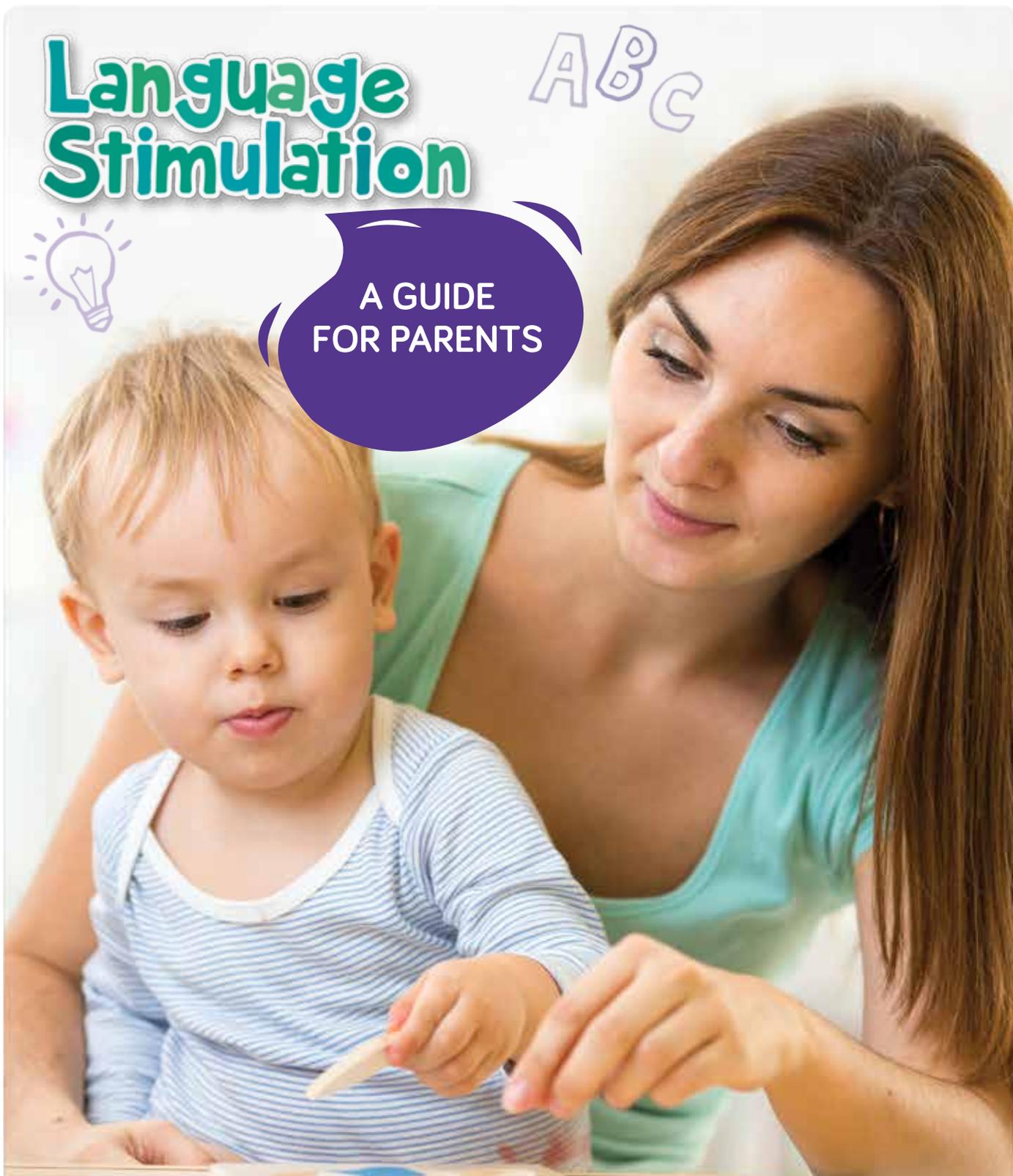


Language Stimulation

A B C



A GUIDE
FOR PARENTS



FOR INFORMATION





Réseau -5
HAUT-SAINT-LAURENT

LANGUAGE STIMULATION/A GUIDE FOR PARENTS

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PRESENTATION

This guide is addressed to the parents. It was designed to facilitate the accompaniment of the parents with their child for the reinvestment at home



SHARE
MOMENTS
OF EVERYDAY
LIFE

ACCEPTING

THAT YOUR CHILD MAKES ACHIEVEMENTS.

