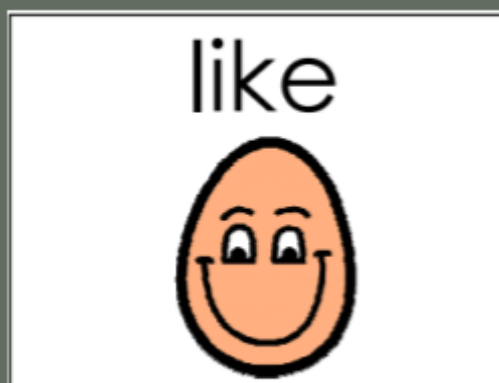


# WELCOME TO SPEECH

## with Ms. Erin

(Week of 9/28-10/02)

### CORE WORD OF THE MONTH: "LIKE"



I "LIKE" when you come to speech!  
I "LIKE" that next week we will have a new word! Stay Tuned.

### Communication Strategy of the Week: Statements

**Statements:** A statement is a type of sentence that claims something or is a clear expression. When modeling language to students, we want to use more statements than questions. When considering typical language development, adult interactions with young children are typically characterized by many comments (statements), repeating a child's utterance (statement), expanding their utterance (statement), and/or some questions; a.k.a. Mostly statements.

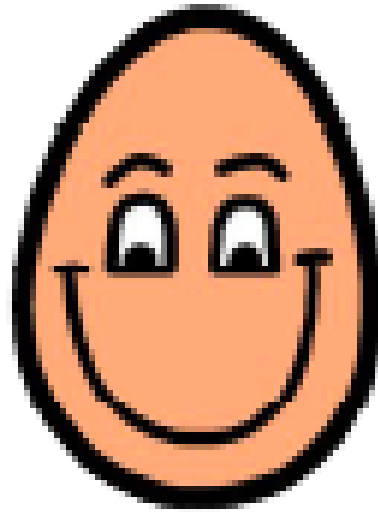
Why is it important to use statements more than questions? When we persistently ask questions to a child, we are requiring that they are always "on", which can be exhausting, overwhelming, and stressful. Additionally, it can interfere with processing and comprehension. When we ask questions, it can sometimes take on the role of testing, rather than communicating.

So what should we do? Use non-directive language, which is characterized by naturally modeled language, no set expectations of student performance, and valid questions (Maureen Nevers, 2015). It provides language input that does not direct the student to say or do something. It is for modeling language without the expectation that they are going to do something.

Please refer to the resources linked at the end of this document referencing the communication strategy of the week.

# Examples of When to Model “LIKE” to your Child

like



## Play:

“I LIKE \_\_\_\_”

“I LIKE to play”

“I LIKE your help”

## Getting Dressed:

“I LIKE \_\_\_\_ (color)”

“I LIKE \_\_\_\_ (Article of clothing)”

“I LIKE to wear it”

“I LIKE that it’s soft”

## School:

“I LIKE school”

“I LIKE to see my friends”

“I LIKE taking a turn”

## Parent Models:

“I LIKE that you are looking”

“I LIKE to hear your voice”

“I LIKE to play with you”

“I LIKE that you are eating”

“I LIKE that you are trying hard”

<p><b>“LIKE” Activities</b></p>	<p><a href="#"><u>“What do you LIKE?” Book/Interactive Activity</u></a>  <a href="#"><u>“Do I LIKE it?” Book/Interactive Activity</u></a>(make sure to substitute like/don’t like symbols in this activity for the PCS symbols given to you in go kit)  <a href="#"><u>"LIKE" or "DON'T LIKE" Sensory Activity</u></a>  <a href="#"><u>Ed Puzzle- Hair Love (LIKE/DONT LIKE)</u></a>            press play and follow through the steps</p>
<p><b>Choice Making Activity</b></p>	<p><a href="#"><u>“What do you LIKE?” choice making activity</u></a>            (Feel free to modify objects to motivate)  <a href="#"><u>"What do you LIKE?" Pt. 2 -NEW</u></a></p>
<p><b>Cause-Effect Activity</b></p>	<p><a href="#"><u>HelpKidz Learn Activity</u></a>: called Yum Yuck            Username: LongviewLions            Password: abc123            This game targets cause-effect.. You can model to the child “LIKE” or “DONT LIKE” with PCS symbols.  <a href="#"><u>HelpKidzLearn Activity: Big Bang Pictures-Transport</u></a> -NEW</p>
<p><b>Statements More Than Questions</b></p>	<p><a href="#"><u>Non-Directive Language Video (Maureen Nevers)</u></a></p>