How to Use the *It Takes Two to Talk* Parent Workbook

Helping you facilitate effective parent-implemented intervention sessions

*A guide for Hanen Certified Speech-Language Pathologists/Therapists*

Cindy Conklin
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You can download and print free copies of this workbook guide and the *It Takes Two To Talk* Child and Parent Observation Form online at www.hanen.org/ITTTworkbook.

For additional copies of Home Plans, please contact membership@hanen.org.
1. Welcome to the *It Takes Two to Talk* Parent Workbook

The *It Takes Two to Talk* Parent Workbook is a companion to the *It Takes Two to Talk* guidebook. It is designed to support you, the Hanen Certified Speech Language Pathologist/Therapist (SLP) in structuring and facilitating effective parent-focused intervention sessions. Under your guidance, parents will complete the activities in the workbook, creating personalized intervention guides for their children.

Ultimately, this workbook is intended to make it easier for you to help parents become an integral part of their children’s early language intervention.

This workbook will enable you to:

- **Involve parents in the goal-setting process:** Through the use of observation guides and checklists, you will help parents identify what their children can do *now* — so that they know what to expect them to do *next*. These next steps become the children’s goals. Checklists are provided to establish goals in the areas of interaction, language, play and book skills.

- **Help parents see the “roles” they play in interactions with their children:** Using observation guides and questions, you will help parents identify the roles they typically play and the effect these have on their children’s interaction, language, play and book skills.

- **Plan each parent-focused intervention session:** Through the use of Strategy Pages, you will teach parents how to use responsive strategies to support their children’s specific communication goals. A structure for how to teach parents in your sessions is outlined in this guide on page 8.

- **Assist parents in the generalization of strategies:** Using Home Plans, you will help parents plan how they will practice specific strategies with their children during everyday routines, play and book reading activities.

- **Help parents evaluate their home practice activities:** Using the Report from Home pages, you will help parents evaluate their children’s progress toward specific goals, as well as their own use of strategies to support these goals. You will also help parents become more *independent* in their use of strategies and *generalize* these across contexts.

- **Support parents in continuing their children’s intervention:** Even after your intervention sessions have finished, parents will have the skills they need to turn everyday interactions with their children into opportunities for language learning.
2. Getting Started:

Use the It Takes Two to Talk Child and Parent Observation Form

Before you can begin your parent-focused intervention sessions, it is important to have a clear picture of both the child and the parent’s communicative behaviours — and how these two styles affect each other. Get started by using the It Takes Two to Talk Child and Parent Observation Form to identify the child’s interaction and language skills as well as the parent’s use of responsive strategies. Your observations will be qualitative — as this is not a standardized tool — but they will help you choose goals for the child and select strategies to teach the parent so that he or she can support the child’s goals. By using this guide before and after intervention, you can observe changes in the child’s interaction and language skills as well as changes in the parent’s use of strategies. This observation form is included as part of your It Takes Two to Talk workbook package.
3. Using the Workbook: 
Support your parent-implemented intervention sessions

The workbook is made up of five parts:

- **Part 1: Learn More About Your Child’s Communication**
  Based on Chapter 1 of the *It Takes Two to Talk* guidebook.

- **Part 2: Build Interaction with Your Child**
  Based on Chapters 2, 3, 4 and 5 of the *It Takes Two to Talk* guidebook.

- **Part 3: Add Language to Your Interactions**
  Based on Chapter 6 of the *It Takes Two to Talk* guidebook.

- **Part 4: Build Your Child’s Language While You Play**
  Based on Chapter 7 of the *It Takes Two to Talk* guidebook.

- **Part 5: Turn Book Reading into a Conversation**
  Based on Chapter 8 of the *It Takes Two to Talk* guidebook.

**Part 1: Learn More about Your Child’s Communication**

*(pages 1–5)*

**Topics and strategies covered:**

- *How and why* your child communicates

**Things for you to note:**

- Use the observation guide on page 2 of the workbook to increase parents’ awareness of how and why their child communicates.
- By increasing parents’ attention to the type of messages their child is sending — especially to the ones that aren’t so obvious (e.g., messages sent through eye gaze and gestures, etc.) — you can help them become more responsive to the child’s communication.