When you accept that your child makes achievements:

- You give your child the chance to explore and to learn;
- You learn to understand your child better;
- You help your child have confidence in himself.

ACCEPTING THAT YOUR CHILD MAKES ACHIEVEMENTS MEANS TAKING A MOMENT FOR...

OBSERVING... what interests your child and what he feels:

- Pay attention to what your child looks at;
- Watch his facial expressions;
- Observe his body language.

Observation is the first step and the most important to get to know your child.

WAIT... to see what your child will do.

When you wait, you give your child the time he needs to try things out for himself.

LISTEN... to your child and hear what he is trying to say: follow his lead!

MANONLSON, Ayala (1995), *À vous de jouer et d'aider votre enfant à apprendre*, Guide du parent, Le Centre HANEN, Toronto

ADAPTING TO SHARE

When you adapt to share the moment:

- You show your child that you are interested in him;
- Your child can pay attention to what you are saying and doing;
- You feel closer to your child and closer to yourself;
- You have more fun together.

PLAYING FACE TO FACE

Change your position so that your child can look at you in the eyes (place yourself at his level).

IMITATE *(copy the actions and sounds of your child)*

- You show your child that you are interested in what he says and what he does;
- Your child may then imitate you.

INTERPRET *(say it the way your child would if he could)*

- You show your child that you are trying to understand him;
- You provide words to your child to help him learn to speak.

COMMENT *(talk about what is happening)*

A simple comment may be a magical way to start a conversation!

- You show your child that you are interested.
- You offer your child vocabulary.

ASK QUESTIONS *(keep the conversation going)*

- You encourage your child to think;
- Your child knows that you are interested.

TAKE TURNS

A good conversation is like a see-saw: it's only possible when each person takes his turn.

MANONLSON, Ayala (1995), *À vous de jouer et d'aider votre enfant à apprendre*, Guide du parent, Le Centre HANEN, Toronto



USE INTEREST TO COMMUNICATE
Listen and observe the child to follow his interests.



PLACE YOURSELF AT THE CHILD'S LEVEL
I put myself at the height of the child and face him when I speak



ASK OPEN QUESTIONS
Help the child construct longer sentences

ADDING

VOCABULARY AND NEW EXPERIENCES.

When you add vocabulary and new experiences:

- You help your child learn about his world;
- You give your child vocabulary that he can use when he is ready.

USE ACTIONS (Use gestures to show your child the meaning of words)

- You give a clear message;
- You attract your child's attention
- You give your child a way to tell you something, even if he still does not have the vocabulary.

NAME OBJECTS (provide a word with what you are doing and seeing)

You help your child understand and learn when you give him a word for:

- Objects that interest him,
- What you are doing,
- What happened or will happen.

IMITATE AND ADD A WORD OR AN ACTION

- You start from where your child knows already;
- You give your child new information that he can understand;
- You give your child another word to use when he is ready.

EMPHASIZE IMPORTANT WORDS

You provide new words that are more interesting.

REPEAT, REPEAT, REPEAT (Find many way to use the same actions and the same words)

You may have to repeat a word 10 times or 100 times, but when you repeat:

- You help your child understand and to remember new words;
- Your child will be able to use new words when he is ready.

MANONLSON, Ayala (1995), *À vous de jouer et d'aider votre enfant à apprendre*, Guide du parent, Le Centre HANEN, Toronto



OFFER A CHOICE OF ANSWERS
When the child does not use the right word or answer a question correctly, give a choice of answers.



DO SOME GUESSING GAMES
Have fun describing the objects (colour, shape, what is its purpose? where do we use it? who uses it?)



YOU ARE A MODEL
When the child makes a mistake, rephrase his sentence with the right words, without asking him to repeat.

THE FOUNDATION OF COMMUNICATION IS PLEASURE!

Give your child the desire to speak. You can help him to develop his language at any age!
Here are some ways to stimulate speech and language:

AT ONE YEAR

- Read very colourful books to him
- Encourage imitation games, for example
- Tell him fairy tales
- Use short phrases to speak to him
- Imitate his movements and his vocalizations
- Reward and encourage his efforts for using new words
- Do not put pressure on him to speak because speaking should be fun
- Speak to him about everything you do when you are with him



AT TWO YEARS

- Read simple and colourful books to him.
- Be a good language role model for him.
- Repeat new words often without insisting that he repeat them: you may diminish his desire to communicate.
- Help him to follow simple directions when you place with him: “take the ball”, “touch daddy’s nose”.
- Talk to him about what you are doing.
- Listen to music with him (often the same one).
- Listen to him when he speaks.
- Praise him when he tries to speak with you and show him that you are happy that he is speaking to you.
- Speak to him when you are in a new situation (e.g. trip), talk to him about what you see.
- Ask him questions about what he sees and about what he knows.



