

# Building Creative Language

## How to Determine a Students' Communication Stage

Developed by Cobb SEE-KS Team:

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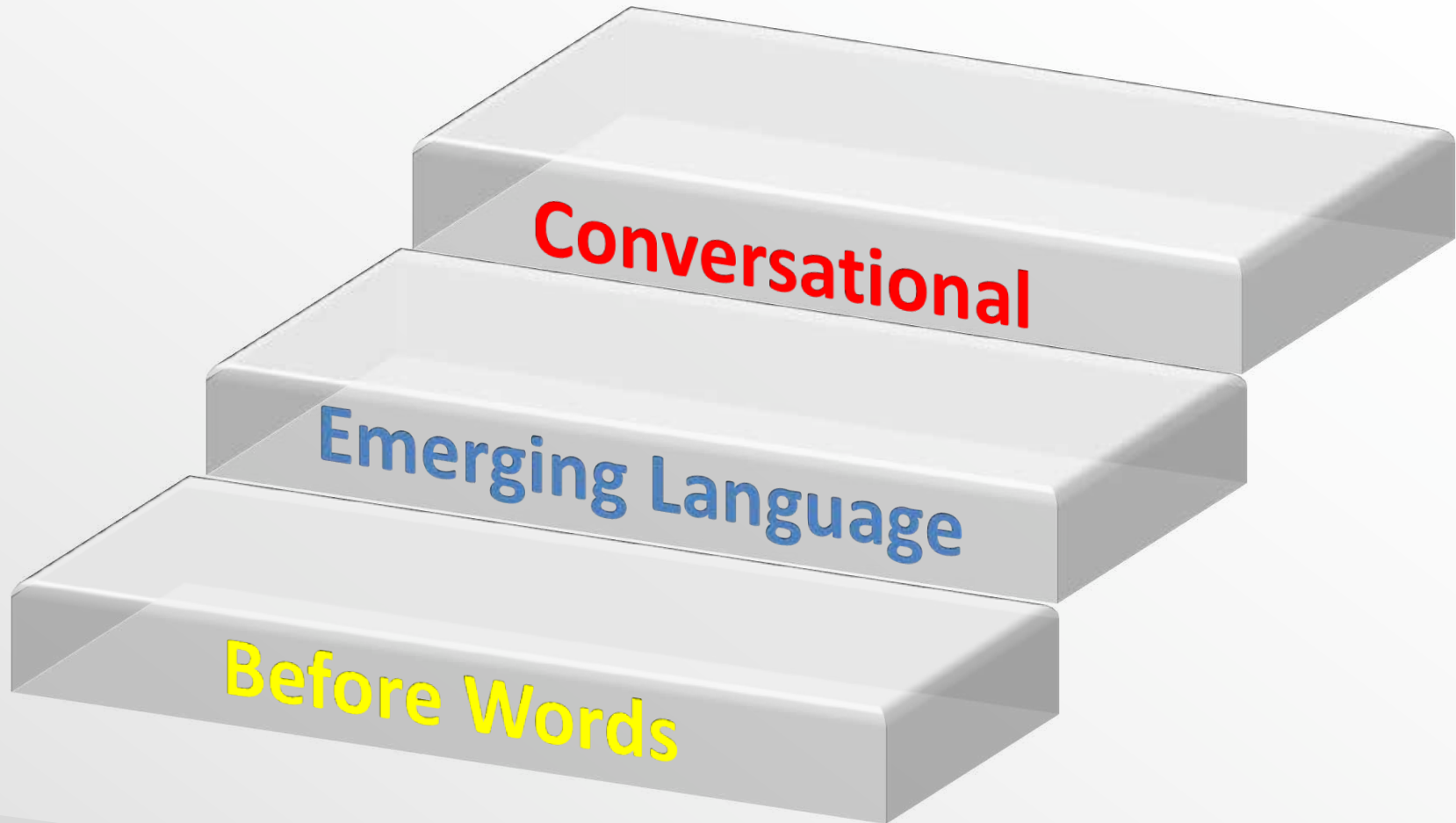
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**Social Emotional Engagement -  
Knowledge and Skills**

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# Before Words

## Does my student...

- Accomplish communication through body language, gestures, or facial expression?
- Express emotion (crying, screaming, etc.) to seek comfort or engagement?
- Physically manipulate me (pulling a caregiver's hand) to share a message with me ("I want that cookie")?
- Have no formal means of communication?

If this describes your student they may be functioning in the **Before Words** stage.  
See strategies...

## Strategies to increase language in Before Words children:

- Spend the time to build rapport with your student, help them fall in love with you! Plan activities that build relationships and entice the child to increase nonverbal communication.
- Teach to the reach – respond to every attempt at communication – (gazing, reaching, touching) it's a party that only you can throw when they go for something!!
- Control the environment- (use containers that are difficult to open) place your picture on top so they know you are the one who can get it for them
- Find out what they love and entice with preferred items, place toys out of reach- they need **YOU** to access it

RESULTS - Students learn to go to people for help, support, comfort, etc. Your student learns people are good while increasing social awareness.





