

Autumn Expressive Language goal: Animal Rescue!

Own Agenda Stage Goal: The child will start to engage with the adult and will participate in steps of routine with support.

Requester Stage Goal: The child will request preferred items in the activity using their method of communication.

Early Communicator Stage Goal: The child will request the item they want using more than one word e.g. 'I want x'

Partner Stage Goal: The child will use more complex vocabulary e.g. 'Farm animals' 'Zoo animals' 'Big/small' and respond to questions.



You will need:

1. Different toy animals, zoom, farm reptiles, birds!
2. Sticky take, a space on a wall
3. First/Then

1. Own Agenda and Requester Stage

2. Start the same way each time. Say "Time to rescue the animals". Show the child a visual to represent this e.g. picture of animal activity. Use Lámh sign for animal.

Bring your child over to a space on a wall or back of a door that you can tape animals to. Depending on the level of your child you may have 3 animals or 10 animals stuck on the wall. You can have high frequency animals (dog/cow). Low frequency animals (Yak).

For an own agenda child we want the child to take an interest in the activity and begin understanding the steps in the routine of this game. You may need to model here what it is you want the child to do. Our goal here is to get the child involved. You might hand the child an animal and support them in taping it to the wall.

For our requester child we want them to use their method of communication to request an animal from the wall. You may need to model for them initially. You might say "cow" and/or use the Lámh sign and pull a toy off the wall. Make it fun by making the animal noise! A requester child may point to the animal, this is okay you can encourage them by doing hand over hand to pull the item off and say ccccccow and model the Lámh sign.

3. **Early Communicator Only:** Encourage the child to get familiar with the routine of the activity. Our goal here is to encourage them to request the item beyond just using a single word. We want the child to expand their phrase/sentence. If they say "snake" encourage them to use "I want snake". Follow this same idea for a child using Lámh, PECS, Communication device.

4. **Partner Stage:** Model the steps above. Once the child has become familiar with the activity you might introduce different vocabulary when talking about the animals e.g. Elephants are found in Africa, Cows make milk. You may also have big/small animals. For a child in the partner stage we would like them to use more complex language and be able to answer questions. You may ask them to describe the animal e.g. Sarah you found a Lion, what does a lion look like, where are lions from etc.

Lámh Signs for:

