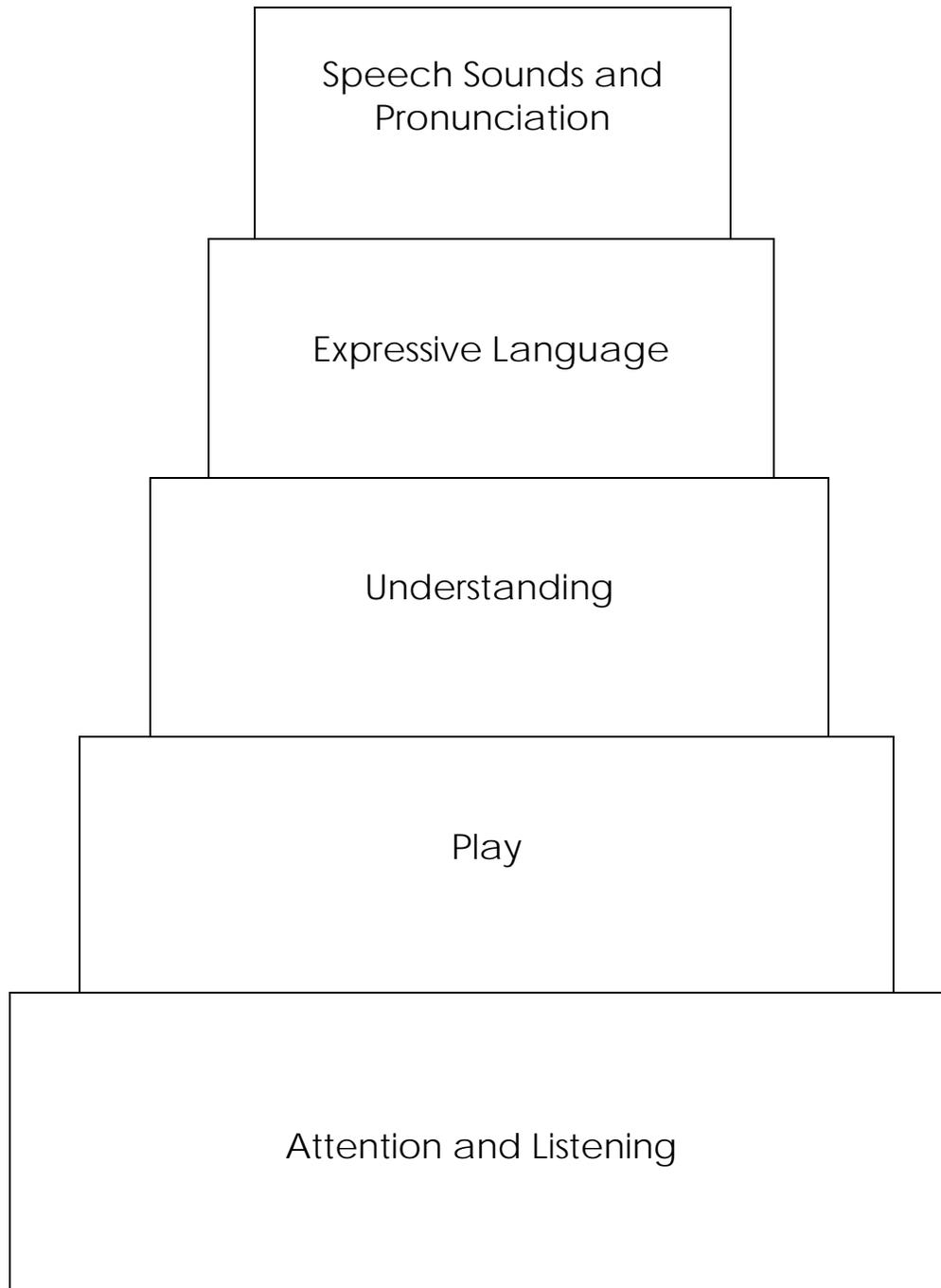


# Handout 1

## COMMUNICATION DEVELOPMENT PYRAMID



Put a tick next to the things your child is good at.  
Put a line under the things your child needs more help with.

## Handout 2

### **The Development of Pretend Play**

Play helps with the development of language, understanding of concepts, understanding of size, positions and colours and also, hand eye co-ordination and fine motor skills.

Pretend play develops between 18 and 24 months. Children begin to recreate actions on smaller teddies and dolls.

At around 20 months children will put a brick on a plate and pretend it is a biscuit, rather than just pretending that a toy biscuit was a real biscuit.

