

## 1. LET YOUR CHILD LEAD:

When we let the child lead, they feel their ideas are important and that they are seen and validated. This allows for more opportunities to be led by your child and understand them, their interests and passions.



## 2. WAIT AND WATCH:

Wait and observe what your child may be doing, thinking, feeling and intending. By observing the child we can see what their idea or what their intention may be.



## 3. LISTEN:

Listening may not only be for what sounds the child may be making, words the child may be trying to say - but also looking at what their body may be trying to tell us.



## REMEMBER...

Your child is unique and some of these ideas may work better than others.

Give yourself and your child time to explore and learn these ideas.

Be flexible: move towards what is working, and leave behind what isn't working.

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**MY THERAPY HOUSE**

Opening doors in communication and relationships

## COMMUNICATION STRATEGIES

Only through practice can we all become better communicators and have great interactions with our children.

Try out some of these strategies and see how your child responds.



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## 4. WATCH FOR BEHAVIOURS



All behaviours are a means of communication.

The most important thing is that the adult is paying attention to what the child is doing and saying (or trying to say) and is able to match it to what their intention is in the moment and communicate this to the child through use of naming.



## 5. USE NAMING:

Naming of what the child may be doing, thinking or feeling in the moment. Using naming lets the child know that you are with them physically and connected with them emotionally.

It is important that you say less and stress the words that you would like the child to pay attention to. Sometimes less language, repeated over and over again in different situations is better than a lot of on going language.

Wow.  
You're jumping.

## 6. GESTURES AND FACIAL EXPRESSIONS:

Ensure that gestures are visible to the child and the child has time to visually process them. Gestures can help your child cue into what you are saying. For example, you may use your hand to indicate 'stop' or 'come'!



STOP



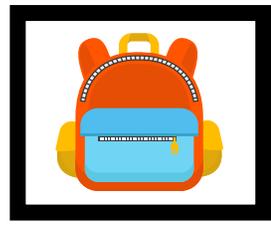
COME

## 7. USE OBJECTS OR PICTURES:

You can also use actual objects or pictures.



For example, use photos to help your child cue into what you are saying and make meaning of the message you are trying to get across.



We are going to school

## 8. VOCAL TONE:

Sometimes we need to use high affect to draw the child into the interaction.



Sometimes we need to soften the affect to help regulate the child.

The affect we use will depend on the child's individual profile and what the child needs to stay in the 'just right' space.

## 9. BODY POSITION:

Try and keep your body still and small, by either sitting on the floor or squatting or kneeling when with the child. Try and be face to face with your child if your child is OK with this.

## 10. PACING AND RHYTHM:

Pause and leave space for your child to take a turn in the interaction. A turn could be a word, sound, gesture, action. You may need to pause longer than you think. If they're not ready to take a turn, take it for them.

The car is going...



down!