Useful websites:

https://childrenandfamilyhealthdevon.nhs.uk/gestalt-language-processing-glp/

https://www.sensoryslp.com/blog/understanding-gestalt-language-processing-where-it-started-what-the-research-actually-says-and-why-context-matters

https://library.sheffieldchildrens.nhs.uk/general-strategies-for-gestalt-language-processors/

Supportive resources & activities:

- Cause and effect toys
- Toys that make sounds and say phrases.
- Audio books and Nursery rhymes
- Soft play or climbing equipment. Movement and play can be very supportive in getting a child regulated and ready to communicate.
- Supportive visuals to aid communication and self advocacy.

CADMUS INCLUSIVE

Thinking differently for a brighter tomorrow...

Cadmus inclusive is a neuro-affirming, dynamic, expert led service that provides person-centered and innovative approaches to meet the unique needs of all of their pupils.

Contact

www.cadmusinclusive.co.uk

GESTALT LANGUAGE PROCESSING

A guide for parents

What is Gestalt Language Processing?

Gestalt Language Processing is another natural way in which some children acquire language. The key difference
being that children that acquire language in this way process language at a whole phrase level rather than individual words.

A Little More Information

Gestalt Language Processing was first acknowledged and named within the 1980s, in recent years Marge Blanc has expanded the concept and has identified 6 stages that a learner goes through before becoming competent in their spoken language.

Children who are learning their language in a gestalt manner will be naturally drawn towards the rhythmical nature of language, enjoying nursery rhymes, stories and films over and over again. They will say key phrases from these sources either using words or sounds that follow the rise and fall and pitch of the phrase. Children will also echo and repeat phrases that are said to them and may repeat these in different contexts.

Sometimes the context and phrases that children say seem mismatched but there is often a hidden meaning behind a phrase that a child's using. For example "just keep swimming" may not be communicating a need for perseverance, rather a desire to play in the water.
A higher percentage of Autistic children acquire their language in a gestalt manner in comparison to Neurotypical children.

Ways to support at home

Acknowledge the sounds and phrases that your child is using to communicating by repeating them back.
Try to work out the meaning behind some of their phrases so that you can meet their needs, for example when they say "this is so yummy" are they asking for something to eat?

Model different phrases for your child to listen to and hopefully use. Phrases such as "Let's go" "this is fun" "I want a drink" are useful as they can be used in lots of different ways by altering the final word.

Adapt and extend their phrases, for example "this is so yummy" to "this is so fun" "this is so cold" this is so wobbly".

Model phrases that contain "I" as sometimes children who are learning language in a Gestalt manner speak in the third person "Alex want a biscuit" acknowledge and remodel "Yeah I want a biscuit".

Children learn best through play and when they are having fun. So get physical, run around at the park, play in the garden, play together with their favourite toys and games using lots of phrases.