

Target Word™ Offered via Telepractice

The Hanen Program® for Parents of Children Who Are Late Talkers

A Look at How I Talk with My Child Gesture Survey

Child's name: _____ Date of birth: _____ Age (months): _____

Parent's name(s): _____ Today's date: _____

Children use gestures in different ways as they learn to use words and word combinations. How you use gestures when you talk with your child can support his or her vocabulary development.

Take a few minutes to think about how your child uses gestures and, for each situation, how you respond.



When my child...	Rarely		Sometimes		Often	
	Start of program	End of program	Start of program	End of program	Start of program	End of program
Uses gestures to tell me things he wants to happen (e.g., puts arms up to be picked up; pulls on my sleeve to get me to come)						
I do what my child wants me to do (e.g., pick her up; go with her)						
I do what my child wants me to do and say the word(s) to match (e.g., "Okay, I'll pick you up"; "I'm coming")						
Points to things he wants or wants me to look at (e.g., points to the fridge when he wants a drink; points to show me a bus going by; points to pictures in a book)						
I ask him what his point means (e.g., "Do you want a drink?"; "Is that a bus?"; "What is that?")						
I do what he wants me to do (e.g., get a drink from the fridge; look at the bus; look at the picture in the book)						
I do what he wants me to do and use words to match (e.g., "You want some juice"; "That's a school bus"; "Elephant")						
I copy his point, do what he wants me to do and use words to match (e.g., point to the fridge and say, "let's get some juice"; point to the bus and say, "There's the school bus"; point to the picture and say, "Elephant")						

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A Look at How I Talk with My Child (continued)



When my child...	Rarely		Sometimes		Often	
	Start of program	End of program	Start of program	End of program	Start of program	End of program
Uses gestures and makes a sound at the same time (e.g., pats the floor beside her and says “u”; stands at the top of the stairs, and points down with her finger and says “a”)						
I do what my child wants me to do (e.g., sit down and play; help her go down the stairs)						
I do what my child wants me to do and say the word(s) to match (e.g., “I’ll sit with you”; “let’s go downstairs”)						
I do what my child wants me to do and copy her gesture while I say the word(s) to match (e.g., “Okay, I’ll sit [as I tap the air like her ‘sit’ gesture] with you”; “let’s go down” [as I point down with my finger])						
Uses gestures and says the matching word at the same time (e.g., shakes head and says “no”; pulls on door and says “open”; grabs her arms and says “hug”)						
I copy the word my child says (e.g., I say “no,” “open,” “hug”)						
I copy my child’s gesture and word (e.g., shake my head and say “no”; pull on the door and say “open”; grab my arms and say “hug”)						
I copy my child’s gesture and word and add more words (shake my head and say “no, no more toast”; say “let’s open the door” as we pull on the door; say “let’s give the baby a hug” as I copy her hug gesture)						
Uses gestures but says a different word (e.g., waves bye and says “daddy” meaning “bye daddy”; pats head and says “gone” meaning “where is my hat?”; points to his ear and says “fire truck” meaning “I hear the fire truck”)						
I ask my child a question about what he said (e.g., “Where is daddy going?”; “Where could your hat be?”; “Do you think there’s a fire?”)						
I copy my child’s gesture and say the word that matches the gesture (e.g., “bye”; “hat”; “I hear it”)						
I copy my child’s gesture and add the matching word and say the word(s) he said (e.g., “bye daddy”; “your hat is gone”; “I hear the fire truck too”)						
Makes up his own gestures (e.g., rubs his hand on his cheek to mean blanket; pumps his arms to ask me to chase him; moves his hands back and forth to mean windy)						
I say the words to match his gesture (e.g., “you love your blanket”; “Okay, I’ll chase you”; “Yes, it’s windy outside”)						
I copy his gesture and say the word (e.g., “blanket, let’s find your blanket”; “I’ll chase you”; “It’s windy outside”)						