

25 Speech & Language Strategies

Self Talk

Talk out loud about what you're doing

Parallel Talk

Talk out loud

Repetition

Repeat words over and over

Increase Opportunities

Target the same word all day

Simplify

Use short phrases and sentences

Sign Language

Add 1 Word

Use 1 more word than your child is using

1 at a Time

Give them one word at a time

Follow Their Lead

Children are more likely to communicate about things that are interesting or important to them. Notice what catches your child's attention. It may not be what you think. What is your child curious about?

Example: We may assume a child would want to talk about a toy train, but they may be more interested in figuring out the bridge it's riding over. Talking about the bridge will keep their attention longer and build more meaningful language.

- getting dressed
- brushing hair
- brushing teeth
- washing hands
- making meals
- eating meals
- in the car
- at the store
- doing housework
- during play
- at bath time
- reading books

Notes

25 Speech & Language Strategies

Speech & Language

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Speech and Language
Information, Worksheets and Handouts for Parents

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Speech-Language Pathologist

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Speech and Language
at Home
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25 Speech & Language Strategies

- Self Talk
- Parallel Talk
- Repetition
- Increase Opportunities
- Simplify
- Add 1 Word
- Model
- Imitation
- Visuals
- Sign Language
- 1 at a Time
- Give 2 Choices
- Sabotage
- Out of Reach
- Be Forgetful
- Be Silly
- Follow Their Lead
- That's New!
- Verbal Routines
- Sing
- Wait
- Make Comments
- Open-Ended Questions
- Pacing Boards
- Say it Back

Speech & Language Strategies

Self Talk	Parallel Talk	Repetition	Increase Opportunities	Use less words
Add 1 Word	Model	Imitation	Visuals	Sign Language
1 at a Time	Give 2 Choices	Out of Reach	Need Your Help	Be Silly
Be Forgetful	Follow their Lead	That's New!	Verbal Routines	Sing
Wait	Make Comments	Open-Ended Questions	Pacing Boards	Say it Back

25 Speech & Language Strategies

<p>Self Talk</p> <p>Talk out loud about what you're doing</p>	<p>Parallel Talk</p> <p>Talk out loud about what your child is doing</p>	<p>Repetition</p> <p>Repeat words over and over</p>	<p>Increase Opportunities</p> <p>Target the same word all day</p>	<p>Simplify</p> <p>Use short phrases and sentences</p>
<p>Add 1 Word</p> <p>Use 1 more word than your child is using</p>	<p>Model</p> <p>Tell them what you want them to say</p>	<p>Imitation</p> <p>Teach them to copy you</p>	<p>Visuals</p> <p>Show objects or pictures when talking</p>	<p>Sign Language</p> <p>Teach early sign language</p>
<p>1 at a Time</p> <p>Give only 1 so they ask for more</p>	<p>Give 2 Choices</p> <p>Do you want ____ or ____?</p>	<p>Sabotage</p> <p>Set it up so they need your help</p>	<p>Out of Reach</p> <p>Let them ask for what they want</p>	<p>Be Forgetful</p> <p>Let them ask for what they need</p>
<p>Be Silly</p> <p>Get attention with unexpected actions</p>	<p>Follow their Lead</p> <p>Talk about their interests</p>	<p>That's New!</p> <p>Explore something new</p>	<p>Verbal Routines</p> <p>Use the same words in daily routines</p>	<p>Sing</p> <p>Teach language using songs</p>
<p>Wait</p> <p>Pause and give time to respond</p>	<p>Make Comments</p> <p>More statements than questions</p>	<p>Open-Ended Questions</p> <p>Use Wh instead of yes/no questions</p>	<p>Pacing Boards</p> <p>Tap or clap to add more words</p>	<p>Say it Back</p> <p>Repeat back with stress on correct word</p>

Self Talk

Talk about what you are doing out loud. Studies show children who hear more words every day have a larger vocabulary when they start school. Use self talk during every day activities.

Example: “I’m getting my shoes. First I put on my socks. Then I put on my shoes. Tie um up!”

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Notes

Parallel Talk

Talk out loud about what your child is doing. Use short sentences to talk about what they see, smell and feel. Name things. Use action words. Tell where things are.

