



JUMP START YOUR LATE TALKER

The 8-Week Program to Use with Your Late
Talker Before Going to See the Speech Therapist
(Or At the Same Time!)

SAMPLE!

This PDF is a sample of this eBook. To
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WEEK ONE: SELF TALK

The first thing you can do to start helping your late talker is something called “Self Talk”. This is essentially just talking about what you’re doing. You’re going to feel like you’re just talking to yourself but it will help!

When you are around your child, talk about what you are doing. Describe what you are holding, the actions you are performing, what you see, how you feel, and what you hear, smell, or taste. Talk about all of this! Your child will learn from hearing you talk about all of those things. The key here is to keep your utterances short. As a general rule of thumb, you should speak in phrases that are the same length as your child’s typical phrases or slightly longer. For example, if your child isn’t talking yet or is only using one word at a time, you should be speaking in one-word utterances and two-word phrases, like “Ball. Throw. Throw ball. Ball”. If your child is using mostly single words but is beginning to put a few two-word phrases together, use a lot of two-word phrases when you speak to your child but also throw in some three-word utterances as well as a few one-word utterances. Don’t be afraid to repeat those same words many times. These children learn best through repetition!

WEEK ONE: SELF TALK

COMMUNICATION STRATEGY

Assignment

Practice using self-talk around your child for at least 10 minutes every day this week. You don't have to specifically sit down with a certain activity to do this, just use self-talk during normal activities. Keep in mind, 10 minutes per day is the absolute minimum. Try to use self-talk as often as possible. If you can keep it up for most of the day, your child will benefit immensely from it!

Remember!

Talk about what you are doing while you are doing it. Describe what you're holding, what actions you're doing, what you hear, smell, taste, etc. Talk about everything. Keep it short! You shouldn't be using big long sentences with your late talker. Try using utterances that are the same length or one word longer than the utterances your child usually says. This is probably just 1-2 words at a time. You could say "Mommy eat" or "eat banana" instead of "Look, my darling child, Mommy is eating a big, ripe, delicious banana!". Repetition is key! Keep repeating common words and phrases over and over again for your child. The more she hears it, the more likely she will be to pick it up.



WEEK ONE: SELF TALK

ACTIVITIES

Assignment

In addition to using the strategy listed on the previous page throughout the week, you will also choose 3-5 of the activities from the following pages to do with your child this week. You only need to do each of the 3-5 you choose once but bonus points if you do the same activity a couple of times! (And by bonus points I really mean that your child will benefit more. I'm not actually keeping score.) Make sure you choose at least one word from each of the 3 categories on the list below. Your child needs a variety of different word types in his vocabulary. Making sure you practice words from a variety of categories will ensure that he has access to many different types of words. Keep in mind though, if there is another word from that category that your child would be more interested in (for example, his favorite food is kiwi instead of apple), you are welcome to switch a word out. Just use the activity sheets as a guide for how to teach the vocabulary word you would like to work on. Each activity should take you about 15 minutes and can be done whenever you have time.

The Words

Choose 3-5 activities to do, but make sure you choose at least one word from each category.

Recurrence:

- More (Pg. 15)
- Again (Pg. 17)

Foods:

- Cookie (Pg. 19)
- Cracker (Pg. 21)
- Apple (Pg. 23)

Actions:

- Eat (Pg. 25)
- Help (Pg. 27)
- Open (Pg. 29)

View the corresponding page to learn how to conduct the activities you selected.

WEEK ONE: SELF TALK

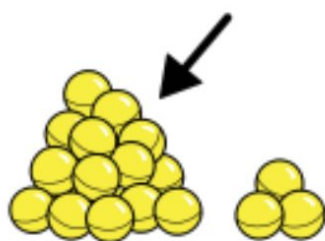
ACTIVITY ONE: MORE

PART ONE: FOCUSED STIMULATION (MODELING)

Time to Complete: 5 Minutes

For the first 5 minutes of the activity, say the word for your child over and over again. Sit down with your child with one of the activities below or make up your own. While you play, say the target word many times by itself but also include it in a variety of two-word combinations. Sometimes while you are saying the word, you will also want to present the word in another way, such as showing your child a picture of the word or use the American Sign Language sign for the word. Use the picture cues on this page to help with that. You can print, cut out the picture, and glue it to construction paper so you can use it as a flashcard if that helps.

Materials	Activities
Any desired food that can be given in small bites	Give your child a small bite of food (blueberries are a great, healthy choice). When she finishes one bite, say and sign “more” before giving her another bite.
Any toy set with a lot of pieces, such as train tracks	When playing with a toy set that has a lot of pieces, give your child just one piece and stop. Wait to see if your child requests more pieces to the toy. If he reaches for more, say “Oh! More? More tracks?” and give him another piece.
Sand (or something pourable) Container or scale	Pour sand into a container. A scale or something that tips when it gets too full would make this very fun. Each time you add more sand, say “More. More sand”. You can also do this by stacking blocks in a tower until it’s so big that it falls over.



MORE



Sign for “More”:

Touch all fingertips and tips of thumbs of both hands together in middle and tap them together.

WEEK ONE: SELF TALK

ACTIVITY ONE: MORE

PART TWO: MILIEU TEACHING (COMMUNICATION TEMPTATIONS)

Time to Complete: 10 Minutes

Once your child has heard the word many times, you are ready to start prompting him or her to produce the word. At this point, we don't care if your child says the word out loud, makes the sign language sign for the word, or points to the picture of the word. All of those methods are considered real language. Don't be worried if your child doesn't say the word out loud for now. Signing or pointing to the picture is just as good and will help your child move toward spoken language more quickly.

For this part of the activity, sit down with your child and provide some tempting situations so that your child must use the target word to get what he or she wants or needs. Wait for your child to show you he wants something (pointing, reaching, looking at, or saying the word). (Tip: If your child doesn't show you this, you may need something more tempting or motivating). If your child says the target word spontaneously or after a verbal prompt (such as "what do you want?"), give him the item or follow through with the action and say the word again for him. If your child does not say the target word on his own, say it for him and then ask him to say the word also. If your child won't say the word, take his hands and form the sign language sign or help him point to the picture of the word. Then, give him what he wants as if he had said it out loud. Say the word out loud for him again as you do so.

Try any of the following activities or come up with your own using the same techniques. Finish after 10 minutes, even if your child never said it.

Materials	Activities
Any desired food that can be given in small bites	Give the child a small bite of food (such as a blueberry). When your child finishes the bite, pause for a moment to see if he'll say "more". If not, say the word for him. If he still doesn't say it, prompt him by saying "say more". Still nothing? Help him make the sign or point to the picture and then give it to him.
Any toy set with a lot of pieces, such as train tracks	When playing with a toy set that has a lot of pieces, give your child just one piece and stop. Wait to see if your child requests more pieces to the toy. Use the same prompting as for the foods above to help him say, sign, or point to "more".
Sand (or something pourable) Container or scale	Pour sand into a container. A scale or something that tips when it gets too full would make this very fun. Give your child the container/scale but hold onto all of the sand. Help your child say, sign, or point to "more" each time they want you to put more sand in. You could also have your child say "more" for you to add more blocks to a tower until it falls down.