



In summary,

when we **allow** our child to lead:

by **observing** our child's focus of attention, facial expressions and body language

our child

- gives us the information we need to interpret and understand his feelings and interests

by **waiting** to give our child time to express himself

our child

- has the opportunity to express his needs, interests and feelings

by **listening** carefully to our child's attempts to communicate

our child

- feels recognized and special

by giving him our undivided attention

our child

- has the security and encouragement to continue to communicate

In summary,



when we **adapt** to share the moment:

by **being face to face** with our child

our child

- senses our interest in what he is doing or saying
- is more likely to include us in his play
- becomes more aware of what we do and say

by **imitating** our child's actions, sounds, or words

our child

- knows that what he did or said was noticed and valued
- may repeat what he did a second time so that a fun taking-turns game may follow

by **interpreting** our child's attempts to communicate

our child

- feels that he has been heard
- knows that we are trying to understand him
- sees the correct action or hears the correct word for what he is attempting to do or say

by **waiting** with anticipation for our child to take a turn

our child

- feels that his participation is expected and valued
- recognizes when to take his turn
- is more likely to try to communicate and take an active part

by **commenting** on what's happening or asking questions that are genuine and geared to our child's level

our child

- is aware that we are interested in him and what he has to say
- may try to respond

by **being sensitive** to our child's repertoire of changing moods and behaviours

our child

- is aware that we are interested in him and what he has to say
- may try to respond

In summary,

when we **add** language and actions:



by using facial expressions and gestures when we talk

our child

- finds it easier to understand our words
- learns a way of expressing himself before he is able to talk

by imitating what our child does or says and adding a word or action connected to it

our child

- is exposed to information at a time when he is interested

by interpreting our child's feelings or wants

our child

- has the opportunity to hear the words he wants to say when he needs them

by exaggerating sounds or key words

our child

- finds it easier to focus on the new sounds or words and to associate them with what is happening

by repeating the same words or phrases every time we play a game

our child

- finds it easier to understand and then say the word
- begins to anticipate what comes next

by expanding on what our child is doing or saying

our child

- is exposed to a wealth of new ideas and language connected to what he is interested in
- comes to understand how objects and events are associated
- learns language to express more complete ideas