# A GUIDE TO...

# MODELLING LANGUAGE



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# WHAT IS MODELLING LANGUAGE?



Modelling language is a natural and supportive way to teach communication skills by demonstrating desired language forms during everyday interactions. Instead of directly instructing a person to use specific words or phrases, we show them how by integrating these forms into meaningful and functional communication. This approach is highly effective for individuals developing language skills, particularly neurodivergent children or those with speech and language delays.

# WHY DO WE USE MODELLING LANGUAGE?

**1: Build Understanding:** Helps individuals develop comprehension before expressive language, as they hear the forms of language repeatedly in context.
**2: Promote Language Growth:** Provides opportunities to learn new vocabulary, grammar, and sentence structures in a naturalistic way.
**3: Reduce Pressure:** Eliminates the demand for immediate repetition or performance,
fostering a positive and low-stress learning environment.
**4: Supports Neurodivergent Learners:** Recognises diverse communication styles and aligns with neurodivergent-affirming practices.





# WHEN WE USE MODELLING LANGUAGE?

**Daily Interactions:** Mealtime, play, routines, and conversations.

**Educational Settings:** Classroom activities and peer interactions.

**Specific Goals:** Targeting areas like expanding vocabulary, improving sentence structure, or using pragmatic language.

**Speech Therapy:** Sessions focusing on language development.





# EXAMPLES OF MODELLING STRATEGIES

**Recasting:**
What it is: Repeating a word, phrase or sentence with an error but saying it back correctly. This avoids telling the child 'no we say it like this'.
Example: Child says, "Doggy runned" and the adult models, "Doggy running"



## EXPANSION:

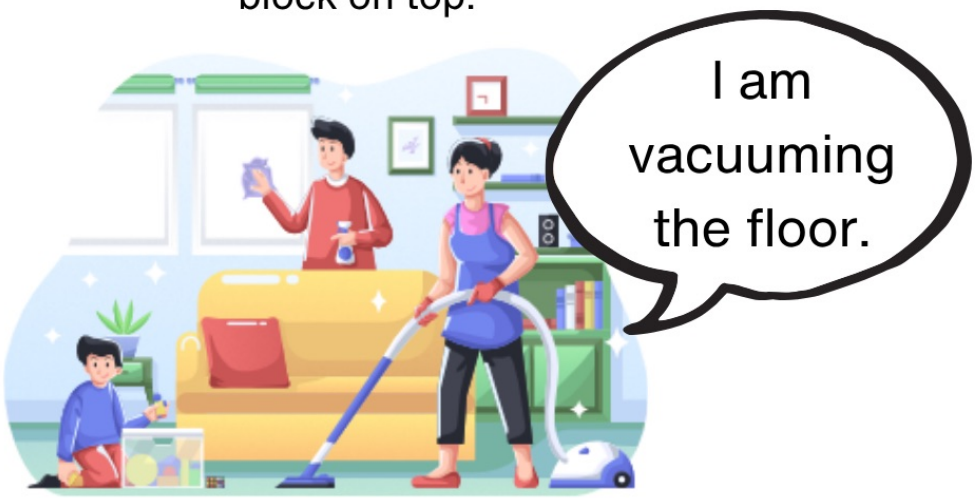
What it is: Building on a phrase by adding more words or information.
Example: Child says, “Ball,” and the adult models, “You’re throwing the ball!”




## SELF-TALK:

What it is: Narrating yourown actions using the desired language.

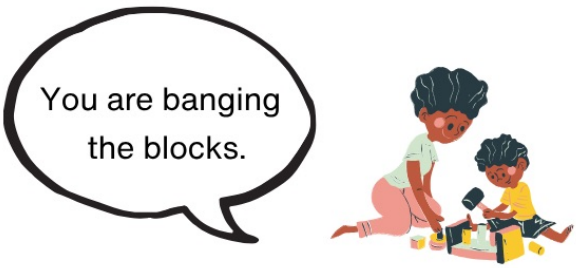
Example: While building with blocks, you say, “I’m putting the big block on top.”




## PARALLEL TALK:

What it is: Narrating theactions ofthe person you’re supporting.

Example: While a child is playing with cars, you say, “You’re driving the car fast.”



# TIPS FOR EFFECTIVE MODELLING

## KEEP IT SIMPLE:

Match or slightly exceed the individual's current language level.

## BE CONSISTENT:

Model frequently throughout daily routines.

## EMPHASIZE KEY WORDS:

Be aware of your rate of speech and stress important words.

## FOLLOW THEIR LEAD:

Build on their interests and actions to keep interactions engaging.

## BE PATIENT:

Avoid pressuring for immediate responses; language develops over time.

## USE VISUALS:

Pair spoken language with gestures, signs, or pictures for immediate responses; language develops over time.

Thank you for exploring this ADHD SLT resource!

Created by a qualified Speech and Language Therapist with a neurodiversity-affirming approach.

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www.adhdslt.co.uk

Supporting communication, autonomy and well-being through creative, flexible activities. Scan the QR Code to explore!

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