

## APPENDIX 8.1.

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### Communicative Temptations

Use communicative temptations to increase opportunities for your child to interact with you and wait for a response. Your child can respond in any appropriate way (eye contact, affect, vocalization/words). If your child does not respond after several seconds, continue with the activity. These strategies are easy to implement during everyday activities such as meals and snacks, dressing, bath time, and bedtime. Plan extra time during these daily child care routines to use these strategies to enhance your child's communication. The following are suggestions for using these techniques during daily routines.

#### MEAL TIME

- Serve food whole that needs to be cut or diced for your child to eat it. (*Assistance*)
- Serve your child small portions of his or her favorite food items. Keep the rest of your child's meal in the middle of the table or in a sealed container. (*In sight and out of reach*)
- Pour small amounts of liquid from a larger pitcher into your child's cup. (*Inadequate portions*)
- If your child uses silverware, have certain necessary pieces of silverware missing (e.g., no spoon with ice cream). (*Sabotage*)
- Offer your child food items that he or she does not like. (*Protest*)
- Pretend to eat a nonedible item (e.g., napkin). Make sure that you indicate that you are being silly by being animated, wait for a response, and then describe the correct way to do it (e.g., "Oh, I can't eat this. I need to eat the food!"). (*Silly situations*)

#### BATH TIME

- If your child likes water toys that wind up, have these available. Most young children will need assistance to operate them. (*Assistance*)
- Place all of your child's favorite bath time items (e.g., tub toys, bubble bath) on a shelf in the tub that he or she can see but cannot reach when sitting in the tub. (*In sight and out of reach*)
- Place your child's favorite bath time items in clear plastic containers with lids. When the lid is on, the containers should float, making the toys inside very attractive. (*In sight and out of reach*)
- If your child enjoys being washed, only wash one body part at a time. For example, wash one hand and then stop and wait for your child to indicate that you should continue washing. (*Inadequate portions*)
- If your child needs assistance undressing, only take off one item of clothes at a time, and wait for your child to indicate to you that you need to continue to help. (*Inadequate portions*)

- If your child has an established bath time routine that he or she enjoys, you can attempt to do certain steps out of order. For example, wash your child's feet before his or her head. (*Protest*)

## BEDTIME

- If you read your child a book at bedtime, only read one page at a time. Wait for your child to indicate that he or she wants you to turn the page. (*Inadequate portions*)
- If you sing your child specific bedtime songs, only sing one or two lines at a time and wait for your child to indicate that he or she wants you to continue singing. (*Inadequate portions*)
- If you play certain music or videos at bedtime, stop the tape/CD or video periodically. Wait for your child to indicate that he or she wants you to continue to play it or give your child the tape/CD or video case without the tape/CD or video in it. (*Inadequate portions*)
- Offer your child a book, toy, music, or video that he or she does not like. (*Protest*)

## DRESSING

- Only put on or take off one item of the child's clothing at a time. Wait for the child to request the next item. (*Inadequate portions*)
- Offer your child clothing items to wear that he or she does not like. (*Protest*)
- Try to put your child's clothes on incorrectly (e.g., put a shoe on his or her head, put your child's shirt on his or her feet). Make sure that you indicate that you are being silly by being animated, wait for a response, and then describe the correct way to do it (e.g., "Oh, your shirt goes over your head!). (*Silly situations*)
- Try to take your child's clothes off out of the correct order (e.g., try to take his or her sock off before you take off his or her shoe). Make sure that you indicate that you are being silly by being animated, wait for a response, and then describe the correct way to do it (e.g., "Oh, I need to take your shoe off first!). (*Silly situations*)

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