

# Communication Accommodations/Adaptations/Strategies

## Birth-12 months



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**Overall Note:** Use a variety of gestures, noises, familiar sounds, exaggerated facial expressions, intonations, along with many words, songs, rhymes... to give child the opportunity to think about response and produce the sounds

- Attend to child's cries and sounds
- Comfort child by quietly talking, singing, handling, rocking
- Talk to child slowly in response to sounds they make
- Smile, coo and talk to child as you care for the child's needs
- Encourage smiling: Play with baby, make funny noises, tickle, bounce gently, laugh, play simple "peek" games
- Make, repeat the same vowel sounds and imitate when child produces them, include pausing
- Use squeak toys, rattles, bells...to interest child, wait for child to make sound to "ask" for it again
- Respond with pleasure to child's sounds, using the same response for familiarity
- Use happy, joyful sounds with intonation, inflection, exclamation and gestures (uh oh, wow, oops)
- Use child's name frequently, encourage child to look at you
- Use double consonant sounds, "baba, mama," wait for child to respond
- Encourage waving bye-bye
- Respond immediately to child when vocalizes
- Read picture board books, guide hands to tap pictures and turn pages

# Communication Accommodations/Adaptations/Strategies

12-24 months



12-24 months

**Overall Note:** Use a variety of gestures, noises, familiar sounds, exaggerated facial expressions, intonations, along with many words, songs, rhymes... to give child the opportunity to think about response and produce the sounds

- Child's responses and simple gestures show understanding of basic language experiences (Extends foot when asked, "Give me your foot," looks around when asked, "where's daddy?")
- Babbles in response to human voice. Use inflections, rhythm, melody and pause to give time for response
- Says "Dada" or "Mama" specifically, caregiver reinforces these sounds repeatedly and praise
- Child points to labeled pictures
- Repeats sounds when laughed or when caregiver claps
- When using one-word utterance, interpret inflection and extend sentence
- Model correct pronunciation but do not expect perfect articulation
- Vocalizes words, sounds or gestures to attract attention to help get what they want
- By caregiver using "Hi" and "Bye" appropriately, child responds with a gesture then verbally
- Using exclamatory expressions, "uh-oh," "no-no," child begins to use appropriately
- Child repeats "no" meaningfully
- Names one or two familiar objects
- Uses voice in conjunction with pointing or gesturing
- Echoes last word caregiver has spoken
- When child uses jargon with good inflection, try to interpret word, without imitation
- Encourage the use of environmental sounds (animal, nature, machine)
- Exposing child to music, simple songs, finger plays...child attempts to sing with words
- Read books repeatedly, child begins to name pictures

## Communication Accommodations/Adaptations/Strategies

24-36 months



24-36 months

**Overall Note:** Use a variety of gestures, noises, familiar sounds, exaggerated facial expressions, intonations, along with many words, songs, rhymes... to give child the opportunity to think about response and produce the sounds

- Read to child exposing child to new pictures, themes, nursery rhymes and participate in storytelling
- Encourage vocal play with sounds
- Model words clearly and slowly exaggerating the beginning sounds of words
- Talk and use descriptive words about familiar experience, start using pronouns (“He is sleeping,” “She is eating”)
- If child uses short sentence, expand the same sentence with more words, encouraging using 3-word sentences
- Talk to child about past and future tense activities
- Model correct usage of language
- Continue to use open-ended questions (Who, what, where, why, how, when) that require a choice
- Use self-talk (“Do I want to wear my sweater or my jacket?” “I want to wear my sweater, it’s not that cold to wear my jacket.”)
- Encourage use of gestures, label verbally what they want if they tell you non-verbally
- Give child direction and information needed to help recall an experience (instead of “what did you do today?” you can ask, “what did you do with mommy in the park today?”)
- Model and use size words (use intonation and gestures emphasizing concept, “I have a **BIG** ice cream cone” “You have a **TINY** cookie”)
- Model using plurals (“Give me one block” “Give me 2 blocks”)
- Model using prepositions (“Your shoe is **under** the bed” “The cookie is **on** the table”)
- Slow down your rate of speech when child gets frustrated with his utterances and communication intent. Repeat a word you did understand, ask to show you what he wants, say, “you sound excited, tell me that again”
- Encourage child to state first and last name

# Communication Accommodations/Adaptations/Strategies

36-48 months



36-48 months

**Overall Note:** Use a variety of gestures, noises, familiar sounds, exaggerated facial expressions, intonations, along with many words, songs, rhymes... to give child the opportunity to think about response and produce the sounds