- Use the checklist on pages 3 and 4 of the workbook to help parents identify their child’s stage of communication for *understanding* and *expression*. Use the summary on page 5 of the workbook to point out any discrepancies between the two areas. For example, you may need to discuss reasons why the child’s stage for understanding is higher than his stage for expression.
- Be sure to use the information in the stage of communication checklist as a way to talk to parents about what their child can do *right now* — and what they can help him learn *next*. Your discussion about the child’s next steps will help you introduce possible goals for the child as well as address the parents’ expectations.
**Part 2: Build Interaction with Your Child** *(pages 7–27)*

<table>
<thead>
<tr>
<th>Topics and strategies covered:</th>
<th>Things for you to note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication begins with interaction</td>
<td>In this section, parents learn that they must establish back-and-forth interaction with their child <em>first</em>, before they can focus on building specific language skills.</td>
</tr>
<tr>
<td>What is your child’s interaction style?</td>
<td>Use the observation guide on page 9 of the workbook to help parents decide which interaction style best describes their child based on: 1. How often he <em>initiates</em> (i.e., takes the first turn in the interaction) 2. How often he <em>responds</em> 3. How many back-and-forth <em>turns</em> he takes. This information becomes the basis for the interaction goals for the child. Goals include helping the child: 1. Take the <em>first</em> turn in the interaction (initiate) 2. Take <em>more</em> turns, so that he interacts with his parents for a longer time.</td>
</tr>
<tr>
<td>Quiz: How do you affect the interaction?</td>
<td>Use the parent quiz on page 11 of the workbook and the summary on page 12 to help parents identify the roles they typically play and the effects these have on their child’s interaction skills. For example, if the parent typically plays the role of The Tester, asking the child question after question, and the child has a reluctant interaction style, the parent’s role will limit the child’s opportunities to achieve his interaction goals (i.e., increased initiations and more turns).</td>
</tr>
<tr>
<td>Strategies:</td>
<td>Use the Strategy Pages to help parents learn about specific strategies, and how these strategies support their child’s goals. Turn to page 8 in this guide to learn about a specific structure to help you teach parents to use strategies in your intervention sessions.</td>
</tr>
<tr>
<td>Step 1: Follow your child’s lead</td>
<td>Use the accompanying Home Plans to help parents plan how to practice these strategies in day-to-day activities with their child.</td>
</tr>
<tr>
<td>Step 2: Match your child’s turn and use a cue</td>
<td>Remind parents to fill out the corresponding Report from Home pages in the workbook. This will help you discuss, evaluate and troubleshoot with them at the beginning of the next session. Based on these discussions, you will decide if you should introduce new strategies to the parents, or continue to help them practice existing strategies to support their child’s goals.</td>
</tr>
<tr>
<td>Step 3: Use questions and comments to keep your interactions going</td>
<td>Use the wrap up on page 27 of the workbook to help parents identify changes in the way they interact with their child, as well as changes in the child’s interaction skills. Point out any examples you have seen of the parents becoming more responsive to their child’s interests, needs and communication. Also, point out any examples of the child achieving interaction goals (i.e., examples of the child initiating more frequently and taking more turns).</td>
</tr>
<tr>
<td>Step 4: Use routines to SPARK an interaction</td>
<td></td>
</tr>
<tr>
<td>Part 2: Wrap up</td>
<td></td>
</tr>
</tbody>
</table>
**Part 3: Add Language to Your Interactions with Your Child**  
(pages 29–47)

<table>
<thead>
<tr>
<th>Topics and strategies covered:</th>
<th>Things for you to note:</th>
</tr>
</thead>
</table>
| Choosing expressive language goals | Once parents are helping their child initiate more frequently and take more back-and-forth turns, the next step is to involve them in choosing specific language goals for their child.  
The checklist on page 31 of the workbook is organized in a simple developmental sequence so that you can help parents identify what their child’s next step (expressive language goals) could be. On page 32, this is divided into two possible contexts: helping the child do more of what he’s doing now or helping him learn to do something new to take a step toward the next stage of communication.  
Use the language wheel on page 33 of the workbook to help parents look at the category of words or gestures their child is currently using so that they get ideas for new gestures, words or word combinations that would be helpful for their child to learn next.  
For example, if a child is an early First Words User who primarily uses nouns (i.e., called “words for names” on the language wheel), it would be helpful for him to learn to use some verbs (i.e., action words). |

