

## What is "Communication Temptation?"

- ❑ What is gentle sabotage?
  - Gentle sabotage is when you create situations to give your child a reason to talk.
  - Gentle sabotage is also called "communication temptation."
- ❑ Why would I do this?
  - If your child is not yet talking, you need to create reasons for your child to talk.
  - Your child may not realize the power that talking will give him (e.g., he says something and he gets what he wants!)
  - The nice thing about gentle sabotage is that it creates opportunities for a real conversation to happen instead of "repeat after me" or "say this" drill work.
- ❑ When do I use gentle sabotage?
  - During your everyday routines (e.g., any activity that allows you and your child to repeat the same actions and words a number of times).
- ❑ How do I use gentle sabotage?
  - Set up the situation (e.g., put a toy out of reach) (for ideas refer to the handout "How to Tempt Your Child to Talk using "Gentle Sabotage" – ask your SLP).
  - Wait for your child to communicate that he wants the toy (e.g., reaching, pointing, looking at you, signing/gesturing, babbling, or using words, and/or combinations of words).
  - If he does not do anything, point and say the word for him.
  - Wait again – your child may try to repeat your example.
  - If your child does communicate that he wants the toy, give him the toy and then it is your turn to talk again (e.g., The car is on the table. Your child points to it. You say the name of the toy ("car") and give it to him. Your child says, "car." You say "fast car" or "blue car" and play with your child and the car).
  - Remember a real conversation is like having a game of tennis. If your child sends you a message, you return that message. Wait again to see if your child will send you another message to keep the conversation going (e.g., if your child then pushes the car, then you can push the car after him and say, "push". If your child won't share his car, get your own and play beside each other, copying what your child does and providing words to describe his play).
- ❑ Remember, you want to tempt your child to communicate, not frustrate him.
  - If your child is not tempted to communicate, do not continue withholding items from him. Give him the toy and try again the next time!

Reference: "Helping your Child Make Requests" - Toronto Preschool Speech and Language Services – North Quadrant; "Don't Do Everything for the Child, Creating Opportunities for Communication (or Gentle Sabotage)" - adapted from Sigafos, J., Kerr, M., Roberts, D., & Couzens, D. (1994).