

GAMES TO ENCOURAGE TWO WORD UTTERANCES

When children start to put two words together they use certain two word combinations before others.

A) GREETING AND NAME

TEACHING ACTIVITIES

Equipment: Teddy, dolly, toy animals hidden in a box/bag or behind a chair.

Teacher/parent: "I've got someone to see you. Who can it be?" (Bring out one of the toys and walk it towards the child.) "Oh, it's dolly!" She's going to say hello to you." (Teacher/parent speaks for doll – "Hello David.")

If the child says hello only then model what you want them to say 'hello dolly'. If your child doesn't say anything, just wave and say it again 'hello dolly'.

Continue to bring out various toys and proceed in the same way. Once you have taken out all of the toys you can try another greeting, eg "Goodbye dolly" when you're putting them away.

Teacher/Parent: Now it is time for all the toys to go away. (Teacher/Parent makes doll say "Bye Bye David".)

Again as with previous greeting, model the desired response if necessary. You can also have the toys going to bed to get the child to say "Good night Dolly."

NB: If the child is a little old for a doll, you could use, for example, He-Man figures, pipe cleaner families or a game with real people who hide behind the chair. You can also greet/say bye to favourite toys eg 'hello car', 'bye fire-engine'.

B) MORE + WORD

This is another activity that is easy to encourage in everyday activities, especially at meal times. Try just giving the child a little of their favourite food or drink and when they look for more ask "What do you want?" Initially you may get either only "more" or "pop." If this is the case model the two words together; "Oh, you want MORE POP?" It is also useful to use alternatives, eg, "Do you want more pop or more biscuit?" This decreases the likelihood of the child using only one word answers. Use signs and gestures alongside the words.

TEACHING ACTIVITIES

Equipment: Here are three different activities that you can play to encourage this two word utterance.

- 1) Building bricks
- 2) Bubbles
- 3) Water, jug and cups

- 1) Build a tower – “Let’s build a tower (begin by placing only one brick in front of your child.) “Is that big enough? No! What do we need?” Again if you get only one word answers model the correct answer. “We need MORE BRICKS.” Your child should eventually use two words “more bricks” without having to copy.
- 2) Bubbles – simply blowing the bubbles and stopping each time you blow the bubbles and asking your child “what do you want?” and not blowing them again until your child attempts “more bubbles.” Again model as appropriate. Model the sign for ‘more’ and use this when you’re saying ‘more bubbles’.
- 3) Water – give your child a cup. “Let’s fill this up with water”, (pour in only a small amount.) “Is that enough? No! What do you want?” Again model ‘model water’ with the signs. Don’t add more water until your child let’s you know by attempting to sign/ say the word(s) and then model the phrase again.

C) WORD + GONE

This activity can also be encouraged in everyday activities especially in relation to people and food. When parents or friends leave the room or house you can model the phrase and say “Daddy gone.” You can say “Oh look who’s gone?” Your child might reply “John.” You say “Yes, John’s GONE”

The same sort of prompts can be used with food or drink and combined with the more + word.

You could give your child a small amount of their food and drink and when they finish it ask “What’s happened? Your pop’s gone.” Keep on modelling the two words together to encourage your child to use these words. Try hiding games eg posting items into a postbox and then saying and signing ‘keys gone’, ‘ball gone’. At this stage you will need to encourage a lot of repetition but it will become more spontaneous.

TEACHING ACTIVITY

- 1) Equipment: A range of everyday objects that your child is familiar with and can name or sign, the number will vary from two – four depending on your child's memory abilities, eg, ball, cup, book, brick.

Show your child the objects and ask them to name them to help memorise them.

“Now we are going to play a hiding game, close your eyes (remove one of the objects out of sight,) open your eyes, “what's gone?”

Your child may only reply “GONE” or “CUP”, you can model the example “CUP GONE.”

(It is not essential that the child closes their eyes as this is not a test of his memory but a language activity.)

- 2) Equipment: Puppet (mouth needs to open and close)
 Plastic food – or anything else a puppet might eat!

Introduce hungry puppet to the child. Ask the child to feed the puppet – offer the choice of an apple or banana. Pretend the puppet has eaten the food. Ask the child:

“What's happened? Where's the apple?” Model the answer for the child.

eg: “apple gone”

 “banana gone”

Repeat the activity a few times and see if the child is able to say “..... gone” by themselves.