**Quiz: How do you talk to your child?**  
Use the quiz on page 35 of the workbook to help parents identify what they are already doing to support their child’s language skills (and how frequently they are doing it), as well as the strategies they are not yet using.

**Strategies:**  
**Step 1:** Model your child’s “goal” turn; Expand on her message  
**Step 2:** Highlight your language  
**Step 3:** Build your child’s understanding of the world  
It is important to note that the content in this section focuses on helping parents learn strategies to support their child’s expressive language goals. However, starting on page 44, parents also learn how to build their child’s understanding by introducing new ideas in the conversation that go beyond the here-and-now (e.g., talking about the past, explaining things to their child, etc.). Point out that even though parents are not focusing on a specific goal when they use this kind of de-contextualized language, they are facilitating their child’s understanding, thinking and learning.  
As in Part 2, use the Strategy Pages to teach parents how to use specific strategies. Then, use the accompanying Home Plan and Report from Home pages to support parents’ day-to-day practice with their child and ability to evaluate this practice.

**Part 3: Wrap up**  
Use the wrap up on page 47 of the workbook to help parents identify changes in the way they talk to their child, as well as changes in the child’s language skills. Point out any examples you have seen to support positive changes in the parents and their child (e.g., are the parents using a language strategy more often now? Is the child achieving a language goal?).
Part 4: Build Your Child’s Language While You Play  
(pages 49–62)

<table>
<thead>
<tr>
<th>Topics and strategies covered:</th>
<th>Things for you to note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your child’s stage of play?</td>
<td>Use the checklist on pages 50–51 of the workbook to help parents identify their child’s stage of play development. Parents will then build their child’s language goals into these types of play activities.</td>
</tr>
<tr>
<td>Choosing goals for play</td>
<td>In this section, you will help parents choose both expressive and receptive language goals for their child. Then you will help them incorporate these goals into their child’s favourite play activities. A strong emphasis should be placed on receptive goals.</td>
</tr>
<tr>
<td>Quiz: How do you play with your child now?</td>
<td>Use the quiz on page 54 of the workbook to help parents identify any changes they have already made in the way they play with their child, and the impact of these changes on the child. Then help the parents identify changes they would like to continue to make.</td>
</tr>
<tr>
<td>Strategies in play</td>
<td>No new strategies are introduced in this section.</td>
</tr>
<tr>
<td></td>
<td>Use the Strategy Pages, Home Plans and Report from Home pages to help parents apply previously learned strategies in the context of play activities with their child.</td>
</tr>
<tr>
<td>Building pretend play</td>
<td>Use the Strategy Pages for pretend play to help parents either introduce their child to pretend play or expand on their child’s existing pretend-play skills.</td>
</tr>
<tr>
<td>Part 4: Wrap up</td>
<td>Use the wrap up on page 62 of the workbook to help parents identify any new changes in the way they play with their child, as well as changes they see in their child during play. Point out any examples you have seen to support positive changes in the parents and the child.</td>
</tr>
</tbody>
</table>
### Part 5: Turn Book Reading into a Conversation (pages 63–75)

