



NORTHERN ILLINOIS UNIVERSITY

Speech-Language-Hearing Clinic

Parallel and Self-Talk

Description: These strategies are a natural type of language intervention that fit into your child's daily routines such as mealtime, playtime, and/or bath time. They are indirect because the child does not have to respond (If he/she does though, give him/her a lot of praise). To use this strategy simply attach words or short phrases to his/her actions (parallel talk) or attach words to your actions (self-talk). This strategy allows you to model words at your child's level. For example, if your child is gesturing – use single words. If your child is using single words – use short phrases. The purpose of these techniques comment using words at the child's language level.

Tips!

1. Refrain from asking questions; stick to commenting
2. Use more parallel than self-talk as this allows you to talk about his/her interests (more motivating) versus your interests

Parallel Talk:

Describe the action *YOUR CHILD* is doing with your own words.

Examples:

Barn & Animals: "You put pig in," "Cow sleeping," "Feeding cow," "Opening door," "Dog eating"

Getting dressed: "Putting pants on," "You picked red top," "You put arm in"

Bath time: "You're splashing," "You made bubbles," "Duck swimming," "You're wet," "Pushing boat."

Mealtime: "You're chewing," "Ut-oh it spilled," "Crunch!" "Gulp!"

Self-Talk:

Describe the action YOU are doing as your child watches.

Examples:

Cars: (As you drive a toy car around) "I am driving," "Fast car," "Going down ramp," "my car stopped" to model language for your child and describe what you are doing.

Meal clean up: "Throw garbage away," "wiping face," "wiping table," "turning on water,"

Making/eating lunch: "Mommy is cutting," "Yummy apple," "Hot!" "Yucky!" "I like it."

Brushing teeth: "toothpaste on," "brushing teeth," "turning on water," "rinsing mouth."