

## Choosing Language Goals for Your Child

Language goals can be about increasing your child's **understanding** of words and ideas or about building your child's **expression**. You'll begin this section by choosing goals to help your child express herself in the best way she can right now. Later, you'll get ideas to increase her understanding.

### Help Your Child Express Herself

In Part 1, you identified your child's stage of communication for **expression** based on how she takes turns in your interactions (see page 5). In Part 2, you helped your child take **more** turns, accepting almost anything she did or said as her turn (a look, a gesture, a sound, a word, etc.). Now, you'll help her take the **best turn** she can take right now. Expecting the best turn doesn't always mean that you'll get that turn, but it gives you an idea of what your child could learn to do **next**. These next steps are her language goals.

To choose language goals for your child, start by taking a closer look at how she takes turns right now. The checklist on the next page will help you.



## How Is Your Child Taking Turns?

Use the checklist below to decide how your child takes turns in your interactions. As you read each statement, put an **N (Not yet)**, **R (Rarely)**, **S (Sometimes)**, or **O (Often)**, next to it to show how well it describes your child. Then, you and your Hanen SLP will use this information to decide what your child's next step (goals) will be.

### **My child takes turns by using:**

#### **Gestures**

- My child uses a few gestures (e.g., she shows me things, points to things, waves bye-bye)
- My child uses lots of gestures (e.g., she uses the above gestures, as well as lots of others, such as holding her arms up to be picked up, putting her finger to her lips for 'quiet')

#### **Single Words**

- My child uses a few single words (e.g., she says 'mama', 'up', etc.)
- My child uses lots of single words

#### **Single Words Combined with Gestures**

- My child uses a word + a gesture that represents the same thing (e.g., she says 'Daddy' when she points to him, she says 'bye' when she waves, etc.)
- My child uses a word + a gesture that adds new information to her message (e.g., she says 'Daddy' and points to the ball she wants; she says 'birdie' and flaps her arms to show the bird is flying)

#### **Word Combinations**

- My child uses a few word combinations (e.g., she says 'want up' and 'no bed')
- My child uses lots of word combinations

# What is Your Child's Next Step?

## Her next step could be:

### A. Doing more of the things she's doing now.

With your Hanen SLP, look back at the checklist on page 31 for the kinds of turns you rated as 'rarely' or 'sometimes' within your child's stage of communication. Your child's next step may be to take **more** of these kinds of turns. For example, if she is a Communicator who uses just a few gestures, she could learn to use her gestures **more often** in many different situations - as well as learn to use some new ones.

My child's next step will be to:

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### B. Learning to do something new to take a step toward the next stage.

With your Hanen SLP, look back at the checklist again. Are there any new kinds of turns that your child seems ready to learn? For example, if she is a Communicator who uses lots of gestures, she may be ready to add words to a few of them, or if she is a First Words User who uses lots of single words with gestures, she may be ready to put two words together.

My child's next step will be to:

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Miguel is a Communicator who uses a few gestures. So Mom is helping him take the next step — learning to use his gestures more often in lots of different situations.

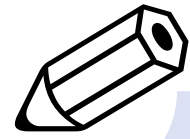


Scott is a First Words User who uses lots of single words combined with gestures. So Mom is trying to help him take the next step – putting two words together.

## Quiz: How do **You** Affect the Interaction?

Before you can help your child achieve his interaction goals, you need to think about the role *you* play in the interaction. How you interact with your child has a big impact on his interaction style.

Take the quiz below. How do you interact with your child *most of the time*?



During your interactions with your child, how often do you ...

	Rarely	Sometimes	Often
1. Pick the activity or toys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Decide how the activity will go?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Decide what to talk about?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Decide when to switch to a different activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Decide when an activity is finished?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

✓ **If you answered 'often' to most of the above questions:**

You are likely leading or directing most of the interactions you have with your child, which makes it more difficult for him to start an interaction and take more turns.

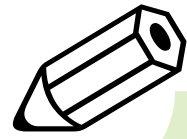
✓ **If you answered 'rarely' to most of the questions:**

You are likely letting *your child* lead your interactions, which encourages him to start the interaction and take back and forth turns.

How often you let your child lead depends on the role you play in the interaction. Turn the page to identify which roles you play when you interact with your child – and what effect this may have on him.

# How Does Your Parent Role Affect Your Child's Interaction?

Read pages 25-28 in your *It Takes Two to Talk* guidebook to figure out which roles you play most often when you interact with your child. Then check them off below (there could be more than one) along with your child's interaction style (from page 9). Now ask yourself if the roles you play give your child a chance to start interactions with you and take back and forth turns.



The parent roles I play most often are:	My child's interaction style is:
<input type="checkbox"/> The Director <input type="checkbox"/> The Tester <input type="checkbox"/> The Entertainer <input type="checkbox"/> The Helper <input type="checkbox"/> The Mover <input type="checkbox"/> The Watcher <input type="checkbox"/> The Tuned-In Parent	<input type="checkbox"/> Sociable <input type="checkbox"/> Reluctant <input type="checkbox"/> Passive <input type="checkbox"/> Own Agenda
My parent role affects my child's interaction style because ...	
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# Plan: Follow Your Child's Lead

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

What I will do	Activity 1:	Activity 2:
<p>First, I will:</p> <p><b>O</b>bserve I might see:</p> <p><b>W</b>ait My child might:</p> <p><b>L</b>isten I might hear:</p>		
<p><b>Then, I will</b> (choose a few):</p> <p><input checked="" type="checkbox"/> Join in – and wait</p> <p><input type="checkbox"/> Imitate – and wait</p> <p><input type="checkbox"/> Interpret – and wait</p> <p><input type="checkbox"/> Comment – and wait</p>	I will do this by:	I will do this by:
<p>What if?</p>		