

Training in Communication Skills for Persons with Mental Retardation

UTILITY GUIDE FOR PARENTS



**National Institute for the
Mentally Handicapped**

Training in Communication Skills for Persons with Mental Retardation

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National Institute for the Mentally Handicapped,
Secunderabad - 500 009.

ISBN 81 86594 40 X

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MESSAGE

In our country, it is estimated that about two to three percent of population comprises of mentally retarded persons. The Government of India has taken several initiatives to improve the availability of rehabilitation services after the enactment of the Persons with Disabilities Act, 1995. The National Trust for Welfare of Persons with Cerebral Palsy, Autism, Mental Retardation and Multiple Disabilities Act, 1999 is a land mark legislation that will help in mobilizing action and enabling provision of services for the most seriously affected amongst the target groups by the parents, community and the governmental and non-governmental sectors. One can hardly emphasise the important role the parents of the mentally challenged children can play in contributing to the development of their children. The specialists and professionals must extend all support in this endeavour to them. They should be equipped with adequate information and advice on taking care of their mentally challenged children.

I am very happy to learn that the National Institute for the Mentally Handicapped (NIMH), Secunderabad is publishing a utility guide for parents, namely "Training in Communication Skills for Persons with Mental Retardation", authored by Dr. T.A. Subba Rao and Dr. Jayanthi Narayan. I understand that this book is an outcome of the development research project done at NIMH. I congratulate the Project team and wish NIMH all success in their endeavour towards the development of skills and competence amongst parents and caretakers of those afflicted by mental retardation.


(Asha Das)



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FOREWORD

The field of rehabilitation in mental retardation poses formidable challenges to all sections of professionals and policy makers. The Persons with Disabilities Act stipulates that high quality in services need to be provided to the persons with mental retardation, their parents and families. It is generally accepted that more than 80% of these persons present delayed development of Speech and Language functions. Many children are unable to understand and speak. Even rudimentary functional reading and writing skills are very difficult to develop. Significant benefit in this developmental process can be ensured if the detection of these difficulties and training to ameliorate the condition is made as early in life as possible.

It is an accepted fact that parents are the major link between professionals and clients in carrying out Therapeutic/Teaching tasks. It is absolutely necessary to support the parents' role by making the information available in a way they understand. Parental guides and activity books in the area of Speech and Language training are practically nonexistent.

NIMH is the premier institution working for the cause of mental retardation, that has taken up developmental research projects and published work in this area. I am happy that NIMH continues with this task by bringing out the latest addition "Training in Communication Skills for Persons with Mental Retardation". I complement Dr. T.A. Subba Rao and Dr. Jayanthi Narayan, the project team, for their good work. I sincerely hope that the publication is utilized by parents across the country. I urge the NIMH to also ensure translation of the guide into other Indian Languages to make it accessible to those who really need it.

(Mrs. Rajwant Sandhu)
Joint Secretary to Govt. of India
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P R E F A C E

Communication problems in children with mental retardation, is a well known area requiring attention from all concerned. The availability of material - in forms of books, videos etc is extremely limited. The problems increase due to non availability of trained professionals.

Frequently, parents expressed the need for a simple, activity oriented "do it yourself" guide to train their children in communication. This utility guide is an effort towards meeting the parental request and the need. Before beginning with the development of this guide an exercise was made towards systematic need assessment. Communication needs as expressed by the parents was elicited as a simple structured questionnaire. The parents of children with varied ages and levels of retardation were included to have a representative sample. The responses were analysed and items endorsed. Most frequently mentioned communication needs are addressed in this hand book and some simple processes and procedures are described. This utility guide may prove to be useful to professionals and interest others too, in addition to parents.

The utility guide is divided into two sections, one dealing with details on how children develop their Speech and Language Skills. The other section involves 8 Chapters, dealing with activities related to preparatory skills, listening skills, expression skills etc. Each activity has information on material and context. It should be remembered that the activities are only examples and parents are encouraged to experiment, create and enjoy the task of training the child.

The initial activities in each of the target areas will suit the younger children as do later activities for older children. It is hoped that this effort will be the a starting point for development of many more guides. Parents are requested to seek professional guidance when needed.

Parents are also encouraged to explore additional readings and internet sites given at the end of the book.

Authors

Introduction

Section	I	Preparing to talk : Attending to objects in the environment	1
Section	II	Preparing to talk : Speech production	11
Section	III	Preparing to talk : Learning imitation skills	19
Section	IV	Understanding speech : Listening and comprehension	27
Section	V	Learning to plan : Using thinking skills	43
Section	VI	Learning to use language : Conversation	65
Section	VII	Learning to Convey : Verbal communication	73
Section	VIII	Learning to convey : Verbal communication one word level	81
Section	IX	Learning to convey : Non-verbal communication	95
Section	X	Using language to read & write : Basic essentials	117
		Glossary of Terms	127
		Books/Articles on Communication..... disability	130
		Journal Articles	131
		Useful Websites	132
		Where you can get more help... (List of Addresses)	133

INTRODUCTION

DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN

1. *What is language development?*

Language is, very simply stated, a tool to convey our thoughts and feelings to others in a way the listener understands. That is the tool used should be common to both the listener and speaker. We all have thoughts, deep feelings, experiences and knowledge on varied issues. We explain these and make ourselves understood by using language. With children, we commonly use language to tell stories and to teach and guide them. How our children understand what is in our minds and how they learn to make themselves understood is what language development is all about.

Even before our babies start talking in words, they do make themselves understood, either by pointing or crying or by any other way that best suits them. Often the child points when the parent asks a question or cries when the parent indicates that they disapprove of something. Therefore, pointing or crying is a response to indicate that the adult's utterances are understood, which is a language task. Similarly, child's expression through pointing or crying is also language. While the former is termed receptive language, the latter is called expressive language.

Receptive Language is what our children take in. They understand certain words and certain patterns of sentences only at particular periods of their growth and development. While it is difficult for a 3 year old child to understand puns or jokes a 15 year old may be popular among his friends because of the slangs he uses. This brings us to the term expressive language.

Expressive Language is the manner in which language is used to describe our thoughts and ideas. However, for expressive language to occur, receptive language needs to be present. Children always learn to **understand** language before they learn to **use** it i.e. receptive language is always more than expressive language.

To sum up, language development covers the entire spectrum of utterances of our children starting from the birth cry to how they learn to understand and express themselves in various patterns of **sentences**.

2. *Where does language develop?*

Language occurs in various situations. It occurs when you are going for shopping groceries or clothes, when you go for an outing to the park or a picnic, when you go to visit your friend and relatives, when you are bathing your child, when you are gardening, when you are cleaning your house, when you are playing with your child, when you are helping your child with his school homework and in every other situation that you come across.

As parents, it is only we who can give endless love, affection and language to our children. Therefore it is for us to capitalize on every situation we and our children find ourselves in, to increase the language skills of our 'bundle of joy'.

3. *What material can be used to increase language skills?*

Just about anything. Usually playthings are used, but, since learning is a continuous process, the relevant objects can be used when the opportunity presents itself.

For all the activities listed in this book, the material to be used are listed alongside. But one thing that you have to use in every situation is your own ability to speak.

4. *When does a child start learning language?*

From the day the baby is born, she starts picking up language. She starts to learn from her immediate experiences i.e. when she is being fed, when the cradle is rocked, when her parents say sweet nothings to her and also from the toys that are placed near enough for her to grasp. She might learn that milk is warm and water is 'cold'; what is 'cold'; what the bottle from which she drinks is called; that the person who feeds her is 'amma'.

As she starts walking and exploring the world she may learn that some things are 'big' and some are 'small'; teddy bear is 'soft' and building blocks are 'hard' She would also be aware that she can talk into her toy telephone, she may learn that a ball is 'round' and can be 'kicked'. The list is endless, but the point is she starts learning from the first moment of her life and continues to learn language all throughout her childhood. (Here it needs to be mentioned that even we as adults learn new words and keep building up our vocabulary)

As parents it is for us to ensure that our children get the maximum exposure to varied experiences so that language develops qualitatively in the right direction.

5. *Why and how do children learn?*

We as human beings have the unique ability to use language and also verbalize it by using speech. What is more amazing is that we are born with the ability to learn language. When children are exposed to language and different kinds of sentences, they deduce that there are different rules that have to be followed if certain strings of words have to make sense. Then, this knowledge is put to test when they try and speak. From the reactions of others to what they speak, they learn whether it is correct or not.

By trial and error, they finally learn to speak in a way that corresponds to adult language. When children are generating their own sentences, it is important to note that, the size of the child's vocabulary is just as important. Generally children pick up new words and sounds by imitating adults. We have to remember to prompt certain words and sometimes make our children imitate us. Also it is important to keep in mind the extent to which those little heads understand.

We have all met children who at the age of 3 did not understand what 'yesterday' meant but at the age of 10 give us lots of information on the dinosaurs that lived in the prehistoric times. This difference occurs because as the child grows, the ability of mind also grows. Since language is directly related to thoughts, the quality of language used at different ages in childhood, is bound to be different. As children grow, their language becomes more refined. This refinement is a combined effect of the inborn ability to learn language, imitation and the mental capacity of the young ones.

6. *What kind of environment is necessary for the child to develop language?*

It is not difficult for us to guess that a child who is born into a family that speaks Telugu will immediately pick up Telugu and not Gujarati. That is, children pick up language they are exposed to, and, this language is learned as first language. Also, children are quick to pick up the adult's style of talking too. As a parent it is important for you to remember that you have to look for opportunities that allow you to add to the quality of the developing language of your child.

You can make use of situations like feeding, washing clothes, cooking, bathing, dressing her up, playing, going out for walks, going to the zoo, going out shopping and any other situation you can think of.

Once you make it a habit to make use of every opportunity, make sure you use simple sentences that are well framed. Avoid referring to an object as 'it'. Instead refer to the object by its name. Try to speak slowly to your child as he needs enough time to hear, understand and most importantly, store in his head, what you have said. In your enthusiasm, don't use very high sounding words so that your child learns them early; nor should you use words like 'wa-wa' for water or 'jo-jo' for dog. You can refer to them as, water, or, dog, No harm in teaching your child words like, mineral water', 'hard water', 'soft water' or 'German Shepherd' or 'Pomerian'; only make sure that your child is old enough to understand these words. Till such time, remember to use, complete, well framed, simple sentences and use them at every given opportunity. Talking to each other is something we all enjoy. So do our children. So, make it a fun filled activity. Don't wait for your child to say something back to carry on your conversation. Any response he shows, be it verbal or non-verbal, take it as yet another opportunity to prolong the conversation.

If your child says "I putted it there", you might be tempted to correct him. Instead of pointing out to him that he is wrong, tell him "Oh! You put it there, is it? See, I put it there too!" By doing this, you have given him the right form which gets stored in his head. Now, identify more situations where you can expose him to the same kind of sentence again and again. This is a better way of correcting him than hurting him by saying "you said it wrong".

Sometimes you may have to prompt him to say something, but don't make it a habit. Allow him to express what he wants as it is easier to get his attention when you join him in something he is interested in, than, trying to get him interested in something you are doing. Many of you may already have noticed that it is difficult to get him interested in a book when he is playing with a toy truck.

So, the bottom line is that there should be a stimulating environment and good models who can provide adequate exposure to language.

7. *What should a child be born with for normal development of language?*

There are certain factors that need to be present when a child is born, if he/she has to develop language according to the normal course of development. These are called Biological Pre-requisites for language development. The earlier question dealt with the environment pre-requisites.

First and foremost, our children should be able to hear what is being spoken. They should also see the things, people and events that are being talked about. Moreover they should also be able to taste, touch and smell objects so that they learn the relevant words and concepts such as spicy, bitter, salty, sweet, warm, hot, cold, fragrant or pungent.

Secondly, they should have adequately functioning nerves and muscles. The brain directs the body what to do. The nerves act as the communication lines. They carry messages from the brain to the muscle and back. If the nerves are faulty then we will have a healthy mind trapped in not too healthy a body. Or there may be two healthy pieces but no coordination between them. So if the brain directs us to say something and the message does not reach the muscles in the mouth then, anyone can guess that what had to be said will never be uttered. If it has to be said, then proper neuro-muscular coordination is necessary.

Thirdly, our children speak as much as their mental maturity permits them to. A 3 year old child who feels hungry may say "my stomach is paining" or a 5 year old child may tell you that a kilogram of iron weighs more than a kilogram of cotton. As the child's mind matures, her speech gradually resembles adult language.

Fourthly, a normal speech mechanism without any flaws in the lips, teeth, tongue, jaws, palate or throat is also important. Last but not the least, children should be able to process what they hear. That is, their brains should be capable of decoding the sound heard and give meaning to it. If this cannot be done, any amount of language spoken to them will make no sense.

8. *What does a child accomplish by using language?*

A lot. She can do many different things once she starts using language.

She can express her desires and needs. She may say e.g. "I want water", "I want some more", "I want my doll". She can tell you what to do, i.e., regulate your behaviour by saying - "Come here", "Let's play with the ball".

She can interact with others e.g., “Do you know what happened today?”. She can give you her personal opinions e.g. “I don’t like carrots”.

She can use language to explore her environment by questioning “why ?”.

She can use her imagination and use language for make believe. e.g., ‘mew like a cat’; “roar like a lion”; to play ‘soldier’, or to play ‘house’ with friends.

She can also use language for sharing information. e.g. the question “where did father go”?

You must have guessed by now that, we as adults, use language for exactly the same functions too!

9. *How does a child proceed from words to sentences?*

Most children learn to speak in sentences much later than they learn to say words. The first utterance our baby makes is the birth cry. From there her speech follows a fixed time - table. In the first 2 months, the only sound she makes will be that of crying. By the 3rd month, she learns not only to express distress but also to acknowledge by means of gurgles, sighs and coos to mean she is comfortable. Then, as she gets better control over her body and learns to sit and crawl, she also begins to experiment with new sound patterns. She may pick up one sound and repeat it continuously (e.g. ba-ba-ba or ta-ta-ta-ta ...). A little later she decides she should combine 2 or 3 sounds together and repeat them over and over again. This exploration with sounds that she does is termed as **Babbling**, and this goes on till she is about 8 months.

When she is about 8 or 9 months old, she has heard enough from the people who talk around her and she too starts making language utterances. These are combinations of sounds that resemble sentences. The sentences seem to contain words and are of varied patterns such as questions, statements, remarks, exclamations. But you may not be able to decipher what she says. She seems to be speaking a foreign language or sometimes “her own language” because you may not identify a single true word in her utterance. This is aptly called **Jargon**. But her jargon slowly becomes intelligible because she starts using true words by the time she celebrates her first birthday. The first words she says may not be complete words; she may say ‘ba’ for bus or ‘mm’ for food. Amazingly, she uses specific words for specific things very consistently. She learns that everything has a name and then there is a naming explosion. She starts naming objects, people and events. By the time she is 1¹/₂ years, she has learnt so many words that speaking in single words is not enough. She starts combining two words. Now she not only learns names but also learns action words. She knows very well how and when to use ‘no’, and exploits it much to her parent’s dismay

When she is 3 years old, she loves to use sentences, and pretty long ones too. However her sentences may sound like “she closes she’s eyes”. It is advised that you resist your urge to correct the “she’s” to “her”. Either concentrate on whether the statement was relevant, or, even if you correct her, do it tactfully without hurting her. With an enriched language environment and healthy models of language she can surely correct herself with time.

10. How is ‘play’ important?

One of the characteristics of childhood is play. However, we are now beginning to realize just how important this early play of childhood is. Although apparently just done for the fun of it, play is a child’s way of learning about the world he was born into.

A newborn baby, although well able to use his senses and equipped with useful reflexes, has no knowledge of the world around him. However, it will not be long before he starts a simple playful activity such as moving his little arms and legs. He may need the encouragement of his mother who should share his enjoyment and follow his lead.

This early mother - child playful interaction is not just a delightful sight, but, it is vital to the baby’s development. He is already starting to learn to control his own limbs, to take turns in the interaction, to recognize his mother, to recognize objects by sight and sound as well as by smell and touch.

A child’s first plaything is his mother who will be the one to encourage his interest in the toys and objects around him. It is through playing with toys e.g. dropping them, mouthing them, scratching them and so on, that a baby discovers their properties viz. which are hard and which soft and which make a noise and what happens when they are dropped.

Much later the child will learn to fit two toys together and also to realize that toys still exist when they are out of sight. He will learn to imitate and discover the use of different toys and start simple games of preference. At the same time he will be learning to cope with his emotions. The baby will also be learning to listen and to play with sounds and eventually use words meaningfully.

It is on this foundation of experience and exploration through play that all future learning is built. With a child who is mentally retarded this period of play may have to be encouraged and extended because, for him, everything takes longer to understand and acquire.

This is only a brief preview of commonly raised doubts by parents. We hope we have cleared quite a few questions you may have asked yourself. In the next section we give you more information about how to identify language delays and how to use the guide. We hope by the time you finish the last page in this book all your questions are answered.

RECOGNIZING SPEECH AND LANGUAGE DELAYS

1. *How do I know if my child's language development is along the normal course of development or delayed?*

From the previous section you must have realized that your child's speech development and physical growth take place simultaneously. That is, when she is old enough to sit, her speech consists of babbles, and when she takes her first step, she says her first word. The physical growth and speech and language development do not cause each other, but since they occur together, one is an indication that the other should be present.

Given below is a simple table that gives you the age at which certain physical abilities and speech skills have to be present.

Table - Development of speech and language

Age	Speech and Language
1-3 months	Little sign of speech comprehension. Much crying. May cry differently in expressing pain, hunger, or need for attention. Produces cooing and comfort sounds. Does show response to sounds and moving objects.
3-6 months	Seems to pay attention to the speech of others and to react to it. Less crying, more cooing and the beginning of babbling. Responds to parental speech and behavior by vocalization and imitation.
6-9 months	Marked increase in babbling and word play. Vocal play shows inflections. Comprehends certain words such as "Eat" or "Up." Uses signs and some syllables to express wants.
9-12 months	Comprehends a few words and even phrases: "No." "Daddy come." "All gone." "Go car." Crude imitation of parent's speech. Practises syllable strings.
12-15 months	Appearance of first words, usually monosyllables or repeated syllables: "Mama," "Byebye," "No." Much jargon and self talk. Can point to objects, toys, animals. Understands simple directions and the word "NO." Has a speaking vocabulary of six to eight words. Understands short phrases.
15-20 months	Seems to understand most of what is said, if said simply. Regularly uses words and short phrases to express desires. Imitates environmental noises. Much self talk when alone. Begins to combine several words into primitive sentences: "Eat all done." "More milk."
20-30 months	Comprehends most of adult speech if they speak slowly and simply. Knows names of all familiar objects and activities. Speaks in phrases and sentences. Has a vocabulary of about 100 words.

Following pages contain activities for enhancing communications in children which you can easily carry out along with day to day activities.

The activities listed in this manual are selected after collecting data from parents difficulties factor by their child with mental retardation. The activities are listed and proved useful for training children with mental retardation having difficulties in communication.

SECTION - I

**PREPARING TO TALK
ATTENDING TO OBJECTS IN THE ENVIRONMENT**

PREPARING TO TALK

ATTENDING TO OBJECTS IN THE ENVIRONMENT

For learning to understand and talk about objects, it is important that children/ babies pay close attention to objects lying around them. Activities given in this section can guide you to begin teaching the child to pay close attention to objects, people and actions happening around them.

During infancy ..in order to help her look at objects you can do the following activities :

- 1) When your child is lying on her back, hold a toy within easy reach for her to touch and explore.
- 2) When your child is lying in her cradle, ensure that she does not have to stare at the empty ceiling. It is a good idea to hang colourful ribbons, toys and other interesting objects you can think of, within her hand's reach.
- 3) When you place your child on your lap spend time making faces, imitating sounds and singing songs while facing each other.
- 4) When your child is lying on your lap place a toy on her stomach. Let her feel and look at the toy.
- 5) Play Peek –a- boo (hide the face and open games)
- 6) When she is on her stomach, roll a ball towards her. Roll it slowly, so that, she can track the moving ball till it stops.

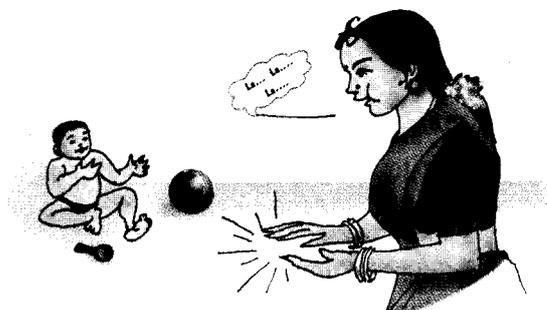
As the child grows older :

- ☛ **Objective** Helping the child to participate in making and breaking towers.
- Situation/ Material** Play time, building blocks, books, any small & light objects
- Activity** When she is on her stomach, stack a set of blocks or other toys in her reach. Once you finish stacking the toys, make her knock them down. Then start stacking all over again, and repeat whatever you have done as many times as you both want.
- ☛ **Objective** Helping the child in reaching out for pictures
- Situation/ Material** Picture books, photo albums and magazines
- Activity** When your child lies on her side, prop up a book of colourful pictures. Make sure the pictures are large and that she can reach out to the pictures. As you talk about the pictures help her touch them.

☛ **Objective** : Helping the child to increase the time of attending to you.

Situation/Material: Play time, colourful objects (red coloured toys)

Activity : - Call your child by his name or make an interesting sound to get his attention.
- Make him look at you or the object for a moment
- Slowly encourage him to look at you for longer period as you talk to him / play with him, using the objectives.



☛ **Objective** : Helping the child to improve attention by listening to the sing –song quality of your voice (singing).

Situation/Material: Any time of interaction

Activity : - As you are relaxing with your child, sing favorite songs to familiarize him with the rhythm, melody and words.
- Watch for and imitate your child's movements & vocal responses to the music.
- Once your child is familiar with the tune, pause before starting a new line and let him anticipate and respond by laughing or body language, then complete the line.
- Pause after the rhyme to give him a chance to indicate by body language or through vocalization whether he wants more.
- End up with a hug!



