



SPEECH AND LANGUAGE THERAPY DEPARTMENT

SPEECH AND LANGUAGE THERAPY ADVICE

Activities to develop Object Permanence

1. Begin with games where objects do not disappear but may go out of vision.
 - Roll a ball or toy along a table and encourage the child to track it. As it falls off the end encourage the child to look down to where it lies.
 - Roll a ball behind the child whilst he is sitting on the floor and encourage him to look where it has gone.
 - When toys are dropped off a table or highchair encourage the child to look where the toy has gone.
2. Introduce games where a person or object disappears and re-appears. Use small steps and a favourite toy or object.
 - Make the object disappear and immediately re-appear. Draw the child's attention to the object.
 - Make the object disappear and partially re-appear.
 - Make the object disappear and keep peeping out.
 - Make the object disappear. Make a show of looking for it if necessary.

Some examples.

A toy car and garage

A box and small toy

A finger puppet

3. Hiding games

- Partially cover a favourite or exciting toy – encourage the child to uncover it.
- Gradually hide more of the toy until he can find a totally hidden toy.



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Activities to encourage vocalization

Whenever the child makes a noise try to respond to it – repeat the noise or extend it into a word. Children are often most vocal when excited or amused.

1. Lip and tongue games help the child to become familiar with their mouth, lips and tongue.
Push the lips forward and make kissing shapes.
Copy sounds using lip shapes e.g., oo and ee
Lip smacking. Put some sticky food e.g., chocolate spread on your upper lip and remove it with your lower lip and vice versa.
Sucking through a straw or blowing e.g., party blowers, bubbles are useful activities to increase muscle tone and encourage lip closure.
Encourage the child to lick food off their lips or the back of a spoon.
2. Use exciting toys to elicit sounds e.g., toys with an element of surprise.
3. Make a snake out of plasticine, wool etc and encourage the child to vocalize.
4. Make symbolic noises e.g., for a car plane or animals and encourage the child to copy you.
5. Use an unbreakable mirror. Pull silly faces and make some noises and see if the child can copy you.
6. Make noises associated with feelings;
Ah for bubbles
Oh, for surprise
Whee for going down a slide
Mm for that's my favourite
or noises associated with sounds e.g., bang! Splash!

Remember to use exaggerated facial expression.

7. Telephone play. Talk into a toy telephone and encourage the child to copy.
8. Glove puppets. Say hello to the puppet, tickle it, make the puppet sing.

Encourage the child to use voice during action rhymes



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Alternate exchanges

During play try to imitate the child as soon as s/he pauses. You can imitate

- Sounds
- Facial expression
- Movement

Continue long enough for the child to be aware of what you are doing and then wait for the child to take her/his turn. If the child does not do so, take her/his turn for her/him. Remember to leave a pause so that the child can join in. You may want to use related language such as "it's your turn"



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Communicative use of sounds

Once the child can make sounds help him to use them in a purposeful way. A language delayed child may be frustrated at first because he is used to having his needs anticipated.

Try to choose situations where the child must “ask” for something or for more. Do not choose items, which the child needs, e.g., food, drink or washing because you cannot go on refusing them.

It is important to consistently reward vocalisations.

Some suitable activities might include:

- Rough and tumble play
- Peek a boo
- Tickling games
- Bubbles

You can also play a game in which you hide a favourite toy or puppet and make it re-appear when the child calls it.



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Turn taking

Use the appropriate signed or spoken language – “my turn” “you turn”
To ensure that the child does take turns keep hold of the equipment so that you remain in control of the situation.

Early turn taking.

You will need two different toys. Give the child one toy and let him play with it. Then offer the child another toy and let him have it only when the first is returned.

Everyday sharing

- Taking turns and sharing toys
- Taking turns on the swing
- Taking turns to clap hands
- Taking turns to brush your hair and wash your face.



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Pre conversational Routines

Pre conversational routines incorporate;

- eye contact
- head and body movement
- facial expression
- exaggerated intonation
- gesture

into games such as peek a boo or I'm coming.

If the child breaks eye contact, stop the game and resume when eye contact is gained.

Face to face games are the most useful e.g., finger rhymes or nursery rhymes.



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Attention Sharing

Attention sharing is usually adult lead.

Try to establish mutual gaze in whatever interests the child e.g., food, toys, music, books, mobile, wind chimes

- look at it
- listen to it
- manipulate it
- talk about it
- Demonstrate how it works.

Gradually establish a connection between yourself and the activity. Make things happen to the child e.g., a hug, tickle his/her toes etc or make things happen to the object of her/his regard.



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Early attention skills

Early attention to people, objects and events promotes sensory-motor exploration and social interaction.

Activities

1. Mobile or swinging toy presented just to the side of the child.
2. Twirl a patterned disc on a string so that its pattern revolves and changes
3. Wind chimes
4. Sound makers. Shake a rattle to one side of the child's face and then shake it on the other side. When he turns place the rattle in his hand, bring his hand into vision and help him to shake it.

A good attention span is needed before a child can begin to understand language. Work on attention aims to extend the time a child is able to concentrate on an activity.

Activities to develop attention skills.

