

Tips for Toddlers

Week 1	<ul style="list-style-type: none">• If your child picks only one rather than two objects, be careful not to slip back into 1-item memory by asking for the one object your child did not select. Instead, repeat both words while keeping the one he did select separate from the remaining three items, so essentially he has to remember only one word at that time, but still gets a 2-item auditory input.• When your child is learning a new goal, modeling what is expected while maintaining a cheerful attitude is important to keeping the activities enjoyable for everyone. Guard against saying “no” when he doesn’t get something quite right. Positive words of encouragement are the way to go.• You can check your child’s understanding of spoken language by talking without using gestures or visual clues. If she indicates she knows what you are talking about, you can assume she has the receptive language for what you said.• Remember that typically a child will understand what a word means before she uses it spontaneously• Take turns letting your child be the “listening” and the “talker.” This encourages both receptive, listening, and expressive, talking, language growth.• “Knock knock, ding dong” is considered a language routine and provides input for the future when your child will use language in a sequence to tell a little story. Expect him to imitate the actions plus duration of the words, but not use perfect speech.• Expect that initially your child will produce a sound correctly in some words but not all words. Just as in any motor act, production gets better with practice. For example, when learning to swim we learn different ways to move before we can put it all together to swim the backstroke. Also, keep in mind that some sounds develop at earlier ages while some develop when a child is a bit older. Guard against correcting your child’s speech. Instead model the correct way to say it, pause, let your child practice it again and move on.• Props for acting out some books are relatively easy to collect. Try to read each page before showing the prop to your child. After your child tries to repeat what you read or said, bring out the prop and let him use the toy to act out that part of the story. Then tell the toy, “Bye bye, ___” and move it out of your child’s reach, so he’s ready to listen to the next part of the story.• Your child may want you to repeat some books over and over again. This is typical for children this age.
Week 2	<ul style="list-style-type: none">• The rule of thumb is three tries. If your child doesn’t get the silly syllable quite right the first time, you might ask him to listen and try again. If he makes a closer approximation the second time, you might want to reward him by letting him have a toy. If you feel he can do better, try one more time. At this point, he gets the toy even if his production isn’t perfect. You are rewarding his efforts. Only expect him to try three times at the most before he gets a turn with the toy.• Manner of consonants refers to how sounds are made. There are six different manners of consonants in the English language. Hearing the difference between manner of consonants is relatively easy for a child with a cochlear implant who has learned to listen. Refer to the Supporting Materials toward the end of this resource to see a list of the different manners and what sounds go with each manner.• Have a look at the Supporting Materials for a list of symbols used to transcribe speech sounds.• Be sure your child is listening, not looking, when you say the sounds. This will encourage him to say what he hears and will help him to develop natural sounding speech. It also teaches him to learn speech through listening or auditory self-monitoring. You can encourage listening rather than looking by sitting next to your child rather than across from him, focusing his attention on a toy or book rather than your face, or holding a toy to cover your mouth.

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Week 3

- Expose your child to additional language by feeding in Noun is Verbing, “The baby is sleeping” as well as Verbing + Noun, “I’m reading the book.” Soon your child will have the auditory memory to understand both of these phrases combined into one sentence.
- Teaching your child new vocabulary for describing actions is an ongoing activity. For example, if she uses, “drinking,” enrich her vocabulary with, “sipping.” If she uses, “running,” expand to “jogging.”
- Expect your child to point to only one item at a time when it is a newly acquired word. Once she clearly understands and uses the new word, incorporate this word into the auditory goal of remembering two verbs at a time.
- Continue singing this tune and song throughout the day making up your own words as you go along. Here are some examples: This is the way we: open the car, buckle our seat, start the car, drive the car.
- Read a minimum of one or two books to your child each day. Try to read at different times throughout the day so your child is enjoying books when she is alert, in addition to when she ready to go to sleep at naptime and bedtime.
- Feel free to include siblings in many of the activities suggested in this resource. Although the dynamics of the interactions will be different from when it is only you and your child, there are many positive aspects of including siblings. If a sibling is older she can provide a wonderful language model. Siblings may bring a playful, creative and natural atmosphere to the activity which can be quite motivating to both you and your child. And best of all, it shows the sibling that he gets to play with mommy and daddy too.
- There are a few things to be alert to when including siblings. Be sure she doesn’t talk for your child and that everyone takes turns. Watch the noise level as it tends to increase as more people get involved. Allow only one person at a time to talk. And if possible, try to find some time each day when you have one on one time with each of your children.