➤ **Objective** : Helping the child to pay attention during play.
e.g. Balloon game.

Situation / Material : Play time, colourful balloons.

Activity :

- Create a high interest activity e.g. blowing a balloon. Adapt the activity or the position of your body so as to be face to face with your child.
- Give chance to the child to choose the colourful balloon with faces drawn on it.
- Blow them up and let the air go out making the balloon fly away
- Pop them
- Let the child watch this wonder!



Variations - Create opportunities for your child to communicate by tempting your child with the existing activities to improve attention, like,

Water Play - make paper boats and float them in water.

Sand/ Clay Play

Musical games

Puppet show

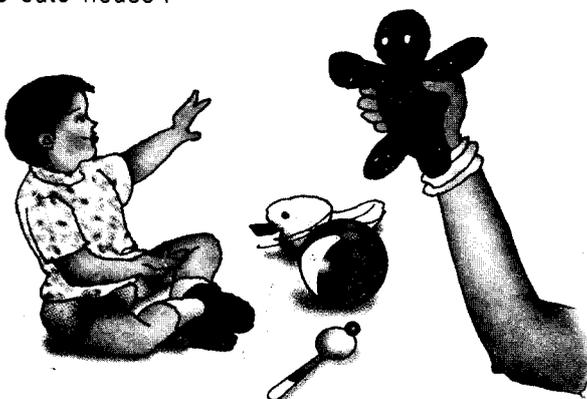
Gently initiate your child in to play,
encourage any subtle attempt to communicate

☛ **Objective** : Helping the child to change attention from one game to another

Situation / Material : Play time; Building block,doll

Activity :

- Play along with your child with a doll
- Interrupt his game and wait till he establishes eye contact
- Show him a new activity of building tower.
- Let him stop his play and watch you
- If he is putting blocks together in a heap, show him how to make a tower of those blocks
- Talk using simple and 'Look Raj, Will you build a house ?. That is, Raj's cute house'.



As the child grows older :

☛ **Objective** : Helping the child to sustain interest in watching pictures.

Situation / Material : Reading time / Picture story book

Activity :

- Sit along with your child with a book of pictures and figures
- Share the picture book and look at the pictures together.
- Allow the child to lead – let him turn pages
- Choose the pictures he wants to look at.
- Choose books having child's everyday experiences.



Try to do what the child wants rather than forcing your child to do what you want.

➤ **Objective** : Helping the child in listening to sounds eg : paper rustling.

Situation/ Material : Play times; All kinds of papers

Activity : Collect newspapers, chocolate wrappers, plastic covers etc., which make different sounds and play – by tearing, crumpling, shaking to make different sounds.

Caution : Don't let your child eat it or cover his face.



As the child grows older :

➤ **Objective** : Encouraging the child to attend to puzzles.

Situation/Material: Play time; Jig-saw puzzles

Activity : - Take interesting Jig-saw puzzles.
- Take all the pieces and shuffle them.
- Demonstrate how to to put back the puzzle picture together while describing the process.
- Hide one piece of the puzzle and ask the child to guess
- Complete the picture
- Make the child go through the process. Reward.

Note : Initially have puzzles having two pieces only Gradually increase the number of pieces



- ☛ **Objective** : Helping the child to look at colours in different situations.

Situation/ Material : Daily activity; colourful objects, magazines, picture books, crayons, colour pencils etc.

Activity : Introduce the basic colours like red, blue, green, yellow to your child if you have not yet done so. Select a colour you would like to stress on eg: Red. Turn the pages of a magazine and identify objects that are red in colour. Point with your finger and make your child do that too, and say 'red' Similarly, use objects, colour pencils etc.

- ☛ **Objective** : Helping child in matching colours

Situation/ Material : Chart pictures, photographs, crayons, magazines, objects.

Activity : Write the words red, blue and green on a big chart paper in 3 different sections. From an old magazine, cut out pictures that are red and paste them on the section for red. Do the same for blue and green too. After the child is able to perform the activity successfully and with ease, introduce next one. Cut out pictures irrespective of the colours that come as you turn the pages. Then paste them on to the corresponding colour section.

- ☛ **Objective** : Helping the child in tracing line drawings

Situation / Material : Paper, pencil, slate & chalk; picture.

Activity : Introduce simple pictures of fruits, plants, animals that are drawn on a paper and let your child explore them by tracing with her finger.

Instead of using a pencil and paper, you can use a chalk and slate too so that, your child will find it fun to trace the drawing. As she traces the chalk drawing, she might enjoy watching the smudged mark on the lines she has finished tracing.

Later you may introduce lines to trace.

- ☛ **Objective** : Helping the child in joining dots to make a picture

Situation/ Material : Paper, pencil, chalk play situation etc.

Activity : When your child is old enough to hold a chalk or a pencil, you can let her carry out activity (18) in a different manner. Instead of drawing lines and pictures, just mark the dots to make an outline of the picture. Then, make your child join the dots so that she would have to make the line drawing to complete the picture.

- ☛ **Objective** : Helping the child to match pictures

Situation/ Material : Paper, pencil and pictures

Activity : Take a chart paper and fold it into 2 or on a slate draw a line in the middle. On one side paste or draw about 5 commonly used items. On the other side paste or draw the same items in a different order.

Get your child to match a picture from one section with similar picture in the other section such that she has to draw a line between the two similar objects.

- ☛ **Objective** : Helping the child to match similar pictures by marking.

Situation/ Material : Play time, paper, pencil and pictures

Activity : Take a chart and paste pictures of different animals such that each of the animals appear in 4 or 5 different places. For eg: Paste about 5 horses, 4 dogs, 5 cows, 3 hens, 6 cats etc. Then get your child to mark 'x' on all the pictures of dogs, or on all the pictures of cows.

- ☛ **Objective** : Marking out object of same group

Situation/ Material : Paper, pencil & pictures

Activity : In a page or a chart, paste items of any 2 categories – say, food and animals. Make your child draw a circle around all the food items.

Vary this game with more categories of objects fruits, furniture.

- ☛ **Objective** : Helping the child in copying

Situation / Material : Paper, pencil and pictures

Activity : Take 2 papers. Keep one with yourself and give the other to your child. Make a line on your paper and get her to do the same on her paper.

Draw various shapes and let her copy them. You do not have to stress on artistic perfection – if you have drawn a circle and your child's drawing is curved and closed, its good enough to keep the game going.

SECTION - II

**PREPARING TO TALK
SPEECH PRODUCTION**

PREPARING TO TALK

SPEECH PRODUCTION

Activities that our body performs while speaking are similar to activities that are done while chewing, sucking and swallowing food. The task of breathing - taking air in and out is fundamental to speaking. Hence, improving skill levels in activities such as breathing air as well as in chewing food will prepare the child for more complex task of speaking.

- ☛ **Objective** : General sensory stimulation - feeling the food
- Situation/ Material** : During feeding; mirror, feeding bottle
- Activity** : Feed your baby in front of the mirror and let her see the movements of mouth. Baby also feels the food if slightly warm, cold or hot food is given.

- ☛ **Objective** : General sensory stimulation - feeling the parts of face
- Situation/ Material** : Any time during daily living activities.
- Activity** : Brush your baby's fist against her face as she moves it talk to her, but let her feel the movements.

- ☛ **Objective** : General sensory stimulation - seeing and feeling hands.
- Situation / Material** : Any time of daily routines.
- Activity** : Bring your baby's hands together in her line of vision and pat and rub them together. Soapy hands provide more fun.

- ☛ **Objective** : Strengthening your baby's lips
- Situation / Material** : Feeding; feeding bottle, spoon and other food items.
- Activity** : While feeding touch the nipple of the bottle to your child's lips to tease her into making sucking movements. Gently clamp and release while giving salty or sweet items on the lips.

- ☛ **Objective** : Improving sucking activities
- Situation / Material** : Same as above
- Activity** : This activity can be used when you are giving your baby liquid foods. Rather than holding her in a position where milk flows into her throat on its own, use other positions which make her work harder to suck and swallow. Eg. Making her sit in a reclining position.

- ☛ **Objective** : Initiating movements of lips
- Situation/ Material** : Food items of different tastes.
- Activity** : When your child is hungry, stimulate his lips by tapping near the angle of his mouth. When lips start to move feeding is to be done.

- ☛ **Objective** : Developing tongue movements
- Situation/ Material** : Food items of different tastes.
- Activity** : If your child is old enough for spooned foods, play with her by placing the food in front of the mouth.
- Variations** : Holding spoon close to lips to bring out the tongue.
Holding desired food near corners of the mouth to encourage side movements of tongue
Holding disliked food so that it encourages the backward movement of tongue.

It is possible that some children have their tongue tied to the floor of the mouth. This restricts lifting and backward movements of tongue. Although such tongue tie may not prevent initiation of speech, it may affect clear production of speech sounds at a later stage. Consult ENT Doctors/Speech Language Pathologists.

- ☛ **Objective** : General sensory stimulation - closing of lips
- Situation / Material** : Any time; spoon, food items and other non-toxic objects
- Activity** : Touch her lips at different spots and also run a spoon all around her lips so that you heighten her awareness of her lips and also help in maintaining the act of keeping the lips closed.

Some children (eg: with cerebral palsy) may learn different methods of breathing. This may prevent them from having sufficient air to breath out during talking. The most appropriate breathing is abdominal breathing. In abdominal breathing, while breathing in, diaphragm in the stomach goes down and the chest expands to allow the air to fill in and while breathing out, the chest contracts and the stomach also contracts.

- ☛ **Objective** : Breath control - development of proper breathing method.
- Activity** : First occlude one nostril for a short period talking reassuringly to your child as you do so. Occlude for a brief period both nostrils, forcing the child to breath through his mouth. Continue to talk reassuringly. After she is accustomed to this much interference with her breathing, cover her mouth also with your hand thus completely preventing breathing for a moment then remove any obstruction. Keep repeating the process

until a noticeably deep inhalation follows. For any further help speech pathologists / physio therapists / occupational therapists can be contacted.

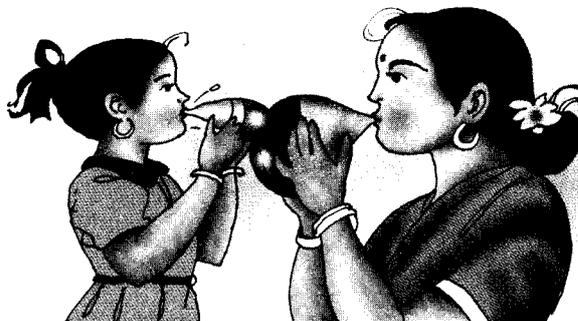
It would be helpful to hold a tissue in your hand and tell your child that you are going to put your hand over his nose and mouth just as if you were going to wipe his nose.

- ☛ **Objective** : Holding the breath
- Activity** : Next, teach the child to hold the inhaled air until given a signal to exhale.

- ☛ **Objective** : Develop controlled, prolonged phonations.
- Activity** :
 - Make your child imitate a prolonged sigh
 - Make your child imitate a prolonged phonation
 - Make her imitate babbling
 - Sustained blowing also helps prolong the exhalation of air

- ☛ **Objective** : To help the child to increase control on breathing (E.g. Blowing games)
- Situation / Material** : Any time of interaction
 - Balloons
- Activity** :
 - First get your child's attention by placing balloon within his view, then move it away.
 - Encourage your child to watch blowing the balloon.
 - Talk about what is happening.
 - Let your child blow the balloon.
 - You follow his lead and direct him.
 - Reward him by giving the balloon to play with.

Caution : Make sure she plays carefully without sucking in the balloon



- ☛ **Objective** : Helping the child to increase control over breathing.
(e.g., Blowing talcum powder)
- Situation / Material** : Dressing time
Talcum powder, mirror
- Activity** : - After dressing up, play for some time blowing powder on a mirror & then draw faces.
* Make sure child is watching you.
* Sprinkle a small amount of powder on his hand
* Smell it & say "that smells good, doesn't it?"
- Variation** : Assist him to blow powder on to mirror & then help him to draw faces.
Blowing bubble out of soap water.
Blowing paper bits & bird feathers.
Once the child has mastered these exercises, move on to blowing a little harder material

- ☛ **Objective** : To help the child increase control over breathing.
(e.g., Blowing whistle)
- Material / Situation** : Pretend - Play time; Whistle
- Activity** : - Get your child's attention by calling his name
- Pretend to be a police man & blow whistle.
- Encourage your child too to whistle & hunt for thieves.
- Enjoy the play !
- Variation** : Playing on a flute.
Blowing ping pong balls on a smooth table.
Sucking juice through a straw.
Blowing bubbles in the water through thick & thin straw, starting with a thick one.
Blowing bubbles through a soap ring.
Blowing off candles.

☛ **Objective**

: To help child increase breathing control

Activity

: Blowing a series of papers. Take a few sheets of papers. The size of all these papers should be at least 1/4th of a notebook page and folded in the middle. Folding them enables the paper to stand on a table or any smooth surface. Arrange all the papers in a series, all facing the same direction. Then, blow the first paper so that it falls on the next one and makes it fall on the paper that follows. As each paper falls, it makes the next paper to fall too. Let your child enjoy watching a train of papers fall one after the other. After all the papers have fallen, arrange the papers again with your child's help and make the child blow this time.

Variation

: Instead of papers, you can also use thin cardboard, playing cards etc.

All blowing activities are easier when the targets are closer to the mouth. Hence, increasing the distance from mouth to blowing objects will make the job harder and thereby improving the breath control by the child. Hence, initially, hold the objects closer and gradually increase the distance.

Similarly, experiment starting with lighter objects (eg: paper bits) and moving to heavier objects (eg: sand)

SECTION - III

**PREPARING TO TALK
LEARNING IMITATION SKILLS**

PREPARING TO TALK

LEARNING IMITATION SKILLS

Any speech production activity involves movements of tongue, lips, jaw and other structures of the mouth. We may not realize it, but these movements are a series of very complex tasks and it is unreasonable to expect that a child will be able to learn these complex movements right away. Hence, starting from simple movements of hands to the most complex movements of the tongue will help in development.

In speech the movements are not one single act but a sequence of inter-related actions. Learning to produce movements alone will not help in speaking but learning what to speak will help. The movements have to be learnt so that the child is ready when the actual opportunity to speak arises.

I. At first, work on activities for motor imitation without toys.

☛ **Objective** : Helping the child to imitate your actions during play time.

Situation / Material : Any time of interaction.

Activity : Instruct the child 'Do as I do' - then present the actions such as clapping, shaking head etc.

- Wait for the child to repeat.
- Prompt if necessary.
- Repeat - for example, open your mouth. If the child does, you repeat too.
- Pat the child's hand and encourage her to pat yours.
- Make use of natural situations and bring appropriate expression on your face.
- Wait for the child to imitate you.
- Praise immediately by a kiss, hug or a sign of approval.



☛ **Objective** : Helping the child to imitate your actions making hand shapes.

Situation / Material : Play time, during nights; Candle light.

Activity : Instruct the child 'Do as I do' - then present movements

- Make shadow designs with hands e.g, dog, rabbit.
- Wait for the child to copy.
- Immediately reward him by saying good for any of his attempts!

Variation - Picking up colourful bindis and sticking them on the face appropriately.

☛ **Objective** : Helping the child to copy your movement / actions. Hand movements during songs and rhymes.

Situation / Material : Any time of interaction.

Activity : - Place your child comfortably near you.

- Sing songs and action rhymes
- This is the way we brush our teeth brush our teeth..... brush our teeth..... This is the way we comb our hair.. comb our hair
- Repeat each action twice with the rhyme.
- Use a big mirror for imitation activities to make it more interesting.
- Accept any of your child's subtle attempts with a smile!



☛ **Objective** : Helping the child to copy the actions in 'Joker says' games.

Situation / Material : Any time of interaction.

Activity : Play, 'Joker says games like.

- Joker says, "Touch your nose."
- Joker says, "Clap your hands."
- Joker says, "shake your head."
- Joker says, "wave bye- bye."
- Joker says, "puff your cheeks."

Let your family join in the actions as you say them so that your child can imitate watching everyone.

II. Once the child has mastered motor imitation without toys, then move to activities for motor imitation using toys / objects.

☛ **Objective** : Helping the child to imitate during play with dolls or toys.

Situation / Material : Play time; teddybear, other doll and toys

Activity : - Have a doll or teddy each so that your child has the chance to imitate your play or action
- Pretend to feed the doll or give the teddy a drink.
- Make them jump, run or turn
- Wash them, brush their teeth
- Dress, undress them and put them to bed.
- Sit them on a toy car
- Hide them.
- Put a hat on the doll or self.
- If needed, give physical prompt to the child in his actions.

Variations for imitation games :

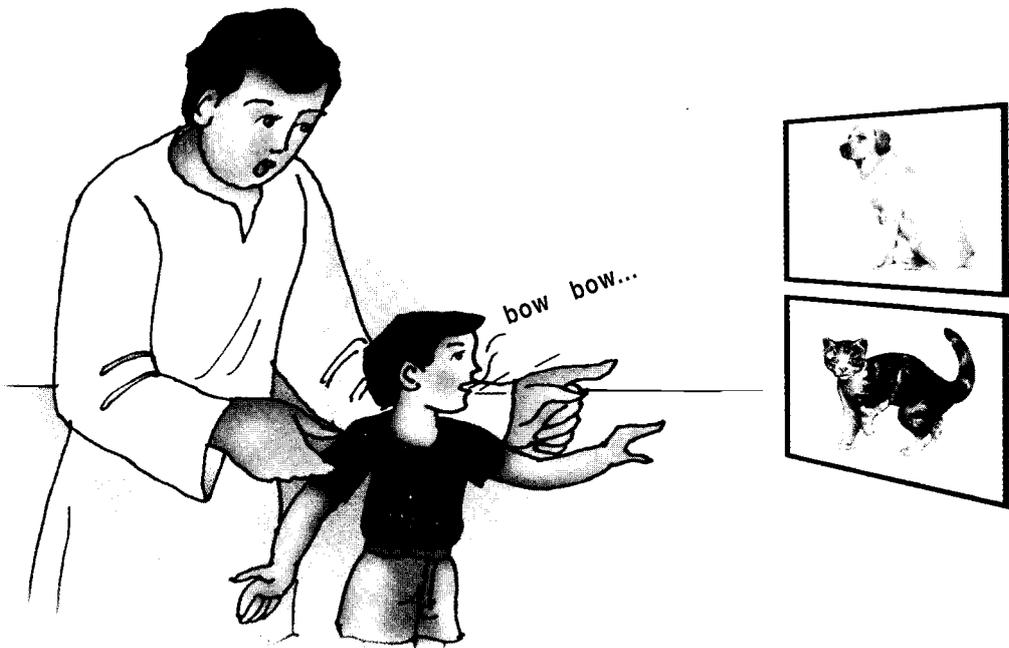
- * Put blocks in a cup
- * Push the car
- * Roll the ball
- * Turn the pages of a book
- * Ring a bell
- * Stir with a spoon
- * Wash small utensils
- * Build a tower of 3 -4 blocks
- * Copy pictures with crayons, paints etc.

III. After your child is able to imitate body movements using toys, transfer from motor to sound imitation because that will provide your child practice in vocalization as well as an opportunity to hear the sounds of speech.

☛ **Objective** : Helping the child to develop verbal imitation

Material / Situation : Any time of interaction; pictures, of animals birds, transports

Activity : Make animal sounds such as 'bow-bow' 'meow -meow'
encourage your child imitate the sounds.
Always have picture or toy of the appropriate animal



☛ **Objective** : Helping the child to imitate, facial expressions and sounds

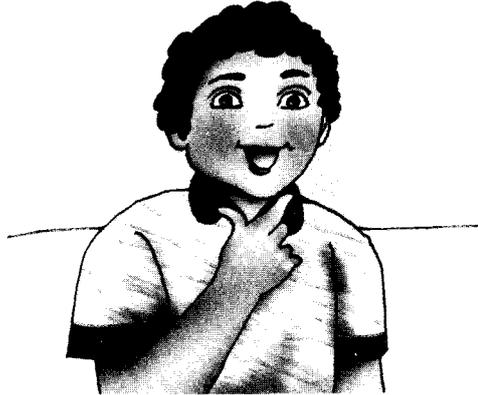
Situation / Material : Play time; Mirror

Activity : - Make funny faces in the mirror and make funny sounds such as ooo..., ma-ma-ma, ba-ba-ba while playing with the child. Use simple repetitive words which the child is able to follow and imitate, like Da-da.. , Ba...ba ..., Na na, pa-pa...

- Try to work on one sound at a time, but make it as natural as possible.

- Respond to any sounds your child makes and imitate them.

- Play games which encourage imitating but do not force your child to imitate sounds.



Note : See that the child is attending to you.

- Variations**
- * make crying sounds with action
 - * make 'm-m-m' by rubbing stomach
 - * "oops!", when toy falls.
 - * "brrrr" sound - vibrating
 - * Bye - bye " - wave hands.
 - * 'dr-r" - scooter sounds.

- ☛ **Objective** : Helping the child to imitate sounds
(e.g., Vehicle sounds)

Situation / Material : Play time
Toy car

- Activity** :
- Instruct the child 'Do as I do' - then present movement by pushing the toy car saying "ddrr ..."
 - Encourage the child to repeat the same.

Make sure that the child is watching you.
Give time for the child to repeat
Reinforce by prompting

Vary the activity with train, plane sounds etc.
Then repeat it with bird and animal sounds too.

When the child is in a position to pick up words and phrases imitation skills will help the child to master the word production. Note that, without knowing the word i.e., the meaning, simply producing the word will not be 'speaking'. "Ktrptr" however clearly produced cannot be considered a word.

