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| How to teach “WANT”. The word “want” can be one of the most powerful words for a beginning communicator. While a child’s vocabulary is developing, teach him/her to use a point gesture so that he/she can pair the word “want” with a point to request objects in the environment for which he/she has not yet learned a vocabulary word. This word also pairs nicely with the determiner “that” for phrases like “want that.” Be sure to model the word “want” to your child when asking them questions (e.g., “Do you want more?”) and when directing them (e.g., “I want you to clean your room”). While “want” is a very powerful word, not all requests should begin with “I want.” Be sure to help your child use a variety of word combinations to make requests. In fact, in typically developing language the “I” is absent in the first 2-word combinations. Also remember that requests with the word “want” do not need to always be about objects. | How to teach “WANT” The word “want” can be one of the most powerful words for a beginning communicator. While a child’s vocabulary is developing, teach him/her to use a point gesture so that he/she can pair the word “want” with a point to request objects in the environment for which he/she has not yet learned a vocabulary word. This word also pairs nicely with the determiner “that” for phrases like “want that.” Be sure to model the word “want” to your child when asking them questions (e.g., “Do you want more?”) and when directing them (e.g., “I want you to clean your room”). While “want” is a very powerful word, not all requests should begin with “I want.” Be sure to help your child use a variety of word combinations to make requests. In fact, in typically developing language the “I” is absent in the first 2-word combinations. Also remember that requests with the word “want” do not need to always be about objects. |

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| If you have any questions please contact the SLT or Hayley Noonan. Tel:01738-473050 |  | If you have any questions please contact the SLT or Hayley Noonan. Tel:01738-473050 |  |