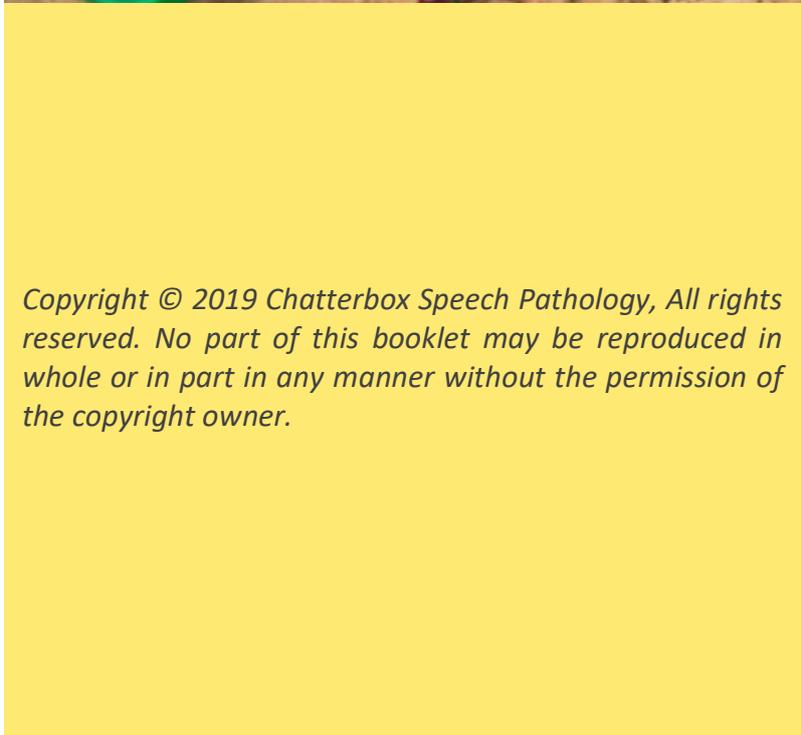




TIPS FOR MY ONE YEAR OLD



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Last week, I sent you what I hope was a super useful booklet to refer back to over the next few years and some handy tips. Today we are going to talk about some more specific strategies you can use for a one year old who isn't quite hitting their language milestones.

Please remember all children develop at their own pace. This post is designed to help your child, if you do have any concerns. It may also be helpful for parents who are out of ideas on how to continue to help develop language.



TARGET SKILL	HOW YOU CAN HELP YOUR CHILD
RECEPTIVE LANGUAGE	
<p>Respond to familiar sounds, e.g. telephone ringing, vacuum cleaner</p>	<p>When you hear particular sounds, talk about them with your child and locate where the sound is coming from. If you have toys that make those sounds, get those out and make the sounds again with the objects so that your child can link sound to object.</p> <p>If you find this to be an ongoing concern, a hearing assessment would be warranted. Children who have had recurrent ear infections and / or frequent colds can be at an increased risk of reduced hearing.</p>
<p>Respond to their own name</p>	<p>Use your child's actual name frequently and limit the use of nicknames, especially if this is a skill your child isn't demonstrating yet.</p>
<p>Understand simple commands, such as "no" and "want more?"</p>	<p>Use the target words clearly and demonstrate the associated meaning. Use teddy bears / dolls / stuffed toys that receive and obey the command e.g. ask the lion puppet "do you want more?" and then give it more food.</p>
<p>Understand words for some familiar objects (e.g. blankie, cup) or people (e.g. mummy, grandpa, etc)</p>	<p>When using a word, ensure you are using it in context correctly. For example, don't say "bubbles" if there are no bubbles to be seen. Use books, photos, toys and real objects to teach the names of things and people.</p>

TARGET SKILL	HOW YOU CAN HELP YOUR CHILD
<p>Look towards an object or person when you point</p>	<p>Use words like “look” to prompt your child to follow your finger. Start with your finger where your child’s gaze is and move towards the object you are pointing out. Help direct your child’s gaze by guiding their head in the direction of the object.</p>
<p>EXPRESSIVE LANGUAGE</p>	
<p>Babble using a range of consonant and vowel sounds (e.g. “bububu” & ‘gagagaga’)</p>	<p>Imitate sounds that your child is making. Take turns making these sounds. Once the child is engaged, start introducing some variances. E.g.:</p> <p>Child: bbb</p> <p>You: bbb</p> <p>Child: bbb</p> <p>You: bububu</p>
<p>Say "dad", "mumma" and a few other words</p>	<p>Listen out for any words your child may be attempting to say. If an attempt sounds similar to a word you think your child is trying to say, repeat the correct word and provide a positive consequence. E.g.:</p> <p>Child: Bu (looking / pointing to a ball)</p> <p>You: Ball! Great talking, you said ‘ball’ (using specific praise – see general strategies for more on this).</p> <p>You: give the child the ball</p>
<p>Try to make familiar sounds, such as car and animal noises</p>	<p>When playing with your child, make lots of animal and vehicle sounds. If your child attempts to imitate you, recognise and praise the sound e.g. “yes, a car says brmmm. Brmm, brmm (as you drive the car).</p>

GENERAL STRATEGIES

- Get down to your child's level ensuring that they can see your eyes and face.
- Playing with your child is so important. Have fun while playing with your child.
 - Allow the child to play with the toy/s that are of interest to them (even if it's not what YOU had planned to play with).
 - Observe what interests your child and build on these interests.
 - As adults, we often get bored of toys quicker than the child. Be guided by your child about when it's time to change toys.
- Use lots of specific praise when your child makes any attempts. This tells the child that you are listening and exactly what skill you are aiming for and gives them a reason to try again.
- Sing songs and help your child do the actions e.g. Incy Wincy Spider; Pat-a-cake.
- Read to your child as often as possible. Even if your child only sits for a couple of minutes, they are gaining valuable exposure to books. Pick books that have bright colours with a few large pictures on each page. Books are a great way to teach new vocabulary and concepts.
- Talk about what you are doing as frequently as possible. Your child may not appear to be listening but is likely absorbing new information all the time. One day, they will come out with a word you didn't think they knew or understand a word you haven't specifically taught and that is such a great feeling!

CAUSE FOR CONCERN:

- Little or no babbling
- Does not respond to familiar voices
- Shows little or no recognition of names of common people, objects, action words

HOW WE CAN HELP

- If you find these strategies are not helping your child progress, you may want to contact a speech pathologist. At Chatterbox Speech Pathology, based in Stirling, we can provide lots of practical strategies to help support language development. Our assessments provide insightful information about the things your little one is great at and areas that we can support. We make therapy fun for the child and give parents realistic goals to consolidate at home with practical ideas on how to develop the goals. We provide parent coaching to increase your ability to support your child.



If you would like any further information, please feel free to contact Kunali on 0405 176 931 or email me: info@chatterboxwa.com.au.

I hope you have found some useful information in this post. Please feel free to share this with any friends and family who may get some worthwhile information from the post too. Next week, we will discuss what to do for your two year old. Have a great week!