# Emerging Language

## Does my student...

- Prefer to label objects versus using people's names and verbs?
- Have scripted phrases that he depends on and repeats throughout the day?
- Have only a few word combinations but mostly uses single words?

If this describes your student, they may be functioning in the Emerging Language stage.  
See strategies...

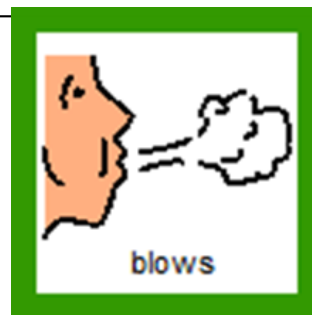


# Strategies to increase creative language in the Emerging Language student:

- Fuel your student's social connections by modeling the use of people's names and verbs (mommy hug, daddy tickle). In order to have creative language use- a child **NEEDS** people's **Names** and **VERBS**.
- Increase your student's range of communication involving others -have them request actions and social routines, comment on actions and share experiences with other people.
- Use AAO to facilitate making the social connection - Pre"load" the Object box so you limit the focus on nouns



Red=Agent=Person

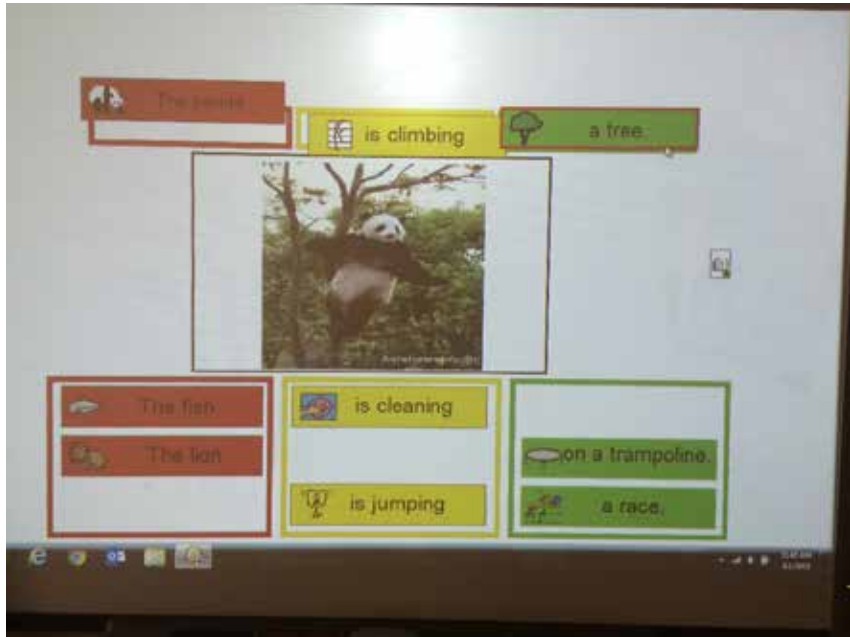


Green=Action=Verb



Yellow=object=thing

**WARNING WARNING.....**Too much time is spent fueling a child's interest in **things**; teaching **labels of objects**, focusing our attention on **colors, numbers and letters** will not fuel the social brain or increase your student's ability to communicate.





# Conversational Stage



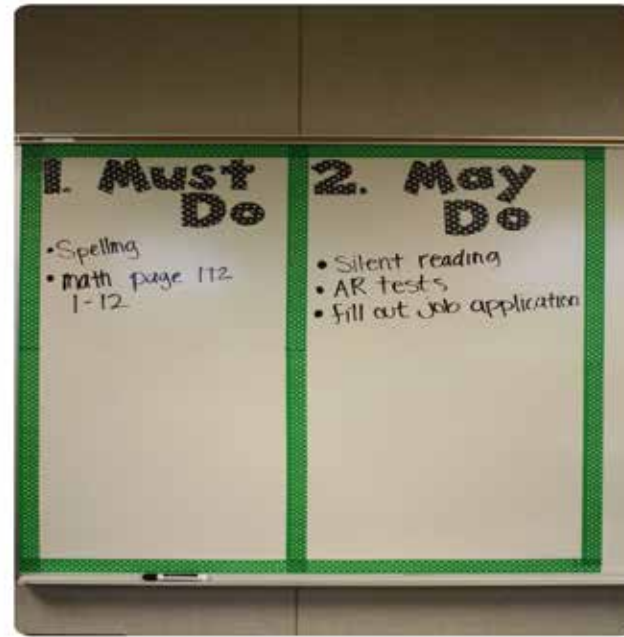
## Does your student...

