

# Just START!

## Statements Planning Guide

<b>S: Statements</b> <b>T: Time</b> <b>A: Aided Language Stimulation</b> <b>R: Respond</b> <b>T: Try it!</b>	<b>Statements</b> <ul style="list-style-type: none"><li>• Use statements to invite communication.</li><li>• Use more statements than questions.</li><li>• Think about what other kids that age might be saying in that interaction.</li></ul>
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As adults, we naturally ask our kids tons of questions. We want to know what they know and what they like. We want to know what they are thinking and feeling. By providing more statements than questions, we change from testing and requiring responses from our children to teaching, modeling, and inviting communication. While "use more statements" is simple in theory, this can be a very hard habit to break. Here are some guiding statements (not questions) to help you brainstorm.

- Consider what other kids might be saying in the activity or interaction. You might even ask your child's friends and/or siblings.
- Think about what your child might be trying to communicate during the interaction. (Your child's gestures, body language, vocalizations, etc might be trying to tell you something.)
- Describe what you are doing or what your child is doing. Describe the items in the activity or routine. Describe what you are thinking or feeling.
- Consider different functions of communication (e.g., social, comment, describe, complain, request, inform, reject, share, etc)
- Try inviting communication in other ways, such as saying something silly or unexpected.

Activity	Using the guiding statements above, brainstorm at least 5 statements for each activity.
One activity or something that your child loves:	
One activity or something that your child hates:	
One activity or routine that you do every day with your child:	