SECTION - IV

UNDERSTANDING SPEECH
LISTENING AND COMPREHENSION

UNDERSTANDING SPEECH

LISTENING AND COMPREHENSION

Nature has given all of us two ears. Most children with mental retardation can get the sounds of environment into the ears (hearing) but may find it difficult to understand the same sounds (listening). The ability to listen is important so as to understand, store and remember sounds, words, phrases or sentences.

Usually children initially become aware of sounds, then they recognize those sounds and much later differentiate one sound from another. This practice goes on for years and is essential for differentiating between the complex speech sounds in our languages.

But sometimes children have to be helped to listen carefully and to learn the differences between various sounds. Some sounds - like, vehicle horn, dogbark, generator sound, snoring - which keep happening all around us can be called as environmental sounds. They are also known as non-speech sounds. When we speak, we use words. These words are made up of syllables such as pa, ka, ra, ta. These can be called as speech sounds. If we change these sounds in the words, meaning of the word changes. Children need to listen and understand all these sounds through auditory / listening training. There are different methods of auditory training.

A general framework for auditory training is as given below.

1. To develop awareness of different sounds including speech and non-speech.
2. To develop discrimination of different sounds - speech and non-speech.
3. To develop recognition of different sounds - speech and non-speech.
4. To develop comprehension of different sounds - speech and non-speech.

In the first level, the child is made aware of different sounds including speech sounds and environmental sounds such as car horn, animal cries, calling bell etc. The child should be sensitized to different sounds in his environment and learn to appreciate them by hearing. HEARING AID is a mini amplifier which picks up sounds, makes it louder and passes on into the ear. A person with hearing impairment may require to use a hearing aid to compensate for the hearing loss. A hearing aid does not replace the ear. All users will need to learn to listen while using the hearing aid. A Hearing aid is worn on the body, it can be worn behind the ear or in the ear. Modern technology has made hearing aids, smart and light weight. As the child shows signs of awareness, the next level can be initiated. This is not very easy to achieve and it requires considerable period of time and patience on the part of parents and teachers.

In the discrimination level, the child is required to differentiate whether one sound pattern is the same or different from the other. Our ear recognizes sounds by the pattern or style. Each sound has a unique pattern and in combinations. For eg: a revolving toy makes a sound pattern, the word 'good' has a pattern making it a familiar sound pattern. This discrimination skill is very important for speech development.

Once the child discriminates different sounds, he has to recognize them and identify what is heard. The child can be trained by making him point to a toy or look at an object that is named.

At higher levels the child may be trained to place a mark on the paper or write the name of the source of sound.

Comprehension is the most complex of the tasks. At this level, the child is required to indicate that he understands what he has heard, by making a suitable oral response or by following a command and performing necessary action.

For e.g: Answering the question 'what is your name'? or

'How old are you'?

'Get me a glass of water'

Following the command

The goal of auditory training programme is to develop the auditory perception for conversational speech to the maximum possible extent.

This section introduces some listening activities.

All activities should be enjoyed both by you and your child

Awareness of environmental sounds

➤ **Objective** : Helping the child to listen to sound making toys (e.g., Rattle)

Situation/Material: Any time of interaction. (e.g., Play time) Rattle

Activity :

- * Hold the rattle still in front of the child.
- * Keep the surrounding silent
- * Let the child shake your hand, so the rattle makes sounds.
- * Immediately hide the rattle.
- * Wait for some time and look for his reaction.
- * Bring back the rattle and give it in his hand.
- * Let him experience the sound.
- * Repeat the game of hiding and making sound.
- * Have fun!



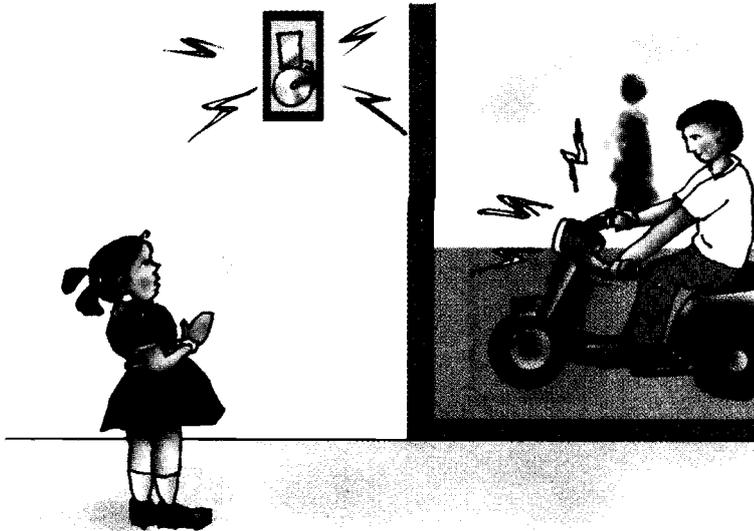
Variation : A low cost 'rattle' can be made by putting a few buttons, stones or marbles in a small ,clean and empty plastic box with a tight lid

☛ **Objective** : Responding to door bell sounds.

Situation / Material : Father / mother comes home from outside.

Activity :

- * Arrange such that you are ready for the door bell to ring.
- * Ask the child “did you hear the door bell ring (ding-dong)? ”
- * When the door bell rings, carry /run with the child to the door.
- * Open the door, and let father or mother walk in with the child
- * Let father ask the child - “I rang the bell, did you hear it?”
- * Comment by saying, “you heard the door bell ringing (ding dong), then I opened the door and we saw that father has come”



Variations :

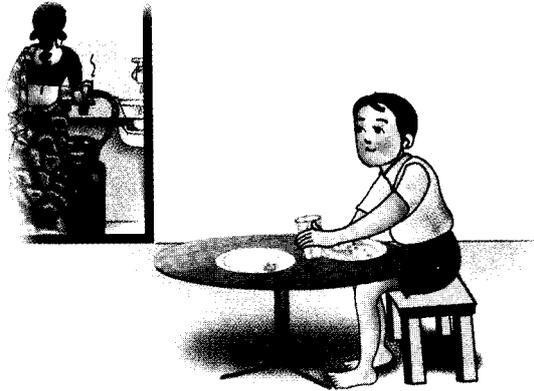
- * Knock on the door
- * Someone calling at the door
- * Scooter / Car horn

👉 **Objective** : Helping the child to recognize household sounds (e.g., Noise made by a bowl and spoon.)

Situation/Material: Cooking time

Activity :

- * Invite your child to the kitchen when you are busy there.
- * Seat him in a safe place.
- * Intentionally make louder sounds of bowl, spoon etc. while you work
- * Let him listen to the sounds.
- * Also, leave some spoons, bowls within his reach.
- * Let him have the opportunity to manipulate and explore various items in the kitchen.
- * When he makes sounds, talk to the child about the sounds!



Variations : Other household sounds may include mixer, grinder, water from tap.

- * Expose him to different environmental sounds and help him to recognize these sounds such as water running in bathroom, bell ringing during pooja time.
 - * Tearing of paper
 - * Washing clothes
 - * Vegetable cutting
 - * Radio / T. V. / Tape recorder sounds.
 - * Cooker - whistle sounds etc.

☛ **Objective** : Helping the child in responding to telephone ring

Situation / Material : Waiting for a telephone call

Activity : Wait for a call from grandma

- * When the phone rings, do not pick the phone immediately.
- * Let the child listen to the ring for some time. Draw her attention to the sound if necessary.
- * Carry the child to the phone.
- * As you pick up, say “hello” and talk.
- * In between give the hand-set to the child too.
- * Say “that’s your grandma!”
- * Say, “It’s fun to listen to grandma, on phone isn’t it!”
- * Also pick up when phone does not ring and allow the child experience the difference.



Variations : Telephone receiver with dial tone which does not ring, or is engaged, different types of phone ringer sounds.

☛ **Objective** : Helping the child to recognize animal sounds e.g., barking of a dog

Situation / Material : Going for a walk

Activity : Take the child for a walk around the house.

- Draw you child’s attention to sounds you hear.
- Let the child see the things around and get familiar with them.
- As the dog passes, show him the dog.
- Wait till he looks at it and then looks at you.
- Name ‘Dog’ pointing to it.
- Also add words such as dog says bow-bow.
- Wait and let the child listen to dog barking.
- Repeat as often as the opportunity arises
- When the child points to dog say, “Yes, it is a dog” and ask “how does the dog bark?”
- Have a great time!

Note : Label sounds as they occur throughout the day in different situations.

Variations

- Expose him to different animal sounds such as a cat meowing, bird chirping, Show TV channels like National Geographic and Discovery where the child gets to see and listen to numerous animals and animation of animals in cartoons on TV. Make visits to zoo, parks for letting the child experience different animals and bird sounds.

Objective

- : Helping the child to respond to vehicle sounds
E.g., scooter sound

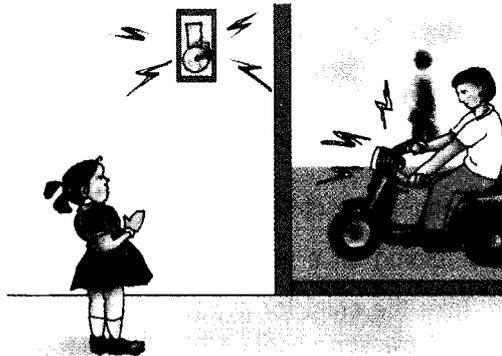
Situation / Material : Father comes home on a scooter

Activity

- : Sit with the child waiting outside for his father to come on his scooter
 - Let him listen to the scooter horn.
 - Walk with the child to the scooter as father comes
 - Go for a round on the scooter
 - Intentionally, horn and increase the speed
 - Also talk about different vehicle sounds as you come across.
 - Have fun!

Variation

- : Take your child to bus stop and help your child recognize bus horns. Expose your child to train sounds aeroplane sounds. Do not forget to label the sounds as you point to them.



Do make it a habit to identify different kinds of sounds in your surrounding, so that you can help your child recognize them.

Discrimination of nonverbal sounds.

Objective

- : Helping the child in naming the sound source after listening (gross discrimination)

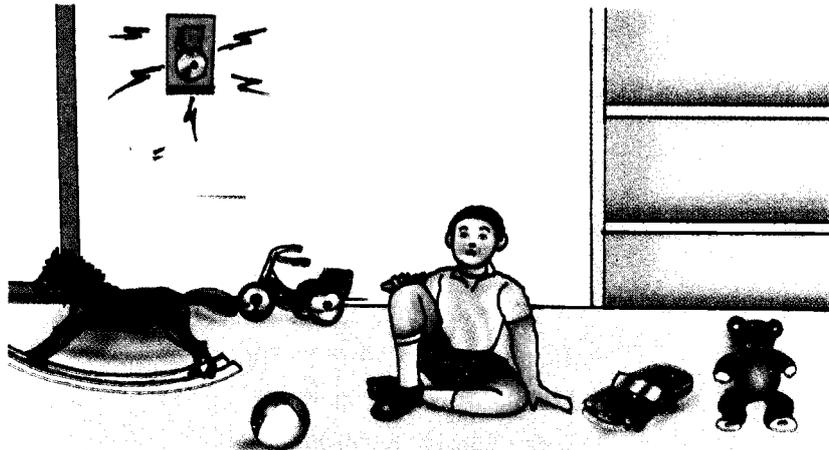
Situation / Material : Any time of interaction. Select the name of toys / materials
e.g., rattle sound Vs clap sound

- Activity** :
- Inform the child that he/she is expected to name the sound source immediately after listening to it.
 - Play rattle sound, wait and prompt for listening. Immediately after listening to the rattle play clapping sounds.
 - After each sound, give sometime to name the sound source.
 - Inform him to raise the hand when he hears rattle sound and turn around on hearing clap sound.
 - Be patient, repeat the sounds if he fails.
 - Encourage him to try again.
 - If he responds correctly, let him have a reward.

- ➔ **Objective** :
- Helping the child in recognizing the sound source after listening (using materials)

Situation / Material : Leisure time
Select the names of materials
E.g., door bell, spoon sound.

- Activity** :
- Inform the child that he /she is expected to recognize by going near the sound source immediately after listening.
 - Ring the doorbell, wait and prompt for opening the door, soon after, make spoon in glass sound.
 - While making sound, let her not see you doing it.
 - Give her enough time to look at the sound source
 - Reward for right response.



- Variations** :
- Gross discrimination. Let the child indicate sound sources for different sounds such as
 - Water running and bell sound.
 - Telephone sound and paper tearing.

- ☛ **Objective** : Helping the child in naming the sound source after listening
- Situation / Material** : Any time of interaction Select the sound sources e.g., door-bell, scooter horn.
- Activity** :
 - Inform the child that he/she is expected to name the sound source soon after listening.
 - Ring the door bell, wait and prompt for listening; immediately after listening to it, present the scooter horn.
 - See that child is not facing the sounds.
 - Give him time to respond
 - If he responds correctly, pat him!
- Variations** : - Repeat it with some more fine sounds

As the child grows older

- ☛ **Objective** : Showing the right picture after listening to the sound.
- Situation / Material** : Play time
Audio tapes and pictures
- Activity** :
 - Have a look at a set of pictures, for e.g., animals.
 - Talk about the sounds associated with each one.
 - Help the child to listen to the tape which has recordings of various sounds and match the sounds to the appropriate picture.
 - Give enough time to respond
 - If the child hesitates, prompt him.
 - If he responds correctly, give a smile of acceptance!
- Variations** : Do the same activity with the other pictures and sounds such as vehicle sounds, environmental sounds etc.
 - Spoon sound vs steel plate
 - Glass vs spoon
 - Telephone bell vs door bell
 - Bus horn vs Jeep horn
 - Cycle bell vs pooja bell.

Remember to start with sounds that are grossly different and gradually introduce sounds that are similar, and not very different.

Recognition of verbal sounds

Children need to hear a sound or a word many times and in many different situations before they fully understand its meaning. These are learnt through careful listening, imitating, repeating over and over again and making out differences between different sounds so that speech can be understood.

☛ **Objective** : Helping the child in responding to verbal sounds

Situation / Material : Any time of interaction (Play time)

Activity :

- Hold the child in your arms, so that he can see you.
- Make funny sounds for your child to listen to
- Intentionally give a pause for the child to respond by smiling or making faces.
- Vary the pitch of your voice when you talk.
- Make the most of facial expressions to help understanding along with speech.

Variation : Have siblings and peer group for the activity

☛ **Objective** : Helping the child to develop name recognition

Situation / Material : Any time of interaction

Activity :

- Periodically, throughout the day, call child's name in loud voice.
- If he looks up at you, reward him immediately with a hug! And say 'Mummy wants '_____' (name of the child)/ where is '_____' (name of the child)
- If he does not respond, get into his range of vision and repeat his name.
- Start by getting very close to him and repeat his name very often.
- Smile/hug whenever he moves his head towards you.
- Gradually increase the distance between him and you, when you call his name.
- Once the child is able to recognize his name, introduce names of family members when the child is watching. Slowly involve the child by making him call others.

The family members can be introduced by the relationship such as grandpa or didi with their name prefixed.

☛ **Objective** : Helping a child to respond to instructions appropriately after listening.

Situation / Material : Any time of interaction
e.g., Tea time.

Activity : Initially, work on 2-3 names at a time such as Mummy, Daddy, Child's name

- Inform the child that he/she will have to give a biscuit to the person whose name is called.
- Model him once by saying 'to mummy.'
- Encourage him to give a biscuit to mummy.
- Prompt, if needed.
- Repeat it with the other names.
- Reward him for his right response.

☛ **Objective** : Helping children in matching sounds to objects after listening
E.g., Train - Choo - choo and Scooter - Droor - droor

Situation / Material : Play time.
Pictures or toys of train and scooter.

Activity : Start by choosing two contrasting sounds to work on
e.g., Choo- choo / Droor - droor

- Play with the toys and make the appropriate sounds
- Hide the toys, once your child is familiar with the sounds.
- Initially, model the game. Say "choo-choo". Ask your child to look for the train and bring it to you. Repeat the same with the other.
- let the child listen carefully.
- Reward him with the toy on his right response.

Variations

- * Choose more number of vehicle sounds,
- * Encourage siblings/peers to enact vehicles with their sounds as the child watches. Allow him to participate.

☛ **Objective** : Helping children in matching sounds with action after listening.

Situation / Material : Any time of interaction. Pen and glass, paper and water.

Activity :

- Choose two words sounding differently
- Present him with the required material
- Tell him that when he hears 'pen' - he has to place the pen on the paper and for 'glass' - he has to take a sip of water from the glass.
- Model the activity once.
- Work on sounds loudly
- Direct the child to right action if necessary.

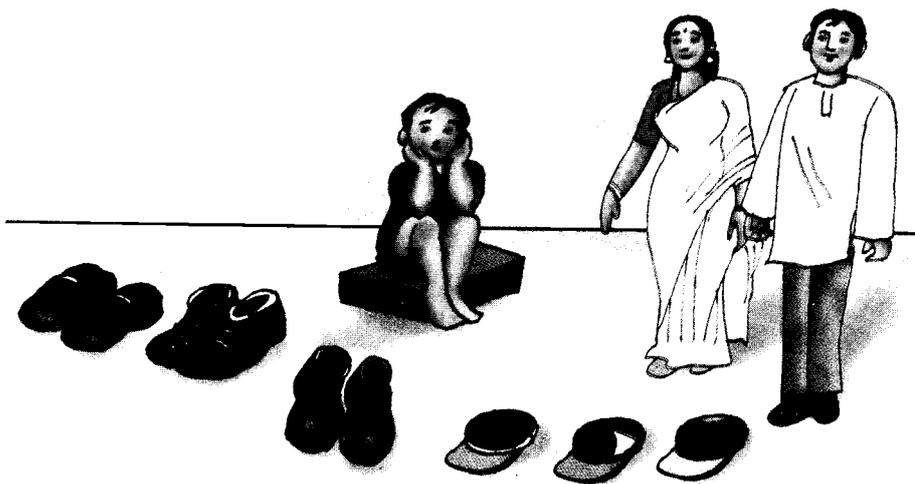
- Variations** : Similarly work on fine sounds later such as
- Pen and plate
 - Mug and jug
 - Boy and bye

In your effort to teach words, ensure that you use complete and simple sentences laying the stress on words that have to be taught.

- ☛ **Objective** : Helping children in following simple instructions

Situation / Material : Play time; caps, shoes

- Activity** :
- Involve all the family members in the game
 - Request a few to wear caps and the rest to wear shoes
 - Ask them to walk in a circle
 - Tell them to follow instructions and act accordingly.
 - In the first round, say, "All those wearing caps will sit down and all with shoes will stand".
 - If necessary, model once more.
 - Repeat the game by changing the actions for the second round.
 - Keep changing the instructions for each round: for instance, say, "All those wearing caps have to keep walking and all with shoes will stop".
 - Individuals who follow instructions get reward



- Variations** : Instead of shoes, caps you can make them wear red ribbons, blue bands, green shirts etc.

☛ **Objective** : Helping children in doing the actions correctly after listening to commands.

Situation / Material : Play time; key and toy car and 2 bowls and marbles.

Activity : Choose a pair of words which differ in one sound e.g., Key and car

- Place one bowl next to toy car and the other next to keys.
- Also give him marbles as you say the word.
- Let your child listen to the word and put the marble in the appropriate bowl.
- Wait and model the activity if required
- Reward him for his correct response.

Variations : - Expose him to different sounds

- Let the child point to the correct object / picture appropriately after listening

☛ **Objective** : Helping the child in learning to differentiate similar sounding words.

Situation / Material : Play time, toy car, lock, key, teacup.

Activity : Request the child to turn the key in the lock or act like drinking tea from the cup on hearing the names from you.

- Mix up saying words with explanations about 'keys' and 'tea'
- Use all prompts needed to learn initially. However, finally child needs to pickup objects and do the correct actions on 'listening' only.
- Show your happy feelings. on successful work done by the child.

☛ **Objective** : Helping the children in following simple instructions in group games such as, jumping in and out of a circle.

Situation / Material : Play time

Activity : - Make children stand in a circle on the mark.

- Inform them that they will have to jump according to the instruction given.
- Model the game once saying, 'Jump in' and 'jump out.'
- Say consistently and keep repeating.
- Use sentences rather than words
- As he masters the game, increase the speed of instructions

Variations : - Introduce concepts of walk, stop, jump, stop, walk slow, walk fast, bend, stretch, hands on head, hands on waist, turn around, jump up high, shake your hands etc.

- This also increases body awareness.

☛ **Objective** : Helping children in doing the actions after listening to instruction.

Situation / Material : Any time of interaction; mirror

Activity : - Sit with your child in front of a mirror
- Make actions by saying, “close your eye”, “clap your hands” etc.,
- Help your child to do actions along with you
- Emphasize the action words
- Gradually, tell him what to do
- Let the child do the actions after listening
- Appreciate his attempts.

☛ **Objective** : Helping the child in matching the sounds to actions after listening.
E.g., |c| vs |u|

Situation / Material : Play time; cardboard post box and cards, chocolates and box

Activity : - Choose two sounds which start with |i| and |u| .
- Instruct your child clearly that when he hears |i| sound, he has to post a card in the post box and on hearing |u| sound, put the chocolate in the box.
- Model your child what to do.
- Gradually, make sounds behind a screen so that he has to listen carefully.
- Guide him if needed.
- Reward him if he does correctly.