<table>
<thead>
<tr>
<th>Topics and strategies covered:</th>
<th>Things for you to note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist: Books and your child</td>
<td>Use the checklist on pages 64–65 of the workbook to help parents identify what their child understands and does during book reading time <em>right now</em> — to get ideas for what their child could learn <em>next</em>.</td>
</tr>
<tr>
<td>Quiz: How do you read to your child?</td>
<td>Use the quiz on page 66 of the workbook to help parents identify what they are <em>already</em> doing to involve their child in books (and how frequently they are doing it), as well as to identify strategies they are not yet using.</td>
</tr>
<tr>
<td>Strategies: Turn book reading into a conversation</td>
<td>Use the Strategy Pages, Home Plans and Report from Home pages in this section to help parents apply previously learned strategies to the context of book reading with their child.</td>
</tr>
<tr>
<td>Strategies: Use books to build your child’s understanding of the world</td>
<td>First, help parents apply strategies to make book reading with their child more interactive. The focus is on helping the child take more back-and-forth turns with the parent during book reading activities.</td>
</tr>
<tr>
<td>Strategies: Use books to help your child achieve her language goals</td>
<td>Once the back-and-forth interaction is established, you can then help parents use books to build their child’s <em>understanding</em> of the world. You will help parents apply the same ideas they learned in Part 3 of the workbook (e.g., talking about the past, explaining events in the story, etc.) when they read books with their child.</td>
</tr>
<tr>
<td></td>
<td>Lastly, you can help parents use previously taught strategies to support their child’s language goals in the context of books (these goals were chosen in Part 3 and Part 4 of the workbook).</td>
</tr>
<tr>
<td>Part 5: Wrap up</td>
<td>Use the wrap up on page 75 of the workbook to help parents identify changes in the way they share books with their child, as well as changes in the child’s participation during book reading time.</td>
</tr>
<tr>
<td></td>
<td>Point out any examples you have seen to support positive changes in the parents and the child.</td>
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</tbody>
</table>
Parents learn best when they are actively involved in the learning experience. As such, they need a chance to work alongside clinicians who help them use responsive strategies with their child — flexibly and naturally — across contexts. As a clinician, this means planning intervention sessions not only for the child, but also for the parent. It means considering both the child’s goal and the parent’s goal (application of specific strategies).

But how should you structure your parent-implemented sessions? The answer lies in applying the principles of the 4P Teaching-Learning Cycle from your *It Takes Two to Talk* group training program to your one-to-one sessions with parents (Conklin, Pepper, Weitzman & McDade, 2007). With a few adaptations, the 4P Teaching-Learning Cycle will provide you with all the ingredients you need to create effective parent-focused intervention sessions.

**The 4P Teaching-Learning Cycle: A Quick Overview**

- **Prepare**: Help parents discover a reason for learning by tapping into their personal experiences. Get them thinking about why a particular topic or strategy is important.
- **Present**: Describe how to use a strategy and how it supports the goal for the child. Always include a clear demonstration or video to get parents ready to practice with their child.
- **Practice**: Have parents practice the strategy with their child. Videotape them to provide video-feedback or on-line coaching as needed. Talk about the parents’ application of the strategy and its impact on the child.
- **Personalize**: Help parents integrate strategies into their day-to-day interactions with their child by developing Home Plans.
The 4P Teaching-Learning Cycle: A Closer Look

*Prepare* the parent for learning in two steps

**Step 1:** Set the stage for learning by asking the parent to read a specific chapter from the *It Takes Two to Talk* guidebook prior to attending your session.

For example, if you are planning to do a 4P Teaching-Learning Cycle on using questions and comments to help the child take more turns in the interaction, ask the parent to read Chapter 4, “Take Turns to Keep the Interaction Going,” in the guidebook the week before that session. This will give her a chance to familiarize herself with the content and get ready to apply this information during your intervention session. You will find specific references to the guidebook in each section of the workbook.

**Step 2:** When the parent attends your session, introduce the topic or strategy using a quick *Prepare* activity.

You can use the *Prepare* activities from your *It Takes Two to Talk Making Hanen Happen Leaders Guide* (Conklin et al., 2007), modify one of these activities, or make up your own. The goal is to help the parent discover why a particular topic or strategy is important. One of the most effective ways to do this is to help the parent relate her experience to her child’s experience. For example, if you are introducing the topic of how to use questions to keep the interaction going, an effective *Prepare* activity may be to ask the parent about an interview situation or a conversation in which she was asked many, many questions that caused her to feel under pressure. Once you and the parent have had a conversation about how she felt to be asked so many questions and if this was an interaction she wanted to stay in, you can summarize your discussion by linking the *Prepare* activity to the *Present* section.