Week 4

- Refer to the Supporting Materials toward the end of the book for a list of common toys you will use over and over again for different themes throughout these lessons.
- Continue to track your child’s progress by jotting down and recording what your child accomplished and the date for each of the goals. Also, make note of milestones that you notice but aren’t listed as a goal.
- You are taking notice of your child’s “Glows” and “Grows.” Consider his “Glows” as the goals he has reached and the “Grows” as the goals that are still emerging and need to be reinforced a bit longer.
- Share the “Glows” and “Grows” with other team members involved in your child’s care, such as the audiologist, day care provider and extended family. This will allow them to support your work and your child’s development.
- Your child is comfortable and confident with “the therapy routine” at this point and there is no grabbing for toys because he knows he will have his turn with the toys. A good way to remember this auditory-verbal process is called The 5 E’s (Caleffe-Schenck, Speech Sounds):
 1. Expose your child to a sound, word, phrase or question, using auditory input only.
 2. Expect your child to respond by imitating your model or by using spontaneous language he has learned.
 3. Experience with the toy, prop, picture or book is the reward for this interaction.
 4. Expand his language as he is playing with the toy.
 5. Expressive spoken language generated spontaneously by your child emerges in real life.

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	<ul style="list-style-type: none"> • The goals for each of the lessons during any week are integrated and fluid. The theme for each week gives you a framework to teach all of the goals for the present week, to review goals from previous weeks and to prepare for upcoming weeks. Remember that the activities, books and songs are simply suggestions. When you are clear on the goals, you can be creative, follow your child's lead and use any situation, toy, book or interests of your child to reach the goals for listening, speech and understanding and using spoken language. • When babbling for a specific sound, keep the toy out of your child's reach until it's her turn to play with it. Then move it out of reach again before you present the next silly sound. This prevents your child from being so interested in playing with the toy that she is not fully listening to your speech model and her new syllables to practice. When your child has mastered the silly syllables by listening attentively, you can encourage automaticity of these sounds by letting her play with a toy as you do this babbling activity. • There is a distinct difference between using a toy to determine if your child hears a sound versus to reinforce your child's speech productions. When your child goes to the audiologist, he may hold a toy to his ear until he hears the sound and then drop it into a container. This is termed conditioned play. This is a different task than when you put a toy toward your mouth when doing a speech activity. Just remember: Toy to the ear means "Listen." Toy toward the mouth means "Say."
<p>Week 5</p>	<ul style="list-style-type: none"> • With all of these activities encourage your child to be the leader, or teacher, and ask you the question. This encourages expressive use of question forms. • Since the receptive and expressive language goals are similar this week, go back and forth in each activity by teaching the understanding or receptive language first and encouraging the expressive language next. • Your child may substitute /b/ or /g/ for /d/. That is an okay substitution at this stage. It is referred to as a substitution within manner, because all three sounds are plosives or stops. The difference in these sounds is a little challenging for your child to discriminate through listening. If she uses /b/ or /g/ for /d/ simply babble the /d/, using auditory only input and no lipreading. "Da, da, da," then say the word, "duck" and continue with the activity. Soon your child will be hearing the differences in these sounds and producing a /d/.
<p>Week 6</p>	<ul style="list-style-type: none"> • The book you read to your child in Week 1, <i>Are You My Mother?</i> by P.D. Eastman fits in beautifully with this week's theme. Read this story again a few times during the week. Note the progress your child has made since Week 1. • An extra syllable is added to some words when they change from singular to plural forms. Typically if a word ends in /s/ (eg. houses), /z/ (eg. roses), /sh/ (eg. dishes), /ch/ (eg. churches), or /j/ (bridges), the plural becomes an extra syllable. Teach this form of plurals first since it may be easier for your child to perceive the difference between the singular and plural forms. Although he may not use correct speech for the plural form, expect him to say an extra speech sound to mark the plural form. • In the English language some words become irregular in their plural form (eg. foot-feet, child-children, man-men). Often when a word ends in /f/, the /f/ changes to /v/ +/z/ sounds to become plural (eg. loaf-loaves, leaf-leaves, calf-calves). /v/ +/z/ are more difficult sounds for a young child to produce. It is helpful to teach irregular plurals as specific vocabulary. • Remember that your child is practicing how to say lots of sounds in longer phrases. Not all the sounds will be perfect. Use the 3-tries rule of thumb. Feed it in three times and then go on.

