

**NATURAL LANGUAGE INTERVENTION TECHNIQUES
FOR SCHOOL-AGED CHILDREN**

HERE ARE SOME HINTS ON HOW YOU CAN FACILITATE YOUR CHILD'S LANGUAGE DEVELOPMENT IN NATURAL CONVERSATION THROUGHOUT THE DAY.



THESE TECHNIQUES ARE HELPFUL IF YOUR CHILD:

- **SPEAKS IN SHORT, SIMPLE SENTENCES**
- **USES FEW COMPLEX SENTENCE STRUCTURES**
- **USES INCORRECT GRAMMAR (E.G., "HER HAS IT")**
- **FREQUENTLY USES VAGUE WORDS SUCH AS "THAT", "THIS", OR "IT".**

1. LABELING: LABEL OR NAME THINGS, PEOPLE, PLACES, AND ACTIONS THAT YOUR CHILD HAS AN INTEREST IN. THIS WILL HELP HIM/HER LEARN NEW WORDS.

FOR EXAMPLE:

CHILD: "LOOK AT THAT."

ADULT: "THAT'S AN EXCAVATOR."

2. DESCRIBING/PARALLEL TALK: TALK TO YOUR CHILD ABOUT WHAT HE/SHE IS DOING, USING OR SEEING. THIS WILL HELP YOUR CHILD LEARN TO SAY THINGS USING MANY DIFFERENT WORDS AND SENTENCES.

FOR EXAMPLE:

ADULT: YOU ARE TIDYING YOUR DESK NICELY. YOU PUT ALL OF THE PAPER IN THE RECYCLING AND THE GARBAGE IN THE TRASHCAN.

3. REVISION: REVISE YOUR CHILD'S UTTERANCE TO MAKE A MORE COMPLEX, BETTER FORMED, OR CLEARER STATEMENT.

FOR EXAMPLE:

**CHILD: THE TRIP WAS FUN. THE BUS WAS BORING. IT WAS LONG.
ADULT: "OH, YOU HAD FUN ON THE FIELD TRIP BUT YOU DIDN'T LIKE THE BUS RIDE BECAUSE IT WAS TOO LONG."**

4. CORRECTION THROUGH MODELING:

MODEL CORRECT LANGUAGE STRUCTURES WHEN YOUR CHILD SAYS SOMETHING INCORRECTLY. HE/SHE MAY SPONTANEOUSLY REPEAT THE CORRECTED SENTENCE AFTER YOU BUT IT IS NOT NECESSARY FOR THEM TO DO SO.

FOR EXAMPLE:

CHILD: "HER GOED HOME. HER WAS SICK."

ADULT: "OH, SHE WENT HOME. SHE WAS SICK. THAT'S TOO BAD."

5. EXPANSION: TAKE WHAT YOUR CHILD SAYS AND ADD MORE WORDS OR INFORMATION TO IT.

FOR EXAMPLE:

**CHILD: WE'RE TAKING THE BUS.
ADULT: RIGHT, WE'RE TAKING THE BUS TO THE DOCTOR'S OFFICE.**

YOU CAN ALSO EXPAND BY ADDING SYNONYMS/WORDS THAT HAVE SIMILAR MEANINGS.

**CHILD: "THAT BOY IS FAST."
ADULT: "YOU'RE RIGHT, THAT BOY IS FAST. HE'S QUICK."**