### **Ideas to Encourage Pretend Play**

Find a number of common objects such as brush, cup, spoon, toothbrush, blanket.

Encourage your child to use these items correctly on him/herself and on you or other adults. Carry out each action first and then encourage your child to copy you. Talk about what you or your child is doing. Then carry out the same actions on large dolls and teddies and then small dolls and teddies.

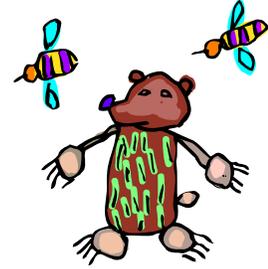
- e.g. Giving teddy a drink
- Putting dolly to bed
- Brushing dolly's hair
- Feeding teddy, etc

Other ideas include:

- Driving cars across the floor
- Using chairs as bridges
- Talking on a toy phone
- Making pretend food with play dough

## Handout 3

### Reminder for the fridge...



1. **ALLOW** your child to lead.
2. Take a moment to **STEP BACK** and ...

**Observe**.... your child's likes and dislikes and what their body language is saying to you.

**Wait**....to see what your child will say or do.

**Listen**....to **how** your child is communicating with you.



### Strategies to use

- Follow your child's interest
- Be face to face with your child
- Imitate actions, sounds and gestures

## Handout 4

### SPECIAL TIME

Try to spend 10 minutes every day with your child, playing together.

Cut out as many distractions as possible – turn off the T.V. or radio and pack away eye catching toys or objects in view. Keep other children out of the way (if possible).

Play with toys your child chooses.

Give your child your full attention for those 10 minutes of play and interaction.

Use simple language and talk about what your child is doing at the time, following their lead:

- e.g. "You've found the spoon."
- "The car's gone under the table."
- "The doll's having a bath"

Follow your child's lead, rather than telling them what to do. This is not a 'teaching' activity.

Try not to tell your child that they are wrong, if they don't play with a toy in the way that you think they should. Instead, just comment on what they're doing.

e.g. " Oh, you're brushing teddy's tummy!" (Rather than, "No, you shouldn't brush teddy's tummy)."

Keep your comments specific to what you and your child are doing in the present moment, as you play.

## Handout 5

### SUCCESSFUL INTERVENTION

The following are ideas to encourage successful communication between you and your child:

- Letting him/ her choose the toy.
- Sitting where it's easy for him/her to see you (ie face to face).
- Following what he/she wants to do with the toys.
- Giving him/her extra time to talk.
- Listening to what he/she says.
- Talking about what he/she is doing.
- Asking appropriate questions only and avoid asking too many questions.
- Praising him/her, using specific praise (e.g. *great talking!*)
- Talking slowly and simply enough for him/her to understand.

## HANDOUT 6

### BILINGUALISM

The bilingual child is one who is learning their skills in two languages.

#### Patterns of Language Development:

Bilingual children develop language in different stages from a child learning one language.

Initially the child learns one set of words, including names of objects in all languages he hears. Later the child will develop separate vocabularies for each language.

Initially the bilingual child has only one set of sentence rules. He may mix rules from all languages or use only the rules from the language he hears most.

The child may mix the languages, e.g. An Asian child may say the sentence 'I eat an apple' as "I apple eat", as this is the word order of the Asian language.

The child may also mix the two languages in one sentence, e.g. "I go" spoken by a Punjabi child may be said as: "mein (Punjabi) go (English)".

This is a normal feature of bilingual language development.

The final stage develops when the child separates the vocabularies and rule systems for the two languages.

#### Advice and Suggestions:

1. Choosing which language to speak: It is important that you speak to your child consistently in your first language. A child needs to hear the right words said in the right way, at the right time, i.e. at the same time as he/she is playing or looking at something. Translating into English may not always be immediate or accurate.
2. Keep the languages separate. When children are having difficulty learning language, mixing the languages may result in added confusion. The child needs to associate one language with one person.  
It is fine to speak different languages used in the house. For example, a child may hear Arabic from her mother, French from her father at home and English at daycare. Don't worry if your child responds to you in English. Carry on talking in your first language.
3. Be **consistent** in the choice of word to name objects.
4. Encourage the child's attempts to communicate in either language. Focus on helping the child feel successful in conveying and understanding messages.
5. Being bilingual has many advantages. Bilingual children have been found to have extra awareness of language and become better readers. They also have access to a wider culture. As long as your child has a strong foundation in their mother tongue, then there should be no difficulty learning English.