

Playing With My Child

- Benefits of play
- Being a responsive partner
- Making daily activities language rich and fun!
- Examples for Art, Music, and Games
- How to involve siblings

PLAYING WITH MY CHILD

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Reasons to Play

- **Playing is a child's work!
- Sharing space and connection with others
- Association of words to meaning
- Vocabulary development
- Learning and practicing sounds and sound combinations
- Understanding and practicing that activities have a beginning (set up), middle (do), end (clean up)
- Social development (turn taking, role playing, flexibility with story endings, practicing with tone of voice, being part of a group, taking other's perspective, group problem solving...)
- Giving and following directions
- Negotiation and compromise
- Understanding of time and spatial concepts

What kind of role do you play?

Our goal:

****RESPONSIVE PARTNER: Observes, waits, listens, balanced turns, lets go of your agenda

Being a Responsive Partner

- Recognize your child's feelings, interests, and needs
- Where is their attention? What part of the object/activity is of interest?
- Notice facial expressions and body language/pitch and volume
- Focus on child NOT activity **It's about the process, not the product!
- Allow child to initiate...parent should be responsive, NOT directive
- DON'T anticipate their needs! Literally count to 5 in your brain
- Interpret subtle sounds and actions as meaningful
- Create high interest activity (big motions, big intonation, sound effects, etc.)
- Be face to face and physically on their level
- Tempt/Arouse curiosity = give a reason for them to communicate with you
- Make sure to have balanced turns (don't do all of the talking, quiet is o.k.)

How to be a Responsive Partner

- Imitate (sounds, facial expressions, actions, words)
- Interpret (What are they trying to tell me?)
- Say it as THEY would if they could (tech webinar analogy)
- Use signals (e.g., wait, look interested, lean forward, expectant pause, stay on topic, take turns)
- Use good questions (open ended NOT yes/no)
- Add one thought, syllable, word, or idea
- Take turns (action, nonverbal, verbal)

Enhance your child's speech and language all day long!

- Write scripts including the parent role and the child role (repetition, sense of order/temporal concepts)
- Be sure to use language at your child's level and be realistic about what your child's turn will look like (i.e., nonverbal: actions, pointing, looks, smiles AND/OR verbal: vocalizations, word approximations, 1-3 word utterances, etc.).
- Bath time, snack time, getting dressed
- Music
- Art
- "Games"

****REPETITION

Music

- Music plays important role in the development of interaction/language
- Form of social routine
- Encourages children to take turns or fill-in-missing word if you pause
- Repetitious form of play
- Quickly learns to recognize a tune and anticipate what's coming next
- Children respond to rhythm and intonation before understanding the spoken word
- Increases comprehension, language use, and sequence events for:
 - brushing teeth
 - riding in the car
 - going potty
 - going for a walk
 - taking a bath
 - washing hands
 - going to bed
 - getting dressed
 - eating
 - climbing stairs
 - changing diaper
 - going to school

Art

- “Process” activities v. “Product” activities
PROCESS: play doh, goop, finger painting, hand prints, foot prints, whipped cream, pudding painting, water play, soap bubbles, touch and feel boards/books
PRODUCT: making mud pies, potato printing, making sandcastles, making clay figures in art class, knitting a scarf

Some of our favorite games:

Any and all cause effect toys (things that roll, pop, put in, sorters, puzzles, balls, water play and sand toys)

Household items (boxes, pots and pans, throwing pillows, dig in beans/rice bins, noise makers)

Any symbolic play activities: dolls, tea set, restaurant, zoo, classroom, doctor, grocery store

Blocks, musical instruments, catch, chase, tickles, peek-a-boo, hide and seek

Beginning turn taking/structured games: bingo games, matching, go fish, Chutes and Ladders, Candy Land, Spot It, Trouble, Zingo, Smatch

BOOKS!

How Can I make Home therapy Sessions Fun!

- Incorporate Movement such as yoga

Research shows movement activities help the brain focus, self regulate, build neural connections to learn and retain information

E.g. Use yoga poses to work on following directions, requesting, labeling, etc. Many kids poses are names of objects. Start with showing real pictures/photos(e.g. Tree, Boat, Dog, Snake, Slide, etc

- Go outside
 - Hula Hoop: label body parts while swinging the hula hoop, jump in/out while practicing the target word or sound
 - Use balls: Action words “roll” “bounce” “throw,” requesting “my turn,” descriptive vocabulary “high” “low” “fast” “slow”

Making Home Therapy Fun

- Bubbles
 - Request recurrence “more,” descriptive vocabulary “high” “low” “big” “little,” follow directions “blow a little one,”
- Crafts (might need to prep ahead of time by cutting out different sizes, colors)
 - Following directions, sequencing, Asking/answering questions (sabotage by holding on to the glue so child has to request)
- Play-Doh
 - Pretend play, categories (“Let’s see what fruits we can make,”), descriptive vocabulary (make a big pancake, long snake), requesting (“more,” “help please,” “Can I have the scissors”)

Making Home Therapy Fun!

- Use a Counter
 - Go to a sporting goods store and purchase a counter. This is a small, round object with a single button. Each time you push the button, the counter goes up by one.
 - Set a goal for your child (# of repetitions) and tell him/her to push the button each time he/she does the skill correctly. Once he hits the target number, he is done.
- Use motivating themed activities
 - E.g. Going on a bug hunt: Go outside or you can use candy/toy bugs inside. Can work on descriptors, following directions (e.g. take 3 steps and look on the leaf), labeling (e.g. "bug," "see," "ladybug,")
 - Farmer's market: Can use pretend food as preparatory activity to label foods you will buy, identify category, descriptors (big, long, short, red, yellow), requesting while there ("eat," "more"), follow directions when you unload at home

Making Home Therapy Fun!

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How do I involve sibling(s)

- Make it FUN!

- Use a talking stick, microphone or stuffed animal for child to hold. Props let them know when they can talk. When children do not have the prop, they know they have to listen. Turn-taking becomes part of the game now. “It’s not your turn to talk yet.”
- Use the sibling(s) as a model. Let them model the target sound or word. A lot of times, a child responds better to a sibling rather than a parent at home.
- Share speech and language goals with the sibling in a simple way (e.g. “Tom is practicing using more than 1 word when talking. So, when it is your turn please model 2 words together like “red block”).
- If child is using alternative forms of communication, such as signs or communication picture system teach the sibling and model how it is being used so that they can use it with your child as well.
- Reward and acknowledge siblings communication style (e.g. “If sibling gave the child directions slowly, you could say “I saw that you gave John the direction slowly and repeated yourself to give him extra time. That was really awesome”)

Involving Sibling(s)

- Play Simon Says with siblings to target following simple directions together
- Set limits, talking “rules” or assign roles during play
 - Give specific examples to your child about what he can say to encourage sibling (e.g. “I like when you use your big loud voice,” “I like when you turn your head and body toward me when talking”)
 - Tell the sibling what will happen so that everyone has a turn. If the sibling is super chatty, you will need to say “ Cindy, it’s important to be quiet when it’s Johnny’s turn because that helps him think and gives him a chance to speak.”
 - For example, “Johnny (child with autism) will push the car down the ramp and say ‘weee’ and Cindy will select the next car for Johnny to push.”
 - Play a listening or watching game
 - For example, you could say to Cindy “Everytime you hear Johnny say help. You can draw a happy face with your new markers,” or “whenever you see Max sign for more, drop a dime in your piggy bank.” Tailor the game based on the interest/age of sibling.
 - Make sure to praise active listening when you observe it!