- Extend child's sentence to encourage producing sentences with 3 words
- Ask "W" questions slowly and give child time to answer
- Encourage child to ask questions ("tell me what you want")
- Vary the rate of presentation to allow for language processing
- Provide advanced warning before calling on student
- Give students the questions in advance to give them a chance for them to prepare their response
- Allow extra time to respond to questions
- Adjust the amount of information that students must produce at one time to enhance their ability to produce quality work
- Stress quality of work over quantity
- Create collaborative activities in which students can assume a specific role and use their strengths
- Show examples of expectations of assignments
- Provide choices
- Divide activities into easy, short steps so they can focus on one at a time
- Use small group instruction with higher functioning role models
- Allow students to use a variety of tools for easier manipulation of information and activities
- Use all vowel sounds
- Use consonants: p, m, h, n, w
- Use "ing" at the end verbs (running, jumping, eating)
- Uses plural "s"
- Uses past tense "-ed" (jumped, helped)
- Use some pronouns: I, it, me, my, mine, you, your, she, he, your, we
- Encourage child to join in play with peers and verbalize intentions

- Requests permission for items and activities
- Begins to make simple play schemes
- Defends own possessions
- Holds up fingers to tell age
- Looks for missing toys/items

# Communication Accommodations/Adaptations/Strategies

48-60 months



48-60 months

**Overall Note:** Use a variety of gestures, noises, familiar sounds, exaggerated facial expressions, intonations, along with many words, songs, rhymes... to give child the opportunity to think about response and produce the sounds

- Extend child's sentence to encourage producing sentences with 3 words
- Ask "W" questions slowly and give child time to answer
- Encourage child to ask questions ("tell me what you want")
- Vary the rate of presentation to allow for language processing
- Provide advanced warning before calling on student
- Give students the questions in advance to give them a chance for them to prepare their response
- Allow extra time to respond to questions
- Adjust the amount of information that students must produce at one time to enhance their ability to produce quality work
- Stress quality of work over quantity
- Create collaborative activities in which students can assume a specific role and use their strengths
- Show examples of expectations of assignments
- Provide choices
- Divide activities into easy, short steps so they can focus on one at a time
- Use small group instruction with higher functioning role models
- Allow students to use a variety of tools to communicate

## **Expressive Language Accommodations**

### **Communicating and producing ideas orally and in writing**

**Rate adjustment** – Vary the rate of presentation to allow for language processing.

1. Provide advanced warning before calling on students or give them upcoming questions to prepare in advance.
2. Allow extra time to respond to questions. Time for thought has been shown to improve the ability to respond, the complexity of responses, and the quality of responses for students with and without language difficulties.

**Volume adjustment** – Adjust the amount of information that students must produce at one time to enhance their ability to produce quality work. Managing large volumes of verbal information may easily overwhelm students with weak language skills.

1. Give fewer questions on assignments and worksheets and stress quality of work over quantity.
2. Use true/false, multiple-choice, and matching formats for answering questions in class or on tests.
3. Use collaborative activities on longer projects in which students can assume a specific role within the team based on their strengths.

**Complexity adjustment** – Vary the complexity of information. The literate language used in the classroom and found in text materials are typically more complex than that used in daily social contexts or tabloid reading materials. Students who are competent in practical language use may struggle in the complexity of expressing their knowledge in the classroom.

1. Maintain clearly defined expectations so students are certain of what is expected of them.
2. Ask for examples, not definitions, when eliciting students' knowledge of concepts during classroom discussions.
3. Provide choices when students are required to show knowledge. (e.g. students doing a project on dinosaurs can be given the choice of either a written report or an oral presentation as part of the project.)

**Prioritization** – Set priorities for performance and grading for students who have trouble determining the relative importance of what they hear or read. Many students can learn to produce effectively when task demands are limited, but crumble when faced with multiple, simultaneous demands on language skills.

1. Provide a model for planning and organizing activities involving language.
2. Divide reading/writing activities into steps and have students focus on one at a time.
3. Use differential grading, only grading for specified elements (not total product) or grade by steps or stages.
4. Make priorities for performance explicit so students know where to devote their effort and energy.

**Format modifications** – Use multiple formats for presenting and requiring classroom learning. Students with language problems often can learn and express their knowledge through other modalities.

1. Substitute project-type activities (e.g. models, scrapbooks, demonstrations, book illustrations, photography, pantomime, and mobiles) for written reports.
2. Substitute production tests with error detection tests.
3. Use small group instruction and individual conferences as a supplement to group

lecture.

4. Alternate highly verbal activities with nonverbal activities throughout the day.

**Special devices** – Allow students to use a variety of tools for easier manipulation of information and enhancement of written output.

1. Have a tape recorder handy for students to record thoughts and ideas for later writing.
2. Assign designated peers as note takers or editing partners.
3. Allow students to use computer software programs to produce professional looking products.