You could say (link the *Prepare* to the *Present*):

> Just like you and I don’t like to be in conversations where we’re overwhelmed with questions, the same is true for Ivan. Today we’ll talk about the best kinds of questions to use with him and how to balance these with comments so that he stays in the interaction with you and takes more turns — one of his goals.

As in the example above, remember to always link your *Prepare* to the *Present* section by relating it to the child’s goal. This is what is most important to the parent and their understanding of the topic.

*Present* strategies to the parent in four steps

Once the parent is “Prepared,” your next task is to make sure that she has the information she needs to practice the strategy with her child.
**Step 1:** Use the Strategy Pages in the workbook to provide a verbal explanation of the strategy and how to use it.

These pages will also help you describe strategies in terms of how they support the child’s goals and promote the child’s learning — the most motivating factors for the parent.

For example, you could help a parent learn how to use the best kinds of questions for their child by using the Strategy Page in the workbook on page 19, “Use Questions and Comments to Keep Your Interactions Going.” The best kinds of questions will depend on the child's stage of communication. In this case, the child (Ivan), is a Communicator. Turn to page 14 of this how-to guide to see a completed example of this Strategy Page for Ivan. If the parent often plays the role of The Tester, asking the child question after question (like Ivan's mother), you could also help her learn to turn questions into comments by using the activity on page 20, “Do You Need to Turn Some of Your Questions into Comments?” See a completed example of this on page 15 of this how-to guide.

**Step 2:** Whenever possible, refer to the *It Takes Two to Talk* guidebook to show illustrations and helpful examples to the parent, particularly of children at the same stage of communication.

**Step 3:** Point out any positive examples you have already seen of the parent using the strategy and its desired effect on the child.

Be as specific as possible. For example, tell the parent about a time when you noticed her use a certain kind of question with her child (e.g., a choice question) and the child responded — taking another turn in the interaction, thereby achieving one of his goals. If possible, contrast this with a time when the parent used a less effective type of question for her child’s stage of communication (e.g., a “why” question) or used questions that seemed to “test” the child, thereby stopping the interaction.

You could say:

Jackie, do you remember at the beginning of today’s session, when you asked Ivan “Do you want to play with the ball or the bubbles?” This was a choice question that really seemed to encourage him to respond. But later you asked him questions like “How many bubbles did we blow?”, and he didn’t respond. I’m wondering if this was because he felt a little tested or because it didn’t match what he was really interested in at the time. What do you think?

**Step 4:** Provide a clear demonstration of the strategy.

You could do this by showing a video clip from your *It Takes Two to Talk* Program Slides DVD or from the *It Takes Two to Talk* Companion DVD, highlighting how the parent is using the strategy and its desired effect on the child. You could also provide a “live demonstration” during your session. In the demonstration, describe for the parent how you are using the strategy and point out the impact of it on the child. For example, tell the parent whether or not the child achieved his goal when you used the strategy and why you think this did or did not happen. Describe any adjustments you made and what the child did when you made these.

For example, when demonstrating how to use the best kinds of questions for the child and how to balance these with comments:
You could say:

I’m going to ask Ivan a WH-question. Let’s see what happens. “Ivan, where did the bubble go?” He’s pointing to the bubbles so he answered that “where” question. WH-questions — when they are balanced with some comments — really seem to encourage him to respond.

After you demonstrate, you and the parent can have a more detailed conversation about the strategy and the effect it had on the child.

Help the parent Practice with the child in three steps

Now your job is to guide the parent as she practices the strategy with her child. This is where you will spend most of your time in the session because you want the parent to practice long enough for them to get a feel for how to use the strategy as well as evaluate if it is working.

Step 1: Either record the parent on video using the video-feedback principles you learned in your It Takes Two to Talk certification workshop, or provide “on-line” coaching.

When you provide on-line coaching, you may choose to stay in the interaction with the parent and child and then gradually fade out, or step out of the interaction letting the parent and child interact without you.

Start by observing the parent and the child closely. Try not to jump in too soon to give the parent a chance to get settled. Once you see that the interaction is underway, you can support the parent as needed.