Ordre des orthophonistes et audiologistes du Québec, *Guide de prévention des troubles de la communication à l'intention de la clientèle de la petite enfance*



AT THREE YEARS

- Make conversation with him.
- Use words that may be a little difficult for him when you speak, without making him repeat them: he must hear them often before being able to pronounce them himself.
- Speak with him about similarities and differences between objects.
- Encourage him to tell stories by using books and images.
- Give him the chance to play with other children often.
- Read stories to him that are a bit longer.
- Give him a lot of attention when he speaks to you.



AT FOUR YEARS

- Help him to classify objects and things that go together, for example: different animals, things we eat, things we can touch.
- Teach him to use the telephone correctly.
- Ask him to help you to plan activities, for example what you will do on the weekend or what you will cook for a birthday dinner.
- Speak to him as an adult, not just at 4 years old, but right from the beginning.
- Read longer and longer stories to him.
- Let him retell or make up stories for you.
- Continue to show him that you are proud of him and that you love it when he speaks to you.



AT FIVE YEARS

- Encourage him to use language to express his emotions, his ideas, his dreams, his wishes and his fears.
- Talk about what you are doing or what you have done.
- Give him the opportunity to learn songs and rhymes by heart.
- Speak to him as an adult most of the time, not only at 5 years, but from the beginning.
- Remember that he understands more than he can say.
- Listen to him when he speaks to you.



Ordre des orthophonistes et audiologistes du Québec, *Guide de prévention des troubles de la communication à l'intention de la clientèle de la petite enfance*

SOME EASY ACTIVITIES TO DO AT HOME

WE BLOW



Language goals

- Prepare all muscles of the mouth and tongue

Procedures

Encourage your child to blow; With a feather, a foam ball, a pinwheel, a straw in the bath or in a glass of water, bubbles, a flute, a candle, a festive flute, a little rice in a bowl, a straw and liquid paint on a cardboard sheet, a dandelion .

THE GROCERY CART



Language goals

- Paying attention
- Association skills
- Vocabulary acquisition
- Concentration and listening

Procedures

Place a variety of pictures of food in a bag. You can cut these out with your child from the grocery store ads. Invite your child to pick an image and name the food.

FACES IN THE MIRROR



Language goals

- Speech muscles
- Acquisition of body image

Procedures

- Encourage your child to look in the mirror and make faces with his mouth.
- Invite your child to stick out his tongue, to observe the inside by widely opening his mouth, to touch his palette, his nose, his cheek, his chin, his lips or his teeth with his tongue, click his tongue on his palette, fold his tongue in his mouth, etc.
- Exaggerate smiles. Make huge smiles and hold them in position for 5 seconds and relax. Repeat this exercise as fast as possible.
- Make sounds. Stand in front of the mirror and make a series of sounds

SPIN THE BOTTLE OF EMOTIONS



Language goals

- Vocabulary acquisition
- Taking turns
- Expressing emotions

With the financial support

Procedures

Place images or photos that represent different emotions in a circle, face down, on the floor. Then, place an empty bottle in the centre of the images. Invite your child to spin the bottle. The child has to turn the card over that the bottle is pointing at.

SEASON ASSOCIATION



Language goals

- Vocabulary acquisition
- Association and categorization

Procedures

Place clothes from different season together and have fun with your child organizing them by season. Adapt the activity according to the age of your child: 2 seasons (summer/winter) or the 4 seasons.

THE BILLY GOAT'S BEARD



Language goals

- Visual contact
- Using pronouns
- Watching each other

Procedures

Hum the following rhyme:

*I hold you by the beard
You hold me by the beard
The first one to laugh
Will get a kiss!*

Each of the players hold the chin of the other between his fingers. After saying the rhyme look at each other in the eyes as long as possible without saying a word, and without giggling.

READ A STORY TO YOUR CHILD

Language goals

- Visual contact
- Concentration and listening
- Acquisition of vocabulary
- Watching each other



Activity procedure

Read a story to your child.

Sit comfortably in a quiet place where your child feels good, and read a story to your child. This helps to promote phonological awareness and develops early literacy.

The use of the puppet makes the reading more interactive for your child.