Variations : - Repeat it with other sounds moving from gross to fine differences.
- e| vs |a| sound
- |eee| vs |e| sounds
- |ooo| vs |o| sounds

☛ **Objective** : Sequencing sounds

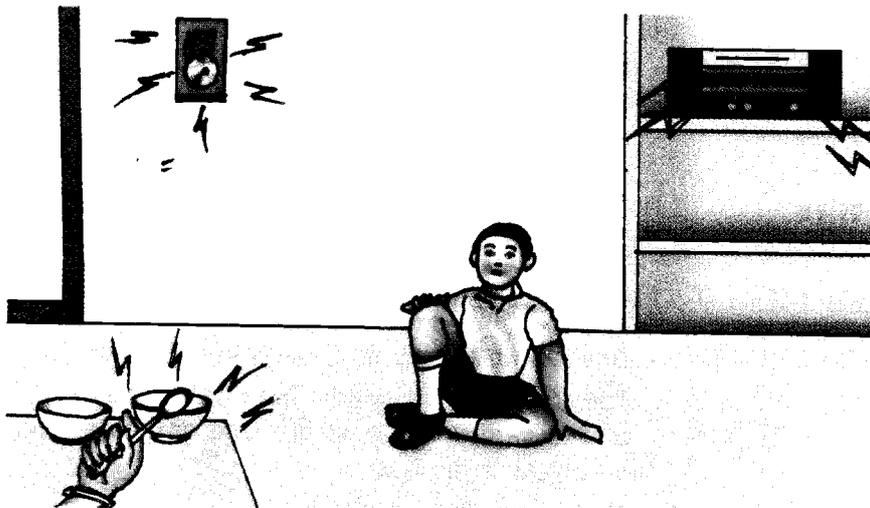
Situation / Material : - Play time
- Bell sound
- Cup and spoon
- Tape recorded sounds

Activity : - Get your child's attention by calling his name
- Present him with any one of the sounds e.g, bell sound, cup or spoon to bang
- Encourage your child to do the same
- Then make a sequence of two different sounds and encourage your child to copy both sounds in correct order.
- If he is copying, introduce the 3rd sound and make a sequence of 3 sounds.

- Help the child to repeat all three sounds in correct order.
- Praise him on his attempts
- Gradually, ask him to sequence the sound without visual clues.

Variations

: Repeat with sequencing actions, sequenced verbal sounds 'mama, papa, tata' etc.



As the child grows older.....

● **Objective** : Following instructions after listening.

Situation / Material : Study time, paper - pencil

Activity :

- Instruct your child that she will have to write the dictation after listening carefully
- Present words which are familiar to the child.
- Give time, if needed.
- Appreciate her on her attempts.

SECTION - V

**LEARNING TO PLAN
USING THINKING SKILLS**

LEARNING TO PLAN USING THINKING SKILLS

Thinking and language seem different from each other, but are, in fact, inter-related. Thinking and language together help in storing information and retrieving it when required. For a child improving his thinking skills is important because his ability to think helps in comprehending language. It also helps in planning a framework for him to form sentences using the words.

☛ **Objective** : Helping the child in looking and responding in an interaction.

Situation/ Material : Any situation with an interaction e.g. dressing time.

Activity : While dressing the child, be in front of her, look at her and smile.
Hold the child so as to let her see you.
Smile as soon as you find her looking at you. Hug !



☛ **Objective** : Helping the child in making choice

Situation/Material: Feeding time; milk(in bottle), play materials

Activities : Present some common items in front of the child like milk in bottle, rattle, toys(The child uses his thinking process to reach for)
Allow the child to make his choice.
Give it to him saying 'so you want

Give a smile of acceptance.

(If it is milk time, tell him to have milk first and play thereafter. If he does not comply, allow him to play, as he may not feel the need for milk at that time. Try giving milk later.)

- ☛ **Objective** : Helping the child in locating mother on request
- Situation/Material**: When the child is with relatives / other people, asking him to recognize his mother “amma”.
- Activity** : Let the baby face all persons
Ask the baby who/where is Amma
Give few seconds to respond.
Guide the child to run to the mother and kiss.
Let the mother acknowledge
- Variations** : Repeat the activity with others e.g. grand parents, sisters, brothers.



- ☛ **Objective** : Helping the child in locating objects on request
Play items common objects in the room.
- Activity** : Let the baby have around him a number of familiar objects such as toys, table, chair, fan, kitchen items etc.
Ask the child, “Where is?”
Give time to respond correctly.
Guide the child, if needed.
Respond by the gestures conveying ‘yes that’s right.’
- Variation** : Can also use outdoor objects.
- ☛ **Objective** : Helping the child in following simple instructions
- Situation/Material**: When the child is sitting idly.
- Activity** : Get the child’s attention by calling him by his name. Request him to get water by saying, “please get me some water”.
Wait for the child to respond.
If he does not start acting, guide him towards the water while repeating the request.
Help him to give ‘you’ water
Thank him.

Variations

: Replace water with request for something else by having two to four different things along with what you have requested for e.g. water, juice, milk, tea and let him choose the correct one you have asked for.

As the child grows older :

Objective

: Helping the child in following simple instructions : like filling up water in bottles quickly

Situation/Material: At the railway station/bus stand, empty water bottles.

Activity

: Request the child to locate the tap at the station

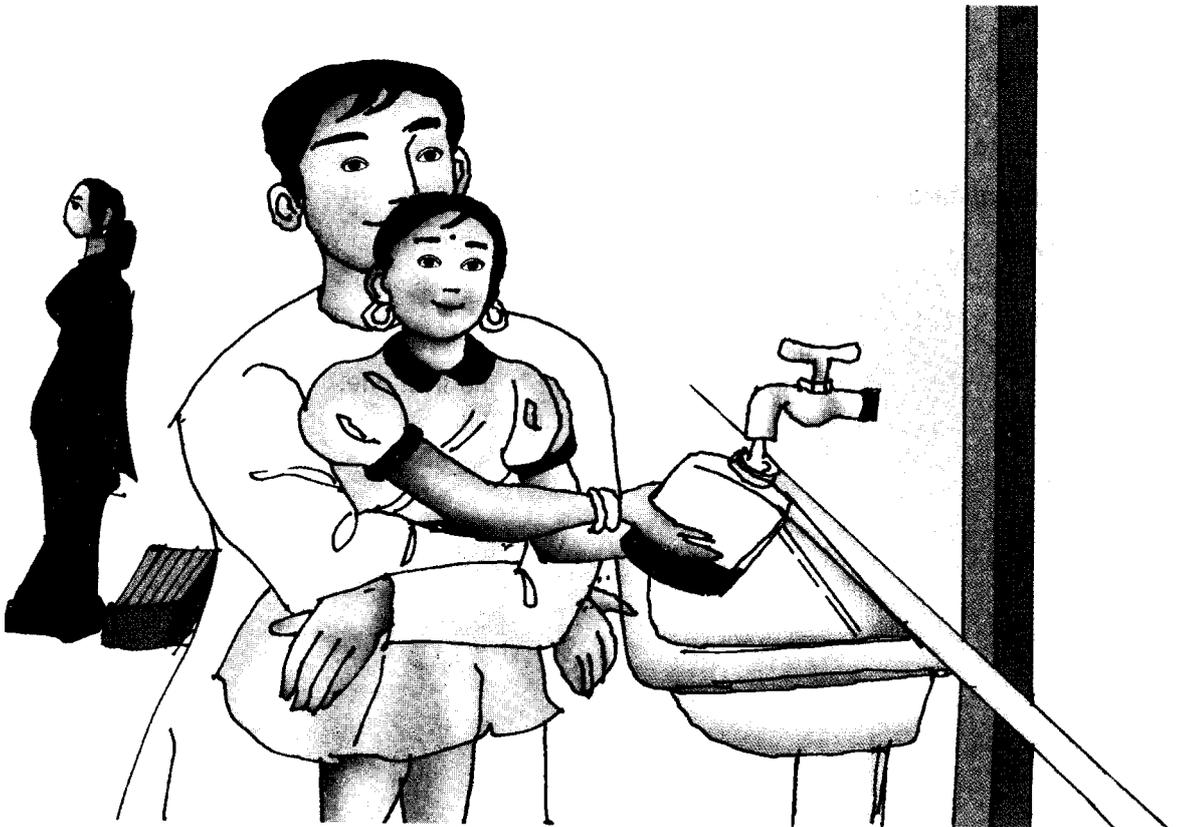
If she fails, guide her towards the tap.

Give her the bottles one by one.

Request the child to fill the water quickly without spilling.

Explain to her the consequences of not filling quickly, like train would leave.

After she has finished, appreciate her with a handshake!



LEARNING TO PLAN

SENSORY STIMULATION FOR ENHANCING THINKING SKILLS

Every child perceives stimuli around him when they are received through the senses and sent to the brain. Perception is the brain's ability to interpret what it has received. The five senses namely vision, hearing (the far senses) smell, touch, taste (the near senses) are responsible for every learning that occurs in a child. This enhances his thinking skills and thus the generalization. Activities that will stimulate the senses and help the child think and generalize must be amply provided at this stage. Following are certain activities in our daily living that help children think, interpret and generalize.

☛ **Objective** : Identifying hot and cold objects .

Situation/Material: Standing in bakery, hot milk, ice cream or cool drink

Activity : Let the child face the items.
Explain hot and cold items, while prompting with gestures and facial expressions.
Let him respond.
Observe and give time to think and respond
If he looks for hot one, guide him to it.
Pat him on his back and say "this is the hot one!"

Variation : Repeat with choosing of cool items.

☛ **Objective** : Same as above (rural set up)

Situation/Material: Mud potted water verses hot steam of rice vessel.

Activity : Mother can let the child feel hot steam of rice vessel and also cold mud pot of drinking water.
Let him feel the two.
Wait and give him time.
Politely, ask him to point to the cool one.
If he refuses to point, direct him.
Say, "Good, that's right!"



☛ **Objective** : Helping the child in differentiating rough and smooth.

Situation / Material : Any time of interaction. E.g. Saucer (smooth), stone (rough)

Activity : Let the child feel the items of different textures i.e., rough and smooth
Explain to the child rough and smooth separately giving several examples.
Make him feel the difference.
Ask him to point to the rough surface after presenting him with a saucer and a stone.
If he is wrong, correct him.
Appreciate him for his correct response.

Variations : Silk versus woolen cloth, jute bag versus plastic bag

☛ **Objective** : Helping the child in differentiating words, hard and soft e.g., Chocolate vs Ice cream

Situation/Material: After meal time; chocolate, icecream.

Activity : After finishing the meal, motivate your child by saying that she has interesting things to eat.
Now let her look at the items.
Encourage her to name and taste them.
Let her feel the difference.
Wait for her to respond.
Say, 'Ice cream is soft and chocolate is hard' isn't it?
Emphasise the key words whenever she takes chocolate or icecream.
Encourage her to repeat the same.



Variations : Repeat it with several soft and hard items.
Hard soap versus jelly soap at bathing time.
Jaggery versus wafer biscuit

➤ **Objective** : Helping the child differentiating good and rotten vegetables / fruits

Situation/Material: Buying vegetable/ fruits; fresh and rotten vegetable and fruits.

Activity : Involve your child too while buying vegetables or fruits
Explain her the difference between good and rotten fruits.
Allow her to feel and smell the vegetable / fruits.
Help her select the good ones.
If she goes for the wrong ones, guide her.
Thank her for his help.



➤ **Objective** : Helping the child differentiating under cooked, correctly cooked, burnt / over cooked food.

Situation/Material: Meal time

Activity : Do not intentionally over cook / burn the food.
But make use of the situation when the food is not cooked properly .
Explain him the difference by allowing him to smell, feel and taste.
Also add information like the 'rice is burnt.' 'Don't you smell it?'

Variations : * Repeat it with different tastes like sweet, sour etc.
Provide tactile experience such as hot, cold, warm etc, depending on the weather.

➤ **Objective** : Giving the child an opportunity to think and respond appropriately.
E.g. bathing with cold water in summer.

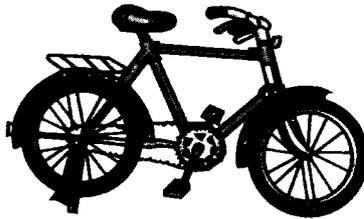
Situation/Material: Bathing time in summer, after he has come back from play in the evening.

Activity : Present him with two tubs of water i.e., one tub consisting of hot water and other with cold water.
Give him the choice to select the (hot / cold) water
Say to him, "it's time to take a bath now. Do you want to play in the tub?"
Look for his response.
After he chooses, ask him whether it is hot/cold.
If he is wrong, correct him.

☛ **Objective** : Giving the child an opportunity to think and respond appropriately.
e.g. Identifying the faster vehicle.

Situation/Material: Play time; Flash cards / toys - car and cycle

Activity : Present two flash cards / toys of a car and a bicycle
Explain the speed and movement with toys first.
Ask the child to show the one that goes faster.
Give her enough time to think and respond.
Help her to point to the faster moving vehicle
Repeat the activities 2-3 times.
Shake hands, when she points to the car



Keep the play situations simple with less distractions.

☛ **Objective** : To think and respond

Situation/Material: Play time; flash cards with toys (vehicles)

Activity : Same as above, only need to change the material.
Move from gross to finely different vehicle pairs, such as
- Lorry Vs Scooter
- Car Vs bus

☛ **Objective** : Helping the child in identifying a bigger ball when given a choice of two balls

Situation/Material: Play time; real objects (i.e., big ball and a small ball)

Activity : Present two balls of different sizes to the child.
Draw his attention by calling his name.
Instruct him to pick up the bigger ball and give it to you.
If he does the action correctly, give a smile of acceptance.

☛ **Objective** : Helping him to differentiate big and small with fine differences.
Same as above, but only the materials change. (go from gross to fine differences)

Material / Situation : Working in kitchen. Spoons of different sizes.

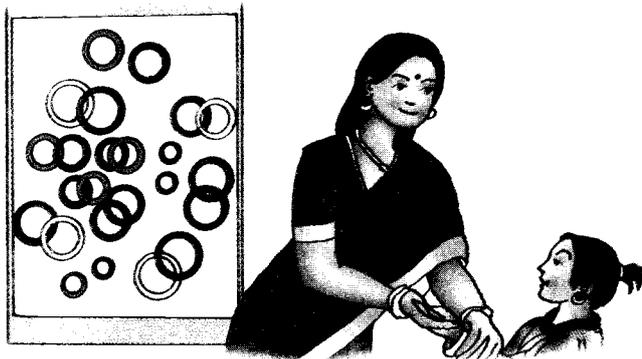
Activity : Invite your child to the kitchen when you are at work there.
Ask him to pick up the big and small spoons and separately arrange them sequentially.
Praise him for any of his correct attempts.



☛ **Objective** : Child will choose big and small bangles out of given bangles of different sizes..

Situation/ Material : Play time; bangles

Activity : Get your child's attention by presenting her with toys and variety of bangles in varied sizes.
Ask the child to give you a big bangle.
Direct her, if necessary, Give her opportunities to arrange sequentially
Tell her to wear a small bangle
End up with praise.



Variation : Present her with a big and small bindi (with little variation in size)
Ask her to stick big bindi to the doll.



Variation : Help her to make designs on a paper alternating big & small bindis or designs with same size bindis.

☛ **Objective** : Helping the child in coloring the picture of a tall tree from given pictures

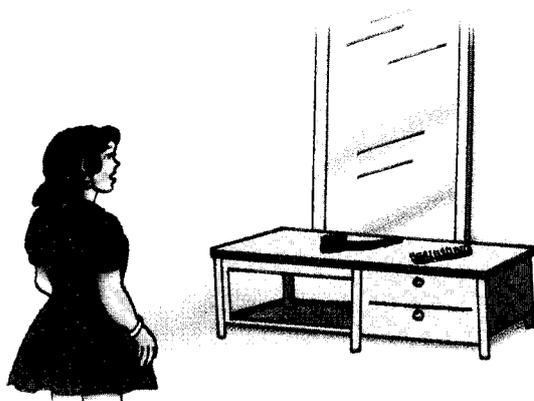
Situation/Material: Play time; color pencils and drawings.

Activity : Present the child with pictures of trees of different sizes. Give him the colours.
Let him take the colour of his choice.
Gently, ask him to colour the tall tree.
When he performs, nod head approvingly and say "good, it is a colourful tall tree"

☛ **Objective** : Helping the child in guessing the object without seeing.

Situation/Material: Before dressing time; comb, tooth brush

Activity : Present her with a comb and a tooth brush
Tell their names and give her time to observe.
Blind fold her.
Give a comb and ask her to guess what it is.
Wait and encourage her to think.
If she fails, give a hint by saying, "we use it to comb our hair"
Make the activity more lively by reversing the roles



Objective : Helping the child in naming the fruit without seeing

Situation/Material: Meal time; any fruit

Activity : Call your child by her name
Say, "Let us play a game".
Ask her to close his eyes.
Tell her to name what is given in her his hand / smell it.
Also inform that she will get it if he says correctly.
Appreciate her effort by giving a smile!
Reverse roles.



LEARNING TO PLAN

THINKING SKILLS FOR PROBLEM SOLVING

Children with mental retardation have limited abilities in the context of solving problems. It is important therefore, that in the daily routine, we involve them in decision making for solving problems, however minor the problem may be. For instance, let us take torn shirt / skirt of the child. Observe the conversation between mother / child given below.

Mother : Oh oh! Your shirt is torn. What do we do?

Child : Throw it, buy me a new one.

Mother : It is small tear. Otherwise the shirt is very good, fits you well, what do we do?

Child : Give it to a tailor to stitch. (Prompt if needed).

Mother : He will charge money. Let us save money. What do we do?

Child : You stitch.

Mother : How do I do ? What do I need for it. ?

Child : (Prompt by mother if needed by showing needle & thread) Needle & thread.

Mother : Yes! That's right. Let us do it. Will you help me?

Child : Yes!

Mother and child work together and fix the tear.

Mother : You look great in this shirt. You helped me fix it without spending money.

As the child grows older

☛ **Objective** : Guessing the object when blind folded .

Situation/Material: Spoon, keys, pen

Activity : - Instruct the child that she has to name the objects when she is blind folded.

* Present her with a number of objects she is familiar with (e.g.spoon, pen, keys)

* Say, "give me that object which is used for writing".

* Give her time to explore the objects and find the correct one.

- * If she gives a wrong one say, “this is used for eating, I want the one for writing” etc.



➤ **Objective** : Making the right sound on looking at the picture.

Situation/Material: When sitting with a picture book

Activity :

- * Share a picture book with the child
- * Let the child turn pages.
- * As he comes across the picture of a cat, ask “What is it, what sound does it make?”
- * Appreciate his efforts towards correct response
- * Acknowledge him by saying “So, it is a cat and it says Meow - Meow! isn't it?”

Variations : When no picture book is used, you make the animal sound and ask the child to guess the animal. This is a good past time while waiting at the bus stop, doctor clinic etc. Don't be too loud so as to attract other's attention !!

As the child grow older

☛ **Objective** : Helping the child in picking up the right one after listening.

Situation/Material: When the mother is arranging the clothes

Activity : - Involve your child when you are busy in arranging clothes.
* Ask your child, "what do you wear when it is hot/ cold/ rainy?"
* Pick up respective clothes and fold it.
* Give sometime for the child to think.
* If he shows the correct one praise him. Saying, ' That's right my girl!'
* Help her in folding or placing in hanger.



☛ **Objective** : Helping the child to remember

Situation/Material: Brushing time. brush, paste

Activity : - Wake your child up by calling her name.
* Intentionally give tooth brush without paste on it.
* Pretend as if you have forgotten.
* Let your child indicate to you what she needs to brush
* Say, "Good! You have reminded me".



As the child grows older ...

☛ **Objective** : Helping child to remember

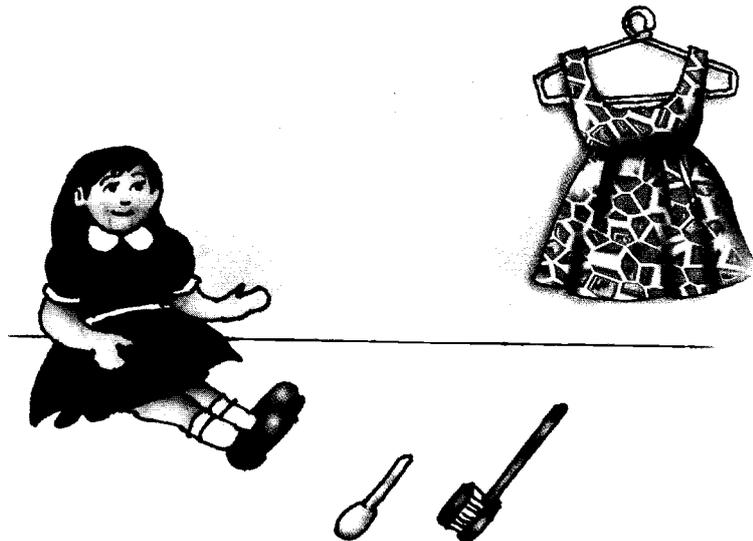
Situation/Material: Bathing time

Activity : - Provide him with everything necessary for bath except the soap
* Pretend to have forgotten the soap
* Give him a chance to ask for it.
* Be patient, wait with anticipation
* Say, "I am sorry! I have forgotten to give your soap"

☛ **Objective** : Helping the child in connecting objects with activities / functions

Situation/Material: - Play time doll, spoon, comb, dress, brush

Activity : - Present a doll to your child.
* Get her attention by putting different items in front of her (e.g. spoon, comb, brush)
* Wait and observe her
* Add information by saying, "so you have got a pretty doll, comb her hair"
* Give her time.
* If necessary, guide her.
* Pick up the comb and sing 'this is the way we comb our hair, Repeat it with other items.
* Enjoy playing !



☛ **Objective** : Helping the child in selecting items based on the need.

Situation/Material: Going out on a rainy day; umbrella, sweater, paper bags.

Activity : - Intentionally , plan to go out to a friend's place on a rainy day.
* Make a fuss saying, "oh, its raining" How do we go out now?
* Go out for a minute with the child and face the rain
* Come back and ask the child what to do.
* Present him with two items e.g., umbrella and sweater.
* Ask him to pick the item with which one can go out.
* Give him time and direct him to the umbrella if needed.
* Go out and have fun!



☛ **Objective** : Helping the child in Identifying the odd man out

Situation/Material: - When the child is sitting idle
- Picture chart, color pencils

Activity : - Place the child comfortably
* Give him work sheets which you have prepared.
* Ask the child to fill colours in the picture that does not belong to the group.
* Let him choose the color of his choice
* When he does it, show appreciation.
* On a sheet draw pictures of four animals and a pen (pen is the odd man out).