Ask yourself the following questions to help you decide when the parent needs some coaching:

- Is the parent using the strategy?
- Is the child having fun?
- Is the child initiating?
- Are the parent and the child taking back-and-forth turns?
- Is the child achieving his goal?

If the answer to these questions is “yes,” you will likely not need to coach the parent. On the other hand, if the answer is “no,” you will need to coach the parent to help her make a change.
Step 2: While the parent practices with her child, offer encouragement and feedback as needed.

Point out what the child is doing or saying and how the parent’s use of the strategy is helping the child achieve his goal.

You could say...

Let’s try more comments instead of questions. Make some comments about the bubbles like, “That bubble is really big!” or “That bubble’s under the chair!”

Step 3: When the parent is finished practicing, talk about how it went.

To guide this discussion use questions like “How did this interaction feel?”, “Do you think Ivan achieved his goal?”, “What did you do that helped him the most?”, “Is this different from what you typically do at home?” These questions will help the parent come up with ideas about how to use the strategy more effectively and comfortably. It also sets the stage for talking about practice at home.

Plan for Home in three steps

Next, discuss how the parent will practice the strategy at home during day-to-day interactions with her child.

Step 1: Develop one or two plans with the parent using the Home Plan pages.

Step 2: Help the parent choose existing daily routines, play activities and book-sharing contexts for practice.

Step 3: Help the parent troubleshoot using “what if?” scenarios.

For example, in the above case study, Jackie may plan to focus on using a few choice questions and WH-questions balanced with comments when she and Ivan water the flowers together (one of his favourite activities) as well as during bath time. See a completed example of this Home Plan on page 16 of this how-to guide.

But what if Ivan becomes interested in something else? Or what if Jackie finds herself asking question after question again? Helping the parent explore “what if” scenarios will give her ideas for how to make changes to her original Home Plan if she needs to.

Report from Home

The last step is to remind the parent to fill out the Report from Home page that goes with her Home Plan. Tell her you will review this page at the beginning of the next session.

By using the Report from Home pages, you will help the parent evaluate her child’s progress toward a specific goal and her use of strategies to support this goal. You will also help her become more independent in her use of strategies (i.e., by helping her come up with a way to remember to use it) as well as identify other contexts for continued practice (i.e., to facilitate generalization).
This information will also help you make decisions about whether or not the parent is ready to learn additional strategies or if she would benefit more from continuing to practice the strategies you have already introduced.

For example, in the above case study, the comments that Jackie makes on her Report from Home page will help the clinician talk to her about what happened at home, evaluating her use of the strategy (i.e., using specific kinds of questions balanced with comments) and how it helped Ivan achieve his goal (i.e., to take more turns in the interaction). See a completed example of this Report from Home page on page 17 of this how-to guide. Based on this information and her own observations, the clinician will decide if the parent is ready to learn new strategies.

You could say:

Last week we talked about how you could use questions and comments to keep the interaction going with Ivan — and encourage him to take more turns. So, let’s start by looking at your Report from Home page and talk about which kinds of questions worked best and what comments you made.

Summary

By using the It Takes Two to Talk Parent Workbook in combination with the It Takes Two to Talk guidebook, as well as applying the structure of the 4P Teaching-Learning Cycle to your one-to-one sessions, you will support and foster parent learning. You’ll be helping parents become the primary language facilitators in their child’s early language intervention.
Step 3: Use Questions and Comments to Keep Your Interactions Going

Another way to help your child take more back and forth turns with you is to use **questions** – balanced with **comments**. Read pages 57-65 in your *It Takes Two to Talk* guidebook to learn about the different kinds of questions and which ones are best for your child’s stage of communication. Then, with your Hanen SLP, decide which questions you will use with your child and how you will balance these with comments.