- Speak on a variety of topics, yet sometimes repeat the same topics/words over and over? ( ex: When's your birthday?, How old are you?)
- Refer to others by name and use a variety of action words? \*creative language and still rely on some scripted language?
- Have difficulty with establishing and maintaining peer relationships, understanding humor, and conversational skills?

If you answered yes to these questions then you have a student in the **Conversational** stage. See strategies...

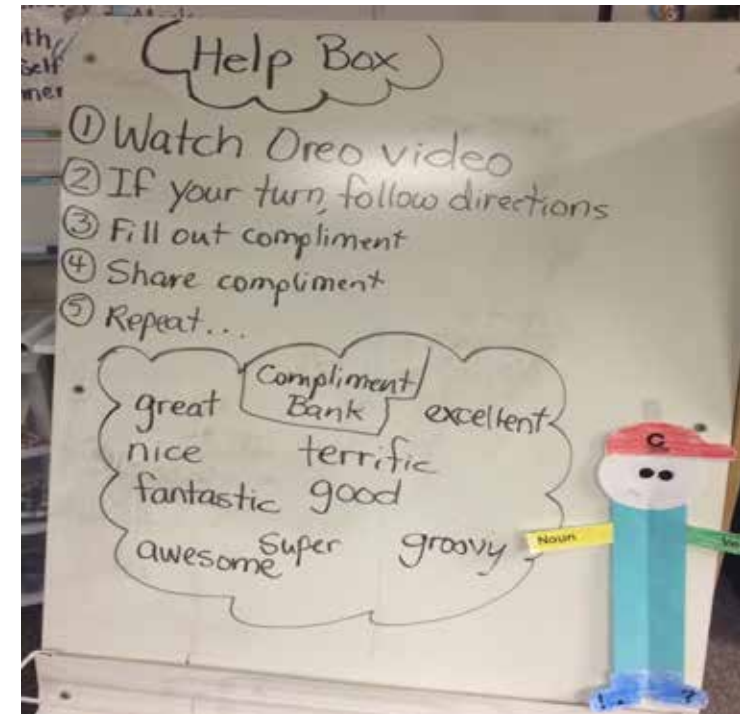
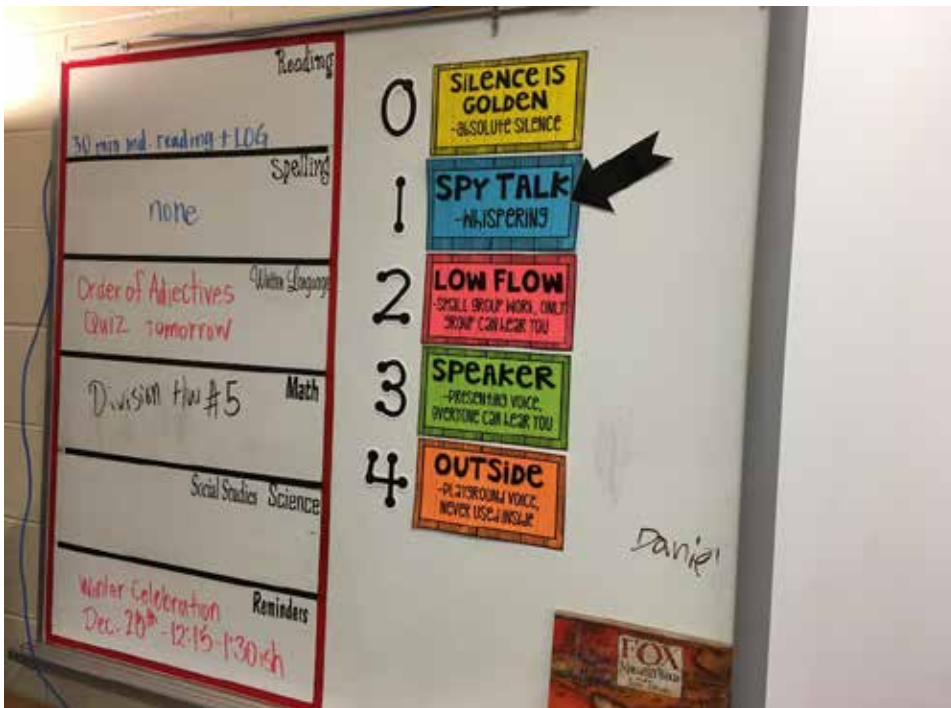
## **Strategies to increase spontaneous communication and self efficacy for students in the conversational stage:**

- Increase awareness of social norms or conversation – teach vocal volume, turn taking, timing, topic selection – through the use of visual supports
- Set up social opportunities- peer interactions, requesting from others, sharing information, group work. ( build in visuals to support turn taking, rules.)
- Build literacy by continuing to expose them to AAO structure
- Talk about emotion
- MODEL!!



Saved from: [allthingskatiemarie.blogspot.com](http://allthingskatiemarie.blogspot.com)

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