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Week 7	<ul style="list-style-type: none"> • Match pictures of animals with toys that represent animals. • Once your child has an auditory memory for two objects, or two-item memory, teach him to remember the two items in the order you say them, or auditory sequential memory. Typically a child remembers more easily the last word said in a string of words. Encourage your child to say the first word first and the second word next. This will set the foundation for longer auditory sequential memory. • “Snakes” and “rabbits” may be challenging words for your child to pronounce because “snakes” has the /sn/ blend which comes later, and “rabbits” is an example of a word containing the /r/ sound, another later developing sound. It’s fine to use these animals to stimulate expressive use of plurals as a language goal. • To reinforce this week’s theme of farm animals and pets, take a field trip with your child to a real farm, if possible, and a pet shop in your community. Real-life opportunities help children learn and remember the language associated with the experiences. • Silly babbling is practiced for a few minutes each day for several reasons: <ul style="list-style-type: none"> o It allows you to check your child’s auditory functioning and verify that she is hearing as well as she did the day before. o Your child integrates listening and talking, or auditory self-monitoring, by saying what she hears. Think of it as a loop connecting your child’s ears, brain and mouth. o It bombards, or bathes your child in a sound. The more a child hears a sound, the better the chance she will produce it correctly. This is different from working on sounds. It is more like playing with sounds. o It gives your child daily opportunities to practice the motor act of speech. As with any motor act, practicing correctly leads to better performance, or in this case, better production. o Babbling is transferred into meaningful words and phrases when you expect your child to move from imitation to auditory processing of spoken language and conversation
Week 8	<ul style="list-style-type: none"> • There is a difference between whether your child hears you and if he chooses to respond. Hearing is a listening goal. Responding appropriately is a pragmatic goal. Pragmatics is how your child uses language and communication. Model and encourage appropriate pragmatics and manners so your child learns to interact politely with others. • Sorting by category is a cognitive and language goal. Your child learns through play how to categorize objects. While playing he is figuring out how and why certain objects belong in a category. This lays the foundation for the future when he will use the name for the category and talk about similarities and differences. Examples of category names are: <ul style="list-style-type: none"> o People o Animals o Vehicles or transportation o Food o Clothes o Toys • Give directions without gestures or eye movements. • The words you use with your child now will be the words he uses in the future. Consistently link words he knows with new vocabulary so his vocabulary expands daily. • Expect your child to understand two, three and four word phrases which combine into five, six and seven word sentences. His language is growing and his mean length of utterance (MLU) is increasing. • Your child may want the same story repeated over and over again. This is normal. Enjoy your reading time together and be delighted that your child enjoys books. You can make the book more interesting by changing the pitch and rhythm of your voice and emphasizing different words each time you read the same text.

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<p>Week 9</p>	<ul style="list-style-type: none"> • Localization is easier for your child when using two hearing aids or two cochlear implants or a hearing aid on one ear and a cochlear implant on the other. However, localization is possible even when wearing only one cochlear implant. With one implant, you may notice your child searching or looking around to localize or localizing by knowing where a sound might come from and associating the sound with the location. • To make it more realistic, include family members and friends for modeling yes-no questions and how to answer them. • Be aware that questions requiring a yes or no answer do not necessarily encourage turn-taking in communication. A simple, “yes” or “no” answer can end the communication abruptly. • Model for your child how to follow-up on yes-no answers by adding information related to the question or asking a question in return. For example, if you ask your child, “Do you want some juice?” Model the answer, “Yes, please, I like juice.” • Notice that the book and song for this week complement each other. You can sing the song as you are reading the book, and you can refer to the book as you are singing the song. • When stimulating a new sound, expect correct production in syllables before words and phrases. • Expect your child to use /g/ correctly at the beginning of words before the end of words. • Your child may omit the second consonant in blends. For example, he may say, “geen” for “green.”
<p>Week 10</p>	<ul style="list-style-type: none"> • Be clear on what your priority goal is at any point in time. For example, it is better not to teach new vocabulary and expect a longer auditory memory at the same time. Either expect longer auditory memory with known words or teach the new word using your child’s comfortable auditory memory. Another example is when you are stimulating speech productions. If your child is at the word level in correctly producing a specific speech sound, don’t expect perfect speech for that sound while working on a new and longer language structure. However, if your child’s goal is carry-over of a sound into spontaneous language, integrate language and speech goals. • Allow your child to explore and experiment with different toys representing transportation. It helps in developing his cognition, imaginative play, vocabulary for component parts and interest in contrived play. • You can make many of the props suggested in these lessons. See the list of Trash to Treasures in the Supporting Materials section.
<p>Week 11</p>	<ul style="list-style-type: none"> • Feed in polite language, “please” and “thank you” even if your child is not using these words spontaneously at this time. This will be a specific theme in future lessons. • Building with Legos provides opportunities to develop many aspects of communication and thinking: <ul style="list-style-type: none"> o Turn-taking with toys transfers to turn-taking in communication. o Ask open ended questions. o Build side by side, then give your child time alone to build. o When joining your child, use pause time and let her tell you what she built, rather than telling her what you think she built. o Don’t “correct” your child’s creations in trying to make it better. o Create a story about what you and your child built. o Count the Legos. o Sort, match and name the Legos by color, size, shape and number. o Review prepositions in, on, under, over. o Practice auditory memory when putting the toys away. • Discontinue using acoustic highlighting once your child produces the sound correctly. The goal is for your child to learn spoken language from typical speech and language models.

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<p>Week 12</p>	<p>The Listening Talking Loop</p> <ul style="list-style-type: none"> Your child is learning to talk by listening, not looking. As we discussed in previous weeks this is referred to as auditory self-monitoring. This is considered an auditory goal and it is directly related to the speech goals. With this week's speech goal your child is learning to listen to, discriminate, self-monitor and therefore produce consonants that are similar-sounding. His auditory abilities are becoming fine-tuned to hear subtle differences. He is building a stronger auditory foundation. As you are conversing with your child keep these tips in mind: <ul style="list-style-type: none"> Ask open ended questions to encourage conversation. (Eg. "What do you want to do?" rather than, "Do you want to watch the ducks?") Adult input should be slightly higher than child's expressive language. When out and about in the community use assistive listening technology, if recommended and programmed by your audiologist. This will help your child hear you at greater distances and in noisier situations. It is suggested that your child learn about 10 new words every day to keep up with the vocabulary that normal hearing children learn through listening. Changing the middle vowel helps your child to hear different consonants that sound similar without your child having to lipread.
<p>Week 13</p>	<ul style="list-style-type: none"> Notice that your child more easily says what he hears and hears what he says. His auditory self-monitoring loop is becoming more automatic. Your child should be able to build a 6-9 tower with blocks. Your child should use most toys appropriately and also use one object to represent many things. (Example: A stick can be a brush or a spoon during play.) Validate your child's ideas and creativity by modeling spoken language for what she is trying to convey. See Talk Abouts® (Caleffe-Schenck) in the Supporting Materials. Speech errors within manner of production at this stage are common. Refer to the Supporting Materials toward the end of this resource to see a list of the different manners of speech production and what sounds go with each manner.
<p>Week 14</p>	<ul style="list-style-type: none"> Practice The 3 P's: <ol style="list-style-type: none"> Pause to let your child talk. Pace the activities, either slower or faster, to keep your child's interests. Progressive listening to go from easier to more difficult listening over a period of time: <ul style="list-style-type: none"> Closed set to open set Predictable to unpredictable information Familiar to unfamiliar people Known to unknown information Slow to fast rate of speech Close to far distance Repetition to no repetition Quiet to noisy environment At this stage your child should be closely supervised when playing with play dough and small objects.

