



LANGUAGE STIMULATION

TIPSHEET-4: LANGUAGE SIMPLIFICATION

What is it? Language simplification is another very important technique to use with children not only to aid their understanding but also to stimulate their spoken language. This technique involves using short and simple language that is at your child's level. By using simple language, you are helping your child understand you better as well as helping your child attempt new words.

What's involved? Language simplification involves using the “key” words (most important words) of what you want to talk about. It is important to try and match your spoken language with where your child's spoken language is at. For example if your child is speaking in single words or two word combinations, you could reduce or simplify your language to single, two or maybe three word combinations.

For example if your child is speaking (most of the time) with one word or two words together and you want to ask your child to pack away their toys, **DON'T SAY** “OK, it's time now to pack up all of your toys into the box”, **SIMPLY SAY** “toys away” or “pack up toys”. By simplifying your language, your child will have a better chance of understanding you and if your language is at their level they will also find it easier to copy you and try new words.

Once your child understands two and three words together, you can repeat the language adding one or two more words on (eg. “pack up your toys please”)

Good times to use Language simplification: Language simplification can be used anywhere and anytime, and often works well when providing instructions, directions and giving commands to your child. It is also a good technique to use when reading with your child and through play where you can comment on what you can see or what you may be doing together.

REMEMBER: It is important to **NOT** simplify your language every time you talk to your child, as your child still needs to hear language that is above their level. This is important so your child can hear a wide variety of words and also hear how words are put together to form sentences (ie. the use of grammatical structures and “little words” eg. “the”, “a”).

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