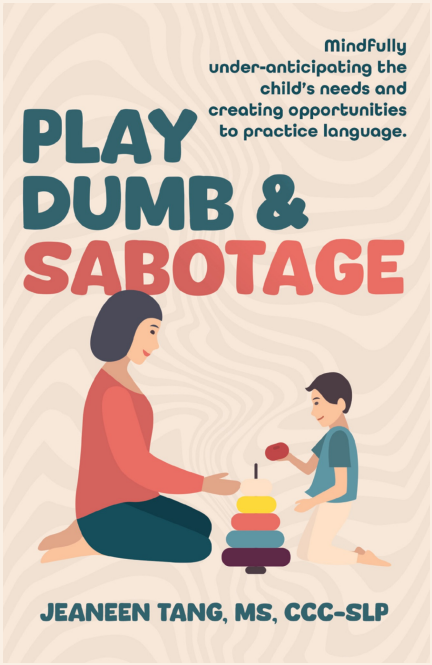
COMPANION JOURNAL

PLAY DUMB & SABOTAGE

Companion Journal

Eleven chapters. Small changes. Space to notice what works.



Jeaneen Tang, MS, CCC-SLP

Everyday moments.
More opportunities to communicate.

For parents, caregivers, educators, and readers supporting young communicators.

A companion to the book. Read each chapter before exploring its prompts and activities.

Meet your communicator

My name, my role, and the date I’m starting:

What my child enjoys and how they communicate right now:

One routine I’d like to make more connected:

How I will make space for gestures, sounds, signs, words, pictures, or AAC:

My intention: one manageable change, with comfort and connection first.

CHAPTER 1

You’re a Good Parent

My reading date: _____

When do I step in before my child has a chance to show me what they want?

What small change would make room for their participation without making the routine stressful?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 2

No Child Has Ever Died of Crying

My reading date: _____

What happens inside me when my child cries, especially around other people?

What might the child be communicating, and what support would help them feel understood?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 3

Don’t Ask Yes or No Questions

My reading date: _____

Which question do I ask even though I already expect a particular answer?

Where can I give my child a choice I am actually prepared to honor?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 4

Slow It Down

My reading date: _____

When do I speak too quickly or give too much information at once?

Which familiar song, word, or phrase could we explore at a slower pace?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 5

That’s Absurd!

My reading date: _____

What does my child know well enough to recognize a silly mistake?

How do they show that something is funny, surprising, or wrong?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 6

Set Expectations

My reading date: _____

Which transition feels unclear or difficult for my child?

What visual support would make the next step more understandable?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 7

When Should You Be “Teaching”?

My reading date: _____

Where does language practice already fit naturally into our day?

Which one word or concept would be useful and meaningful right now?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 8

In Sight, But Just Out of Reach

My reading date: _____

Which play item or activity genuinely interests my child?

How can I make an opportunity easy enough for them to succeed?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 9

Which One?

My reading date: _____

Which two choices would my child enjoy making?

How does my child show a preference before using words?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 10

Sequencing

My reading date: _____

Which daily routine has a clear beginning, middle, and end?

Could photos, drawings, or objects make the steps easier to understand?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

CHAPTER 11

Keep the Conversation Going

My reading date: _____

When do I end an interaction because I cannot understand every word?

How could I add a comment that connects to my child’s interest?

My plan: the routine, one small change, and words I might model.

What happened? Include any look, reach, gesture, sound, sign, word, or AAC message.

What felt good? What will I adjust next time?

Keep the momentum going

Three small successes I want to remember:

The strategy that felt most natural:

A situation where I will simplify, slow down, or offer more support:

My next small step:

Someone I can share these ideas with: