



## Exploring: At a Restaurant

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Everyone enjoys a visit to a favorite restaurant. Whether it's a sandwich or a five course banquet, there is a great deal to talk about over a meal together.

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- **Comment** on and **label** the food, the location, and the people you see as you enjoy your meal. Use action words (e.g., eat, order, decide) and describing words (e.g., delicious, round, fast, juicy, thirsty, hungry). Use the Word/Concept Bank for more ideas.

- **Match** and **expand** to describe what you want, see and feel while you're at a restaurant (*Child*: "Pizza" *Parent*: "I want pepperoni pizza.").

- **Avoid anticipating.** Assist your child to order food in her own way using pictures, gestures or words. It may take extra time, but encouraging independence is important for building communication and maturity. **Wait** and then **match** and **expand** to help your child communicate with restaurant staff (*Child*: "Napkin." *Parent*: "I need a napkin.").

- **Ask good questions** to help your child enjoy the meal, make choices and communicate with family or friends. Try a **choice question** ("Do you want a hamburger or a hot dog?" "Do you want lemonade or milk?) or a **open-ended question** ("What do you want for dessert?").

- When eating at a restaurant with family and friends, **match** and **expand** your child's communication as you demonstrate how to use appropriate greetings and social words such as hi, good-bye, please, thank you with a variety of people.

- **Do the unexpected** by making a fork or spoon unavailable so that your child has a reason to ask for help. **Wait** for her to notice and **match** and **expand** her gestures or words.

### Word/Concept Bank

#### **Labels**

Restaurant, chair, seat, menu, food items, silverware, waiter, waitress, bill, check, money, napkin, straw, cup, plate

#### **Describing Words**

Delicious, wet, dry, juicy, yummy, round, flat, hungry, thirsty, colors, numbers

#### **Action Words**

Want need, fill, bring, order, eat, chew, decide

#### **Spatial Words**

Next to, on side, under, on top, under

#### **Social Words**

Hi, please, thank you, good-bye



## *Exploring: At the Airport, On the Plane*

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Travel can be exciting with new experiences to share. Are you going to the airport to pick up Grandma or are you off on an adventure with the family? Talking about pilots, wings, control towers, security, and seat belts can help take your child's communication skills up, up and away!

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-**Comment** and **label** as you prepare for your trip or make your way through the airport. Use a variety of labels (e.g., airplane, wings), action words (e.g., fly, fasten) and describing words (e.g., up, fast) to make your language more interesting. Use the Word/Concept Bank to give you ideas. Repeat often.

- When talking with friends, family or employees at the airport or on the plane **match** and **expand** your child's communication and demonstrate how to use appropriate greetings and social words like hi, please, thank you, and good-bye. **Match** and **expand** to help your child say "Thank you!" or "More juice please." to a wide variety of people.

- Try to **follow your child's lead**. Is she interested in the flight magazine or looking out the window? Watch her eyes and body language and **match** and **expand** her words or gestures to help her tell you what she finds interesting.

- **Avoid anticipating** and create a reason for your child to communicate. Begin to eat a snack and don't automatically share with your child. **Wait** for a reaction. Then, **match** and **expand** his words or gestures (*Child*: "Pretzel." *Parent*: "I want pretzels.>").

- Talk about a sequence of events using words like first, next, last ("First we'll look for Grandpa at the airport. Then we'll give him a big hug. Last, we'll drive home.>").

### Word/Concept Bank

**Labels**

Airport, airplane, wings, pilot, runway, control tower, police, seat belt, snack, drink, flight attendant, magazine, elevator, escalator, suitcase

**Describing Words**

Excited, hungry, tired, tight, loose

**Sequence Words**

First, next, after, then, last

**Action Words**

Walk, run, fasten, listen, empty, eat, drink, wait, look, open, close, hug, kiss

**Social Words**

Hi, good bye, have a good trip, thank you



## *Exploring: At the Mall*

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The mall is the perfect place to describe new shoes, buy lunch or ride the elevator. Use these and other opportunities to support your child's language.

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- Ask good **questions**. Let your child **make choices** at the food court ("Do you want a hamburger or pizza?") or use **open ended questions** or **comments** to talk about her new shirt ("Tell me about your new shirt").

- When talking with friends, family or employees at the mall **match** and **expand** your child's communication and demonstrate how to use appropriate greetings and social words like hi, please, thank you and good-bye. If your child smiles after purchasing a new dress, you can **match** and **expand** to say, "Thank you!" or "Thank you for the shoes."

