



Ideas for Language Facilitation Strategies Outside of the Therapy Room

❖ SOUND PLAY/ENVIRONMENTAL SOUNDS

This is when we produce sounds for items in the environment (e.g. saying “vroom” or “beep” when playing with a car, saying “woof woof” when playing with a dog).

❖ GESTURES

When we move a part of our body or face to reinforce the message we are communicating with words. This can be in the form pointing, nodding shaking head and exaggerated facial expressions (smiling, frowning, looking surprised) to reinforce words that are often said to children.

❖ SIMPLE SIGN

Use of simple signs (hi/bye, no, yes, more, all done, etc). These signs can be used to enhance functional communication and facilitate verbal expressions.

❖ SELF-TALK

This happens when we tell children what we are doing, seeing, or feeling at the same time we are doing it (e.g. “I am cooking soup” or “I am opening the door”).

❖ PARALLEL TALK

This is when we provide self-talk for a child (e.g. “You see the plane. It is big. It is in the sky. Look it’s flying!”). We can narrate what is happening in a child’s life to give them words that will match their actions/current focus.

❖ REPETITION

Repeating what a child says while looking at them (e.g. Child: “I want a cookie” Adult: “You want a cookie! Okay”). When we repeat what a child says we show them that their language is important and valued.

❖ REVISION

This happens when we revise what the child is saying/has said by changing the words to make the utterance more appropriate for the situation (e.g. the phrase “me ball” can be revised to “my ball”).

❖ EXPANSIONS

This is when we revise what the child has said by adding words to make the utterance more complex (e.g. “catch ball” could be expanded to “He is catching the ball”).

❖ EXTENSIONS

When we add information to a child’s statement it is called an extension (e.g. “I want cookie” could be extended to “You must be hungry!”).

❖ RECASTS

This occurs when we change the child’s word/ statement into a different type of sentence (e.g. Child: “Me turn” Adult: “Is it your turn?” [question] or “It’s not your turn” [playful denial]).

❖ SENTENCE CLOZE

Allowing a child to complete your statement or idea. For example, when playing with a doll, let your child complete statements about the doll (e.g. “The doll is crying. I bet she’s...” [sad, hungry, tired]). When reading a book (e.g. Clifford), let your child fill in facts throughout the story (e.g. “Emily Elizabeth said let’s get....” [Clifford]).

❖ CONVERSATIONAL STARTERS

Using words that start with “I wonder” and “I bet” to tempt a child to talk about topics. (e.g. “I wonder what happens in X movie” or “I bet you have lots of toys at home”).

❖ COMMUNICATION TEMPTATIONS

Modifying the environment can be helpful in creating opportunities for the child to communicate. This can be achieved through providing choices (e.g. “Do you want the banana or the apple?” or “Do you want the puzzle or the ball?”), putting preferred items out of reach or in sealed containers (requiring the child to request), or offer just a little bit of something then wait (e.g. Give a little bit of juice and then wait for child to request more).