Prepare at least four to five pictures, with one in it that does not belong to the group. Begin with objects. With an add one in a group. Gradually, move to pictures.

☛ **Objective** : Helping the child in connecting the same picture by a line

Situation/Material: Play time pictures, pencil

Activity : - Give the child the picture charts with pairs of pictures of animals placed randomly
* Request the child to connect the same pictures
* Guide him if required.
* End with a reward!



☛ **Objective** : Helping the child in participation in match me game!

Situation/Material: Play time; flash cards of train, fridge, tiger : two sets each

Activity : - Present him with two sets of similar flash cards of a train, fridge, tiger. etc.
* Mix them up
* Request the child to match the similar ones
* When he matches, pat him!



☛ **Objective** : Helping the child matching pairs of objects

Situation/Material: Play time; note book - pen, apple - knife, cup - saucer - 2 each

Activity : Present the child with different pairs of objects.
Request the child to match the pairs.
Give him time to think.
Guide him if needed.

☛ **Objective** : Helping the child pairing the sets (professions of people)

Situation/Material: When sitting idle. Flash cards of Doctor-Patient, Police-Thief, Teacher-Student

Activity : - Present the child with flash cards of different sets of professions
* Ask him to pair the sets
* Give him enough time to think
* If needed, model the activity once.
* If he makes mistake or shows inability to pay attention ask leading questions that will help him find the correct response by himself. E.g., Show the picture of the sick man - 'what is wrong with him?', 'to whom he should go to and' so on.

As the child grows older

The above activities can be modified by replacing similar pictures with words.

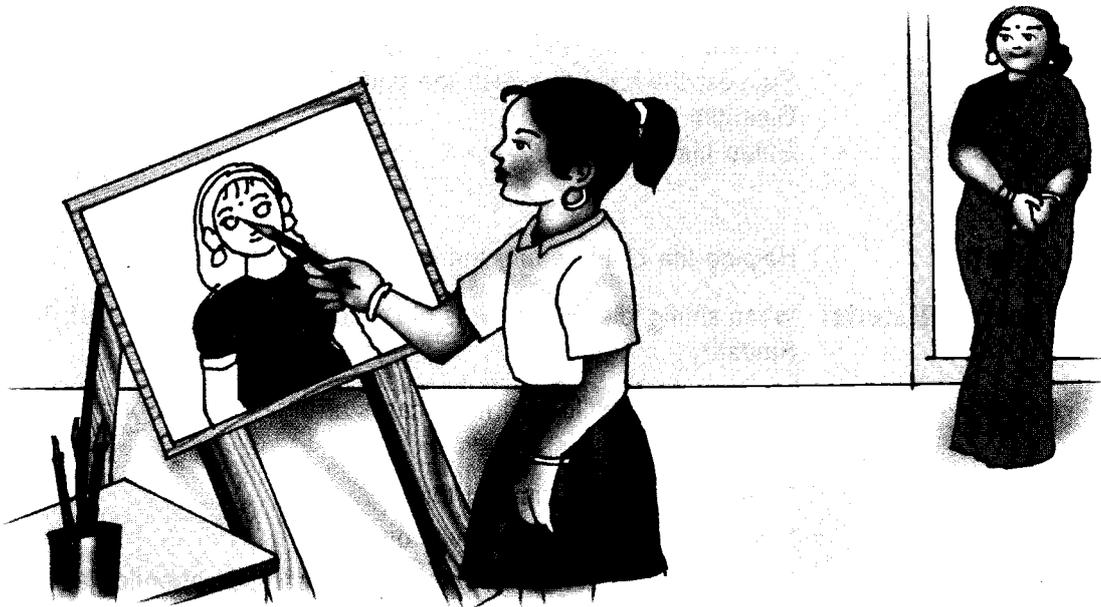
Comparison of different states is important for decision making in daily living as well as laying foundation for academic skills. For instance, faster - slower, farther - nearer, heavier - lighter, taller - shorter, more - less and so on are concepts we use every day. Activities, experiences and worksheets enhance this skill. Preparing pictures of comparative situations and having the child respond to, which will be faster to reach home (picture of home, - a car & a bicycle at the starting point) or which boy will finish eating early (2 boys one with a lot of food and the other with a little food) and such other activities should be continuously carried out for to the child to enhance his thinking. These thinking skills are basic to learn to communicate.

☛ **Objective** : Helping the child in filling up the missing part of a given picture

Situation/Material: - Play painting picture of boy/girl with missing parts and pencil

Activity : - Give the child a picture of boy/girl with missing parts

- * Allow her to find out what is wrong and say it.
- * Tell her to complete it.
- * Allow the child to think and fillup missing parts
- * After her action, shake hands!



Variations : Animals, objects such as a table with one leg missing, vehicle such as a car with wheel missing etc.

- ☛ **Objective** : Helping the child to complete the picture fan, flower, cup, house etc.,
- Situation/Material:** Pictures, pencil (Drawing time)
- Activity** : Present a half complete picture to the child
- * Instruct him to finish the pictures using a pencil!
 - * If necessary, help him,
 - * Encourage him at his attempts.
 - * Say, “wonderful!” at his action.
-
- ☛ **Objective** : Helping the child in understanding the sequence such as, the growth of a plant
- Situation/Material:** Gardening time, three different pots containing three plants at different stages of growth.
- Activity** : Take the child out in the garden
- * Talk about different plants and flowers
 - * Place three pots which have plants of three different sizes.
 - * Ask the child to arrange them in sequence of size
 - * Give him chance to think
 - * If he fails, show different examples.
 - * Guide him towards the right sequence
 - * When he does, nod head in acceptance!
-
- ☛ **Objective** : Helping the child in arranging in order (temporal sequencing) flash cards of activities such as, relating to e.g., different times of day.
- Situation/Material:** Play time; flash cards of child waking up from the bed, going to school and having dinner.
- Activity** : Get your child’s focus by calling him by his name
- * Show him three pictures of different times of the day (e.g., morning, afternoon and night)
 - * Explain him the sequence of the time of the day.
 - * Let him talk about each card
 - * Request him to arrange the cards in order.
 - * Prompt him if he has difficulty
 - * On his right action say “Great, you know it, my child!”.

👉 **Objective** : Helping the child participate and respond to “who am I”, game.

Situation/Material: Play time

Activity : Problem solving language games.
e.g. Encourage the child to respond to simple riddles, which he is familiar with.

* ‘I have four legs. I have a tail. I say bow-bow who am I?’

* Give him time to respond.

* Take turns too.

Variations : - Repeat several activities using simple riddles according to child's cognitive level.

SECTION - VI

LEARNING TO USE LANGUAGE
CONVERSATION

LEARNING TO USE LANGUAGE

CONVERSATION

Turn taking is yet another important skill that is exhibited in the way we converse with others. Turn taking means waiting for one's turn while talking to others. A child needs to be taught that there are certain rules that have to be followed while using a language. It is also necessary that he knows, that language cannot be used in isolation, but only when he is a part of a bigger group of people. This can be taught by playing games that enhance turn taking skills.

☛ **Objective** : To promote child's turn taking skills e.g., Playing Peek-A-Boo.

Situation/Material: Any time of interaction

Activity : Hide your face from your child's view when she is looking at you

- * After a few seconds, reappear and say "Boo!"
- * Give time to express herself
- * Then repeat the game.
- * Smile, hug to show appreciation.

Variations :

Situation/Material: Sleeping time

- * Take turns hiding from each other (under a blanket, behind the pillow)
- * Encourage your child's imitation of your voice, single words and body parts.
- * Be patient, wait with anticipation.
- * Keep your turn and her turn short, so that she learns about taking turns.
- * Repeat the game by changing the roles
- * Have fun !
- * At first remove/ drop the blanket as soon as she touches it.
- * After he gets used to it, increase you demands until she pulls it away from your head.



* **Find me game**

- * Help your child hide behind the door or under the cot.
- * Then pretend you can't find her, saying "where is —?"
- * Express your joy at seeing her again ____ "oh, there you are! this will delight her and encourage her to keep playing the game.
- * Eventually you change the roles.
- * You get to hide and your child finds you.



☛ **Objective** : Helping the child to wait for his turn

Situation/Material: - Play time.
- Blocks/beads/stones

Activity : - Take turns putting blocks, beads or stones in containers or building a tower.
- Talk about the sound it makes. "Bang, there it goes! Say 'Now its your chance.'" Have fun!

☛ **Objective** : Helping the child to take turns.
e.g., at the time of bathing.

Situation/Material: Bathing time.

Activity : - While bathing, let siblings take turns to splash the water.
- Let them take turns to soap and pour water on the body.
- Make the bathing time more like a game which both can enjoy
- Add information like "now my baby is fresh !"

☛ **Objective** : Helping the child to wait for his turn.
E.g., Rolling a ball

Situation/Material: Play time

Activity : (Use games that your child enjoys.
E.g., Roll a ball back and forth.
* As you roll the ball, say “my turn” or ‘its mama's turn’.
* As your child pushes the ball, say “It’s your turn”
* Repeat the game for some time.
* When he maintains turn, hug!

☛ **Objective** : Helping the child to play/make music taking turns.
E.g., drum, xylophone, or with a spoon & bowl.

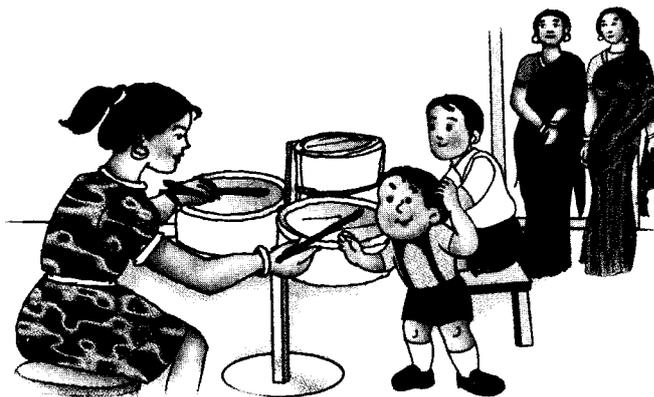
Situation/Material: Play time.

Activity : (Get your child’s attention by placing the toys in front of her
* You play a beat on drum. Look at the child and say, “you play now, your turn”
* Wait and look with anticipation!
* If she fails, help her to take turn. Praise her by a suitable gesture and say ‘take your turn next’.

☛ **Objective** : Introduce variations in the activity i.e., for higher level increase the beats on drum and shift to bell before the turn passes to the other.

Situation/Material: Three drums and a bell

Activity : - Introduce a 3rd person in the activity as the child’s turn taking skills improve.



Involve the child in games like carom board and help her take turns during play

☛ **Objective** : To promote the child's turn taking skills e.g., Taking turns while sorting

Situation/Material: Vegetable sorting time

Activity : Involve your child while sorting vegetables.

- * Take turns putting vegetables (potatoes, tomatoes) in their basket
- * Talk about the potatoes, like 'Do you like potato curry?'
- * 'Now its your chance to put in the basket'.
- * Give time for her turn.
- * Show interest and create anticipation.
- * Appreciate her efforts by saying 'Thanks!'

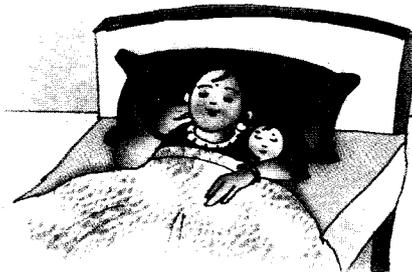


☛ **Objective** : Helping the child to take turns
e.g., While performing different activities with a doll

Situation/Material: Play time, doll

Activity : Call your child's attention by showing a doll

- * Take turns combing the doll's hair, feeding her, kissing her, putting her to bed.
- * Let the child lead the activity.
- * You can share and guide if necessary.



Variation - During mealtime, have members of the family eat food with the child. Let the child observe you serving food to each person, by turn. Initially narrate "Now I am serving food to papa, now to brother, now to (child's name)".

☛ **Objective** : Helping the child to take turns.

Situation/Material: Meal time.

Activity : * During the mealtime, if you are feeding the child, make him aware of taking turns by feeding him a spoonful and then you eat the next spoonful.
* Get him to indicate whose turn is next.
* Give him time to respond.
* End up with appreciation

As the child grows older.....

☛ **Objective** : Same as above.

Activity : * If the child is feeding by himself independently, let him take turns by first taking a spoonful and next pretending to feed a doll.
* Prompt him, if he forgets to feed the doll.
* Let him know that you are proud of the efforts he is making.

☛ **Objective** : - Helping the child to take turns to imitate a speech sound.

Situation/Material: Play time

Activity : * When your child can imitate a speech sound, wait patiently, until she finishes.
* Then say, "My turn" or "Mommy's turns" and imitate her.
* When you finish, say "baby's turn" (or use your child's name), and let her take a turn.
* Appreciate her attempts.

☛ **Objective** : Helping the child to take turns. E.g., turning pages

Situation/Material: Reading time.

Activity : While the child is with a book,
* Share a book and look at the pictures together.
* Take turns to turn the pages.
* Talk to the child about pictures.
* Guide him to identify or name the events.

(Adults)

☛ **Objective** : Same as above.

Activity : * Read aloud while the child is with a book.
* Intentionally give a pause.
* Let the child have the chance to fill in words.
* Show anticipation for the next word.
* Prompt him - if necessary.
* Appreciate him for any of his attempts.

☛ **Objective** : Helping the child to wait for his turns. e.g., Accumulating name game.

Situation/Material: Play time.

Activity :

- * Make the children sit in a circle.
- * Tell them that it is a game of 'accumulating names' in which a person begins by saying her name aloud and the next person repeats the name and also says his own. The 3rd one now repeats the first two & adds her own name. In this way, the entire circle is completed.
- * Model the play once, if necessary.
- * Give time for each child to take turn.
- * Reward the winner!

* **Variations**

- Simple actions can be performed in place of name.
- Clap, wave hands, touch the head and so on.

☛ **Objective** : Card game

Situation/Material: Play time, cards

Activity :

- * Introduce to your child, any simple card games.
- * Let the child initiate the game.
- * Guide him, if he has not followed.
- * As you put the card, say 'it's mama's turn'.
- * Give him time to say 'it's your turn now'.
- * When he follows turn, reward him!

☛ **Objective** : To encourage the child to take his turn in conversations

Situation/Material: Any time of interaction

Activity :

- * Get your child's attention by calling his name.
- * Ask specific, simple questions. Such as "I like cake, do you?"
- * Pause after you say something.
- * Just wait for your child to respond, keeping your eyes fixed on his.
- * Wait longer than you would for an adult.
- * If your child still does not respond simply repeat the question.
- * If he answers, give him a smile of acceptance.

☛ **Objective** : To encourage imagination, play and familiarity with the rituals of conversational turns over phone.

Situation/Material: Play time. Two toy phones

Activity :

- * Take a (toy) phone and also give one to your child.
- * Pretend to be a grandparent.
- * Have a conversation with your child in that pretend role.
- * At first, just work on getting your child to say. "Hello can you say hello to Grandma?" Say "Hello, Grandma," "Good".
- * Prompt him once more, if necessary. Maintain conversation.
- * End up with a hug!

SECTION - VII

LEARNING TO CONVEY
VERBAL COMMUNICATION

LEARNING TO CONVEY

VERBAL COMMUNICATION

Making a conversation with people is an important skill. It helps us to learn to communicate, to understand what people are saying, to take turns in conversation or play, to get people's attention, to make friends and to develop good social skills.

Most children learn primarily through, listening, looking and watching. They then, imitate what other people do, which helps them to try out and practice new skills. They can improve their skills by their own feed back and reactions from adults and other children.

Eye to eye contact is particularly important for communication, and for social interaction whether by speech or signing.

By the time children utter their first words, they would have gone through many stages of learning skills naturally. For instance, good eye-contact, attention, breath -control, imitation (motor as well as speech), turn-taking, play etc. However, for a child with developmental delay, the above activities - one or more of them -may not naturally occur. They need training. Here are some tips.

Activities for developing eye-contact.

☛ **Objective** : To encourage the child to look at you.

Situation/Material: Play time - colourful toys/balls

- Activity**
- Move a colourful toy/ball slowly from side to side so that the child can follow it with his eyes.
 - Intentionally, hide the toy for sometime.
 - Wait for his eye contact
 - When he makes an attempt to see,smile
 - Repeat the activity 2-3 times in a day.
 - Change toys to sustain attention.



☛ **Objective** : To help your child look at you.

Situation/Material: Play time

- Activity** :
- Hold your child so that you face each other.
 - Initiate interactions by physically moving closer to her, or moving towards her face and then away from her face.
 - When you are gazing into her eyes, sing a small song or do anything to get her attention.
 - If your child does not look at you or fails to make eye contact, gently direct her face so that she is looking at you.
 - Begin smiling, or say "I see you," with a louder intonation



☛ **Objective** : To encourage the child to look at you.
(Eg. Responding to interaction)

Situation/Material: Play time

- Activity** :
- Hold your child in your arms or place him on your lap, so that both of you are comfortable.
 - Encourage him to turn towards your face by making sounds or calling his name.
 - Establish eye contact with him
 - Imitate the sounds he is making
 - Talk to him and repeat whatever he attempts
 - Tickle him to make him smile!

☛ **Objective** : To encourage the child to maintain eye-contact

Situation/ Material : Play time; face mask

- Activity** :
- Make face mask out of paper plate / charts
 - Cut out holes for eyes, nose, & mouth.
 - Keep your tongue out through the hole for the mouth.
 - Call your child by his name before starting the game.
 - Play peek-a-boo using the mask
 - Talk about parts of the body.
 - Say "see my eyes, nose, and mouth".
 - Repeat the activity with the child wearing the mask
 - Have fun!



* **Variations**
Scarves

- Wear a coloured scarf over your face & play peek-a-boo.
- Simply close child's eyes with hands and play.

* Encourage your child to see you by wearing coloured glasses available in the market for children. Make sure that the glasses are of good quality and will not harm the child's eye sight.

☛ **Objective** : To encourage the child to look at you.

Situation/Material: Play time; color sketch pens.

- Activity** :
- Draw faces on your finger tips with coloured felt pens.
 - Get the child's attention by taking your fingers near the child's face with the puppets drawn on it.
 - As he watches , move the hand , hide, fold fingers with puppet..... Do any such activity that will hold interest and sustain his attention.
 - Ask him where is
 - Let him locate your finger with faces on it
 - Enjoy the game!

* **Variation** :

Finger puppets made of cloth, rubber or plastic can be used.

Face paints

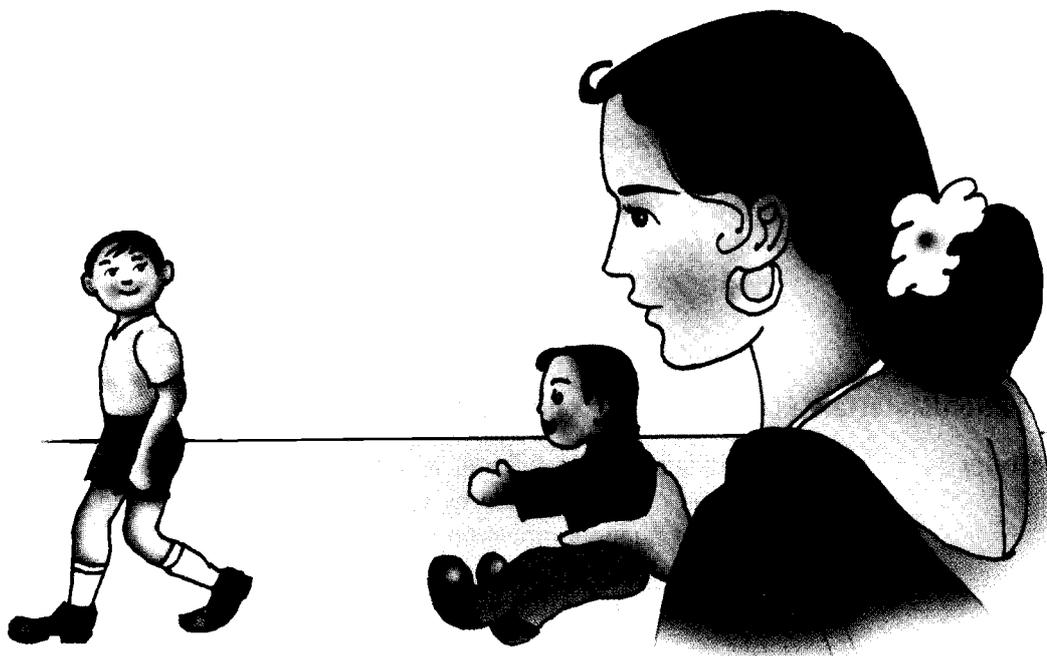
- * Paint designs on your face using face paints or use different masks
- * Make animal faces, clown faces or anything attractive.
- * Play hide & seek games by calling his name.

As the child grows older.....

➤ **Objective** : To encourage the child to look at you. (Puzzle game)

Situation/Material: Toy/doll/item of child's interest.

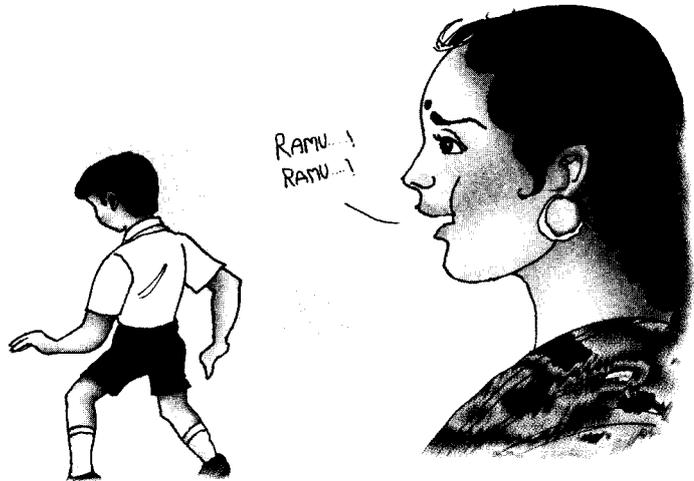
- Activity** :
- Give your child one piece at a time.
 - Encourage him to look at you before handing over the piece to him.
 - If he refuses to look at you, try and get his attention by playing,. For e.g. Put it on your head, hide your eyes half with the shapes
 - Give it to his brother etc,until you get his attention.



