**Sweeping the floor**

<table>
<thead>
<tr>
<th>Receptive Language: have your child follow instructions and/or locate various items/objects</th>
<th>Expressive Language: have your child use their preferred mode of communication to label and fill in</th>
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</thead>
</table>
| Give the direction:  
  • “Time to clean the floor”  
  • “I need you to sweep the floor”  
  • “Get the broom”  
  • “We need the dustpan”  
  • “Find the red broom” | While getting ready to start sweeping routine with your child, he/she can answer questions or fill in:  
  • “You are holding a ___.”  
  • “You have a ______.” |
|  | Wh- questions:  
  • “What do you use to sweep the floor?”  
  • “Where is the broom?”  
  • “What do we do when we are done sweeping?”  
  • “Who is sweeping?” |
| Label items/actions your student is using:  
  • Broom  
  • Dustpan  
  • Trash  
  • Closet  
  • Floor |

**Matching: provide a sample, child matches**

Provide instruction: “Put with same”; “Match”; “Where does it go?”

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<th>Imitation: parent models action, child imitates</th>
<th>Requesting: create situations that might motivate your child to ask for items</th>
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</table>
| Provide instruction: “Do this.”; “Follow me;”  
  “Do what I am doing.”  
  • Have your child imitate the action you would like them to do.  
  ○ You model sweeping, child imitates.  
  ○ You model sweeping into the dustpan, child imitates. | As you are in the sweeping routine you can hold the items and have them reach, point, vocalize, or use a device to make requests for various items:  
  • Broom  
  • Dustpan  
  • help |

**Behaviors: you can praise and reinforce your child for when they demonstrate it**

Pick 1 or 2 behaviors you would like to see your child engage in:

- Staying in the area
- Following directions
- Keeping hands to self
- Listening
- waiting