How to cue and prompt your child

Explanation of Prompt Hierarchy Sheet
P256Q Speech Department

Set up the environment and provide opportunities:

<u>Mealtime</u>
- Give limited amounts so they can request "more"
- Give desired item unopened to request "open" and "help"
- Offer choices - make eye contact and point
- Withhold needed items ex. spoon/ fork
- Model gesture or comment "finished" before cleaning up

Set up the environment and provide opportunities:

<u>Playtime</u>
- Place favorite objects in sight out of reach or in clear containers
- Provide choices
- Play with a toy that requires adult help
  - Bubbles- "open" "more" "blow" "pop" "I blow" "you blow"
  - Wind up toy or turn on music- "again" "my turn" "more" "finished"
- Pausing in a familiar activity
  - Playing peek a boo and pause in the middle
  - Sing familiar nursery rhymes and pause at the chorus
- Change a familiar activity
  - Play mr potato head and place feet on head and use "no"
  - Give wrong item or piece during gameplay (sabotage only if child is on this level)
- When things go wrong WAIT
  - Play doh falls on the floor wait and don't pick it up immediately- "give me" pick up" "help" "I want"

In addition to setting the environment …...WAIT!!

Your child is probably used to everyone doing the communicating for them.

How to wait….

1) Stop talking
2) Lean forward
3) Look at your child expectantly
4) Count to 10 slowly to yourself
5) Be patient

Waiting is a useful tool to discover what your child is interested in. It provides THEM the opportunity to start the interaction.Initially accept any form of communication (i.e. pointing, gesturing, verbal approximations, one word)

Less is More - See cue/prompt hierarchy sheet:

- In every situation you first want to use BOTH setting the environment and waiting.
- Next, go from verbal->gestural-> physical. "Target" refers to what you want your child to say and "Cue" is the word or phrase you model.
- In each category (verbal, gestural, physical) start with cues and work to prompts
- For example- Start with verbal cues then go to verbal prompts, and if still no response, go to gestural cues, and continue down the list until you get a response.
- Note: Visual cues and prompts are another support not addressed here.
- Be aware of body language prompts you are naturally supplying (i.e. gesturing with eyes, approving facial expressions)
- Praise and Immediately respond to any type of communication your child gives

Tips and Tricks:

- To engage your child in turn taking begin by imitating them even in non functional play. Make non functional play into functional.
  - ➢ I.e your child likes to throw toy items, first engage by imitating them and throwing cars but then grab a bucket and attempt to turn into bucket toss game.
- Follow your child's lead and focus. Make comments that reflect what you believe your child is trying to tell you.
  - ➢ I.e Your child is looking at a dog, you say **"I see a dog!"**
- Comments you model should be from your child's perspective
  - ➢ I.e It is your child's turn in a game, instead of saying "you go", model what they should be saying **"I go"**.
- Expand upon your child's communication.
  - ➢ I.e your child points for a toy, you model **"car"**
  - ➢ I.e your child uses one word "car", you expand and model "**I want car**"

Types of Words to Target:

- Names of objects (childs preferred items, toys, animals, body parts, clothing, food, household, places to go)
- CORE words: "more", "help", "yes", "no", "finish"--> words that help your child to direct an activity to begin, continue, and end.
- People: "mommy", "I", "me", "boy"
- Action words: "go", "turn", "eat", "drink"
- Location words: "up", "down", "in"
- Description words: "soft", "big", "all gone"
- Time words: "morning", "today", "first"
- Social words: "hi", "bye"
- Feeling words: "like", "happy", "tired", "sad"
- Question words: "what", "where", "who"
  - ➤ Once your child has a variety of different types of one word phrases then start to combine. I.e Agent+action "Mommy go"