WELCOME TO THE PARADIGM BEHAVIOR'S PLAYROOM!

Each toy will have sample scripts and ideas for you to play with your child. To help you get started, there are 5 catgeories (defined below) with examples of what you can **say** or **do**. Use the scripts loosely, as you can expand or shorten the words. For example, if the script says "push" you can shorten the script to "p" to expect approximate sounds or expand to "push me higher."

PLAY IDEAS

These are different suggestions to play with the toy. Get silly and think outside of the box of ways to play. For example, not only do bunnies hop and wiggle their noses, but they can also be traffic conductors and direct a busy intersection full of dump trucks and race cars. In here you will also find **sample scripts** to say.

REQUESTS | MAND

Requests are when your child **wants** a certain item at that very moment. These are great teaching moments to teach your child to **say** the name of the item as a request. This is called "mand training." If your child is not consistent with saying full words, they can say part of the word like "bah" for "ball" or if they aren't consistent with sounds try eye contact or any sounds. Pictures are also helpful too.

LABELING | TACT

This is labeling or commenting on the items you see outloud. Point to items while saying the name of the item and even add describing words like "that **red ball** is **spikey**" and "**wow**, those **drums** are **loud**!" Talking about the toys and surroundings will expose your child to a lot of language and may even copy what you're saying next time they play. This is called a "tact."

FOLLOWING DIRECTIONS | LISTENING RESPONDING

Give your child directions such as "**mix** the bowl **with a spoon**" or "**find** the red strawberry" to see if they are listening to your words. They do not need to say anything unless you ask them to, but this category is more about their actions. This called "listening responding."

CONVERSATIONS | INTRAVERBALS

Intraverbals are back and forth conversations between you and your child. Fill-in the blanks such as "ready, set...(**go!**)" and "phone goes...(**ring ring**)." It can also be a song like "baa, baa... (**black sheep**)." Fill-in the blanks are simple ways to begin teaching those back and forth conversations skills that work toward WH questions like "how was your day?" (**it was good, mom!**).

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PLAY IDEAS : Laugh & Learn Puppy (Fisher-Price)

by: Christina Conner

My daughter's puppy has been a great car companion. Each touch point labels the body part and will have a corresponding song such as "head and shoulders." She looks surprised when I sing along with the puppy and will replay songs she enjoys. Other than singing along we label the parts of the puppy.

SCRIPTS

She has 2 hands and 2 (ears)

Squeeze the foot.

Walk like an elephant (stomp stomp stomp)

Show me stomping your feet.

(your child stomps their feet)

Where's her nose? Where's your nose?

REQUESTS

Turn on/off

Press the buttons

Squeeze her foot.

LABELING

[Colors] - red, blue, yellow

[Body parts] - eyes, ears, hand, foot, nose, mouth, heart

[Verbs] - squeeze, singing, floppy (ears)

FOLLOWING DIRECTIONS

Squeeze her hands.

Sing along.

Give her a hug.

Where is her foot?

Flap her ears.

CONVERSATIONS

[Use songs as fill in the blanks] -

this is the way we wash our (hands),

so early in the (morning)

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