

# It Takes Two to Talk® Offered via Telepractice

The Hanen Program® for Parents of Children with Language Delays

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Date: \_\_\_\_\_ Pre Post

## Child's Communication Profile

### A Interaction

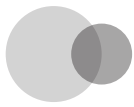
#### Interaction skills:

	NEVER	RARELY	SOMETIMES	OFTEN	COMMENTS
Child looks at the parent					
Child shifts attention from an object or person to the parent (demonstrates joint attention)					
Child initiates to the parent (verbally or non-verbally)					
Child responds to the parent (verbally or non-verbally)					
Child stays in the interaction with the parent briefly, taking one or two turns					
Child stays in the interaction with the parent for a long time, taking five or more turns					

#### Child's interaction style:

Social	Reluctant	Passive	Own Agenda
COMMENTS			





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## B Language

### Language skills:

	NEVER	RARELY	SOMETIMES	OFTEN	COMMENTS
<b>Gestures:</b> a) Child uses a few gestures (e.g., showing, waving bye-bye) b) Child uses lots of gestures, including pointing c) Child imitates gestures					
<b>Single words:</b> a) Child uses a few single words b) Child uses lots of single words c) Child imitates single words					
<b>Single words combined with gestures:</b> a) Child uses complementary gestures (a word + a gesture that represents the same thing. For example, child says "Daddy" when pointing to his dad.) b) Child uses supplementary gestures (a word + a gesture that adds new information to the message. For example, child says "Daddy" and points to the ball he wants.)					
<b>Word combinations:</b> a) Child uses a few word combinations b) Child uses lots of word combinations c) Child imitates word combinations					

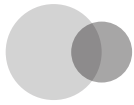
### Child's stage of communication:

Discoverer	Communicator	First Words User	Combiner
COMMENTS			

## C Play

### Child's stage of play:

Functional play	Constructive play	Pretend play
COMMENTS		



## A Interaction-Promoting Strategies

### Interaction strategies:

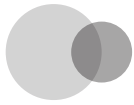
	NEVER	RARELY	SOMETIMES	OFTEN	COMMENTS
<b>Face to face:</b> <ul style="list-style-type: none"> <li>The parent adjusts his or her physical level to get face to face with the child</li> </ul>					
<b>Observe, Wait, Listen:</b> The parent: <ul style="list-style-type: none"> <li>observes the child's actions and initiations (without speaking)</li> <li>waits expectantly for initiations (without speaking)</li> <li>listens to the child (without interrupting)</li> </ul>					
<b>Follow the child's lead:</b> After the child initiates, the parent follows the child's lead by: <ol style="list-style-type: none"> <li>joining in the play</li> <li>imitating the child's actions, gestures, sounds or words</li> <li>interpreting the child's non-verbal messages</li> <li>commenting on what the child is doing or saying</li> </ol>					
<b>Match the child's turn:</b> <ul style="list-style-type: none"> <li>The parent keeps his or her turns short and matched to the child's interest</li> </ul>					
<b>Cue the child's turn:</b> The parent: <ul style="list-style-type: none"> <li>waits expectantly</li> <li>gives a visual helper, like a gesture</li> <li>asks a question</li> </ul>					
<b>Use questions and comments to continue the conversation:</b> The parent: <ul style="list-style-type: none"> <li>asks questions related to the child's topic of interest</li> <li>asks questions the child can answer</li> <li>balances questions with comments</li> </ul>					

### Parent's roles:

The Director      The Tester      The Entertainer      The Helper

The Mover      The Watcher      The Tuned-In Parent

COMMENTS



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## B Language-Based Strategies

### Language strategies:

	NEVER	RARELY	SOMETIMES	OFTEN	COMMENTS
<b>Use appropriate language models:</b> The parent models language that: <ul style="list-style-type: none"> <li>• matches what’s happening at the moment</li> <li>• avoids non-specific words</li> <li>• includes a variety of words (e.g., nouns, verbs, etc.)</li> </ul>					
<b>Expand:</b> <ul style="list-style-type: none"> <li>• The parent expands on the child’s message by adding a few words to what the child says to make the message more complete</li> </ul>					
<b>Highlight language:</b> The parent highlights his or her language by: <ol style="list-style-type: none"> <li>a) stressing key words</li> <li>b) talking slowly</li> <li>c) using gestures</li> <li>d) repeating words or phrases</li> </ol>					
<b>Build the child’s understanding of the world:</b> <ul style="list-style-type: none"> <li>• The parent uses comments and questions to talk about the past or future, explain things, talk about feelings, pretend/ imagine, describe, compare and contrast</li> </ul>					

ADDITIONAL NOTES

