

NEUROHEAL · SPEECHSYNC PILLAR

PRODUCT 02 OF 5

"I Won't Talk"

Communication Jumpstart

For Nonverbal & Minimally Speaking Children

"Crying is the only language we have."

WHAT'S INSIDE:

Complete boards · Scripts · Trackers · Guides · Editable templates

DELIVERY-READY DIGITAL PRODUCT · FACELESS BRAND · NEUROHEAL

About This Product

This jumpstart gives you the first 20 functional requests your child needs most — the bridge from silence to intentional communication. Designed for children ages 2–12 who are nonverbal or minimally speaking.

■ 20 Functional Requests	■ Modeling Scripts	■ Routine Boards	■ Reinforcement Plan	■ Progress Log
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Tip: Start with their top 3–5 wants. The goal is NOT to teach all 20 at once — it's to create ONE reliable communication exchange first.

The First 20 Functional Requests — Priority Order

Teach in this order. Each request is introduced only when the previous is reliable (3+ spontaneous uses over 2 days).

#	Request	When to Teach / Tip
1	WANT + preferred item	Start with one high-value item — tablet, snack, toy
2	MORE	During preferred activity, pause and wait
3	STOP / DONE	Give power to end unwanted experiences
4	HELP	During challenging tasks — teach immediately
5	NO / YES	Basic consent and preference
6	EAT	At mealtimes, before giving food
7	DRINK	With cup nearby, model before giving
8	TOILET	Critical for hygiene independence
9	SLEEP / BED	Bedtime resistance often communication
10	HURT / OW	Safety communication priority
11	SCARED	Name fear so child can signal it
12	MAD / FRUSTRATED	Replace hitting/screaming
13	HAPPY / LIKE	Build positive expression
14	PLAY	During playtime, model + pause
15	READ (BOOK)	During quiet time routine
16	MUSIC	High motivator — easy win
17	OUTSIDE / GO	Before transitions

18	MUM / DAD	Call caregiver intentionally
19	WAIT	Teach tolerance of delay
20	ALL DONE	Generalise DONE to all contexts









Modeling Scripts — Nonverbal Teaching Sequences

Use hand-over-hand guidance only if child is comfortable. Always model yourself first — point to symbol + say word + give item.

Situation: Child is crying and you don't know why	
Say this:	<i>"Bring out the communication board. Point to HURT, MAD, SCARED one at a time. 'Are you HURT? Are you MAD?' Watch for any signal."</i>
Avoid:	<i>"Keep guessing without offering the board."</i>
Situation: Meltdown in progress	
Say this:	<i>"Stay calm. Point to STOP + HELP. 'You want STOP. I HELP.' Give a break immediately."</i>
Avoid:	<i>"Try to teach new communication during the meltdown."</i>
Situation: Child reaches for snack	
Say this:	<i>"Pause. Bring card for the snack item. Wait 5 seconds. If no response, model the point yourself and give the snack."</i>
Avoid:	<i>"Withholding the snack for more than 10 seconds — always end in success."</i>
Situation: Morning routine — no protest	
Say this:	<i>"Narrate using symbols: EAT. SCHOOL. GO. MUM. Point to each as you go."</i>
Avoid:	<i>"Skipping narration on 'easy' days — predictability builds communication confidence."</i>
Situation: Child bites or hits	
Say this:	<i>"STOP. Say 'Use your words.' Point to MAD. 'You feel MAD. Show me MAD.' Wait."</i>
Avoid:	<i>"Lecturing or expressing distress — stay flat and functional."</i>

Routine Communication Boards — Print & Post

MORNING ROUTINE

 WAKE UP	 WASH	 DRESS	 EAT
 BAG	 BUS/SCHOOL	 BYE	 LOVE

I FEEL / I NEED RIGHT NOW

 HAPPY	 SAD	 MAD	 SCARED
 HELP	 STOP	 DONE	 WATER
 TIRED	 SICK	 HUG	 TOILET