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	<ul style="list-style-type: none"> • Play dough is a great toy for stimulating your child's tactile, or touch, system. Some children are resistant to touching play dough because they don't like the feel or texture. Make note of situations where you child overly avoids or craves tactile stimulation. Discuss this with a professional on your team. You may want to seek an opinion from a professional who specializes in sensory-motor integration development in children, such as an occupational therapist. • After reading the book ask your child to name the animals that were in the story. This gives him an opportunity to practice auditory memory for stories with vocabulary he learned from the animal units. • The vowels, ah, oo, ee are used because they are the most different sounding vowels. "oo" is a low pitch vowel; "ee" is a high pitch vowel; and "ah" is in the middle of the pitch range.
<p>Week 15</p>	<ul style="list-style-type: none"> • Throughout the day, give directions with two parts to encourage your child to listen for and remember longer units of spoken language. • Continue to teach vocabulary throughout the day by pairing new words with words your child already knows. • Relate and associate weekly goals with your child's environment, experiences and interests. • As your child's communication skills become more complex, you continue to build on what is familiar and expand into new language. By doing this your child is learning to associate known with unknown information and make cognitive connections which helps to build his thinking skills. • You can extend this fingerplay by using different verbs in place of the word, "touch." This gives your child opportunities for listening for different verbs at the beginning of a phrase. Some ideas of different verbs to use include: <ul style="list-style-type: none"> o Tickle o Scratch o Pat • /f/ is often easier to produce when it is at the end, rather than the beginning, of a word.
<p>Week 16</p>	<ul style="list-style-type: none"> • Discuss three part language routines throughout the day, "Wash your face; brush your teeth; comb your hair." • The more you sing with your child, the more likely she will be to listen and sing along. • When you are using the possessive 's form, link it to the possessive pronoun form. "This is Daddy's sock. It is his sock. This is mummy's sock. It is hers." • Remember that you are stimulating for a specific sound and not necessarily expecting correct speech production at this stage. If your child produces the sound correctly, reinforce it with a smile or a comment such as, "Nice /f/ sound," and then move on.
<p>Week 17</p>	<ul style="list-style-type: none"> • Developing specific auditory skills is important for your child. However, keep in mind the ultimate goal of listening as a way of life for your child. This means your child is listening even when engaged in other activities. By encouraging over-hearing, your child learns through listening without a focused attempt to hear. • A child's work is play. Don't underestimate the importance of your child's play. Play develops creativity, thinking, routines that are related to language and many other areas important to a child's development. • Keep a list of the words your child knows for different units or themes. This allows you to track the depth of your child's vocabulary development. • As in other lessons, when the goal is to stimulate a sound, be careful not to put undue pressure on your child to correctly produce the sound. Remember that speech is developmental. Unless your child has additional challenges which complicate her ability to produce speech sounds correctly, she will develop speech sounds naturally in a developmental manner if she has appropriate access to sound through technology, optimal stimulation for speech sounds in meaningful contexts and plenty of opportunities to practice.

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Week 18

- Your child's auditory memory is increasing and he is remembering longer units of spoken language. Continue to encourage longer auditory memory even when it is not a specific goal for the week. Auditory memory is needed for many different activities and communication situations.

