

Section 1.5

Beginning to understand language by using non-verbal clues/cues

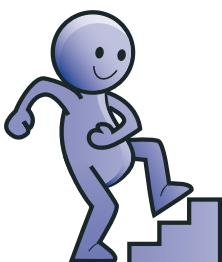


Why is this important?

Children need and use any kind of cue to help understand what is happening and what is *going* to happen. Providing these contextual clues alongside verbal language helps establish the meaning of the words.

What to do

- Use words and sentences which directly link to what is going to happen next, e.g.
 - ★ Say 'Let's go for a walk' whilst holding shoes and coat.
 - ★ Tell the child 'It's dinnertime' whilst fetching bib, dinner and spoon.
 - ★ Show the child a towel and favourite bath toy and say 'Bath-time now' .
- These actions help the child link objects and words to what is going to happen. The child may understand situations even though he/she may not understand the words on his/her own.
- Try pointing to or looking at a familiar object (e.g. cup) and ask 'Where's the cup?'
 - ★ If the child looks to the cup, give plenty of praise and hand over the cup, repeating the word 'cup'.
 - ★ If the child *doesn't* look to the cup, help by picking it up, naming it and asking again 'Where's the cup?'



Step up

- Reduce the number of extra clues and support.

Step down

- Use the phrase at the same time as the actions.
- Have several attempts.
- Use gestures and/or signs alongside the word/s.

