

Following your child (“Owling”)



Films about how you can see and follow what your child is interested in and about how you can adapt your behaviour and the game you play to bring about more communication.

Enticing to communicate (“Foxing”)



Film and information with hints on different ways of playing with your child. Scroll down a bit on the page to the “Film about simple games” and game cards. From Region Uppsala

Getting started with playing



Keep this in mind as well

While showing that you understand your child, it is also good to **expand what the child is doing or saying** into something more advanced. That is, answer at a level a bit higher than the child’s expression or action.

- If the child picks up an object, you might say “the CAR” or “look, a CAR”.
- If the child points and says “da arf”, you might respond with “yes, that is a dog, the dog is walking on the grass”.

We need to **create many opportunities** to practise communication. Prioritise times for playing, but do not forget that all everyday situations can be exploited for communication! When we are getting dressed, when we are walking home from pre-school or when we are cooking and eating.



Use the language you know best when talking to your child.

How can I help my child to communicate more?

-Hur kan jag hjälpa mitt barn att kommunicera mer?

Engelska

Produced by speech-language pathologists at the VGR Central Paediatric Healthcare Services in February 2026
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What does your child like?

Small children find it easier to communicate about things they are interested in.

Watch and listen! **What does your child like?**

This could be objects, animals, songs or a particular game such as tag.



Then adjust your play sessions based on what your child is interested in.

Be close to your child

Sit down on the floor to be on the same level as the child. Being close also makes it easier to seek eye contact.

You can **encourage eye contact** by holding/showing things close to your own eyes.



Adjust your position so that the child can see both you and the object you are focusing on. You could see this as each being **on one corner of a triangle**.



Some children are happy to play on their own. You may approach the child's play by sitting down close and then **doing the same things as the child** – imitating.

Stop and pick up the signals

Wait for the child's answer or reaction in play. Be close to the child and show with your gaze and body language that you are interested. Wait for the child! Adults easily ask too many questions of children, hurrying so much that they cannot keep up. **Give the child the time and opportunity to be the one taking the initiatives.**

Once the child shows, one way or another, that they want more, respond quickly – for example by building more, getting the swing going faster, tickling, leafing through a book or blowing up a balloon and releasing it into the room.



Make yourself essential to the game

By **taking on an important role in a game**, you create many opportunities for communication. For example, you may be the person blowing soap bubbles, and the child gets to pop them and then gets to show that they want more. Or you may be the person who has all the building blocks or jigsaw pieces, so that the child must ask for them one at a time – perhaps by making a sound or showing with their body.



You could also be “kind of in the way”, for example by sitting down where the child wants to drive their train. Then the child has to look at you and somehow show you that you should move. This becomes a way of capturing the child's attention. Another way is to put a toy on a shelf, forcing the child to show you that they want help to get it down.