

AACS Speech –Language Pathologists Series



*Supporting the
Special Needs
Community from
birth through life*



*Doing Great Things Since
1951!
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Language on the Go (Daytrip and Vacation Ideas)



1. Have your child point to objects and people that you name while in the car (bird, dog, truck, man, house, etc...)
2. Talk to your child about where you are going and what you will see there. Parents can read books, look at pictures and talk about an upcoming trip (zoo, for example). Then the child can have plenty of practice with vocabulary and probably be more engaged during the activity if it's a familiar thing. The child can pair the real life item with pictures. Talk about how you are going to get there; car, train, plane. Look at pictures of these vehicles or point them out when you are outside.
3. Encourage your child to talk about their experiences and tell others. Touch and label new things, point out different sounds, model and encourage imitation. Ask simple "wh" questions (Where did we go? What did we see?) if you know words your child is most likely to say, ask questions with their word as an appropriate answer. When there are things you know your child is not likely to say, comment on it yourself. Then give them a turn to comment, whether it's words or pointing. If your child points something out to you, you say some simple words she could say about what she points to.
4. While driving in the car, sing songs while your children. Leave out parts of familiar songs for them to fill in the words.
5. For long road trips, make our child a survival kit with books, imaginary play figures, etc., that you have tucked away for this special occasion. Use these items to engage your child.
6. Take pictures together and make a special photo album just for your child. Label and describe the pictures together. You can create a whole personal story of the sequence of events on your trip.
7. Use the activity filled days to teach and use the concepts of "First... Then..." When you're in between activities, talk about the next two things you expect to happen "First lunch, then pictures with Elmo." "First bathroom, then bumper cars!" Use simple language at first, and then expand. We've got pizza to eat, and then we're going to need the camera!" Then reinforce the concept between the activities. "First we had lunch, now we're going to take pictures!" Your child will benefit from talking with you about immediate activities, and it will help them learn about past, present, and future to better share their ideas with you.



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1. If your child is uneasy about a new place or experience, bring along something familiar to the unfamiliar place. Take a favorite puzzle or a small car to the library (a quiet toy so you don't get shushed!), so that you have a pleasant activity to start on if you need help transitioning. Your child may even enjoy showing another child the toy that he brought, and this can be a first step towards a new playmate. "That little boy sees your puzzle. Give him a piece, ask him to help you."

