

# INCREASING SELF- & PARALLEL TALK



## WHAT IS IT?

### SELF-TALK

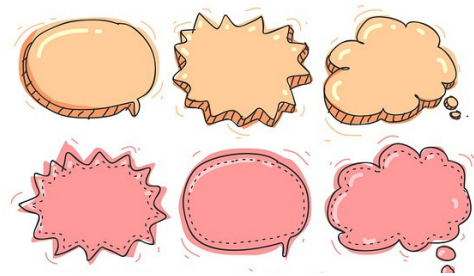
Self-talk is defined as the teacher narrating her own actions. In addition to being actionable, self-talk needs to occur simultaneously with the action.

### PARALLEL TALK

When the teacher provides language for children's actions. It resembles sportscasting.

## WHY IS IT IMPORTANT?

Self- and parallel talk exposes children to meaningful language. By hearing various uses and forms of language, children develop new language skills.



## INCORPORATING IT INTO YOUR CLASSROOM

### 1 START SMALL

Choose one time of day to practice. Meal time can be a great option. In self-talk, narrate what you're doing: "I'm opening the bag of crackers and placing four on each plate." Students are exposed to words like "placing" and can match the word "four" to the number of crackers they see on their plate.

Try saying, "I am..." as you move about.

With parallel talk, provide language for the children's actions, such as, "Look at you! You're putting your ham on your crackers like a sandwich!"

Try saying, "I see you're..." as you interact.

### 2 BUILD RELATIONSHIPS

Engage quiet or nonverbal children by joining them in play and describing both of your actions, focusing on the child's interests, without expecting verbal responses from the child.

"You're playing with trains. You're working hard to build a large train track." The child will be exposed to personalized language in a relaxed setting and your relationship will be strengthened by sharing an enjoyable activity together.

### 3 KEEP IT CONVERSATIONAL

Use these strategies in a back-and-forth, conversational way, being careful not to bombard children with details.

Frequently pause so that children may join in, either verbally or nonverbally.