☛ **Objective** : Helping the child to maintain eye-contact
(E.g. Playing funny faces)

Situation/Material: Play time

Activity : - Encourage your child to look at you by calling his name
- play winking games or make funny faces.
- Wait for the child to watch & imitate you.
- Involve siblings too!
- Take turns in game - have fun!



Remember: Eye contact is essential for attending to instructions.

☛ **Objective** : To maintain eye contact and follow instructions

Situation/Material: Any time of interaction

Activity : Call the child by name.

When he turns towards you, look at him, maintain eye contact and give him a simple command - close your eyes, or pick up the toy, or clap your hands.

Continue with variations. Gradually increase the complexity - two commands e.g., pick up the pencil and close door etc. all the while making sure that there has been eye contact.

Do not stop even if there is no encouraging response from the child.

SECTION - VIII

**LEARNING TO CONVEY
VERBAL COMMUNICATION - ONE WORD LEVEL**

LEARNING TO CONVEY

VERBAL COMMUNICATION ONE WORD LEVEL

☛ **Objective** : Helping the child to say meaningful single words such as mamma, Papa.

Situation/Material: Any time of interaction

- Activity** :
- Call the child by name to get his attention.
 - Father could point to mother and say: 'who is this ?'
 - Give time to respond.
 - If he does not react, give the answer and let the child imitate the word "mamma."
 - Reward the child even if he makes an attempt or appropriation.
 - Extend his utterances i.e., when he says "mamma."
 - Let the mother lift him and hug him!



Note: Repeat it with other words/ names too

- In a group of persons, ask the child "Who is he (father)?" and encourage him to answer verbally.

Variation

- Show a photograph of family and ask him who each person is.
- Encourage him to tell their names.

☛ **Objective** : Helping the child to say "grand ma"

Situation/Material: Lunch time

- Activity** :
- Have lunch together
 - Mother would say, 'grand ma will serve you food today.
 - Let him point towards "grand ma".
 - Encourage him to indicate verbally 'grand ma' before you serve him.
 - Respect his choice by letting grand ma serve food.

- * **Variation** : Once the child masters the names of familiar people, gradually introduce the names of friends, relatives.



- **Objective** : Helping the child to say his name, or introducing self by name.

Situation/Material: Dressing time, big mirror

- Activity** :
- Give the child one name, and always call him with that name whenever possible.
 - Stand in front of a mirror with the child.
 - Point to the child in the mirror and ask him 'who is this?'
 - Give him time to answer.
 - Prompt him if necessary by saying his name
 - Allow him to repeat his name while pointing to himself.
 - Withdraw total help and give clues by whispering his name saying the first syllable or making lip movement suggesting his name.
 - Let child stand in front of mirror and repeat the game.



As the child grows older

- * **Variation** :
- Have group games in which each one has to introduce himself by name before starting the game.
 - See that the child gets his turn.
 - Allow the child to introduce himself by his name
 - Give him time and prompt him if needed.
 - Do not forget to appreciate him on his attempts.

☛ **Objective** : - Helping the child to express nominals (names) in the category of household items. For e.g.: ball

Situation/Material: - Play time; ball

Activity : - Choose a word to work on, say 'ball'.
- Choose one toy or activity that will enhance the use of this word.
- Play with the ball in several different ways, using simple sentences and including much repetition of the same word.
- Let him hear the same word as many times as possible and in many different situations.
- Give the ball, when he makes an attempt to say 'ball',
- Extend the 'word' by saying 'you want the ball'
- Give him the ball and start playing.

☛ **Objective** : - Using single words e.g., glass, spoon

Situation/Material: Any time of interaction - Lunch time

Activity : - Get your child's attention by calling his name.
- Provide verbal labels for the child throughout the day for e.g., if he points to the glass say 'glass' and ask the child to repeat it.
- Reinforce the child's attempt to use words by responding to his requests even if he does not ask perfectly.
- Do not focus on the accuracy of pronunciation.
- Repeat this in the natural context throughout the daily routine.

* **Variation:** - Plan a game with others in the family where people take turns in naming objects and the child attempts to imitate the words used.
- Provide as many experiences as you can with the concept.

☛ **Objective** : Helping the child to learn to express nominals in the category of food e.g. 'roti / rice'.

Situation/Material: Lunch time

Activity : - Intentionally do not serve him food during lunch time. Pretend to be busy.
- Allow him to express his hunger by saying 'roti / rice'
- Say 'oh, you want food'.
- After he says 'yes', give him food.
- Respond even if half-hearted attempts are made by the child.

Variation : - Repeat it with other household items such as cup, plate, bed, table, fan etc. Always use natural cues during daily living situations.

Note While teaching a concept, use daily activities in real situations as much as possible.
If you are teaching the action words such as, drink, do it at tea time.
If you are teaching 'body parts', do it at bath.
If you are teaching clothing, teach while dressing your child.
If you are talking about fruits and vegetables, teach while shopping and cooking.

☛ **Objective** : To help the child to say the names of animals

Material/Situation: Morning walk time

Activity : - Let the child explore the environment with you.
- As you see the dog. Ask him 'what is it?'
- Give him time to answer.
- If needed, label 'dog'. So that your child learns that it is a 'dog'.
- Encourage him to repeat.
- Develop conversation - It is a 'dog' - It has four legs, a tail and says
- 'Bow - bow'.
- Let him listen to dog barking too!

Variation : - Visit zoo parks etc. and encourage him to name different animals and birds too.

☛ **Objective** : Helping the child to say environment sounds e.g., vehicle sounds

Situation/Material: Walking / driving time

Activity : - Take the child with you for a walk
- As you see different vehicles on the road, point to each vehicle and ask 'What is it?'
- Allow him to answer.
- If he makes an attempt, appreciate him.
- Say 'yes' or a similar appropriate response. ('It is a red school bus')

Variation : - Repeat it with other vehicles too by taking him to different places i.e., bus stations, railway stations / air ports etc., and encourage him to name them.

☛ **Objective** : Helping the child to name parts of the body.

Situation/Material: Bathing time.

- Activity** :
- While bathing, as you rub the hands of the child, ask him 'what are they?'
 - Give time to respond.
 - If he hesitates, prompt him. say ' We eat food with _____ '
 - Appreciate him, if he says 'hands'.
 - Repeat the activity with the other parts of the body too!
 - Give him chance to pour water on himself if he says names parts of the body correctly.
 - Sing rhymes giving pause at the end 'This is the way we rub our?'
 - Enjoy the bath!



Variation : - Let him name nouns such as - soap, towel, mug, bucket, water etc at bath time.

Verbs : - Pour, rub, wash soap, towel.

☛ **Objective** : - Helping the child to say names of dresses.

Situation/Material: Dressing time

- Activity** :
- As you dress the child,
 - Ask him which dress he wants to wear.
 - Do not give it to him until he names it.
 - Reward him by giving the dress of his choice.
 - Allow him to name other dresses too!

* **Variation** : - Allow him to name the verbs such as wear, remove, pull, stand.
- Allow him to use the prepositions such as - in, on, off, under as the situation arises.

➤ **Objective** : - Helping the child to express action words (verbs)

Situation/Material: Any time of interaction (meal time)

Activity:

- Begin with action words, which the child can do by himself e.g., eat
- Label actions as you and the child do the actions. E.g., Ramu is eating . 'Mother is eating ', 'Babu is eating ...
- Gradually, talk about words where an action is done on an object.
- Sing rhymes or action songs and do the actions together with the child.
- Then, ask the child, 'what is Ramu doing ?'
- Reward him immediately if he tries to say the action.



* **Variation** : Repeat the activity many times with other actions, (sitting, sleeping, brushing, bathing etc.) whichever he is familiar with. Take any opportunity throughout the day to reinforce his knowledge of verbs.

➤ **Objective** : Answers questions verbally

Situation/Material: - Play time: pictures of a persons engaged in common actions.

Activity

- Sit with the child facing him.
- Show him a picture of a man performing a simple action that he recognizes.
- Ask the child, 'what is the man doing'
- If needed, add; 'look; the man is running'
- Clearly emphasize the verb so that he can understand what is being stressed.
- Repeat the phrase, 'the man is running'
- Then once again repeat, 'what is the man doing?'
- Give him time to answer.
- Allow the child to experience the action by play.

☛ **Objective** : To help the child to name colours.

Situation/Material: Playtime (treasure bag)

Activity :

- Gather many red things around the house i.e., red towel, a red shirt a red bell, a red rose, red doll, red bangle, red bindhi, red apple etc.
- Put them all in a 'treasure' bag or a red basket.
- Have your child take them out one by one.
- Involve siblings too in the activity - and say 'red' for each object as it is out.
- Ask the child 'what is the color?' Reward the child with the item if he says correctly.

* **Variation** :

- 'Red shopping trip'.
 - Have a red shopping trip with the child.
 - Buy only red items
 - Red chocolate, gifts, all of which have red wrappers.
 - Name them as you buy.
 - Encourage the child to repeat what you said.
- * Consider having a 'red day'
 - Wear a red shirt. Serve red fruit juice and red apples. Read a book about red.
 - Give red flowers to the girls !
 - Ask questions and provide the feed back: "what colour is this?"
 - Wait for your child's response.
 - If he says 'Red', add 'that's right. Its red a shirt'.
 - Repeat it with other colours too!

☛ **Objective** : Helping the child to use words to express possession for e.g. 'mine'.

Situation/Material: Meal time.

Activity :

- Have meals together
- Let the mother would give banana to every one
- Intentionally, drop the child's banana without his knowledge.
- Start eating banana after the meal.
- Wait and observe the child.
- Let the child look for his banana.
- Make a big fuss by asking 'who has taken **his** banana.'

- Let him see and listen to every one saying. 'This is **my** banana, its **mine**'.
- Start looking for **his** banana.
- Mother would look down and ask 'whose banana is this'.
- Allow him to say 'its **mine**'
- Give him the banana.

- * **Variation** :
- During dressing time, deliberately get ready to wear his dress. Let the child protest by saying 'its mine' 'my dress'
 - Play time - Threading bead. Each person can choose a different colour and make a necklace. Encourage them to say 'that's mine, its a red one. Here's a blue one, this is yours.

Note : Repeat it with other pronouns too like he, his, her, she, hers, their, its.

- ☛ **Objective** : Helping the child in expression of noun modifiers. E.g. small

Situation/Material: Any time of interaction.

- Activity** :
- Involve you child and talk to her while sorting bangles of different sizes.
 - Emphasize on 'small' bangles.
 - Ask her to arrange smaller bangles in a small box while showing her two boxes of different sizes.
 - Prompt her if needed.
 - Let the mother pick up a small bangle and say I will put this bangle in ————— (hesitates)
 - Let the child complete the sentence by saying 'small box'.

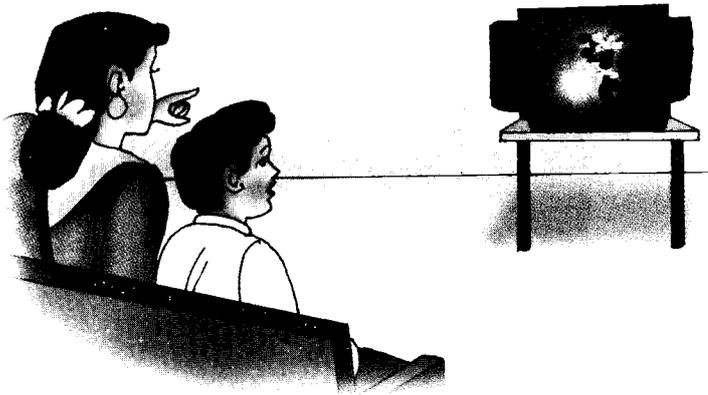
- Variation** :
- Sorting and arranging vegetables in covers of different sizes (big & small).
 - Allow the child to put vegetables in different covers of varied sizes.
 - Ask her 'where are the tomatoes?'
 - Let the child say 'they are in the 'small' cover'.
 - Do the same while folding and arranging clothes and arranging kitchen utensils

Repeat with other noun modifiers such as near, far, happy, sad, tall, short.



- ☛ **Objective** : Helping the child in expression of verb modifier for e.g. Fast.
- Situation/Material:** Play time
- Activity** :
- When the father comes home after work on a vehicle say, bicycle, take the child for a round on it.
 - Take a fast ride initially.
 - Let him enjoy the round.
 - Intentionally, slow down.
 - Allow the child to say 'fast', before you increase the speed.
 - Initiate and expand by saying, 'fast', now we are going 'fast'. Do you like it?
 - Repeat by increasing the speed.
 - Enjoy the ride!
- Variation** :
- During bathing time, do not increase the speed of shower or pouring water unless the child asks for it by saying 'fast' (Whichever is liked by the child)
- Repeat it with other verb modifiers such as slow, now, there, here, between, beside etc. Make use of naturally occurring situations to elicit these words.

- ☛ **Objective** : Helping the child in expression of 'wh' (which, what, where, when) question forms.
- Situation/Material:** Watching T.V.
- Activity** :
- While watching T.V., mother could ask the child - 'which channel do you like?', when he seems not so interested.
 - Let the child express his choice.
 - Encourage him to ask mother 'which' one she likes.
 - Enjoy his favourite programme on T.V.



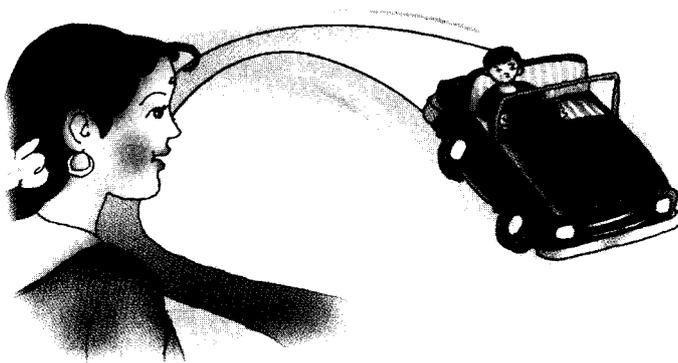
(Role reversal is a useful technique to help children express question forms)

Variation : During shopping time, let the father ask the child 'which dress do you like?' and child points to the one he likes. Reverse roles. Now encourage the child to ask 'which one do you like?' Let the father tell his interest.

☛ **Objective** : - Helping the child in expression of 'where' question form.

Situation/Material: - Play time.

Activity : - When your child indicates his interest in play, join him.
 - Enjoy playing with your child.
 - Suddenly, get up and go away purposefully.
 - Walk slowly for the child to ask 'where are you going?'.
 - Reassure him that you will be back in a minute.



Variation : Activities like hiding objects such as his toys, shirts etc. can be done where the child is encouraged to ask for 'where' questions.

VERBAL COMMUNICATION (TWO WORD LEVEL)

When a child starts using about 40 single words as 'sentences', he/she is ready to combine words to make small sentences of two words. These combinations and telegraphic and will lack 'grammar'. Sometimes children with mental retardation may show a longer time gap between words Interrupting too often confuses children.

☛ **Objective** : Helping the child in expression by combining words.
For e.g., agent + action i.e. 'sister, come'.

Situation/Material: Lunch time

Activity :

- Let the mother ask the child to call his sister.
- If the child calls by saying only 'sister', complete the expression by adding 'come'.
- Encourage the child to use 'come' along with mother.
- Gradually, mother could allow the child to say 'sister come' on his own.
- Appreciate the child.

Variation :

- Play time
- During play, child calls sister to play with her by saying 'sister'.
- Say 'yes, I am here' till the child says 'come'
- Provide prompt, if needed, in completing the expression i.e. 'sister come'
- Play with her!

Shopping time : Similarly, child can be encouraged to use complete phrase as 'mummy come' before you go for shopping.

School time : Similar agent + action phrases during school time like 'teacher come', 'aayah come' etc could be taught.
: Make sure that you provide the model in right kind of situations only.

☛ **Objective** : Helping the child use the expression of agent + action e.g. car go.

Situation/Material: Play time; toy car

- Activity** :
- Your child might say 'car' while pushing a toy car.
 - You would imitate 'car' and expand it by one word, for instance, "car, car go"
 - Encourage the child to say 'car go' as he pushes the car.
 - Enjoy playing.
 - Provide many opportunities to practice.



☛ **Objective** : Helping the child to express action + agent.
For e.g., making request i.e. more milk

Situation/Material: Breakfast time

- Activity** :
- After breakfast, intentionally give him a half glass of milk.
 - Allow the child to express the need for more milk.
 - When he says only milk, show him the glass.
 - Give him time to say 'more' milk, before you give.
 - If he hesitates, ask him, "you want, more or no milk".
 - Let him say 'more milk'
 - Add, "oh, you want more milk!, I will give you".

You can also teach grand parents, siblings, and others to use repetition and imitation with expansion for your child.

Learning to express in phrases and longer forms needs a lot of thinking and planning by the child. Allow time for experience.

SECTION - IX

LEARNING TO CONVEY
NON-VERBAL COMMUNICATION

LEARNING TO CONVEY NON-VERBAL COMMUNICATION

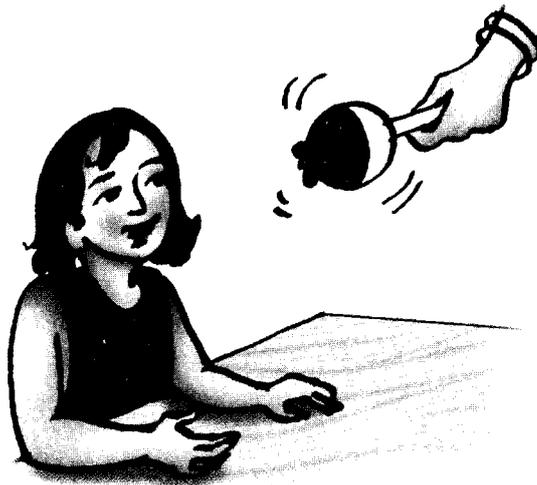
Due to certain reasons it may be difficult for some children to communicate verbally. Such children include those (1) who may not be able to relate to the people and incidents in a social situation, and (2) those whose nerves and muscles do not function in a coordinated manner, making it difficult for them to use the muscles of their mouth for speech. For these children, it may be necessary to teach and use a mode of communication system that is not spoken, yet is as effective. Following are a few activities to teach communicating non-verbally. This is made such that anyone should be able to understand when the child attempts to convey something.

☛ **Objective** : Helping the child to regard objects and smile
e. g., rattle

Situation/Material: Any time of interaction e.g., play time

Activity : Hold the child in such a position that she can look at you.

- Bring in a rattle directly her line of vision.
- When her looks at the rattle, move it to one side and let her follow it.
- Suddenly drop the rattle and wait for her response.
- Bring back the rattle again with a smile.
- Encourage her to smile by giving the rattle in her hand
- Repeat the activity 2-3 times.



☛ **Objective** : Helping the child to express protest

Situation/Material: Meal time

- Activity** :
- Intentionally 'try' feed the child 'more' when he has eaten his full quota of food.
 - Repeat this until he expresses his aversion by turning his head away.
 - Then, make a fuss about your mistake by saying 'I am sorry'
 - Appreciate him for bringing it so well to your notice.

☛ **Objective** : Helping the child to reach towards the toy.
e.g., doll

Situation/Material: Play time; doll

- Activity** :
- Get your child's attention by showing a doll /toy
 - Play with him by taking the doll near him initially.
 - Then take it away as he approaches it.
 - Repeat this 2-3 times.
 - Encourage him to reach for the toy.
 - Reinforce him by giving the toy.

Note : DO NOT ANTICIPATE ALL THE CHILD'S NEEDS. INSTEAD, CREATE OPPORTUNITIES WHERE CHILD WILL BE MOTIVATED TO ASK FOR THINGS BY HIMSELF. "LOOKING AT" 'TURNING HEAD AWAY,' 'REACHING OUT' ARE EXAMPLES OF EFFECTIVE NON VERBAL GESTURES OF COMMUNICATION

☛ **Objective** : Helping the child to express protest

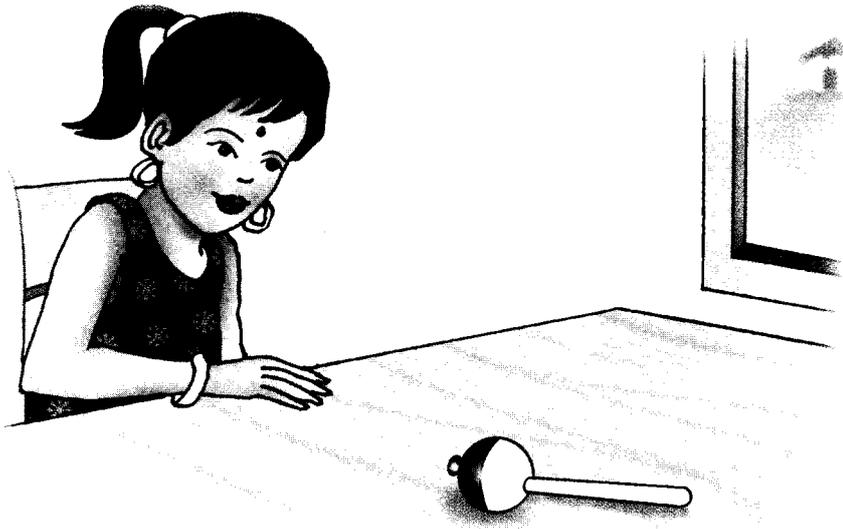
Situation/Material: Brushing time; comb

- Activity** :
- Pretend to make a mistake by brushing the child's forehead with a combing brush.
 - Let the child express protest by pushing your hand away.
 - Then add words by saying . 'oh I am sorry, we brush our hair with a comb. You are right!'
 - Model him more acceptable forms such as shaking head to express protest.

