



# Modeling Gestalts Throughout the Day

Time to get dressed  
We need (clothing item)  
There's the (clothing item)  
What's next?  
How bout some (clothing item)

**Dressing**

I need to go potty  
I need help  
Time to wash  
Let's dry our hands  
I'm all dry  
I'm finished

**Bathroom**

Writing

I'm gonna some paper  
Come help write it  
We gotta go slow  
Let's try it again

It's (day of the week)  
It's (weather) outside  
Let's look at the calendar  
Let's count  
What's today's date?

**Calendar**

Always choose gestalts based on your GLPs current language (following your "detective work"). When you are naturally speaking throughout the day, any language modeled to a child in Stage 1 will be processed as a gestalt. Try using language that can easily be mitigated by your GLP when they enter into Stage 2 as you make observations, comment, and narrate throughout your day.

**Morning Routine**

We're here  
Let's unpack  
Time for morning song  
Who's here today?  
We made it

It's bathtime  
Let's get in  
We need the soap  
Let's get clean  
I see some bubbles  
Time to get out

**Bath Time**

**Science**

Look at that!  
What's gonna happen  
That's really fun  
It's slimy  
Help mix it

We gotta go to the table  
It's time to eat  
Let's get some more  
It's yummy  
It's gross  
Time to clean up  
We did it  
We're finished

**Meal Time**

Time to read  
What's that  
We're turning the page  
It's a bear  
They're running  
We're finished

**Reading**

### **Tips for Parents and Caregivers:**

- Don't try to ignore or extinguish the script (gestalt). Echolalia communicates!
- Acknowledge the script and recognize it as communication. Smile, nod your head and repeat it back to them. Do this even if you can't understand it or it has been labeled as "jargon."
- Do the detective work. Try to figure out what their scripts mean. Model language with your interpretation of what the child is saying.
- Try to eliminate questioning as a form of connection and interaction. Comment, narrate and pause. Most GLPs are not prepared to answer questions until they are self-generating language (Stages 3-4+).
- Most gestalts cannot be taken literally. At times a child may acquire a gestalt from their natural environment that reflects exactly what they want to say. However, other gestalts from the environment or perhaps from media, cannot be taken literally. Find the meaning behind the script. Most are linked to a dramatic or emotional experience for your child that made that script "stick."
- Follow your child's lead. Play what they want to play and model language naturally along the way!

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# Bilingual GLP

## Research on bilingualism and general language development shows that...

- Parents should speak to their child in a way that is comfortable to them (completely in their native language or a mix).
- Bilingualism does not have a negative effect on language development.
- Children with language delays or disorders can learn a second language.

## When working with a bilingual gestalt language processor...

- Gestalts (scripts) often occur in both languages.
- Speech-language pathologists and teachers should work closely with parents and/or a translator to help understand gestalts.
- Always acknowledge the gestalts even if you have no idea what they mean (smile, head nod, repeat or say "Yeah").
- Work with the child in the language you are most comfortable speaking. Parents should speak the language they are most comfortable speaking at home.
- The child may move through the Stages of Natural Language Acquisition either simultaneously in both languages or with one more dominant language.

### Connection First:

Continue to speak in the language you feel most comfortable speaking. This will allow for rich conversations and connection with the child. Forcing language interactions that you feel less confident in may limit the variety of language in which you model and may not have similar constructs to what the child may hear elsewhere, making it more difficult to identify commonalities for mitigation.



Hi!

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Hola!