Example: “You got your milk. Drink. Drink. Drink. You put it *on* the table. Oops. It spilled.”

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Notes

Repetition

Children need to hear a word many times before they will begin to use it. This can mean hundreds of repetitions of a word. Change your voice for different meanings. Your voice goes down at the end of a sentence to make a statement and up to ask a question.

Example: “Ball?”, “Where’s ball?” “Ball!” “Ball!” (calling for it).
“Look!, the ball!” “Go get it.” “Yay ball!” (excited).

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Notes

Increase Opportunities

Increase your child’s opportunity to hear a word by using it in different settings. Choose 3-5 useful words and repeat them throughout the day. This can be at meals, play times, reading books or during daily routines.

Example: Milk at meals - “Milk or Juice?”, “Milk, you want milk.”, “”Here’s milk.”. Milk at play – “Baby’s drinking milk. Wha. Wha. Milk’s gone. More milk!”. Milk while reading. “Look, kitty has milk”.

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Notes

Simplify

Children can have a hard time understanding if we use too many words together. Instead of one long sentence, break up information into shorter sentences.

Example: “We need to go to the store so go get your jacket and turn off the lights” - too long. Try – “We’re going to the store. Get your jacket.” After that is complete “Turn off the lights”.

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Notes

Add 1 Word

Using one more word than your child usually uses will help expand their sentences. If they are not using words yet say single words. If they are putting 2 words together talk in 3 word phrases. It also helps to put important words at the end of what you’re saying.

Example: If child is not using words – “Shoes.” (point to shoes), “Shoes” (repeat it). If child can say “Shoes” - “Your shoes”. If they use 2 words say – “Find your shoes”.

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Notes

Model

Modeling is when we show a child what to do or tell them what to say. After you model encourage them to try. Once your child starts to copy you see if they will sign or say a word on their own without your model.

Example: Teaching signs – First, show your child the sign as you say the word. Then, help them make the sign with their hands. First words
- If your child raises their hands to communicate they want up, model the word “Up”. Pause to see if they will copy you.

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Notes

Teach Imitation

Children learn how to communicate by copying what they see and hear. Learning how to copy actions with their body is an important early skill. Children can then learn to imitate sounds and then words.

Tips: Start by teaching kids to imitate action with their body (clapping), then face (blow kisses) then sounds (baa, moo) then words (Mama, Dada).

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Notes

Use Visuals

Show your child objects or pictures of what you're talking about. Our brains learn words by making connections. The more input we get in (see, hear, smell, taste, feel) the easier it is to learn.

Example: When asking your child "Do you want a banana?" hold up a banana. Hearing the word banana and seeing one will help them make connections. Pictures are helpful too, "We are going to go see Papa", show them a picture of Papa.

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Notes

Sign Language

Sign language is a form of communication. For many young children this can be easier than making sounds and words. Learning signs is great for teaching language and supports, not replaces, verbal speech.

A few recommended early signs: eat, milk, ball, go, help, mom, done. Others:

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Notes

Give 2 Choices

Giving children choices is helpful for several reasons. It gives them power in deciding for themselves. It limits their options to make decisions easier. And they hear the choices which helps them know what words to use.

Example: Ask your child, “Do you want milk or juice?” instead of “What do you want to drink?” Showing them the milk and juice is even more helpful.

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Notes

Give 1 at a Time

Giving one item at a time sets up an opportunity to practice a word over and over. This works with snacks (crackers, pieces of fruit), toys (bubbles, Legos) and actions (pushing on a swing, roll ball back and forth)

Example: Take out bubbles and say “Look, bubbles” Show them bubbles, make the sign bubble, repeat “Bubble?”. Wait to see how your child responds. Do they point, imitate the sign or try to say bubble? Blow some bubbles and repeat to encourage communication.

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Notes

Sabotage

Sabotage is setting up daily routines or play so your child needs to ask you for help.

Example: Meals – Give them an unopened box or bag of snacks. Washing hands - remove the towel. Going out – don't unlock the car. Play – turn off or remove the batteries from toys, place toys in a plastic container they can't open.

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Notes

Out of Reach

Keep those favorite toys up high. Give your child a reason to communicate by asking for what they want. Make sure items are in a safe place where kids will not climb, fall or pull something down on themselves.

