

Speech and Language Strategies for Parents

PARALLEL TALK: Narrate what your child is doing out loud. Example: When stacking blocks you can say: “Put the block on top! One, two, three... uh oh! The blocks fell down!”

SELF-TALK: Narrate what you are doing out loud. Example: When blowing bubbles and popping them, you can say “Blow bubbles! Pop pop pop!”

LANGUAGE STIMULATION: Repeat the same words to encourage production. Example, when stacking blocks, to target “on top”, you can say: “Put the blocks on top! On top (while stacking another block). You put the blocks on top! Good! You put it on top!”.

FORCED CHOICE: Give your child two choices to facilitate communication and teach new concepts. Example: “Do you want the red car or the blue car?”. This example gives them a model, and also teaches concepts like colors.

SING: Sing nursery rhymes with them to teach language. Repetitive songs like “5 little ducks”, “5 little monkeys” or “Old McDonald” make it easier for kids to learn the words and sing along.

RECASTING: Repeat what your child is saying but correct their mistakes. Example: *Child:* “Dog **eated** bone” *You:* “Yes, you’re right! The dog **ate** the bone!”

EXPANSION: Repeat what your child is saying but add words to make it a grammatically correct complete utterance. Example: *Child:* “ball roll” *You:* “The ball is rolling.”

MODEL: Say what you would like them to say. You can model the whole phrase or one word at a time and have them repeat after each word. Example: “I want ball” or “I.. want.. ball”

SIGN LANGUAGE: Teach basic sign language to facilitate communication. Some common signs are signs for more, thank you, all done, want, open, and please.

LIMIT AMOUNT: Give your child one thing at a time so they have to ask for more. This can work for toys and even during snack time. For example, give 1 cracker during snack time. If they want another cracker they have to ask you.

PLAY SABOTAGE: “Sabotage” their environment to create opportunities for communication. Example: put all toys in sight, out of reach. In order for them to get the toy they have to communicate with you or ask you.

READING: Read stories or books they are interested in. When they are familiar with the book you can pause and have them fill in the blank. Example, “Brown bear, brown bear, what do you see? I see a ____”

EXTENSION: Repeat what your child is saying and add information. Example: *Child:* “yellow ball.” *You:* “It is a yellow ball! The yellow ball is rolling.”

IMITATION: Copy what your child is saying/babbling to encourage more vocalizations and communication. Example: *Child:* “a dadada” *You:* “a dadada”