- Balloons
Blow them up and let them go
Throw and catch them
Draw faces on them
Pop them
- Stacking cups
Build towers
Roll them to each other
Hide thing inside them and encourage the child to look inside
Use the cups in water play- fill them with water, pour water
Use them to make sandcastles
- Feely box
Put some interesting objects in a box. Open the lid and encourage the child to put his hand inside and feel it. Take the object out and name it for the child. Play with the object.
- Playdough
Roll it and cut out shapes
Make sausages or shapes
Make models such as animals or people



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Activities to encourage awareness of sounds

1. Interest the child in toys that combine light and sound initially. Move on to toys with predominantly a sound effect.
2. Imitate sounds made by toys and encourage the child to joining.
3. Encourage the child to anticipate and respond to events e.g., the sound of a car = adult arriving home

Bath taps on = bath time

4. Exploring sound
 - things to bang i.e., wooden spoon or saucepan lid and spoon
 - things to blow
 - things to shake i.e., rattles, buttons on a shoelace
5. Sound play using musical toys
6. Encourage awareness of environmental noises
 - Door
 - Telephone
 - Post through the letter box
 - Doorbell
 - Cars or lorries
 - Planes overhead
 - Animals e.g., dog barking
7. Symbolic noises e.g., beep for a toy car, choo-choo for a toy train



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Early understanding

Do and say one of the following to the child and see if he can copy the action. Then see if he can still do it if you say only the words.

- Wave bye-bye
- Pat a cake or clap hands
- Peek a boo
- Love teddy
- Give me a kiss



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Situational Understanding

1. Start by consistently using the same phrase in association with a particular, familiar situation for example;
 - when the child's dinner is ready, say 'It's time for dinner', or 'Here is your dinner'.
 - Other phrases that can be attached to familiar routines are 'It's bedtime', 'Daddy's home now', 'Time to get up' etc.

At this stage the phrase must accompany the actions. The child needs lots of repetition before he can begin to understand the link between the language and situation.

2. Gradually begin to say the phrase just before the situation or event happens so that the child learns to anticipate a situation in response to specific language cues.
3. Slowly reduce the number of gestural and contextual clues that accompany your language until the child can show true understanding of the words alone.



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Activities to encourage Eye Contact.

Good eye contact is important for social interaction and helps children gain more information about language through facial expression and gesture.

When working on eye contact place toys near to your face to encourage the child to look at you. If the child looks away stop the activity and call the child before starting again.

Peep-po Games

Peep-po games can be played from behind your hands or a cloth or when getting dressed. You could also try hiding behind furniture, curtains or another person.

Squeaky Toys

Hold a squeaky toy near to your face and press it to make a noise. Stop the noise and wait for eye contact before you start again.

Scarves

Put a coloured scarf over your face and play peep-po games

Sunglasses

Try putting dark sunglasses on and taking them off to encourage the child to look at you.

Finger Puppets

Draw faces on your fingers or use finger puppets. Wiggle them near your face and hide them or sing finger rhymes such as Tommy Thumb.

Songs and rhymes

Pat a cake, clapping games, round and round the garden, row the boat, rocking games.



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Activities to develop early understanding

- ◆ Initially children develop an understanding of words within certain contexts for example he may respond correctly to a request to fetch his cup as his mother brings out the squash but does not find the cup from a number of objects during play. Children therefor rely on the context and non-verbal clues e.g., gesture to help them to understand.
- ◆ Gradually children can recognise familiar objects by name even when these objects are not in their familiar surroundings.
- ◆ Children first learn the names of objects that they experience in their everyday environment. They will therefor differ in which words they learn first.
- ◆ Children need to see the object and hear what it is called many times and in a variety of contexts.

Activities

Write down target words, which would be meaningful for your child in the spaces below.

Mealtime	Body parts
Dressing	Family members



Animals	
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Food

- ◆ During mealtimes talk about the food your child is eating. If possible, sometimes give him/her a choice between e.g., two drinks – “do you want orange or milk?” (Point to the drinks as you say them).
- ◆ When out shopping talk about the foods that you see.

Play time

- ◆ Use a picture book (or make one of your own) with a variety of toys. Look through the book naming the pictures. Then ask your child to find a named object
- ◆ As you play with your child, name the toys that you are playing with. Try using a variety of toys (e.g., not just cars).
- ◆ Place a number of toys on one side of the room and ask your child to go and fetch a named toy.

Dressing

- ◆ Name the various clothes as you dress and undress your child.
- ◆ Get your child to dress dolls as you ask him/her what to put on next

Body parts

- ◆ Talk about and name different parts of your child’s body (e.g., eyes, head, feet etc). Then ask him/her to point to a named part of his/her body. Later ask him/her to point to a named part of your body or teddy’s/dolly’s
- ◆ When you are dressing/undressing your child, talk about the different parts of the body you put clothes on.

Animals

- ◆ Point out different animals and name them when you are outside.
- ◆ Make animal noises e.g., dog barking and see if your child can tell you what the animal is.

Family members

- ◆ Talk about family members, name them, and point to them. See if your child can point to a named family member

Look at photographs. Can your child recognise and point to a family member?