




## A Glossary of It Takes Two to Talk Strategies for Parents

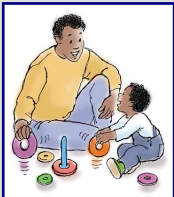
### Interaction Promoting Strategies

Session	Strategy	Definition	Why?	Who? Child Stage & Style Parent Role	How to Help a Parent Remember?
<b>Session 1:</b> Let your Child Lead	Face to Face 	Parent positions themselves face to face with their child	<ul style="list-style-type: none"> <li>- parent &amp; child can connect more easily</li> <li>- parent &amp; child can hear &amp; see each other's messages</li> <li>- to encourage child to take the lead</li> </ul>	<ul style="list-style-type: none"> <li>- Effective for children at all stages</li> <li>- Very important for parents of Discoverers and Communicators to 'tune-in' &amp; respond to non-verbal cues and communication</li> </ul>	e.g., with a catchy phrase "I see you, you see me"
	<b>O</b> bserve <b>W</b> ait <b>L</b> isten	<b>O</b> bserve: what your child's is interested in <b>W</b> ait: stop talking, lean forward & look at your child expectantly <b>L</b> isten: pay close attention to your child's sounds and words		<ul style="list-style-type: none"> <li>- Effective for children at each stage of communication</li> <li>- Children who have an own agenda or passive style may require more help to initiate</li> <li>- Helpful for parents who often play roles that dominate most of the turns in the interaction (e.g., director, tester, entertainer)</li> </ul>	e.g., having a parent count to 5 to give the child more time to initiate, or posting a visual reminder (e.g., a picture of a stop sign) 


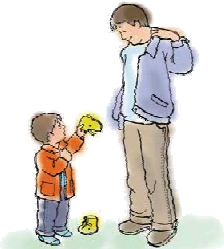



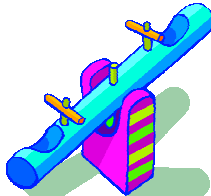
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<b>Session 2:</b> Follow your Child's Lead	Create Opportunities for your Child to Lead	Communicative temptations to help a child make a request (e.g., offer a little bit...then wait, offer a choice...then wait)	To help a child start an interaction with you when OWLing isn't enough.		e.g., use of meta-cognitive strategies such as "give a little bit...then wait" or placing a visual reminder in the room etc.
	Follow Your Child's Lead: <i>Join in and Play</i>	Play like a child. Use fun sounds and words. Get your own toys. Pretend.		<ul style="list-style-type: none"> <li>- <i>How</i> a parent joins in the play will depend upon the child's stage (e.g., pretend play is typically most appropriate for children whose understanding is at the First Words User and Combiner stage) and style (e.g., if the child has an own agenda style and is driving a toy car on the floor, the parent may want to get down on the floor with their own car and drive it near his, making car noises to join in the play)</li> <li>- Parents will need to adapt the roles that they play (e.g., a parent who typically takes on the role as 'director' will need to get more involved in the play but avoid taking over).</li> </ul>	e.g., help a parent come up with their own meta-cognitive reminder like posting their 'Home Plan' from session 2 on the wall etc.



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<b>Session 2 (con't)</b>	Follow Your Child's Lead: <i>Imitate</i>	Copy the child's actions, facial expressions, sounds & words.  	<ul style="list-style-type: none"> <li>- To connect with a child and get the interaction going</li> <li>- To encourage a child to interact with you</li> </ul>		e.g., use a catchy phrase "I'll do what you do"; "I'll say what you say"
	Follow Your Child's Lead: <i>Interpret</i>	Put into words what you think the child is trying to tell you with his actions, sounds or words.  		<ul style="list-style-type: none"> <li>- Best for Discoverers, Communicators and First Words Users</li> <li>- Interpret a Discoverer's behaviour as if it were meaningful and intentional. This is <i>how she'll learn</i> that her behaviour can make things happen, and that her sounds, cries, looks and body movements do indeed communicate.</li> <li>- Interpret a message from a Communicator or First Words User by "saying it as she would if she could"</li> </ul>	e.g., use a catchy phrase: a parent of a Discoverer may remind himself to "talk to him as if he's talking to me" or a parent of a Communicator or First Words User may remind himself to "say it as he would if he could"

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<b>Session 2 (con't)</b>	Follow Your Child's Lead: <i>Comment</i>	<p>Make a short comment that matches what the child is doing or saying at that very moment.</p> 	<ul style="list-style-type: none"> <li>- To keep the interaction going by building on what the child is doing and/or saying</li> <li>- To provide the child with language or information she can learn from</li> </ul>	<ul style="list-style-type: none"> <li>- Useful at all stages of communication.</li> </ul>	
<b>Session 3: Take Turns to Keep the Interaction Going</b>	Match your Turn to Child's Turn.	<ul style="list-style-type: none"> <li>- Match the length of the child's turn</li> <li>- Match the child's pace</li> <li>- Match the child's interest</li> </ul>	To encourage children to stay in the interaction longer thereby helping them become better conversation partners with many opportunities for language learning.		<p>e.g., post a visual reminder like a picture of a see-saw to indicate balanced turns</p> 

