

Play-Based Tips

Activities	Goals To Work On	How? / Examples
Play with Toys Think about: WHAT'S IN IT FOR HIM??	Getting in his space.	<ul style="list-style-type: none"> Start in a small room where he cannot wander off too far Remove all the toys from his reach. This allows you to be the “deliverer of really fun stuff”. If there is nothing to distract him on the floor or within his reach, he will have no choice but to come to you if he wants to play with “cool” stuff. <p><u>Examples of Activities:</u></p> <ul style="list-style-type: none"> You turn the pages of the book You give him the blocks to build a tower You push some buttons on the toy that he is playing with You drive the car down the car ramp Etc. ALWAYS FOLLOW THROUGH!!
	Requesting his favourite toys using a point	<ul style="list-style-type: none"> Physically prompt a finger point Label the item/activity using a single word (not necessary at this point for him to repeat you) Give him the toy IMMEDIATELY after he points If he points independently, give him 2 pieces of the toy If he verbalizes, give him all the toys!!!
	Imitation Skills	<ul style="list-style-type: none"> Teach him to imitate what ever you do with the toys (This is already happening)
	Turn taking	<ul style="list-style-type: none"> Putting blocks on the same tower that he is building Push a ball back and forth Put a dress up hat on this head and then prompt him to put it on your head and go back and forth with this Etc.
Meal time / Snack time	Requesting using a point	<ul style="list-style-type: none"> Physically prompt a finger point Also verbalize the label of the item using a single word Give him the food item IMMEDIATELY after he points If he points independently, give him 2 pieces of the food item If he verbalizes, give him all the food!!!
Physical Play / Rough Housing / Etc.	Eye Contact	<ul style="list-style-type: none"> Set up situations that are fun (e.g., spinning, dropping on couch, falling down on bed, etc.) Pause the activity and wait for him to look at you. Once he gives you even a quick glance, reinforce by immediately starting the activity again When he gives you more than a glance, tickle him a bit longer, etc. The more eye contact he gives you, the more of the fun activity that you can give him.

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Singing Songs	Imitates actions from songs	Examples: <ul style="list-style-type: none"> • If you're happy and you know it • Twinkle twinkle • Wheels on the bus • Isty bitsy spider
	Fills in blanks from songs	Pick songs that have a lot of repetition and that have words that are easy to pronounce <u>Examples:</u> <ul style="list-style-type: none"> • E-I-E-I-O • Grand old duke of york (up / down) • Wheels on the ____ • Spider went ____ the water spout • Ring around the rosy (fall __)
Receptive Language	Follows directions within daily routines	<u>Examples:</u> <ul style="list-style-type: none"> • "Where's your shoes?" (when you are going outside) • "Take off clothes" (when he is getting into the bath) • "Dry hands" (as he is reaching for the towel after he has washed his hands) • Etc.
	Go get the ____ (He's pretty good at this – when he wants to be!)	<ul style="list-style-type: none"> • Goal = to follow receptive commands for object retrieval. • If you said, "Go get your juice", he should be able to scan the room, find it, and then go and get it. • Stick with motivating items right now. Remember, the "what's in it for him" can be that he gets access to the item once he retrieves it.
Other	Walking up/down stairs	Verbalize "Up" / "Down" for each step
	When ever he grabs your hand, model "Come"	Only model a 1-word phrase because when he does begin to talk, we want him to be able to imitate what you are saying. 3+ word phrases will be too difficult to say at first.

Tips:

- Always think about, "What's in it for him?" There needs to be some type of reinforcement for when he does what you want him to (e.g., He points and you give him the toy he wants. He verbalizes when you want him to fill in the blank and you spin him around. He allows you to rearrange his cars and you tickle him. ETC.)
- Give him a reason to communicate. (e.g., Withhold certain toys while playing with him, give him small portions of snack at a time to encourage him to ask)
- Encourage functional play – playing with toys as they should be played – Play and model functional play.
- Start small so that it does not feel so overwhelming. Goal = to get in his face and try to gain some control in his play. It will be difficult at first, but remain persistent.
- KISS – keep your vocabulary simple. Speak in 1-2 word phrases so that when he does begin to speak, he will be able to imitate what you are saying.
- Celebrate the small steps.