

# Communication Strategies

## Teacher Implementation Checklist

### Part 1



Use the Part 1 checklist first to help you set the stage for child communication, then move on to Part 2.



#### 1. Planning & Context

- I select routines where communication is likely (e.g., play, snack, transitions, caregiving).
- I embed opportunities for communication **during** activities rather than stopping to teach.
- My expectations match the child's developmental and communication level.
- I recognize communication as words, sounds, gestures, eye gaze/looking, or AAC/picture symbols (if used).



#### 2. Interaction Style & Positioning

- I position myself at the child's level and within arm's reach.
- I stay within the child's line of sight during interactions.
- I join the child's play activity instead of directing from outside the play.
- My tone, facial expression, and body language are warm and inviting.



#### 3. Following the Child's Lead

- The child chooses materials or activities whenever possible.
- I stay with the child's interest rather than redirecting quickly.
- I respond to what the child is focused on in the moment.
- I avoid taking control of the activity unless support is needed.



#### 4. Language Modeling

- I model short phrases the child could realistically imitate.
- My language matches or is slightly above the child’s current level.
- I talk about what the child is doing, seeing, or touching.
- I limit questions and directions during play.
- I build on the child’s communication by adding one word or idea to theirs. (e.g., child says “baby” → adult says “hungry baby”)



#### Reflection/ Notes:

What is working well?

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What is one small change to try next?

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#### Reminder!

Communication strategies work best when they are:

- natural
- responsive
- embedded throughout the day
- focused on connection and participation

The goal is more communication opportunities, not perfect speech.