- Try to **follow your child's lead**. Is he interested in the game store or is he fascinated by the holiday display? Watch his eyes and body language and **match** and **expand** his words or gestures to help him tell you what he sees or wants (*Child: Gazes at a toy store window.* " *Parent: "I want to see the toys."*).

- **Avoid anticipating** and create a reason for your child to communicate. At the elevator, **wait** to push the button until your child notices. Then, **match** and **expand** his words or gestures (*Child: "Push."* *Parent: "Push the button."*).

- **Do the unexpected** and give your child a reason to communicate. While trying on new shoes, put the shoes on the wrong feet and **wait** for a reaction. Model an appropriate phrase or question as you **match** and **expand**.

### Word/Concept Bank

<p><b>Labels</b> Clothing items, money, coins, receipt, bag, tray, trash, credit card, wallet, dressing rooms, bathrooms, price, elevator, escalator, tag, size</p>	<p><b>Action Words</b> Buy, eat, shop, pay, try on, wear, like, walk, look, open, close, go</p>
<p><b>Describing Words</b> Comfortable, big, small, tight, hot, cold, pretty, ugly</p>	<p><b>Sequence Words</b> First, next, after, then, last</p>
<p><b>Spatial Words</b> In, out, up, down</p>	<p><b>Social Words</b> Hi, bye, see you later, please, thank you</p>



## *Exploring: At the Movies*

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Do you prefer comedy, adventure, animation or love stories? While chatting during the show is not a good idea, there is so much to talk about before and after the credits.

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- Ask good **questions**. When buying refreshments, ask **choice questions** to give your child options (“Do you want popcorn or a hot dog?”) or use **open ended questions** and **comments** to talk about the movie (“What was your favorite part of the movie?”).
- When talking with friends, family or employees at the movies, **match** and **expand** your child’s communication and demonstrate how to use appropriate greetings and social words like hi, please, thank you, and good-bye. If your child uses eye gaze or word approximations, you can **match** and **expand** to say, “Thank you!”, or “Thank you for the popcorn.”
- Try to **follow your child’s lead**. Is he interested in looking at the movie poster on the wall or talking about a particular character or scene in the movie? **Match** and **expand** his words or gestures to help him tell you more about his favorite topics.
- Use **comments** and **labels** to describe what you see (“I liked the part where the blue and yellow dinosaur found his mommy.” “That ogre was really huge and mean, mean, mean.”)
- **Avoid anticipating** and create a reason for your child to communicate. At the elevator, **wait** to push the button until your child notices then **match** and **expand** his words or gestures. (*Child*: “Push.” *Parent*: “Push the button.”). Hand your child a drink with a top without preparing the straw then, **match** and **expand** his words or gestures (*Child*: “No straw.” *Parent*: “I need a straw for water.”).

### Word/Concept Bank

<b>Labels</b> Tickets, money, seats, credit card, popcorn, salt, straw, candy, drinks, napkins, movie, film, bathroom, aisle, show, time, ticket window	<b>Action Words</b> Buy, eat, drink, pay, show, sit, sprinkle (salt), finish, spill
<b>Describing Words</b> Large, small, sold out, scary, beautiful, exciting, boring, confusing, funny, noisy	<b>Sequence Words</b> First, next, after, then, last
<b>Spatial Words</b> In, out, go, up, down, through	<b>Social Words</b> Hi, please, thank you, good-bye



## *Exploring: At the Park*

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It doesn't matter whether you prefer the swings, the slide or the sandbox, the park is the perfect place to build communication skills.

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- As you play together, **comment** on and **label** what you see and do. Use action words (e.g., push, build, run) and describing words (e.g., high, hard, fast, slippery) to make your play more exciting (see the Word/Concept Bank below for more ideas). **Match** and **expand** to describe what you want, see and feel (*Child*: "Push." *Parent*: "Push high.").

- **Do the unexpected.** Hold onto all of the sandbox toys and **wait** for your child to notice. Hand the shovels or buckets out one by one as you encourage him to ask for them using gestures, words or phrases. **Wait** and then **match** and **expand** (*Child*: "Yellow shovel." *Parent*: "I want to dig with the yellow shovel.").

- Your child may want to climb the ladder but not slide down; he may want to put cars in his bucket instead of "driving" them down the sidewalk. Find creative ways to play together as you **follow his lead**. If your child is really interested in his own creative activity, join in his play as you **match** and **expand**. Remember that greater interest leads to more language.

- **Ask good questions** to help your child express his needs and ideas. Avoid asking "What's that?" over and over. Try a **choice question** ("Do you want to want to build a castle or bury the leaves?") or a **closed-ended question** ("Do you want me to push you?").

