



Language Stimulation Techniques

These techniques are aimed for children between the ages of 1- 3 and/or for children’s language is beginning to emerge. The techniques allow children to explore their world without pressure or too many demands placed on them. When communication partners use these language stimulation techniques the child is not required to imitate. Children are not given commands; instead, it’s a method of labeling, describing, and associating with everyday activities. These techniques help children to learn about their world while the adult/ communication partner describes it to them. The adult is doing most of the talking and the child is absorbing the language. Limit utterance length to 4- 5 words.

1. **Description** – Using a word, short phrase, or sentence to describe what the child sees or what he is playing with. This technique focuses on the object, and introduces this child to new words, concepts, and ideas related to objects.

- The child picks up the truck. Adult says: “truck” or “It’s a truck” or “blue truck.”

2. **Self-Talk** – Using short phrases or sentences to convey your actions to the child. The adult talks about what he or she is doing while the child is watching.

- Adult says: “I am washing dishes.”
- Adult says: “I am brushing my teeth.”

3. **Expansion** – Expanding the child’s “baby-like” utterances into a more adult-like form. Add more word to his utterance.

- Child says: “horse.” Adult says: “horse jumps” OR “Horse is fast.”
- Child says: “train.” Adult says: “big train” OR “The train goes choo-choo.”
- Child says: “broken.” Adults says: “broken toy” OR “yes, it’s broken”

4. **Expansion Plus** - Expanding a child's "baby-like" utterances into a more adult form, and then adding a sentence to give additional information. This technique is used once the child is speaking in 2-3 word utterances.

- Child says "I have horse." Adult says: "Yes, you have the horse. The horse has a tail."
- Child says "I have train." Adult says: "You do have the train. The train goes on the train track."

5. **Language Bombardment:** When introducing a new word, model different ways of using the word. For example, if the targeted word is "airplane" model varying syntax use.

- Adult: "Fly airplane" or "Blue airplane" or "Big airplane" or "my airplane."

Additional resources for children with language delay:

- www.hanen.org