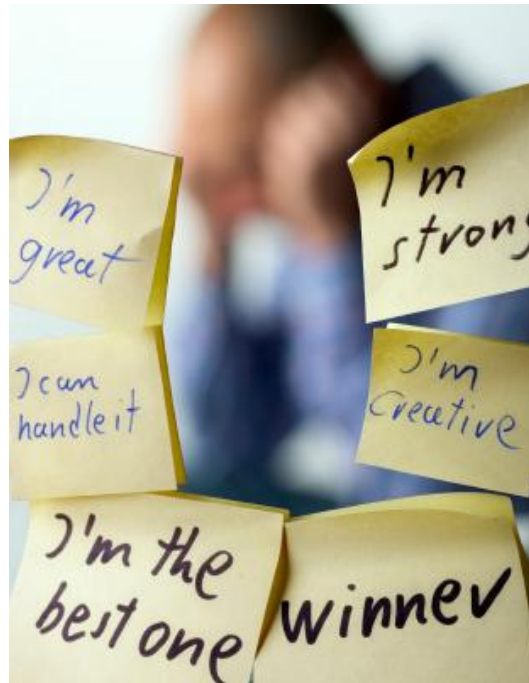


The Importance of Self-Talk!



What is Self-Talk?

- Self-talk is known to be a speech, spoken aloud by children that is addressed either to self or to no one in particular.
- Self-talk is an important tool used by students to regulate their thinking and behavior.
- Through self-talk students can learn to self-manage and self-monitor their behaviors and learning.
- Positive reflections and self-statements could gradually change student's perceptions about their ability to deal with challenge and their ultimate expectations for success.

Benefits

- ✓ Showed creative problem solving skills
- ✓ Managed socio-emotional challenges
- ✓ Used self-reward and self-reprimand by using self-talk
- ✓ Showed self-regulated task performance and awareness

Helpful To A Diverse Group of Students

- ✓ Students with Autism
- ✓ Students with Learning Disabilities
- ✓ Students that are English language Learners
- ✓ Students in General Education
- ✓ Student with Emotional Behavior Disorders
- Students with ADHD

Self-Talk Intervention Strategies That Can Be Used In The Classroom

- Social Stories- Used to assist Students with autism to understand and react to social situation through the presentation of an individualized story
- Social Scripts- Provide information that helps the child make sense of his or her environment and promote social interaction for how to behave in a situation
- Power Card- uses a scenario in which a hero character (interest of student) solves problem or behaves in a socially appropriate manner.
- Cognitive Behavioral Modification – Successful for a variety of disorders and social deficits. Designed to promote independent functions utilizes self-regulation and self-talk.
- “I will” card strategy- Teaches social skills, focus on their strengths. Promotes their own appropriate behavior, rather than relying on others to prompt, cue and redirect.
 - A visual reminder created by the students of what the student should do in a given situation.

References

- Boutot, E. A. (2009). Using "I Will" Cards and Social Coaches to Improve Social Behaviors of Students with Asperger Syndrome. *Intervention In School And Clinic*, 44(5), 276-281.
- Corral, N., & Antia, S. D. (1997). Self-Talk: Strategies for Success in Math. *TEACHING Exceptional Children*, 29(4), 42-45.
- Lee, S. F. (2011). Exploring Seven- to Eight-Year-Olds' Use of Self-Talk Strategies. *Early Child Development And Care*, 181(6), 847-856.

The universal nonverbal intelligence test: internal self-talk in children with attention-deficit/

3 Steps to make Self-Talk Successful the Classroom!!

1. Introduce and model positive self-talk to the class. Try out some scenarios!
2. Practice the strategy! Make the class goal for the week to use self-talk during a situation they may face.
3. Encourage students to keep record of their positive Self-Talks. Make sure they include:

- The situation
- Positive self-talk statement used
- If self-talk was successful

Created by: Catherine Rodriguez