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<b>Session 3 (con't)</b>	Cue your Child to Take a Turn.	Cue with: <ul style="list-style-type: none"> <li>- facial expressions</li> <li>- a visual helper</li> <li>- pausing a routine</li> <li>- hand over hand help</li> <li>- an animated question or comment</li> </ul>		<ul style="list-style-type: none"> <li>- Particularly helpful for children with a reluctant, passive or own agenda style</li> <li>- How a parent cues a child to take a turn will depend upon how much support the child requires (e.g., a parent may use a subtle cue such as 'waiting expectantly' or a more direct cue like providing 'hand-over-hand' support)</li> </ul>	e.g., counting to 5 to remember to 'wait'; using a phrase like "show him" to remember to augment language with visual helpers to cue a child take her turn
	Ask Questions that Keep the Conversation Going.	<ul style="list-style-type: none"> <li>- Choice questions</li> <li>- Yes or No questions</li> <li>- WH-questions</li> <li>- Avoid questions that stop the conversation</li> </ul> 	To follow a child's lead and cue her to take the next turn in the conversation.	<ul style="list-style-type: none"> <li>- Questions are useful at each stage of communication for different reasons (e.g., questions used with animation can be helpful in getting a Discoverer's attention; questions that a Combiner can understand and answer – and are based on his interest - will encourage him to take the next turn in the conversation)</li> <li>- Parents may need to adapt their roles (e.g., if a parent typically plays the 'tester', he will need to ask fewer questions and balance these with more comments)</li> </ul>	

<b>Session 3 (con't)</b>  	SPARK an interaction by using a <i>routine</i>	<b>S</b> tart the same way <b>P</b> lan the child's turn <b>A</b> djust the routine so the child can take a turn <b>R</b> epeat the same actions, sounds & words <b>K</b> eep the end the same	The repetitive, predictable nature of routines makes turn taking even easier for children. Routines are a facilitative context for learning language.		e.g., post the SPARK 'Home Plan' from Session 3 on the wall etc.
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### Language Facilitation Strategies

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<b>Session 4:</b> Add Language to the Interaction to Help Your Child Express Herself	Talk to a Discoverer as if she can talk to you.	OWL to see what has captured the Discoverer's attention, look at her and then talk about it. Be enthusiastic and use fun sounds and gestures. Treat any reaction – like a wiggle, a smile, a kick or a sound – as if the child has taken her turn in the conversation.		<ul style="list-style-type: none"> <li>- For Discoverers</li> <li>- Parents may have to adapt the role that they play (e.g., a parent who plays the 'entertainer' may get their Discoverer's attention but will need to learn to wait to give the child time to react instead of taking all the turns)</li> </ul>	e.g., help the parent develop a meta-cognitive strategy such as "I'll talk to her as if she can talk to me, is it's like we're having a little conversation together!"



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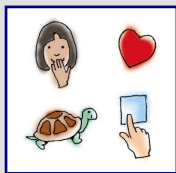
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<b>Session 4 (con't)</b> 	Give your Child a Word or a few words (or a sign or a picture)	Add language to help a child express him self by following his lead by giving him a word or a few words that match what is happening at that very moment. This includes using a variety of words (e.g., action words, words that describe etc.).	<ul style="list-style-type: none"> <li>- To show a child that you are interested and understand him</li> <li>- To give a child language he can learn from</li> </ul>	- For Communicators, First Words Users and Combiners	
	Expand your Child's Message.	Imitate what your child says and add a few words to make his message more complete.	<ul style="list-style-type: none"> <li>- To help a child learn new words</li> <li>- To help a child express herself in longer utterances</li> </ul>		e.g., guide a parent in creating a phrase that helps him remember to use this strategy e.g., "repeat and make the message more complete"




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<b>Session 4 (con't)</b> 	<i>Highlight</i> your Language using the 4S's: <ul style="list-style-type: none"> <li>Say Less</li> <li>Stress</li> <li>Go Slow</li> <li>Show</li> </ul> Repeat! Repeat!	<i>Say Less:</i> use short simple sentences <i>Stress:</i> make important words stand out <i>Go Slow:</i> slow down your speech when you talk with your child <i>Show:</i> point, show, add actions, gestures, signs or pictures.	To make language easier for a child to understand - and use when she is ready.	Helpful at all stages of communication	
<b>Session 5:</b> Add Language to Build Your Child's Understanding of the World	Add language to build a child's understanding of the world.	<i>First Words Users:</i> <ul style="list-style-type: none"> <li>- Talk about what is happening in the here and now</li> <li>- Begin to talk about events in the recent past or near future</li> <li>- Explain &amp; describe</li> </ul> <i>For Combiners:</i> <ul style="list-style-type: none"> <li>- Begin to talk about events further into the past and future</li> <li>- Pretend together</li> <li>- Talk about feelings</li> <li>- Solve problems etc.</li> </ul>		- Functions that go beyond what is happening in the here and now (e.g., talking about the past, future, feelings, solving problems etc.) are typically most appropriate for children whose understanding is at the First Words User or Combiner stage	e.g., guide a parent in creating a phrase that helps him remember to use this strategy e.g., "Talk about the future" or "Explain problems" etc.



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<b>Session 5 (con't)</b>	Add Language in Two Ways.	<p>Add language to help a child express himself and wait...then add language to build his understanding of the world (e.g., when the child points to his broken fire truck, the parent says 'The fire truck'...and waits, and then says 'The fire truck is broken because the wheel fell off').</p> 	To provide a child with a model he could imitate (to help him express himself) and then to provide him with language he can learn from (to build his understanding).		Help a parent develop a meta-cognitive strategy such as posting visual reminders like their 'Home Plan' from session 5 in a meaningful place