**A Checklist for Using Questions and Comments**

<table>
<thead>
<tr>
<th>The best kinds of questions to ask my child are:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I will ask Ivan in the bath</strong></td>
</tr>
</tbody>
</table>

- **Choice questions**
  - For example: **Do you want milk or juice?**
  - A choice question I could ask my child is: **Do you want me to wash your hands or your feet?**

- **Yes-or-No questions**
  - For example: **Do you want to go outside?**
  - A yes-or-no question I could ask my child is: **Do you want bubbles?**

- **WH-questions**
  - **What?** For example: **What’s that?**
    - A “What” question I could ask my child is: __________
  - **Where?** For example: **Where’s your teddy?**
    - A “Where” question I could ask my child is: **Where’s the soap?**
  - **Who?** For example: **Who’s at the door?**
    - A “Who” question I could ask my child is: __________

- I will balance these questions **with some comments**.
  - For example, I could say: **You made a big tower!** instead of **what did you make?**

Turn the page to practice turning some of your questions into comments ...
Do You Need to Turn Some of Your Questions into Comments?

Do you play the role of The Tester, asking your child lots of questions to try to get a response? If you do, you are not alone. Asking your child a question can help him take a turn. But when questioning puts too much pressure on your child, it can also bring your conversation to a stop. Try turning some of your questions into comments.

Situation: **Bath time**

<table>
<thead>
<tr>
<th>Questions I often ask my child are:</th>
<th>Turn some of these questions into comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>What is that?</td>
<td>That’s a big truck!</td>
</tr>
<tr>
<td>1.</td>
<td>You’re splashing!</td>
</tr>
<tr>
<td>What are you doing?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The duck is swimming.</td>
</tr>
<tr>
<td>Where’s the red duck?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Let’s wash your hands.</td>
</tr>
<tr>
<td>Do you want me to wash your hands?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>That’s your rubber duckie.</td>
</tr>
<tr>
<td>What is that?</td>
<td></td>
</tr>
</tbody>
</table>
Plan: Use Questions and Comments

In this Plan, you’ll add to the strategies you practiced in your two earlier Plans. You will use questions balanced with comments.

**Goal:** My child will:  ✔ Take the first turn  ✔ Take more back and forth turns with me

<table>
<thead>
<tr>
<th>What I will do</th>
<th>Activity 1: Watering flowers</th>
<th>Activity 2: Bath time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First, I will OWL.</td>
<td>He might point to the flowers because he wants to water them</td>
<td>He might hand me the wash cloth</td>
</tr>
<tr>
<td>My child might do or say:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Then, I could respond by making comments like:</td>
<td>Okay, let’s water the flowers!</td>
<td>Okay, I’ll wash your hands</td>
</tr>
<tr>
<td>Or, I could ask questions like:</td>
<td>Do you want to water these flowers or these flowers?</td>
<td>Do you want me to wash your hands or your feet?</td>
</tr>
<tr>
<td></td>
<td>Where did all the water go?</td>
<td>Where’s the soap?</td>
</tr>
<tr>
<td>What if?</td>
<td>If he becomes interested in something else I’ll follow his lead</td>
<td>If I get stuck asking too many questions I’ll turn some into comments.</td>
</tr>
</tbody>
</table>
Report from Home …
Use Questions and Comments

Activity #1: Watering flowers
When I OWLed, my child did or said … He tried to pick the flower
So, comments I made were … You picked a flower!
Let’s smell the flower
Questions I asked were … Does it smell nice?
Where are you going to put the flower?
The ones that helped my child take more turns were … Yes-or-no questions
Where questions

Activity #2: Bath time
What I did differently in this activity was … I used more comments
When I did this, my child … Responded to me more often

My Final Thoughts:
Next time, I want to remember to … use fewer questions and more comments
Other times I could use some questions balanced with comments are … when I am dressing Ivan
Note

While the *It Takes Two to Talk* Parent Workbook is based on the *It Takes two to Talk* guidebook, some of the information was adapted from other Hanen resources. The concept of parent quizzes and the information used in the “Quiz: How do You Affect the Interaction?” was adapted from *TalkAbility* (Sussman, 2006), and the information on pretend play was adapted from *Learning Language and Loving It* (Weitzman & Greenberg, 2002).

References


Kaiser, A.P. & Hancock, T. B. (2003). Teaching parents new skills to support their young children’s development. *Infants & Young Children*, 16(1), 9–21


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