➤ **Objective** : Helping the child to communicate by using eye contact.

Situation/Material: Play time

- Activity** :
- Sit in front of the child
 - Hold two items i.e., a ball and a rattle at her eye-level about two feet apart.
 - Get her attention by calling her name.
 - Make her look at each one and label 'Look, this is a ball.'
 - Then point at each one and ask, "which one do you want?'
 - Encourage her to choose by looking at the one she wants.
 - Help her if necessary by physical prompt initially.
 - Appreciate any of her efforts by rewarding her with a toy.



Remember : The activities you choose to do with the child should be at his / her level of understanding.

Variations :

As the child grows older

Offer him a toy car and a toy train

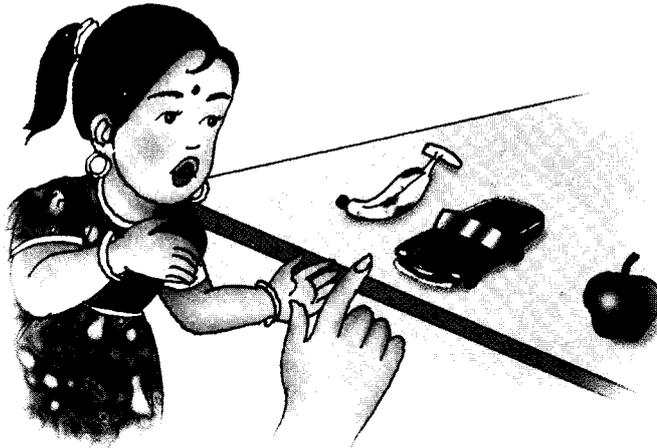
Then offer him a picture book and story book.

Later offer him games like puzzles and carrom board.

☛ **Objective** : Encourage the child to express his choice with his eyes (looking at pointing.)

Situation/Material: Meal time;
Banana, apple

Activity : - After the meal, initially offer a favourite and non favourite food. e.g., a banana & an apple
- Ask her 'which one she wants'.
- Give her time to decide and choose for herself.
- Encourage her to make a choice through eye pointing.
- Respect any of her attempts.
- Give her the item of her choice.



Variations :

- Offer a choice between rice and roti
- Offer a choice between tea and milk.

☛ **Objective** : Helping the child to make a choice by eye pointing.

Situation/Material: Bathing time, two frocks

Activity : - Offer a choice between the two frocks
- Find out which one she would like to wear.
- Offer once more if she does not choose, despite being given enough time.
- If she still does not choose, model a refusal.
- Appreciate her self expression.
- Reinforce her with the chosen frock.

Variation

As the child grows older

- Give them opportunities to select dresses for different occasions like parties and social gatherings.

➤ **Objective** : Helping the child to communicate by using gesture.
E.g., Extending arms.

Situation/Material: Father's arrival at home.

Activity : - Walk with the child to the father as he enters the room.
- Encourage your child to extend her arms by saying 'Pappa has come!'
- Initially, give physical support to raise her arms.
- Slowly, reduce physical help.
- Use only verbal reminder.
- See that father also extends arms spontaneously to her

Variations : Child stands near the person expecting to get attention.



➤ **Objective** : Encouraging the child to call for attention.

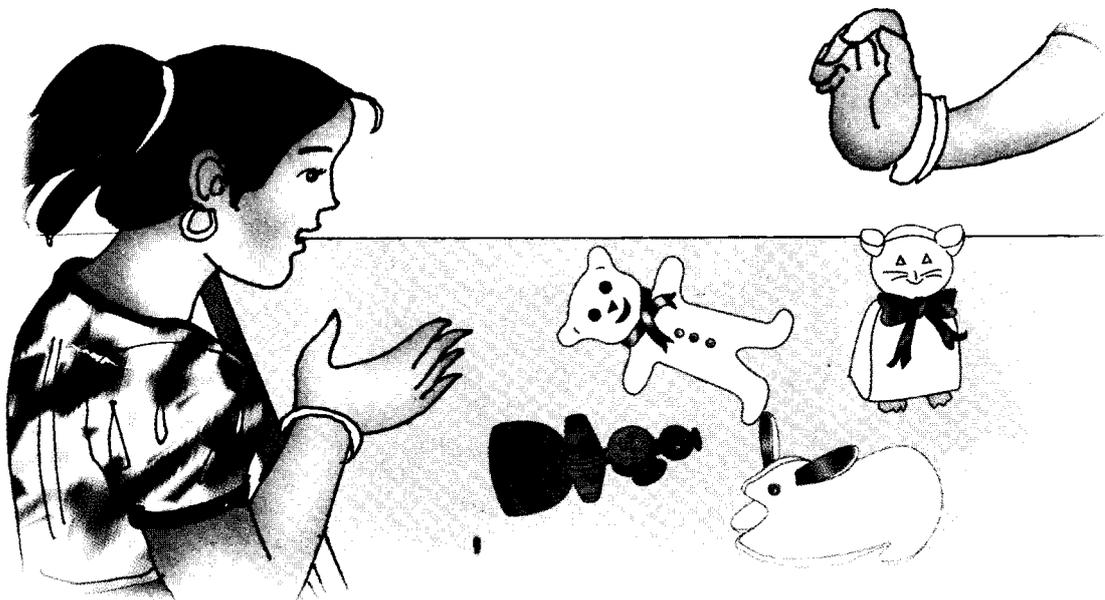
Situation/Material: Any time of interaction.

- Activity** :
- Sit closer to the child so that she can reach you.
 - deliberately, eat sweets when he is watching.
 - Pretend you are not paying attention to her.
 - Wait! Let him indicate in his own way that he wants sweets too!
 - Encourage her to touch your (not pull) dress for getting sweets.
 - Prompt if necessary.
 - Give sweets on her attempts to ask.

➤ **Objective** : Helping the child to request for objects by finger pointing.

Situation/Material: Play time; favourite toys.

- Activity** :
- Create and plan situations so your child will be motivated to ocommunicate.
 - i.e., place his/her favourite toy beyond his reach but with in his vision.
 - Wait for the child to ask for it.
 - Encourage him to ask for it by finger pointing. Then you too repeat the action by saying "oh, you want that car."
 - Do not fulfill his wish until he makes an attempt.
 - Reward by giving him the car / toy!



- ☛ **Objective** : - Helping the child to express choice / interest by finger pointing
- Situation/Material:** Any time
- Activity** : - Do not anticipate child's needs.
 - At meal time, pretend you are busy watching T.V.
 - Wait for the child to ask for food.
 - If the child does not react, help the child to build upon ways he is communicating.
 - E.g., if he is hungry, show him how to touch his lips with his hands to indicate what he wants.
 - Physically guide him to touch his lips with his hands before he eats. Gradually help him to point to the dish. Do not serve until he asks for specific dish by pointing.
 - Praise him by giving a smile of acceptance!
- ☛ **Objective** : Encouraging the child to indicate toilet need by (finger) pointing.
- Situation/Material:** Before going to bed
- Activity** : - Do not take him to toilet until he expresses the need to go to toilet.
 - If he still does not indicate, teach him the appropriate way of expression i.e., condition him to touch / point to his pants.
 - Before taking him to the toilet, physically guide him to touch his pants. Continue modeling until he is able to express his needs. Pat him on his subtle attempts!
 (Stress this activity once his toilet habits are regularised)
- Variation** - Let the child ask for the fan or the light to be switched on by finger pointing.
 - Let him choose a book by pointing when given a choice.

Note : Provide the child with choices throughout the day during natural routines like, choices in what to wear, what to eat, what to play with, what to read etc.

☛ **Objective** : Helping the child to communicate by vocalization
E.g., Calling for attention

Situation/Material: Any time of interaction
E.g., Feeding time

Activity : - In daily routine activity for example feeding time, intentionally vary the sequence of feeding drastically
- Wait! Let the child call for your attention by vocalizing
- Say, “oh, you are hungry my baby”
- Feed her but give a pause until she indicates again by vocalizing.
- Reinforce with hug!

Note: Identify if the child uses some consistent sound combinations.
E.g., ‘mm’ for food or ‘lala’ for water, ‘susu’ for toilet.

- Encourage and reinforce the use of these sounds.
- Model the correct word but not as a correction, for example when the child says ‘mm!’ mm’, you can say “oh, you want food? Here it is !”

☛ **Objective** : Encouraging the child to vocalize for getting attention.

Situation/Material: Play time; Toy train.

Activity : - Offer him a toy train without giving the track
- Wait for him to respond.
- Pretend you have forgotten.
- Encourage him to use vocalization meaningfully to call for attention.
- When he vocalizes, promptly give him attention.
- Reward him by giving the track.

Variations : Structure the situation or environment in such a way that you pretend to forget to provide for basic needs

Forget to serve rice or roti at meal time

Forget to give him a towel while getting ready for a bath.

Give him an empty cup when he has asked for tea.

Forget to give coins for playing carroms.

Forget to give money when he wants to shop. All these will make the child become demanding or protesting, which marks the initiation of communication by the child.

☛ **Objective** : Encouraging the child to communicate by vocalization.
E.g., Requesting “more”

Situation/Material: Play time

Activity : - Discover a rhythmic movement or activity that the child enjoys most such as clapping, rocking etc.,
- Follow a rhythmic pattern with the child, such as holding him and rocking.
- Give a pause and observe the child to see if he indicates desire to continue the activity.
- Allow plenty of time for the child to lead.
- Encourage him to vocalize for more activity.
- Add “ Oh, you want more!” and continue for some time and give a pause and repeat.

Variations : * Other activities may include, playing a music tape.
* blowing bubbles / balloons.
* singing
* dancing
* story telling

Remember : - Respect the child’s wish when he wants to continue the activity or stop.

☛ **Objective** : Helping the child to express protest by vocalization
E.g., No - indicated as "uhoon" / 'nana'

Situation/Material: Play: toy car / aeroplane

Activity : - Let your child face you.
- Deliberately offer him a car which you know is disliked by the child.
- Ask him 'do you want the car?'
- Give him enough time to respond.
- If he does not respond, offer him once more.
- Help him to express dislike by adding the words. 'So, you don't like the car. Say 'unho unho' - and if you want, say a-a'
- Encourage him to repeat.
- Show your pleasure by giving the desired toy as he tries to repeat / vocalize appropriately



As the child grows older ...

☛ **Objective** : Encouraging the child to communicate by finger pointing
E.g., Identify the person.

Situation/Material: Meal time

Activity : - Let the child have his dinner with his family members.
- Let him face all the people.
- Soon after the meal, ask the child 'who served you food today?'
- Give him time to respond.
- Then, encourage him to point to the person who gave him the food.
- Pat on his back for his attempt!

☛ **Objective** : Communicate by painting.

Situation/Material: Shoes, comb, pillow

- Activity** :
- Get you child's attention by calling her name
 - Talk about where objects of his daily use are kept.
 - Show her the different places by pointing out.
 - Intentionally, change the place and pretend to search.
 - Ask her to help you find it.
 - On finding it, let her indicate by finger pointing.
 - Shake her hand !



☛ **Objective** : Helping the child to use gestures.

Situation/Material: Any time of interaction.

- Activity** :
- If your child only cries for getting your attention, show him that there are other ways of getting attention. "You want Mummy? 'Say', call me like this."
 - Make the gesture for 'come' and also add the word.
 - Model this every time the opportunity arises. E.g., every time he wants you when you call him or another person in his presence as well during play time.
 - Wait! Encourage him to call for attention.
 - Help him if he does not initiate.
 - Reward him for any of his efforts

☛ **Objective** : Helping the child to use the gestures to protest
E.g., Gesture for 'no'

Situation/Material: Any situation which is disliked by the child.

Activity :

- Intentionally, create a situation which child is not interested in.
- Observe and wait for his reaction.
- If he tries to express 'no' by only an imperceptible shake of his head, model it. Try it on a toy doll, or other siblings in play.
- Get the family to shake their heads as they say 'No'
- Give a smile of acceptance when he tries to indicate rejection clearly.

☛ **Objective** : Using gestures to protest

Situation/Material: At meal time.

Activity :

- Observe her likes & dislikes by experimenting with a variety of food.
- Offer a known disliked item for food intentionally.
- Give her enough time to respond.
- If she makes no response, repeat the offer.
- Once she indicates displeasure, offer another spoonful.
- Repeat the sequence.
- Note the mode of response if she indicates 'no'.
- Model a more acceptable form of 'no'
- Repeat her attempts at self expression.



☛ **Objective** : Same as above

Situation/Material: At play time.

Activity : - Offer him toys or books, which you know he is not interested in.
- Give him time to say 'no'
- Prompt him to gesture 'no,' if he refuses, say 'oh, you don't want the car? Let's put it away.'

☛ **Objective** : Same as above

Situation/Material: At bathing time.

Activity : - Intentionally present him with the shirts he wouldn't like.
- Wait for the mode of response for indicating 'no'
- Model a more acceptable form of 'no' if necessary.
- Then appreciate his attempt by giving him the shirt of his choice.

☛ **Objective** : Giving the child a chance to use the gestures. E.g., 'Yes'

Situation/Material: Any situation which is liked by the child.

Activity : - Create known situation or activity which you think she likes.
- If she attempts to express 'Yes' by only a shake, show /model her physically to shake her head appropriately. E.g., 'Yes'
- Involve siblings, family members to gesture 'yes' as they say 'yes'
- Praise immediately for the efforts.

☛ **Objective** : Helping the child to do appropriate gesture for 'yes'

Situation/Material: Mealtime

Activity : - Offer a very highly favoured item of food when your child is hungry.
- Intentionally, stop feeding him the food.
- Wait for his response.
- Model the appropriate gesture for 'Yes' and then proceed to feed the child by saying you want more halwa!

☛ **Objective** : Same as above

Situation/Material: Play time

Activity : - Offer different toys, one at a time and let the child indicate 'Yes'
- give him time to choose.
- Add saying - 'you want ball?'
- Prompt him to gesture 'yes' physically if necessary.
- Appreciate his efforts by giving the ball!

Variation - Tickle him and prompt him to gesture 'yes' if he wants to be tickled more.
- Lift him up and prompt him to gesture if he wants to be lifted more times.

☛ **Objective** : Same as above

Situation/Material: Birthday party; Dressing time.

Activity : - Ask if he would like to wear a particular dress for the party.
- Give him time to gesture 'Yes'
- Respect his attempts of self expression.

☛ **Objective** : Helping the child to use the gestures. E.g., Water, food

Situation/Material: Meal time

Activity : - Plan your own gestures for food, water.
- If your child only cries for water / food, show him that there are other ways of getting water.
- Do the gesture for 'water,' 'food'. Also help by adding a word to it.
- Model the same gesture every time when that particular word is used.
- Use the gesture for eating before you give him his food/water
- Encourage the entire family to use it.
- Refrain from immediately responding to the individual's needs before that becomes critical. E.g., feeding the individual when he or she indicates hunger by the same gesture rather than according to a specific time schedule.
- Use verbal reminders. E.g., 'how will you show food?'
- Reward immediately with the desired objects as he makes an effort.



☛ **Objective** : Helping the child to use the gesture E.g., for toilet

Situation/Material: Potty/ toilet; reinforcers

Activity :

- Recognize the child's need to pass urine/motion
- Show a particular gesture / signal for toileting
- Encourage the child to indicate his toilet needs by gestures or pulling down pants.
- Use the same method of indication at home /school.
- Praise him when he indicates his toilet needs by gestures before taking him to the toilet.

☛ **Objective** : Same as above

Situation/Material: Visiting friends

Activity :

- When the child is taken to friends house, show him the toilet.
- Tell him to indicate when he needs to use the toilet.
- Pat him on his attempts.

☛ **Objective** : Encourage the child to respond when some one says hello/bye, using gestures.

Situation/Material: Someone entering or leaving the room

Activity :

- When someone leaves after visiting you, let the child watch when you wave or say bye - bye. When he looks at your hand, hold his hands and guide him to wave as you wave saying 'tata /bye' simultaneously, so that the gesture is meaningful.
- Encourage the entire family to use the gesture when the occasion arises.
- Gradually, reduce physical prompt and tell verbally, 'say hello to aunty'
- Reward him as he makes an effort to communicate effectively.

Variations : Repeat it with 'namaste' gesture too.

Remember : Always talk as you model gestures. Expose him to various situations like birthday parties, functions, social gatherings etc.

Variations :

Work on basic gestures expressing intention of existence.

- Location - e.g. here, there
- Agent - e.g. mother,
- Object - e.g. house, money.

Then move on to gestures expressing semantic.

- Action - e.g. writing , washing
- Recurrence - e.g. more, again,
- Negation - e.g. no, don't
- Possession - e.g. me, mine, his
- Questions - e.g. which, where, who
- Attribution - e.g. big, tall

As the child grows older :

☛ **Objective** : Helping the child to communicate by using combination of 2 gestures.

Situation/Material: Any time of interaction

- Activity** :
- Get your child's attention by calling his name.
 - Encourage him to answer to questions like, 'What did you do on Sunday?'
 - Hint him by gestures or by providing choices, went to movie, ate and slept.
 - Give him time to express .
 - If he fails, repeat the gesture, hint and ask him imitate as he tries to gesture.
 - Pat on his back!

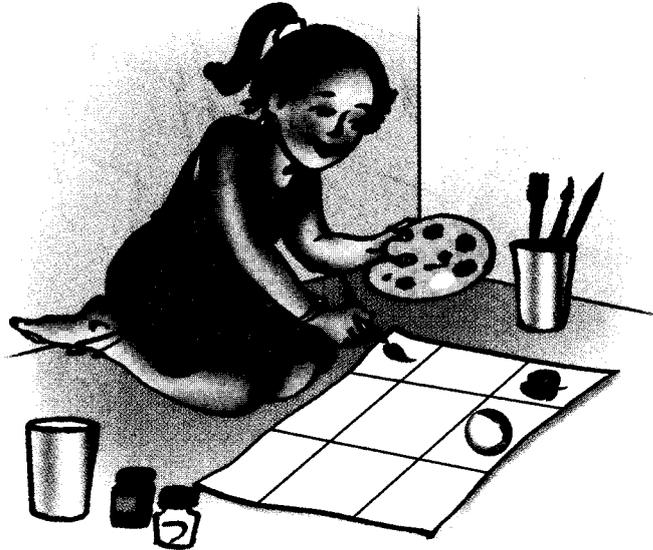
☛ **Objective** : Helping the child to communicate using a communication board.
E.g., Request for 'Cup of tea'

Situation/Material: Breakfast time, Communication board

A communication board is a device where pictures and words are given for the child to point to, so that others understand his communication. It can be in book form with frequently used words shown in it pictures. Based on the child's ability you can make this at home.

Activity

- Let mother say, 'if you need something let me know!'
- Father can prompt : 'use communication board to ask for tea'
- If he hesitates: father can say, 'ask for tea' and point to picture of tea cup
- Once the child picks up the board - help in pointing to 'tea'.
- Let mother would say 'oh you need 'tea' and give it to her.



Objective

: Helping the child to use communication board to express choice.

Situation/Material:

- 1. Birthday party
- Communication board

Activity

- Remind the child about the birthday party of his friend.
- Ask him who all are coming to party
- Prompt him to use the communication board and talk about gift
- Give him picture of gift/cards and encourage him to choose the gift by pointing to only those gifts you can afford to give. Make sure you give it to him.
Remember : Pictures should selected according to the occasion.
- Let mother ask 'which dress do you want to wear.'
- Let the child initiate his choice by pointing to picture / item on a communication board.
- Respect his attempts at self expression.



Variations :

Buying vegetables

Shopping in a supermarket

Planning for a picnic

Initially, let the adult use the communication board with the child, later allow the child to use it without any help.

Points to Remember :

1. Choose pictures or items that the child would be motivated to ask for. Classify pictures according to different subjects depending on the level of understanding of the child.
2. Encourage the child to choose the items on the communication board.
3. Introduce new pictures as things happen and as the need arises.
4. If the child has poor gross and fine motor skills - try with a 'head pointer'
5. Items / pictures need to be well spaced because it is difficult to make fine distinctions in the directions of some one's gaze.
6. It is good to cover the communication board with polythene / plastic lamination to give it longer life and allow your child to wipe it clean as some of the mentally retarded children tend to drool.
7. Keep the communication board handy.
8. When possible keep a duplicate copy of the communication board

SAMPLE COMMUNICATION BOARD FRAME

Name :

Language he / she follows :

Yes

No

Family
Members

Food items

Kitchen
Items

Clothes

Common
Objects

Vegetables

Fruits

Vehicles

Type of House

Water

Therapy

Time

Night

Morning

Sunday

Eat

Drink

Happy

Sad

Bore

I don't know

Letter

Days

Pain

(All the above are to be in picture form for child who cannot read)

OR

Father

Mother

Brothers

Sisters

Grand parents

Water/Tea/milk

Toilet

Bath room

Kitchen

Bed room

T.V.

Telephone

Food

Clothes

Vehicle

Reading room

Dining room

Please

Thank you

Each box can be a different sheet of the communication note book / board and may contain many items either as pictures or words if the child can read.

SAMPLE COMMUNICATION BOARD SCHOOL CONTENTS

I.D. card	School Name	Address	Class studying	Principal
Teacher	Aaya	Transport (School Bus)	Uniform	Books/shoes
Homework	Exam / Test	Vacation	Friends / Class mates	School Bag
Lunch Box	School Time	Break time	Play ground	Toilet
Water bottle	Pencil box	Drawing room	Music	Library
Happy	Sad	Like	I don't know	Time

SECTION - X

**USING LANGUAGE TO READ AND WRITE
BASIC ESSENTIALS**

USING LANGUAGE TO READ AND WRITE

BASIC ESSENTIALS

☛ **Objective** : Helping the child to recognize his name written on a flash card.