Examples of when your child relies on auditory memory for remembering spoken communication are:

- o Conversations
- o Stories
- o Songs and rhymes
- o Sentences
- o Directions
- o Words
- o Numbers
- o Letters

- If your child does not remember the words you said, it will be helpful for you to repeat all the words in the same order. Try to refrain from breaking it down into one word at a time when you repeat the sequence for your child. When you tell him only one word at a time, you are actually taking him back to a one word memory.

- Talk Abouts[®], Nancy Caleffe-Schenck, 2001

In the next few weeks you will learn about specific things you can talk about with your child. A few Talk Abouts[®] will be suggested each week. Talk Abouts[®] are suggestions of what to talk about to help your child increase the depth and understanding of vocabulary and spoken language. The basic premises are that you:

- o Engage in rich verbal communication with your child throughout the day. The quantity, or amount, as well as the quality, or specifics of the communication, are important. You are teaching the specifics by following through on suggested goals for each week.
- o Make learning fun.

Talk Abouts[®]

- o Category names (Pants, socks and jacket are clothes; Find the clothes; Let's name some clothes.)
- o Component parts (This shirt has a collar, sleeves, and buttons.)
- o Synonyms (Clothing, clothes, things to wear. More specific words are: Outerwear, underwear, sportswear, gear, night clothes. More advanced words to feed in are: Garments, attire, apparel.)
- When your child helps you with daily and weekly activities around the house, he is learning many aspects of communication. Often he spontaneously acts out these routines in play. Likewise, when your child acts out stories, songs and rhymes, he is practicing and sequencing daily experiences through play. This facilitates, among many things, language development, cognition and auditory memory.

Week 19

- Use known vocabulary when practicing auditory memory so your child is practicing only one new thing at a time.

- Talk Abouts[®]

- o Talk about what is of interest to child.
- o Expose your child to a variety of verb questions:
 - What verbs? (What flies?)
 - What do you do with? (What do you do with your shoes?)
 - What do you verb? (What do you stir?)
 - What's it for? (What's the key for?)

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	<ul style="list-style-type: none"> • Contrived play is useful for practicing pronouns, since it may be considered less than good manners in conversation to refer to someone as “he” or “she” rather than using the person’s name. • Expect your child to correctly produce in words many of the consonants you have targeted in previous weeks.
<p>Week 20</p>	<ul style="list-style-type: none"> • If your child is having difficulty remembering items in sequential order, you may help by holding up your fingers and pointing to one finger at a time as you say each item. Point to one finger at a time as a cue for your child to say each word. Remember to go from left to right as your child sees it so you are setting the stage for your child to learn to read from left to right. Discontinue using visual cues once your child develops sequential memory. The final goal is sequential memory without relying on visual cues. • You may use blank post-it notes stuck on the table or refrigerator or blocks lined up as tactile/visual cues. Your child touches the post-it note or block while recalling the words in sequential order. As with the finger cue, discontinue using the tactile/visual cue as soon as possible. • Auditory memory is a skill that improves with practice and concentration. You will continue for the next few years to help your child increase auditory memory. • Even though your child is not yet reading, you are encouraging pre-reading skills by showing that you write words to describe pictures in homemade books. • Talk Abouts® <ul style="list-style-type: none"> o How does it feel? o What’s it made of? • You can help your child to distinguish two similar-sounding questions by acoustically emphasizing the different words. Examples of similar-sounding questions are: <ul style="list-style-type: none"> o How does it feel? (Texture); How do you feel? (Emotion) o How old are you? (Age): How are you? (Emotion) • Listening to rhythmical poems helps your child develop auditory memory while learning new vocabulary and language. This prepares your child for memorizing poems and songs to remember academic content which is often included in kindergarten and early elementary school curriculums. • You can stimulate correct production for the [y] sound by briefly saying the vowel, [ee], before you say [y]. For example, you might say, “ee..yellow.” Once your child produces the [y] sound, discontinue prompting with the [ee] sound.
<p>Week 21</p>	<ul style="list-style-type: none"> • If your child omits words, uses incorrect words or mixes up the order of words when repeating sentences, acoustically highlight the word(s) that were in error. Move on after three tries even if your child did not repeat the sentence correctly. • If your child has difficulty repeating a sentence, it may indicate he does not spontaneously use a specific language structure. Repeating sentences will focus your child and make it easier for him to remember and use more advanced forms of language. • Talk Abouts® <ul style="list-style-type: none"> o How does it smell? o How does it taste? o How does it sound? o How does it look?
<p>Week 22</p>	<ul style="list-style-type: none"> • Read aloud to your child every day. • Talk Abouts® <ul style="list-style-type: none"> o What does this story remind you of? o Relate the story to your child’s experiences (text to self), another story (text to text) and a song (text to song).”

