

Effective interactions: Adult support for children's communication and language

Sensitive communication partner: Did the adult...?	notes:
Use children's names to draw attention?	
Be on the same level as the child, and make eye contact?	
Use natural gestures and symbols to reinforce language?	
Talk slowly enough for the child to understand?	
Give the child enough time to talk, with silences to allow the child to respond or pauses to indicate turn-taking?	
Respond to the child, confirming they have been understood? (with a look, gesture, word or repeating what the child said)	
Let the child choose the activity, and follow what the child wanted to do with the toys?	
Wait for the child to start interacting? (the child looks at the adult, gestures, makes a sound or uses a word)	
Supportive communication partner: Did the adult...?	notes:
Comment on what the child is doing – with words or short phrases?	
Limit the number of questions (avoid closed questions) Use comments or open-ended questions?	
Provide words by labelling objects, actions, and abstract things like feelings?	
Use language appropriate to the child's level of understanding?	
Cue the child to take a turn, encouraging turn-taking with peers and adults?	
Model language in correct forms in response to children's errors, without directly correcting the child?	
Stimulating communication partner: Did the adult...?	notes:
Expand on what the child says by repeating what the child says and adding a bit more information or more words?	
Model language that the child is not yet using?	
Introduce and repeat new words in a range of contexts, and encourage the child to use new words in their own talking?	
Play with language, highlighting differences between words and phrases?	
Talk through specific situations, providing a 'script' which describes routines and what to say and do?	