

3b. Conversations (child/child or adult/child) are encouraged and observed

Quality indicators:

- Teachers talk with children about instructional and non-instructional **activities and facilitate the practice of skills across various situations and settings.**
- **Teachers use language and communication to encourage children and describe actions while modeling to encourage the use of functional skills.** They communicate with children beyond the purposes of directing children, teaching a new skill, or asking questions about activities.



Questions to ask:

- ✓ *How / when do you have conversations with the children in the class?*
- ✓ *What types of things do you talk about?*
- ✓ *How do you encourage communication beyond instructional topics?*



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Set up the room with items and displays that interest children, **and those that children are likely to see in various settings.** Talk about them and encourage children to express interests.
- Provide wait time and encouragement for children who are hesitant to talk or at beginning levels of communication.
- Accept and provide support for communication from all children in the classroom in the modes they use to respond.

[*Talk, Read, and Sing Together Every Day - Ideas for engaging children in conversation*](#)

[*Reading with Children is an Opportunity for Conversation - National Institute of Literacy*](#)

[*Talking with Young Children*](#)

Targeted/Specialized Supports

- Provide visuals such as core boards, communication boards, choice boards to support children.
- Provide opportunities for children to “talk about” what interests them **and facilitate opportunities for them to communicate in varying settings.**
- Support children in remembering words with visuals, songs, rhyming patterns.

[*Word Games for Listening and Talking - resource from US Office of Special Education - pdf*](#)

[*Encouraging Oral Language and Conversations*](#)

Intensive Interventions

- Collaborate with therapists and families to develop and help children use communication systems.
- **Be observant of and progress monitor each child's individual levels of development, modes and use of communication, and preferences for play and toys.**
- Teach children to make choices and provide visual and object support. **Provide opportunities for making choices in varying settings and situations.**

[*Helping Team Members Respond to Various Modes of Communication*](#)

[*Supporting Children with Various Response Modes*](#)

[*Supporting Communication for Various Ages and Developmental Levels*](#)