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& Associates

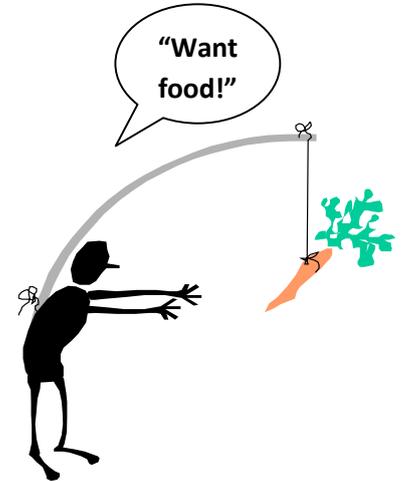
SPEECH-LANGUAGE PATHOLOGISTS



*Committed to developing communication in a fun, caring and dynamic environment*

# Sabotage

## What is it?



*Sabotage is a language stimulation tool.*

*Sabotage involves you, as the communication partner, taking control over the communication situation. Sabotage consists of a number of techniques you can apply to encourage your child to talk. By using sabotage with your children across different speaking environments you are 'giving them a need to speak'. They have to use their speech to obtain something they want or to stop something that they do not like/want.*

*Sabotage can often lead to periods of frustration in children, but it is important to remember that you are trying to teach that 'using words' is an instrument for getting what you want or need.*

*By sabotaging the communication interaction you are encouraging multiple forms of expression from your child, including:*

- |                   |                            |
|-------------------|----------------------------|
| <i>Protesting</i> | - e.g. "Don't want"        |
| <i>negating</i>   | - e.g. "Different"         |
| <i>commenting</i> | - e.g. "Blue car"          |
| <i>requesting</i> | - e.g. "Please drink?" and |
| <i>labelling</i>  | - e.g. "mummy's hat".      |

## How do you use it to elicit language?

Sabotage can be used in multiple communication environments and consists of many techniques, including:

- Withholding items or turns, e.g. holding onto a drink bottle, until the child requests "drink" or "water".
- Not allowing children access to all toys, food or drinks, thus encouraging a verbal request, e.g. keep toys packed away or higher on shelves.
- Displaying confusion or communication breakdown when a child uses gesture or vocalisations instead of speech, e.g. if the child points to the food they want, respond with "Mummy doesn't know what you want?"
- Asking children questions about an item of action, before, allowing them access to it, e.g. "What colour pencil did you want?"
- Misuse or misname items, e.g. using a spoon as a phone, or say "Mummy has new shoes" and point to your shirt. Children feel compelled to comment or correct
- Use toys or items that don't go together, encouraging your child to comment or reject the items, e.g. when playing dress ups, put the clothes on the cars, instead of the dolls.
- Disrupt your normal routine or make errors when completing everyday tasks, e.g. when making toast- don't put a spread on it, then wait for the child to notice, comment or correct.