- **Avoid anticipating.** Begin to push your child on the swing and then freeze or stop. **Wait** for your child to notice and express to you what she wants using eye gaze, gestures, or words. Provide a model if needed and use the **match** and **expand** technique to expand language. Repeat to provide frequent language opportunities.

### Word/Concept Bank

<p><b>Labels</b> Sand, shovel, bucket, toys, rake, swing, slide, structure, bench, ball</p>	<p><b>Action Words</b> Play, push, run, chase, catch, throw, fill, build, find, cover, hold, climb, bury</p>
<p><b>Describing Words</b> High, low, fast, slow, big, little, huge, tiny, sandy, hard soft, clean, dirty, slippery, colors, numbers</p>	<p><b>Spatial Words</b> Up, down, under, over, next to, top</p> <p><b>Social Words</b> My turn, your turn, excuse me, let's go</p>



## *Exploring: Taking Public Transportation (bus, metro, train)*

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Navigating the bus and the metro lines takes some special communication skills. Help your child practice these skills while traveling throughout the city.

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- **Comment** and **label** as you go from here to there. Use a variety of labels (e.g., bus, metro, seat, ticket), action words (e.g., step up, look over here, pull the cord) and describing words (e.g., be careful, long train, fast bus, front seat). Use the Word/Concept Bank below for additional ideas.

- Ask good **questions**. Let your child **make choices** (“Do you want to sit in the front or the back?”) or use **open ended questions** or **comments** to talk about what you are doing or what you see (“Look. I see the lake. Do you?”).

- When talking with friends, family or transportation employees, **match** and **expand** your child’s communication and demonstrate how to use appropriate greetings and social words. If your child smiles while handing his ticket to a driver, you can **match** and **expand** to say, “Thank you!” or “That’s my ticket.”

- Try to **follow your child’s lead**. Is she interested in what’s in your purse or showing you her homework or looking out the window? Watch her body language or listen to her words and **match** and **expand** to help her tell you what she wants to say. Remember that with more interest comes more language.

- **Avoid anticipating** and create a reason for your child to communicate. Let your child buy and/or hold his own ticket and help him practice communicating with others.

### Word/Concept Bank

<p><b>Labels</b> Bus, metro, train, driver, conductor, tracks, station, wheels, cord, seat, steps, ticket, money, token, bag</p>	<p><b>Action Words</b> Buy, pay, open, close, hurry, get on, get off, carry</p>
<p><b>Describing Words</b> Fast, slow, last, early, up, down, heavy, light, noisy, express</p>	<p><b>Sequence Words</b> First, next, after, then, last</p>
<p><b>Spatial Words</b> In, out, up, down</p>	<p><b>Social Words</b> Hi, please, thank you, good-bye</p>



## *Exploring: Getting Ready for the Dance*

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Everyone remembers their first dance. There is so much to talk about as you and your child plan for the big event!

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- **Comment** and **label** as you prepare for your child's dance. Use a variety of labels and describing words (e.g., long dress, fancy shoes, tuxedo, black limousine, pretty flowers). Use the Word/Concept Bank below to help you enrich your conversation.

- When preparing for a dance, **match** and **expand** your child's communication and demonstrate how to use appropriate greetings and social words like hi, please, thank you, and good-bye. **Match** and **expand** to help your child say "Thank you!" or "No thank you. No more punch." to a wide variety of people.

- **Avoid anticipating** and create a reason for your child to communicate. As you help your child prepare for a dance, don't automatically zip up a dress or turn on the hair dryer. **Wait** for a reaction. Then, **match** and **expand** her words or gestures (*Child*: "Help." *Parent*: "Help zip up my blue dress.").

- **Do the unexpected** and give your child a reason to communicate. Do something silly with flowers for the dance like giving them to an adult or putting them in an unexpected location. Pretend to wear your child's fancy shoes. **Wait** for a reaction. Model an appropriate phrase or question as you **match** and **expand**.

- **Comment** as you talk about the sequence of events using words like first, next, and last ("First you'll take a shower. Next, we'll dry your hair. Next, you'll put on your new yellow dress and you'll be ready to go to the dance!").

### Word/Concept Bank

<p><b>Labels</b> Dress, tuxedo, corsage, boutonniere, prom, formal, refreshments, DJ, music, make-up, dance floor, master of ceremonies, decorations, theme, punch, chaperone</p>	<p><b>Action Words</b> Dance, hug, kiss, enjoy, eat, drink, celebrate, decorate</p>
<p><b>Describing Words</b> Long, short, fancy, loose, tight, pretty, fast, slow</p>	<p><b>Sequence Words</b> First, next, after, then, last</p>
	<p><b>Social Words</b> Hi, thank you, please, bye</p>