

A Speech and Language Embedded Schedule

For all of our children, no matter what the age or presence of disability, there are ways to facilitate language that can be fun and functional for both parent and child.

Music and singing – Playing music and singing to your child *throughout the day* helps with listening, attention, turn taking, and speech skills. Take time to sing some of your favorite or made up songs during dressing, diapering/toileting, eating, and bathing times. Sing about such things as body parts, toys, foods, and family members. For example during bathing time you may sing a song such as ,’this is the way we wash our hair, wash our hair, wash our hair, this is the way we wash our hair so we can get clean!’ Sing songs that are familiar, short, and **repetitive** and sing them at the same times throughout the day. As you sing a song with your child, pause somewhere in the middle of the song, WAIT, and see if your child will respond, either verbally, vocally, or through a body movement response, then continue with the rest of the song. Repeat these songs throughout your day.

Naming and identifying – Throughout the phases of your day (dressing, meal time, bathing) **Describe what you and your child are doing, all day, every day.** Use short phrases when talking, i.e., ‘Mommy’s coat, drink juice.’ **Label common objects that you use everyday, every time you use them.** These objects may include toys, foods, body parts, family members, animals, etc. When labeling the items, take your child’s hand and place it on the object as you name it. Try to have your child identify some of these common objects. Have just a few (2-3) objects out and ask your child to ‘point to...’ You can also have your child name these items. If your child is not using words, try the sign for the item. If they need help pointing, give them assistance to point to the correct item. Make a photo album of familiar family members and pets. Review this book often with your child.

***Remember your job is to narrate your child’s life! By the end of the day, you should be tired of hearing yourself talk!**

Waking Up and Dressing – While dressing Child, here are some **clothing target words** to use: shirt, socks, shoes, pants, pajamas, diaper, underwear, zipper, sleeve, button, hat, coat, boots. Dressing time is a great time to work on body parts. *Identify and name* for Child these **body part target words**: head, eyes, ears, mouth, nose, hair, tummy, arms, legs, feet, fingers, toes, hand, foot. Talk about the actions you are doing when dressing Child. These **action words** include: pull, put on, take off, push, stand up, sit down. Describe the clothes as Child puts them on. Use **description words** such as: the colors of the clothes, dirty/clean, new/old, light/dark.

Diapering/Toileting – playing a fun game of peek-a-boo while diapering is a good idea. This is also a great time to sing some songs. Narrate what you are doing, ‘Mommy has a diaper,

mommy is cleaning you, Mommy put the diaper on...' If toilet training, take advantage of the extra 'time' you may in the bathroom with Child and bring a book or two in with you.

Meals – give choices during meal times, usually now more than 2 or 3. Start by putting out a few food/drink items on the table. Label the items, then ask Child what she would like. If needed, help her to point or make a choice by guiding her hand. Next, you can provide 2 pictured food/drink items and ask that she point to the desired item. **Mealtime vocabulary** should include names of the food you are eating, dishes, utensils, napkin, placemat. The **actions** you do while eating: eat, drink, taste, chew, swallow, cut, pour. **Describe** the food you are eating. Use words like hot/cold, sweet/sour, empty/full, yummy, yucky, the colors of the food, textures of food – crunchy, mushy, soft, mashed as well as hungry, thirsty, full, all gone, more. Use the following **location words** when eating: ON the table, NEXT TO the plate, IN the bowl, UNDER the table.

Playtime – there are so many ways to incorporate language into Child's play. Choosing toys that are motivating yet functional are very important. Toys that involve taking turns, i.e., books, balls, are wonderful to use. Toys that show cause/effect, i.e., a toy that will perform an action or a sound when a button is pushed, are also good. Always label the toy(s) you are working with and help your child to point or touch the object you are labeling. Get down on Child's level! Yes, get on the floor! Child will be better able to see your face and lips when you are talking. It doesn't really matter what you are playing with as long as you're talking while you play. **Read lots of books!** By reading to Child now, you are promoting early literacy skills. It's ok to read the same book over and over. The repetition will help Child to become a better reader one day. Limit television watching and encourage interactive play inside and outside the house!

In the car – as you are driving, label Child's environment. Talk about the sights and the sounds around you. As you pass by other vehicles, i.e., trucks, ambulances, describe what sounds those vehicles may make. If you see any wildlife, i.e., cows, what sound does the cow make? There is also a good time to turn on some of your favorite kids' music and sing along!

At the store – The store is another great place for you to label, label, label for Child. Help Child to recognize some of her favorite or more familiar foods. Identify and label these items. Let her put it in the cart so she feels she is helping.

Bath time – Bath time brings lots of good opportunities for language. **Target bath time words** include: washcloth, tub, soap, shampoo, names of bath toys, drain, faucet. For example, 'look, it's soap.' **Action words** during bath time may include wash, dry, scrub, rinse, splash, pour, kick. For example, 'wash your toes.' Use **description words** such as, wet/dry, clean/dirty, and warm/cool. For example, 'water's warm.' Location words will help Child know 'where' things

are. During bath time, good **locator words** include: up, down, in, out, under, on.' For example, 'Duck is under the water.'

Bed time - Bedtime talks are comforting. You might enjoy starting a bedtime talk as part of our bedtime routine with your toddler. Bedtime is a good time to talk to your toddler in a cozy, private place. **Review the best things that have happened that day and talk about plans for tomorrow.** The sound of your voice may help Child ease into sleep. You'll probably find yourself doing all of the talking but that's ok - you're setting the stage for later talk. As Child grows, she'll want to have private talks with you about important things. You are practicing for these conversations with your bedtime talks. This is another important time to sing with Child. A night time 'song ritual' is a great idea.