

Time for Response

What is it?

- allowing adequate time for your child to independently think about and formulate an original response to a question or act out an instruction.
- we may be inclined to give our children answers or anticipate what they want or are going to say. We sometimes act on their behalf or speak for them before they have had an opportunity to do so. Often, children are able to express labels for words and answers to questions when they are given a little more time.

How do we use it?

1) Starting the sentence and pausing so that your child can finish it (either with predictable or original words).

E.g. Parent: "On your marks, ready, set__".



Child: "Go"

Parent: (Starts race/movement)

Or, Parent: "I want an ice-cream with _____"

Child: "100 & 1000s and chocolate sauce"

2) Asking a question and pausing for an answer.

- Play

a) Develop requests and use of single spoken words, e.g.

Parent: (Blow bubbles), (pause), "More bubbles?" (Pause)

Child: "More"/ "Bubbles"

b) Develop complex language, e.g. "Where is the horse galloping?"

- Daily situations

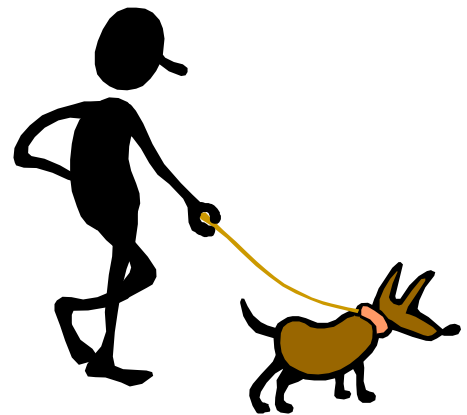
Parent: "Are you hungry?" (Pause)

Child: Yes

Parent: "What would you like to eat?" (Pause).

Child: A sandwich

(Rather than assuming they are hungry because it's lunchtime and you know they normally like to have a sandwich).



- Structured activities

While reading a book – “What did the first little pig make his house with?”
(Allow reference to pictures and if there is no response after some time has been allowed, remember, it is better to give clues rather than the answer).

3) Giving instructions

Parent: “Go to the closet and get your jacket and shoes”

Child: (No response)

Parent: “Remember I asked you to go to your closet and get your _____”
(May be useful to also provide a sound cue, i.e. ‘sh’ for ‘shoe’, a meaningful cue, i.e. “you wear it on your feet”, and hold up fingers for number of items.

