

October Communication Functions

For the month of October, focus on the below communication functions to help enhance communication abilities.

Step One: Decide what communication function you are looking to teach.

Step Two: Identify multiple opportunities throughout the day where you can practice modeling the communication function

Step Three: Review the communication functions in a variety of contexts and track the progress of using the communication function resource.

	Communication Function to Practice	Activities
Week One	<p>Requesting (Items/Activities/Information/Wants&Needs)</p> <p>Core Words to Model: Want, Need: Want that, need more</p>	<p>Picking a song to sing during circle time.</p> <p>Choosing a classmate to tell the weather calendar.</p> <p>Place some toys out of reach so they have to ask you to get the toy.</p> <p>Have them request what color of crayons they want.</p>
Week Two	<p>Protesting/Denying/Rejecting: (Items/Activities) Give undesired activities or items and model words like “stop” “no” “all done”.</p> <p>Core Words to Model: No, not that, stop</p>	<p>Have them request what color of crayons they want, and give them a different color.</p> <p>Have them pick a book to read, then give them anything other than a book.</p> <p>Have them select a video to watch, and play a different tone.</p>
Week Three	<p>Describing/Labeling: Describing includes labeling things we see or explaining objects, wants, desires, and more. Describing items can assist with making requests and comments more specific.</p> <p>Core Quantity Words: “some,” “many,” “few,” “a lot”</p> <p>Core Location Words: “on,” “in,” “under,” “beside”</p> <p>Core Size Words: “big,” “small,” “tiny,” “large”</p>	<p>Go on a scavenger hunt and label and describe items that you find.</p> <p>Descriptive Games: Play descriptive games such as “I Spy” or “20 Questions” where the individual must provide detailed descriptions to help others guess what they are thinking of.</p> <p>Video Clips: Show short video clips and ask the individual to describe the actions, characters, and emotions.</p> <p>Daily Routine: Have the individual describe their daily routine, from waking up in the morning to going to bed at night, including activities, objects, and feelings associated with each part of the day.</p> <p>Take a Walk: Take walks and ask them to describe the things they observe in their surroundings, such as plants, animals, or people.</p>
Week Four	<p>Asking and Answering Questions: (Getting & Giving Information): Asking questions includes use of the five “wh” questions: “who, what, where, when,” and “why.” We also use “how, can do, are you,” as well as “yes/no” in order to ask and respond. We ask and respond to questions to share our thoughts and ideas.</p> <p>Core Words to Model: What, Where, Why, Who: Where Toy/ Who is, Like, Hate, Love, Good, Bad</p>	<p>Have them ask a friend to play a game together.</p> <p>Read books and ask and answer questions about the pictures or text. Show the child how to ask and/or answer questions while reading the story.</p> <p>Guessing Games: Play guessing games where one person thinks of an object or concept, and the other asks yes/no questions to guess what it is.</p> <p>Show and Tell: Allow each child to bring in an item from home and take turns asking and answering questions about their chosen object. This promotes both asking and answering questions.</p> <p>Simon Says: Play a modified version of Simon Says where Simon (the leader) gives instructions that require children to ask questions to clarify before following the command. For instance, “Simon says touch something that’s round.”</p>