

Promoting Language Development – Daily Activities and Routines

Hello, Welcome to the Friends of Tennessee’s Babies with Special Needs website. My name is Robin. Today we’re going to talk about ways you can help families promote their child’s language development by taking advantage of daily activities and routines.

Research shows that the very best time for language to develop is during routine interactions when the parent is speaking directly to the child about something that has caught the child’s attention.

In all family situations, a child’s environment has the potential to be full of routines and language opportunities. Families can be encouraged to take as many opportunities during the day to communicate with their child.

It is helpful for some families to keep in mind four basic areas for language interactions with their child that will cover most of the activities they participate in each day. They include:

Number one. Child care activities, when parents are taking care of their child. This will include things like feeding, bathing and dressing

Number two. Child initiated activities –These are the times when the families respond to their child when she starts an activity

Number three. Parent task activities – when families are involved with household tasks and the child is present.

And number four. Parent directed activities – a more structured time when a parent plans an activity with their child, such as reading a book or playing with blocks.

Video Portion

[Child:] Yeah

[EI:] You did?

[Child:] He say hi Robin.

[EI:] He did?

[Child:] And he say hi Mommy.

[EI:] Did he?

[Child:] Yeah

[EI:] Nice centipede

[Child:] He nice

[EI:] He is nice.

[Laughter]

[EI:] He's a nice centipede.

[Child:] Yeah. Can I dig for another worm again?

[Mom:] Do you want to find another one?

[Child:] Yeah

[brother in background asks for milk]

[Mom:] Yes, just a minute. You already had one cup. You're ok a few minutes.

[EI:] What is this tool called?

[Child:] Ummm

[EI:] What is it? A trowel?

[Child:] Yeah

[EI:] A trowel... ..great mama... .. oh oh.

[Mom:] Try over here.

[EI:] Got to get around that stick >>Whoa!

[Mom:] Now those are the carrots. We don't want to damage those. Stay right here in the middle, that'll be just fine. There you go. See any worms?

[Child:] Yeah

[Mom:] Where?

[brother:] [in background] Mom, can I come back outside?

[Mom:] Can you be respectful?

[Brother:] Yes

[Mom:] Thank you

[Child:] I can't dig for worm.

[Mom:] You don't see any worms? Would you like some help?

[Child:] Yeah

[Mom:] Say, help me please.

Patricia Elizabeth Spencer recommends 5 basic strategies for taking advantage of daily routines and activities:

The first one is: Engage the child in communication as often as possible.

Number two: Respond to the child's attempts to get your attention

Number three: Use many means to communicate with the child such as facial expressions, and intonation.

Number four: Follow the child's lead when he is trying to tell you something.

And number five: Repeat words and sentences that the child says.

Video Portion

[Mom:] What are you doing up there?

[Child:] You can't get me!

[Mom:] Are you in a fort?

[Child:] No I am in [inaudible]

[Mom:] You're in jail?

[Child:] No I am in ship.

[Mom:] In what? Is it a pirate ship?

[Child:] Yeah

[Mom:] Or a fire truck?

[Child:] Yeah

[Mom:] Which one?

[Child:] This where I live.

[Mom:] That's where you live?

[Child:] Yeah

[Mom:] Oh, you have the coolest house!

[Mom:] What are you doing up there?

[Child:] You can't get me!

[Mom:] Nana nana boo boo!

[Brother:] Nana nana boo boo nana nana

[Mom:] Oh oh

[Brother:] Nana nana boo boo. Oh oh what? Why'd you say.....

[Child:] Oh oh what?

[Mom:] I see somebody by you.

[EI:] Whaaa ha ha ha!

[Brother:] Go ahead, do whatever you want.

[Child:] Get down.

[EI:] Get down? How do I get down?

[Brother:] Slide

[Child:] You just slide down.

[EI:] I have to slide down? Oh no. Okay, are you going to slide first?

[Child:] No

[Mom:] Yeah, you want to show her how?

[Child:] I going to sit on your lap.

[EI:] Oh, you're going to sit on my lap and slide down. Oh oh , we better have Mommy catch us. I'll probably go flying at the end.

[Mom:] Are you ready?

[EI:] Alright, what are we going to do?

[Child:] Let's slide.

[EI:] Ok, ready, set, ready? Hold on with both hands.

[Mom:] Count for her, say three, two, one, go Robin go!

[EI:] Whoa! Ha ha ha ha

I hope you will find these strategies useful as you help families promote their child's language development by taking advantage of daily activities and routines. Because remember – Babies Can't Wait.