



Module 9 Model, Model, Model (Part 2)	Notes
<p>Self talk</p> <ul style="list-style-type: none"> ▪ This occurs when you are talking about what YOU are doing. ▪ This is a strategy that can be used in any activity throughout the day. ▪ You are providing language modeling that is relevant to what is going on in the moment. 	
<p>Parallel talk</p> <ul style="list-style-type: none"> ▪ This occurs when you talk about what your CHILD is doing. ▪ This is a great strategy to use during play time (or really any daily routine). ▪ It is incredibly effective because you are providing language that is relevant to what your child is doing. ▪ You are providing the language your child would say if he or she had the words. 	
<p>Interpretation</p> <ul style="list-style-type: none"> ▪ Another great way of modeling without putting any pressure on your child to imitate. ▪ Interpreting what your child wants and providing the words for it. 	

<ul style="list-style-type: none"> ▪ If you aren't sure what your child is trying to tell you, that's ok, you can always take a guess! 	
<p>Stop "testing"</p> <ul style="list-style-type: none"> ▪ This occurs when you try to force your child to name a familiar object. ▪ Too much pressure! ▪ Interrupts the natural flow of communication and the natural flow of play. 	
<p>Model with others</p> <ul style="list-style-type: none"> ▪ Engaging other communication partners is a great idea to increase your child's exposure to language. ▪ Grandparents, other parent, siblings ▪ The more simple and repetitive language models provided, the better! 	
<p>Questions?</p>	