

SETTING

Private Clinic

PARENT

You are the parent of a four-year-old boy whose teacher has commented that lately, he insists on talking like a baby. You have also noticed this. You are quite upset about his apparent regression and want some advice. You and your spouse have recently had a baby girl. Your son is not present.

TASK

- When asked, explain that you are worried because your son has started speaking like a baby again. Up until now, his speech was normal.
- Say you have also noticed he seems to be more angry these days, but seems to be sleeping okay. His teacher said that he isn't engaging with other children as much. Say you have just had a new baby and wonder if it is something to do with this.
- Tell the speech pathologist that your son often reverts to this way of talking when you are paying attention to your new baby, so it makes sense that this is the reason.
- Find out what you can do to prevent this from happening.
- Agree to try some of the speech pathologist's suggestions.

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PATHOLOGIST

You are consulting the parent of a four-year-old boy whose teacher has noticed that lately, he insists on talking like a baby. The parent has also noticed this. He/she appears to be quite upset and wants some advice. The child's parents have recently had a baby girl. The boy is not present..

TASK

- Find out the reason for the parent's visit.
- Reassure the parent about the boy's babyish speech (probably just a phase, best ignored, not a cause for concern, etc.). Explore any other changes in the boy's behaviour (e.g., anger, sleeping issues, lack of engagement, etc.).
- Give possible reasons for the boy's speech regression (addition of new baby, attention-seeking, feeling displaced, not coping with family changes, etc.).
- Explain to the parent that this type of behaviour is common (e.g., during major family transitions, etc.).
- Recommend strategies to encourage the boy to speak normally (positively reinforce normal speech, dedicated 'play' times when he/she can provide undivided attention to the boy, etc.). Advise the parent to follow-up with the teacher (e.g., discuss/monitor behaviour, etc.).