Situation/Material: Reading time; Child's photograph, flash card of name.

- Activities** :
- Present your child his photograph and ask him "who is this?"
 - Allow him to say his name.
 - Pair the photograph with his name written on a flash card.
 - Pointing to the name, read his name.
 - Allow the child to recognize his name without the photograph.
 - Present him with two other cards with names that grossly differ in sound and letter from his own name. Ex. : Ramu, Suresh, Balaji
 - Ask him to recognize his name from the three given names.
 - Next, introduce a name with some similarities. Ramu, Raju, Renu
 - Appreciate him for his right response.
 - Ask him to pick up his name card.
 - Fix a name card on his bag, water bottle, cupboard and such other places where he sees every day.

Note : Reading and writing of words should be taught simultaneously so that the child remembers the word better.

☛ **Objective** : Helping the child to write his name.

Situation/Material: Pencil, Paper

- Activity** :
- Let the child read his name.
 - Help the child to trace his name.
 - Let the child say the sound of each letter while tracing the name.
 - Let him write dotted line of letters if needed. RAMU
 - Next, let the child copy his name.
 - Finally allow him to write independently spelling loudly and later spelling silently.

Variations : Badge game

Place the badges (with names on it) of the children in a box. Tell them that they have to identify the badge with their names on it and pin it up on themselves. Whoever does so first, is declared the winner.

* Card game

Make 20 cards consisting of 4 names out of which 2 name are of the participants. Shuffle the cards, distribute them equally among two. Instruct them that whenever a child matches his name card with the presented card by the opponent, he will get all the cards. Repeat the game 4 times. The one with more cards is the winner.

☛ **Objective** : Helping the child to read his address.

Situation/Material: Whenever the need arises.

Activity : - Teach him his address by following the same steps as in teaching the name.
- Present him with full address and allow him to read line by line.
- Give him time, if necessary.
- Make different slips for each line in address.
- Ask him to read and arrange in order.
- Guide him, if required.
- Praise him if he does correctly.

* **Variation** : * After he masters to read the address, take him to the address board at the door or entrance and allow him to read it.
* Show him the address written on the letter/Post cards which they have received and ask him to read. And also explain him how important the address is to communicate.



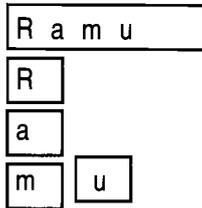
HYD
N. Ramu
Plot No.3 Pin - 505215
Beside Bakery
S.R. Colony

* Mix 2-3 address slips. Ask him to arrange the slips in order.

➤ **Objective** : - Helping the child to learn spelling.
e.g., Name - Ramu

Situation/Material: - Reading time

Activity : - Let the child say the sound of each letter while tracing the name.
R - a - m - u.
- Present him with letter slips separately.
- Ask him to pick up individual letter of the name and match with the name



- Help him to say the sound of the letter as he picks up and places each one under the model already written names
- After arranging the spelling - ask him to read the name.
- Remove the model and ask him to arrange the spelling.
- Prompt him to check the spelling with the model
- Allow him to correct on his own
- Ask him to write his name in his note book.

Variation : - Repeat the same procedure for teaching other functional words.
- Give dictation of the learnt words
- Give worksheet following individual letter sounds of the words.
e.g. :
Ram -
Ra - -
R - - -
And allow him to fill the blanks

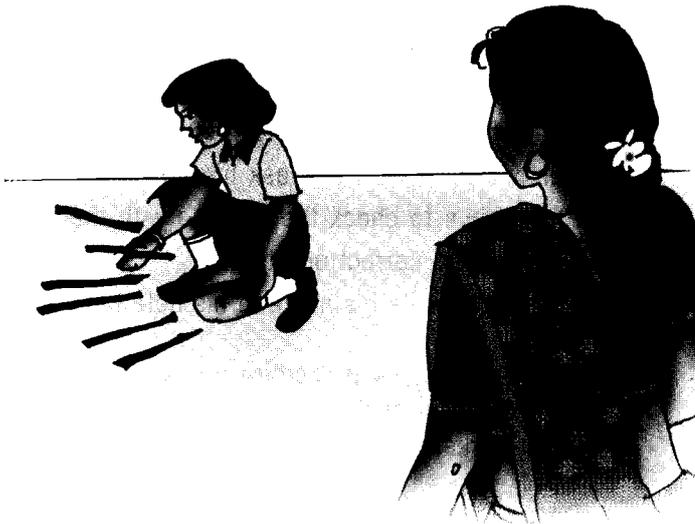
Tracing activities

- Tracing on sand paper
- Tracing on sand
- Tracing on floor - rough / smooth surfaces.

☛ **Objective** : Helping the child to say the numbers 1-5 in correct sequence, given the verbal cue. e.g., count by rote from 1-5.

Situation/Material: Any time of interaction
No specific material required use any material in the surrounding.

Activity : - Let mother give the child many opportunities to count through out the day, such as when swinging, clapping, jumping, eating.
- Model counting 'by saying' I'm counting up to 5, one, two, three ... with action.
- Encourage the child to repeat
- Give a pause and wait for the child to continue e.g., 1,2,3.
- Begin by doing this during play time, such as patting your knees, clapping etc., rhythmically counting and pausing.
- Reward immediately for his correct attempts.



☛ **Objective** : Count concrete objects in sequence e.g., 1-5

Situation/Material: Play time; Car/toys, blocks etc.

Activity : - Place 5 cars in a row with space between them say : "Count the cars"
- Help the child to point to each car in turn saying 'one, two, three, four, five.'
- Ensure that child points once only to each car in correct sequence.
- If necessary, model counting once more.

Variations : Make use of different situations
E.g., while sorting vegetables - help the child to count tomatoes and keep in covers basket.

Arranging clothes - involve him in counting and folding clothes.

Help him count the number. of guests, accordingly the number of cups of tea to be served.

- ☛ **Objective** : - Given a set of printed objects in a row the child counts objects 1-5, when given a verbal clue such as, 'count the birds'

Situation/Material: Number counting books.

- Activity** : - Present him with worksheets e.g., Printed material i.e., with pictures of 5 birds
- Initially, let mother model 'Let's count the birds' one, two, three, four
 - Ask the child to count.
 - Give him time to respond.
 - Prompt him, if necessary.
 - Reinforce him by verbal clue 'Good' on his correct response.

- ☛ **Objective** : - Given a set of objects and the verbal cue ' How many ?' the child will give the right answer

Situation/Material: Set of cups

- Activity** : - Let mother ask: "How many cups are there?"
Say: give me 5 cups.
- Wait for the child to respond.
 - If necessary, prompt him to count 'one, two ,three, four, five ' cups.
 - Model it once more by way of terminal response. Say: How many cups?' "One, two"
 - If the child gives the correct response reward him.

- Variation** : - Repeat procedure with several examples such as
- * Books
 - * Pencils
 - * Covers
 - * Spoons

Note : Gradually expand to other numbers as the child masters upto 5.

Expose the child to time, (clocks) money and measurement, weight (kg, gms), length, (meter, cms), dozen and such vocabulary naturally. The details of calculation and usage will be learnt later in life. Basic exposure helps in concrete understanding of writs and instruments of measurement in day to day life.

Never miss an opportunity in daily life for teaching basic concepts to the child naturally!

A FEW MORE WORDS

We hope you and your child have enjoyed playing the different games listed in this book.
However please do not restrict yourself to only the activities given here.
You are encouraged to use your creativity to figure out many more activities.

Do not hesitate to contact professionals.

GLOSSARY OF TERMS

Action words	: Words for describing actions performed by a person. Example: Sitting, Walking
Active interaction Patterns	: Deliberately created communication situations.
Adaptive behaviour	: Effectiveness of the individual in adjusting to the natural and social demands of his environment
Alveolar ridge	: The elevated part just behind the upper front teeth
American sign Language	: Sign language of deaf community in the USA. It contains hand signs representing concepts and supplemented with finger spelling.
Articulation	: Process of speech sound production.
Articulation therapy	: Process of correcting articulation defects or speech sound production errors in a person.
Assessment	: Formal and informal procedures are used to obtain information about child's skills, capabilities and limitation.
Audiology	: Field that studies the disorders of hearing for the purposes of estimation of nature and type of hearing loss and further rehabilitation.
Augmentative communication	: Non-speech communication which may be either aided or unaided depending upon the individuals cognitive and motor ability.
Babbling	: Production of a series of syllables in vocalization used by pre-verbal children.
Bliss symbols	: Bliss symbols use pictures and line diagrams as symbols to represent words and concepts. It is a type of non verbal communication system.
British sign Language (BSL)	: Sign language of deaf community in Great Britain. This contains hand signs and does not directly translate into spoken English.
Communication	: The process of intentional exchange of messages between the speaker and the listener.

Communication board	: Generally are a set of pictures and or words, placed like a book, board or a folded sheet, used for communication purposes, whenever oral expression is difficult.
Comprehension	: Understanding what a word or a series of words (sentences) mean, the association of sound sequence with appropriate concepts and meaning.
Connection words	: Words used to link sentences or words in a sentence. Eg. and, because.
Content	: The language ability, the comprehension part of which refers to the semantics or meaning aspects.
Delayed speech and language development	: Condition in which children develop speech and language milestones later than the prescribed norms.
Drooling	: Uncontrolled flow of saliva from the mouth.
Echolalia	: The automatic or involuntary repetition of heard phrases and sentences.
Feedback	: The back flow of information concentrating the output of a motor system. Eg: Auditory (self hearing).
Fluency	: The smooth or the rhythmic flow of speech.
Form	: The how element of language; includes phonology, morphology, syntax and the rules for linking sounds with meaning.
Gestures	: They are movements of body parts, usually hands and face in order to convey an idea to others. These gestures are common to a group of people Eg: hand gestures for calling others.
Grammatical morphemes	: Words which are used in the word endings which help in changing or specifying meanings of words. Ex :- Man - Men, Cook - Cooked, Flower - Flowers
Hearing	: Reception of sound by the ear and its transmission to central nervous system.
Hearing screening	: Process in which certain tests are done or few questions asked to identify persons suspected to have hearing impairments.

Intelligibility	:	It is the clarity of speech, i.e., effectiveness with which a speaker is understood by listeners.
Language	:	It is a set of arbitrary symbols common to a group of people which is systematically used for communicating needs, thoughts and feelings.
Listening	:	Process of hearing the sound with a purpose of interpreting the meaning.
Nominals	:	Words for names (nouns) of objects and persons. Eg: Table, chair, mother.
Noun modifiers	:	Words which increase or specify the meaning of names of objects and persons (adjectives). Eg: Tall man; Big door.
Parallel talk	:	Technique in which the model provides a running commentary of what the listener/others are doing and perceiving.
Self talk	:	Technique in which the model provides a running commentary of what he or she is doing or feeling to the listener.
Speech	:	Speech is the major mode of expression of language using vocal symbols.
Speech Pathology	:	It is the science which studies the disorders of speech and language in persons for the purpose of diagnosis and treatment. Professionals in this field are known as Speech Pathologists.
Telegraphic sentences	:	Sentences in which only content words are used and function words are omitted.
Tongue tie	:	Condition where tip of the tongue is attached to the floor of the mouth more than usual, making the raising of the tongue tip difficult.
Use	:	It is the why, when and where of the language. It is the pragmatic or social exchange dimension.
Verb modifiers	:	They are the words that qualify the action words (verbs) which include adverbs and pre/post position words. Eg: run fast; in the box.

Books/ Articles on Communication disorders in mental retardation and development disability

1. Tam Bay, M : Happy Talking : A guide for parents of children who have special communication needs
Calcutta, Indian Institute of Cerebral Palsy, 1995
2. Fowler, W : Talking from Infancy : How to nurture and cultivate early language development
Cambridge, M.A., Brookline Books, 1990
3. Fitton, P : Listen to me : Communicating the needs of people with profound intellectual and multiple disabilities.
London, Jessica Kingsley Publishes, 1994.
4. Lynch, C & Cooper, J : Early Communication Skills : practical activities for teachers and therapists.
OXON, Wislow Press, 1991.
5. Manolson, A : It takes two to talk : A parents guide to helping children communicate.
Ontario, The Hanen Centre, 1992.
6. Williams, D : Early listening skills
Winslow Press Ltd, 1995
7. Subba Rao, T.A. : Manual on Developing Communication Skills in Mentally Retarded Persons.
NIMH, Secunderabad, 1992
8. Mc. Cabe, A : Language games to play with your child : Enhancing Communication from infancy through late childhood
NY, Plenum Press, 1992]

JOURNAL ARTICLES

1. Mc NAIRN, P & SHIOLENO, C

Can we talk? Individuals who use augmentative and alternative communication speak out (part 4)
Exceptional parent 30(5) May 2000, 66-69P
2. Mc NAIRN, P& SHIOLENO, C

Can we talk? Parents' perspectives on AAC (Part 1)
Exceptional Parent 30(2) February 2000, 72-73, 77-78P
3. HILL, K & ROMICH, B : Augmentative Communication :

Part 3 - Assessment, intervention and resources.
Exceptional parent 29(12) December 199, 45-49P
4. Mc NAIRN, P& SHIOLENO, C

Can we talk? Parents' perspectives on AAC :
Making sense of technology and making it work. (Part 2)
Exceptional Parent 30(3) March 2000, 80-83P
5. SCHUBERT, A

"I want to talk like everyone" - on the use of multiple meaning communication
Mental Retardation 35(5) October 1997 347-354P
6. RESSETTI, LM

Happy talking : understanding and promoting a child's communication development
Exceptional Parent 27(2) February 1997, 22-24P

USEFUL WEBSITES

<http://www.umm.maine.edu/BEX/students/BarbaraCyr/bc320.html>

<http://www.nimh.nih.gov/research/genetics.htm>

<http://www.kidsource.com/NICHCY/speech.html>.

http://www.colorado.edu/CDSS/CDSS2000Schick/Chapter_5.html

http://www.childspchology.com/speach_language/speech.htm

http://www.just-solutions.net/speech_language/speech.htm

http://www.childdevelopmentinfo.com/disorders/children_with-communication_disorders

<http://www.parentinginformation.org/communic.htm>

<http://www.specialed.peoriaud.k12.za.us/speech.htm>

http://www.kidsource.com/kidsource/content2/language_disorders.html

http://www.planetpsych.com/zpshology_101/Disorders/child_and_adolescent_disorders.htm

<http://www.nwu.edu/csd/programs/learning>

<http://www.kidsource.com/NICHCY/speech.hmtml>

<http://www.nichd.nih.gov/about/crmc/mrdd/mrdd.htm>

http://www.medwebplus.com/subject/Communication_Disorders.html

<http://www.waisman.wisc.edu/www/mrsits.html>

http://www.idonline.org/id_indepth/speech-language/nichcy-fs11.html

http://www.ppsr.com/la_resources.html

<http://www.thelane.net/search/YF.html>

http://www.gerhard_lagaly.buch-verkaufen.de/louis-rowitz_bdavi.html

http://www.buchbaede.de/louis-rowitz_bd1_bdfi1.html

WHERE YOU CAN GET MORE HELP

1. IED Cell, State Institute of Education Directorate of Education, Port Blair - 744 101
2. BHPV Integrated Programme for MR, Vishakapatnam - 530 012
3. District Rehabilitation Centre, H.No. 29-28-39, Surya Bhawan Desarivari Street, Vijayawada - 520 002
4. National Institute for the Mentally Handicapped, Manovikas Nagar, Secunderabad - 500 009
5. Vocational Rehabilitation Centre for Handicapped, Rehabani, Guwahati
6. Central Institute of Psychiatry, Kanke, Ranchi - 834 006
7. Govt. Institute for Mentally Retarded Children, Sector - 32, Chandigarh
8. Aanchal, NMDC'S School for Mentally Retarded Children, Kautilya Marg, Chanakyapuri, New Delhi
10. Child Guidance Clinic, Dept of Social Work, Delhi University
11. National Institute for the Mentally Handicapped Regional Training Centre, Kasturba Niketan, Lajpat Nagar, New Delhi - 110 024
12. Safdarjung Hospital, Dept of Rehabilitation, New Delhi
13. Sanjivini, Society for Mental Health, A-6 Institutional Area, Satsang Vihar Marg, New Delhi
14. Saraswatipuri Nursery School, Lady Irwin College, Sikandara Road, New Delhi
15. Training-cum-Earning Centre, Institute No. 1, Hudson line, Institutional Zone, Kingsway Camp, Delhi
- 16.* Peace Haven, FHIC Home & School for the Mentally Retarded Children, Carnazalem, Ilhaas, Goa
17. Play Centre for Children with Special Needs Dept of Child Development, Faculty of Home Science, M.S. University, Baroda
18. Vocational Rehabilitation Centre for Handicapped Women Mahavir Industrial Estate, Bahucharaj Road, Karelibaugh, Vadodara
19. Indian Red Cross Society, Red Cross Society, Kerala
20. Prayas, School for the Mentally Retarded Children, 48, RSD Colony, Dubwali Road, Sirsa
21. Red Cross Institute for the Mentally Retarded Children Gandhi Camp, Near Mahila Ashram, Rohtak
22. Govt. Girls High School, Chamba (IED Centre), Chamba
23. Govt. Senior Secondary School (Boys), IED Centre, Dharmashala, Shimla
24. BEL Special School, Jalahalli, Bangalore
25. District Rehabilitation Centre Pulkesh Road, Govt. School for the Blind Premises, Thilak Nagar, Mysore
26. Kasturba Medical College and Govt. Wenlock College, Mangalore
27. National Institute for Mental Health and Neuroscience, (NIMHANS), P.B. No. 2900, Bangalore
28. Vocational Rehabilitation for Handicapped, Ministry of Labour, No.22, Hosur Road, Bangalore
29. Central Institute for Mentally Retarded, D.P.I Junction, Jagathy, Thiruvananthapuram
30. Directorate of Social Action, Palghat Polygarden, Lakkidi, Palghat
31. District Rehabilitation Centre, Opp. Nurses Hostel, Sardar Patel Hospital Campus, Bilaspur
32. Mentally Retarded Child Home, 8/5, Old Palasia, Behind Vedamere Cheni, Indore
33. Mentally Retarded Children's Home, Mana Camp, Raipur
34. District Rehabilitation Centre, Devalipada, Boliny, Agashi Road, Vasai Taluk, Thane Dist

35. National Institute for the Mentally Handicapped, Regional Centre,
C/o Ali Yavar Jung National Institute for the Mentally Handicapped Campus
K.C. Marg, Bandra (W), Mumbai
36. Regional Rehabilitation Training Centre, C/o All India Institute of Physical Medicine &
Rehabilitation Haji Ali Park, Clerk Road, Mahalaxmi Building, Mumbai
37. Special School for the Mentally Retarded Children, B.M.C. Bajaj Road, Kandivili (W), Mumbai
38. Utkarsh Vidyalay School for the Mentally Retarded
C/o Institute for Rural Development and Social Service
142, Jithapeth, Radha Mansion, Shivaji Road, Jalgaon
39. Chunokham Ibohal Institute, C/o The Centre for Mental Hygiene
Sangaipron, Airport Road, Imphal
40. People's Development Organisation, Sagoband Tera Sapam Leirak, Imphal
41. Ladies and Children Recreation Centre, Stony Land Shillong
42. School for Children in Need of Special Education, Stony Land, Shillong
43. Society for Rehabilitation of Spastic Children, Ch. Chhunga Building (GF), Saron Veng, Aizawal
44. District Rehabilitation Centre, Orthopaedic and Physiotherapy Unit
Capital Hospital, Unit Vi, Bhubaneswar
45. Regional Rehabilitation Training Centre
National Institute of Rehabilitation Training and Research, P.O. Bairoc, Cuttack
46. Home for Mental Health, Pappammal Koil Road, Vaithikuppam, Pondicherry
47. Physically Handicapped Govt. Servants' Association, 214, Bharathy Road, Karaikal
48. Govt. Institute of MR Children, Nangal, Roper - Dist
49. Red Cross Navjivni School of Special Education, 53 - E, New Police line, Patiala
50. District Rehabilitation Centre, Pharmacy Block, Medical College Campus, Chengal Pattu
51. Govt. Institute for Mentally Retarded, 40-41, M.C. Nagar, 1st Main Road, Chittapakkam, Madras
52. Govt. Institute of Rehabilitation Medicine, K.K. Nagar, Ashok Nagar, P.O., Madras
53. District Rehabilitation Centre, Community Health Centre Campus, Jagdishpur (Sultanpur)
54. District Rehabilitation Centre, Lal Bagh (Near Raja College Field) Shahjahanpur Road, Sitapur
55. Govt. School for the Mentally Retarded Children, 115/, C/o Ashok Nagar, Allahabad
56. Regional Rehabilitation Training Centre, King George's Medical College, Opp.Hathi Park, Lucknow
57. Artificial Limb Fitting Centre Red Cross Society, Krishnananagar, Nadia District, West Bengal
58. District Rehabilitation Centre Kharagpur General Hospital, Kharagpur P.O., Midnapur Dist
59. National Institute for the Mentally Handicapped Regional Centre
C/o National Institute for the Orthopaedically Handicapped
B.T. Road, Bon Hoogly, Kolkata
60. Tripura Welfare Society, Old Jhana Road, Banamalipur, Agartala, Tripura (W)
61. Daddys Home, B-1, Harmonia Apartment, Opp. B.P.S. Club, Margo
62. Naval Public School, Wing for Special Education, Varunapuri, Vasco da gama
63. St. Francis Xavier School cum Production
Centre for the Handicapped, Kadamba Road, Bainguinim, Old Goa
64. Composite regional centre for persons with disabilities
Link Road no 2, Shivaj nagar, Bhopal - 4622016.
65. District centre for disability rehabilitation,
Old janpad, Panchayat Building, Ramdana, Kothi Road, Ujjam. (M.P).