

Making requests

Here are some ideas for developing your child's use of single words in everyday situations.

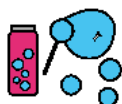
Avoid always anticipating your child's needs. Children learn through repetition so let them hear the words you want them to use. Pause within a motivating activity and give them an opportunity to use a familiar word to make a request.



- **Snack.** Put only a few pieces of snack on your child's plate and wait. Once your child has finished, wait for her to look at you. Ask "more" and wait. Accept any vocalisation as if they said 'more'. Say "more!" again to your child and give some more snack.



- **On a swing.** Every time you push your child say "push" at the same time. Create an opportunity for your child to talk by stopping and then waiting. If your child doesn't say anything, say "push". Wait, and as soon as your child makes a word attempt, push the swing and say "push".



- **Bubbles.** Between blowing bubbles ask "more?" or "again?". Remember to wait for your child to say something! If they don't say something after you have waited, just repeat the word again and carry out the action of putting the wand into the bubble mixture. Then you can pause and wait for your child to say 'more' or 'again'. As soon as this happens, blow the bubbles.



- **Toys.** Put her favourite toys out of reach but so she can still see them. This creates an opportunity for your child to use language to get what they want. For example, if your child is pointing or reaching for the teddy, say "teddy", and wait to see if your child will repeat it before getting the toy. Remember that their word attempt may not be clear and that this is ok.



- **Choices.** Give your child a choice of 2 items, e.g. milk or juice / book or bubbles. Show your child the choices. When one is reached for or pointed to, say what it is, e.g. "milk". Wait to see if he copies this word before handing it over. (See Making Choices document for more ideas on offering choices).

Remember to give your child enough time to respond in the activities, and make sure you respond to any attempts they make to communicate.