Strategies for Facilitating Language Production

OWL – Observe, Wait, Listen

• Observe
  o Watch your child and tune into your child’s interests.

• Wait
  o Give your child time to start an interaction or respond to what you’ve said and done. Wait, lean forward, and look at your child expectantly. This will give them an opportunity to know that it’s their turn to talk.

• Listen
  o Pay close attention to your child’s words and sounds. Re-state what your child says, but properly. This lets them know that you are acknowledging them, and provides them with a good language model.

Follow your child’s lead

• Join in and play
  o Tune into what your child is interested in, and join them. They will be more likely to use language when the topic is something they are interested in.

• Interpret
  o Sometimes, you won’t be sure of what your child is trying to tell you. Look at the situation for clues, and try to interpret what they’re saying. Let your child know that they have been heard.

• Comment
  o Narrate your child’s play. This provides them with a good language model, and shows them that you are interested in their play.

Model

• Simplify your language
  o Stress important words
  o Slow down your rate
  o Pair your words with signs or symbols

Add a word

  o Add a word to your phrase to make it longer
  o Add a sign to your phrase
  o Give your child time to imitate
Strategies for Facilitating Language Production

Communicative Temptations

- Setting up a situation that motivates or “tempts” your child to use language
- Should be naturally rewarding
- Examples
  - Put items the child wants out of reach, have them ask for it using two words “e.g. want + noun”
  - Set up situations where the child will be required to ask for help (e.g. bubbles with a tight lid)

Visuals

- Pair visuals with words and phrases
  - Items that make the activity more memorable, and more fun (e.g. we used binoculars to demonstrate “I see” and the boys enjoyed the activity), keep the child engaged and allow them to associate language with more concrete actions
  - Visual schedules to provide the child with routine and make expectations clear
  - Visual cues to help direct child’s attention towards activity
  - Examples of visuals used during CHEEP sessions with Andrea and Julie are below:

Resources

www.hanen.org
http://humanservices.alberta.ca/family-community/talk-box-preschool.html