

Module 6: Promoting Communication in the Home

Section: Step-By-Step Approach

Step One: Set Realistic Expectations

- Early intervention by six months of age
- Aim for age-appropriate language development
- Be aware of developmental norms for same-age children

Activity 6.5: Using Daily Routines to Promote Language Acquisition

A. Reinforce to families that:

- Language is most easily and naturally learned through daily, meaningful interactions with familiar people.
- It is important to have high, yet appropriate, expectations for their child's language and communication development.
- It is beneficial to "label, label, label" in a language and modality that is accessible to the child. It's not about parents feeling like therapists but truly creating language-rich interactions as they interact with their child. See the [Thirty Million Word Initiative](#) for more information about creating a language-rich environment.
- Opportunities for promoting language are most effectively achieved when:
 - language is embedded in the family's typical home routines (e.g., bed time, bath time, diapering, eating) and routine outings (e.g., grocery store, post office, riding to pick up siblings from school), and
 - language is reinforced through reading the same book repeatedly.

- B. Demonstrate how to make inexpensive experience books that document real-life experiences and/or favorites (e.g., people, songs, toys):
- Show families how a variety of formats can be used, such as three-ring binders with plastic sleeves, spiral-bound index cards, and other report binders. (Make sure the book is durable for the child.) Model how easy it can be to make the book.
 - Include images such as photographs, birthday cards, sticker books, discarded children’s magazines, and “real-life” items such as leaves or party napkins. Keep a folder or envelope of pictures that are ready to go. Encourage the parent to do the same.
 - Share how to design books for varied levels of language experience. For example, the book may include pictures that represent single words (e.g., members of the family, colors, items in the home). The next level may include pictures that explain simple actions (e.g., dog walking, baby sleeping). A higher-level book may represent a sequence of events for retelling (e.g., “We went outside, we took binoculars with us, we looked for birds, we saw two squirrels, we came in the house for a snack.”).
 - See the following additional resources for creating experience books in English, Spanish, and for deaf children with visual impairments:
 - [Eyes on Experience Books](#) (John Tracy Clinic)
 - [Ojos en los libros de experiencia](#) (John Tracy Clinic)
 - [Creating and Using Tactile Experience Books for Young Children with Visual Impairments](#)
 - Remind families to keep in mind the following:
 - The book does not have to be fancy or artistic.
 - When age-appropriate, include the child in developing the book.
 - Written text can be added in as desired.
 - Other family members and caregivers can add to and review the book with the child.
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