

Playing at Home (Example Play-Doh)

<p>Receptive Language: have your student follow instructions and/or locate various items</p>	<p>Expressive Language: have your student use their preferred mode of communication to label and fill in</p>
<p>Receptive Instructions: As you are playing you can say:</p> <ul style="list-style-type: none"> • "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?" <p>Receptive Identification: As you are playing you can ask your student to locate various items:</p> <ul style="list-style-type: none"> • "Where is the star?" • "Why don't you use red play-doh?" 	<p>Have your student fill in words:</p> <ul style="list-style-type: none"> • "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) <p>Have your student label items/actions associated with play doh:</p> <ul style="list-style-type: none"> • colors, shapes, different tools, etc. • rolling, cutting, smushing, etc.
<p>Imitation: parent models action, child imitates</p>	<p>Requesting: create situations that might motivate your student to ask for items</p>
<p>Using natural sounding language, have your student imitate what you are doing with the play-doh while narrating what you are doing:</p> <ul style="list-style-type: none"> • "I'm rolling the play-doh, can you do it too?" • "Look, I made a snake. You try." 	<p>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:</p> <ul style="list-style-type: none"> • playdoh • colors • tools • container • help

Behavior

- **Sitting in a chair/staying in area**
- **Keeping hands/feet to self**
 - **Calm Body**
 - **waiting**
- **following directions**