



# October 2024

## Top tips

As I write this the nights seem to have become very dark very fast, and the insufferable heat of the summer has become mostly a distant memory. I was thinking about homework and how any work on top of feeding, dressing and washing our children can feel like a mountain too high, so here are some times in your day you can support the language of your child. Take two minutes and play / comment / or simply listen to your child. Do this 5 times a week, and you have done a solid 10minutes homework. Manage it twice a day and potentially that is almost 30minutes in the week. It is something to think about!

### **Getting dressed:**

#### Understanding task:

You give your child instructions on what to put on next; e.g., “Put hat on”, “Take shoes off.”

#### Practice talking task

Your child gives instructions to you with clothes or dressing-up clothes; e.g., “Put hat on”, “Take shoes off.”

### **On the way to school:**

Tell stories about the people you see on your travels or favourite toys. Oh look. A man pushing a pram. I think he is pushing his baby to Grandma’s house.

What do you see?

Encourage your child to answer in three-word phrases; e.g., “car driving fast”, “lady walking away” Initially, your child may need lots of examples of what it required, and may need help to answer in this way, but should gradually be encouraged to make up their own stories.

### **After school:**

Describe your day:

Listening activity: tell your child the best thing you did today. Tell them something you found hard and what you did to get through it. Tell them something you are proud of you achieved in your day.

Speaking activity: ask your child the best thing they did today / to tell you something they found hard or tell you something they are proud of. If they don’t answer, use the statement, ‘I wonder...’ then give a forced choice... I wonder if you went to the moon or if you played outside at recess.’

### **Meal times:**

The child and adult take turns to ask each other objects on the table. The phrase, “Give me” remains the same and the object changes; e.g., “give me the salt”, “Give me a spoon”, etc. Later, different names can be introduced instead of “me”, e.g., “give Mom the ketchup”, “Give Ella the water.”

### **Bath times:**

You act out situations with toys and give a running commentary; e.g., “The doll’s swimming under the bubbles”, “The teddy’s making a cake.” Your child is then encouraged to say or describe what is happening. If necessary, two elements can remain the same while the third changes until your child is consistent in his/her responses; e.g.,

“Dolly making cake.”

“Dolly making bubbles.”

“Dolly kicking bubbles.”

Building Blocks Therapeutics Inc.

[www.otslp.org](http://www.otslp.org) Email: [shalmin@otslp.com](mailto:shalmin@otslp.com) or [info@otslp.com](mailto:info@otslp.com)

Phone: (905) 510-3879