>Wait for your child to respond:</p> <ul style="list-style-type: none"> • Inquisitive look • Point • Reach • Eye Contact • Give a picture • Vocalize/Use a word 	<p>Prompting: IF they do not respond ask, "What do you need?" or use a gestural prompt by pointing to the milk jug</p>
			<p>Reinforcing: Immediately pour milk in their cup</p>
Give Choices	<p>"Do you want red or green pajamas?"</p>	<p>Wait for your child to respond:</p> <ul style="list-style-type: none"> • Inquisitive look • Point • Reach • Vocalize/Use a word • Give a picture • Eye Contact 	<p>Prompting: IF they do not respond, ask up to 3x's and then provide them with one while modeling "<i>green pajamas</i>" or "<i>red pajamas</i>"</p>
			<p>Reinforcing: Access to pajamas and caregiver's attention</p>
Novelty	<p>Add something to their routine which does not belong. During a play kitchen routine put a car in the oven.</p>	<p>Wait for your child to respond:</p> <ul style="list-style-type: none"> • Inquisitive look • Point • Reach • Vocalize/Use a word • Give a picture • Eye Contact 	<p>Prompting: If they do not respond, say "It's a car" or "That's silly" or gesturally prompt by pointing to the car.</p>
			<p>Reinforcing: If they are interested, immediately give them the car after they communicate.</p> <p>If they're not interested, remove the silly item from their play in a fun way ex: Roll the car and say "Silly car, you go on the floor, etc."</p>

Follow their lead	Imitate your child’s actions, actions with objects, create back and forth interactions, be a helper,etc.	Wait for your child to respond by: <ul style="list-style-type: none">• Imitating your actions• Eye contact• Using a word• Etc.	Prompting: If they did not respond to your first imitation, imitate the same action again and label the action ex: If you are imitating them spin say “Spin” or “Around”
			Reinforcing: If they did respond, provide them with the item you imitated their action with, or tickles for responding to your imitation during a spin game.
Sabotage	Deliberately interfere with an activity to encourage your child to communicate. During dressing, pretend to dress them with one of your shoes, etc.	Wait for your child to respond: 	Prompting: If your child does not respond to the sabotage, make your action more dramatic, move it closer to them, lightly shake their foot with your boot on it, etc.
			Reinforcing: Gaining caregiver attention, laughs and eventually their own shoe.
Imitate their sounds	Your child makes a raspberry sound or “oo oo” in a megaphone And you IMITATE their sound creating the opportunity for a back and forth vocal game	Wait for your child to vocalize again 	Prompting: Continue responding to their vocalizations to take multiple beginning conversational turns
			Reinforcing: Give them physical/ verbal praise for paying attention to your turn and they gain your attention
Model	Model language for your child throughout the day. Ex: During bathtime “Washing, wash arm, soap, pour,etc.”	Wait for your child’s attention or get on their eye level 	Prompting: Model the word louder or in a more fun and engaging way Ex: Put bubbles on your nose and label “Nose”
			Reinforcing: Give them physical/ verbal praise for paying attention to the learning opportunity you are providing
Out-of-reach	Place preferred items out of reach	Wait for your child to respond: <ul style="list-style-type: none">• Look at you• Point• Reach• Vocalize• Give a picture of the item 	Prompting: Give them a choice between two items (If you’re unsure which item they want) or make a choice board
			Reinforcing: Immediately provide them with the item they are requesting after they communicate for it and label the item
			