## Playing at Home (Example Play-Doh)

<table>
<thead>
<tr>
<th>Receptive Language: have your student follow instructions and/or locate various items</th>
<th>Expressive Language: have your student use their preferred mode of communication to label and fill in</th>
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</table>
| **Receptive Instructions:**  
As you are playing you can say:  
- “Roll it.”  
- “Let’s pat it.”  
- “Let’s try to make letters.”  
- “What else can we make?”  
( i.e. a snake, a hotdog, etc.)  
- “Can you tap on the play-doh?”  
- “Oooo, let’s smush it.”  
- “Pass me the play-doh.”  
- “Where is the red play-doh?” | **Have your student fill in words:**  
- “I made a ______”  
- “You’re using (fill in color/item name.)”  
- “I’m using (fill in color/item name.)”  
- “Twinkle twinkle little _____”  
( while using the star cookie cutter)  
- “A B _____”  
( while using the letter cookie cutters) |
| **Receptive Identification:**  
As you are playing you can ask your student to locate various items:  
- “Where is the star?”  
- “Why don’t you use red play-doh?” | **Have your student label items/actions associated with play-doh:**  
- colors, shapes, different tools, etc.  
- rolling, cutting, smushing, etc. |
| **Imitation:** parent models action, child imitates | **Requesting:** create situations that might motivate your student to ask for items |
| Using natural sounding language, have your student imitate what you are doing with the play-doh while narrating what you are doing:  
- “I’m rolling the play-doh, can you do it too?”  
- “Look, I made a snake. You try.” | As you are playing, you can withhold the items and have them reach, point, vocalize, or use a device to make requests for various items:  
- playdoh  
- colors  
- tools  
- container  
- help |
<table>
<thead>
<tr>
<th>Behavior</th>
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<tbody>
<tr>
<td>● Sitting in a chair/staying in area</td>
</tr>
<tr>
<td>● Keeping hands/feet to self</td>
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<tr>
<td>● Calm Body</td>
</tr>
<tr>
<td>● waiting</td>
</tr>
<tr>
<td>● following directions</td>
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</tbody>
</table>