Example: Put trains up on a shelf. How does your child communicate they want to play? By looking at the trains? Pointing? Pointing to a picture of trains? Signing trains, play or please? Using the word train? Help them communicate in a way that is easiest for them.

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Notes

Be Forgetful

Forget things on purpose. See if your child notices or communicates to you that something is missing. Be playful and excited when your child helps you remember.

Example: During meals – serve yogurt without a spoon. Getting dressed – hand them shoes but no socks. Bath time – forget to take off their diaper.

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Notes

Be Silly

Being silly gets kids attention. Think of way you can be silly during daily routines, not just play. Making them laugh is great for building attention and encouraging social interaction.

Example: Getting dressed – put socks on their hands instead of their feet. Brushing teeth – pretend to brush other body parts. During meals – have a stuffed animal steal their seat. Say “No, no, mine”.

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Notes

Follow Their Lead

Children are more likely to communicate about things that are interesting or important to them. Notice what catches your child's attention. It may not be what you think. What is your child curious about?

Example: We may assume a child would want to talk about a toy train, but they may be more interested in figuring out the bridge it's riding over. Talking about the bridge will keep their attention longer and build more meaningful language.

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Notes

That's New!

Children are curious. What is an object your child has not seen, felt, smelled, tasted or heard before? Look for items in nature or everyday objects for your child to play with.

Example: Exploring a flashlight may be just as exciting as a new toy. Pull out costume jewelry for dress up. Hand them a vegetable to explore while you're making dinner.

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Notes

Verbal Routines

A verbal routine is when we use the same words or song during play or daily routines. Hearing the same thing over and over helps build language. Kids will begin to expect it and may start to join in. Make up your own. Keep them simple.

Example: Barney's Clean Up song and the words "Ready, Set, Go!" are very common verbal routines. Try leaving out the word "Go", does your child try to fill it in?

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Notes

Sing

When we sing we use a different part of our brain than when we talk. Putting words to music can build, ease and improve recall of language. Music has been shown to help babies learn to listen, teach children academics, reduce stuttering and improve recall with memory loss.

Example: Use a sing-song voices to gain babies attention. Teach words during daily songs like "Wash wash wash your hands". Library story times are a great place to learn songs for children. (Search Jbrary on YouTube)

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Notes

Wait

Give your child a chance to begin or respond when communicating. Answering questions or thinking of a word can take longer than we realize. If we pause 5-10 seconds children may communicate without help. Notice how long it takes your child. This can be as long as several minutes for some kids.

Example: “Should we play blocks or dress up?” Wait and express with your face that it is their turn to communicate. Waiting does not come naturally and can be hard to do. It takes practice. Count in your head if you need to.

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Notes

Make Comments

A comment is a remark or observation. Use at least 3 comments for every question. Make comments about what you see, hear, taste, smell and feel. Limit questions such as “What’s this?”.

Example: Making comments while reading a book – “A dog, woof woof”. When a child is upset – “You’re sad”, At meals “That’s hot”.

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Notes

Open-Ended Questions

An open ended question is one that can be answered with more than one word. Yes/no questions just require a simple “yes” or “no”. Answering “wh” questions is important but may also just need a one word answer. To expand language ask questions or make a statement that encourages a longer response.

Example: “Tell me what you like to eat.” (may list multiple foods) vs. “What’s your favorite food?” (only 1 food). Other starters include: “Tell me about…”, “I wonder what…” “How do…”

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Notes

Pacing Boards

A pacing board uses marks (or dots) as a visual symbol for each word said. Touch each mark as you say a word. Make a simple pacing board by drawing circles on an index card. Draw one more dot than the number of words your child is using to increase length of sentence.

Example: If your child says “milk” use your finger on a pacing board to tap out two words “more milk” or “milk please”. Give them a turn to tap out words.

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Notes

Say it Back

Always encourage communication, even if it is not said the right way. Children with language difficulties may leave out sounds or use the wrong word. Let your child know you understood what they meant. Then say it back so they hear it correctly.

Example: Child – “Kick ball”, you repeat “Yes! You **kicked**. You **kicked** the ball”. Child - “See tat”, you repeat “Oh, a **cat**. I see a **cat**”

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