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Week 23	<ul style="list-style-type: none"> • It is important for your child to see you reading every day. Reading books, magazines, recipe cards, and a newspaper will show your child you value reading. Access written text electronically or with an actual book and other materials. • Go to the library and find different versions of the same story. Read the different texts and look at the different illustrations for the same story.
Week 24	<ul style="list-style-type: none"> • Playing music from CDs or on the radio is appropriate when your child is listening to music for enjoyment or for reinforcing weekly goals. Be alert that background music may interfere with your child's ability to learn new concepts and language and to hear and comprehend conversations in some situations. Figure-ground discrimination is an auditory skill that requires focused attention and practice. • Create an experience book to go with the story of the week. Guide and model for your child as he dictates the story to you. Write in the experience book as he tells you the story. Tape or glue a simple prop onto the page to make the story more alive and interesting (Example: glue paper napkins to the page to illustrate a picnic experience.) • Polite language and good manners are essential to your child's communication and social development. Expect your child to treat others with respect. Simple acts and words of courtesy go a long way in creating positive interactions with others. • Be alert to nuances in language that will improve how others perceive your child. For example, extend your child's language from, "I want ___" to "I would like___." "I would like___" is perceived as less demanding than "I want ___." • Engage your child in conversations by alerting her to the topic and allowing her to contribute to the conversation without dominating it. Coach her on how to response and talk when there is a pause. This teaches her about turn-taking in communication.
Week 25	<ul style="list-style-type: none"> • Encourage your child to expand his auditory bubble so that he naturally listens to messages at increasing distances. Listening then becomes a way of life (Pollack, Goldberg, Caleffe-Schenck). • Talk Abouts® <ul style="list-style-type: none"> o Who uses it? o Where do you find it? o How is it same or different?
Week 26	<ul style="list-style-type: none"> • Read aloud to your child age-appropriate children's literature. Read both fiction and nonfiction. Find nonfiction books and magazines on topics of interest to your child. • Do not limit what words you input to your child. It is developmentally appropriate for your child to learn about ten new words a day. • Ask yourself: Do I lovingly stretch my child out of his comfort zone? • Fricatives, such as: s, z, f, v, sh, and th may be easier for your child to produce at the end of words rather than at the beginning of words.
Week 27	<ul style="list-style-type: none"> • Be sure to provide time each day for physical activity. Observe your child's physical and sensori-motor development. • It is more difficult for your child to produce sounds in blends. Some /s/ blends are: sk, sl, sm, sn, sp, st, sw. • The letters "sh" are not pronounced as an /s/ sound. When "sh" is together in a word, it is said as a distinctly different sound than /s/, as in the words: push, ship, fishing. • The letter "x" in a word is pronounced as /ks/ as in the word "box."

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Week 28	<ul style="list-style-type: none"> • Allow time for your child to play alone without any directions or intervention from you. This encourages him to play independently, to be creative, and to develop sequences in his play. • As you set expectations and deal with your child's behavior, ask yourself: <ul style="list-style-type: none"> • What behavior am I rewarding? What behavior am I ignoring? What behavior am I redirecting? • When your child is playing alone, listen for his expressive language as he talks to himself. You will hear vocabulary and language you have been teaching him over the past weeks and days. • Be aware of when a word ending with "...ture" is pronounced as "...chur" as in the words, furniture and creature.
Week 29	<ul style="list-style-type: none"> • The /ch/ sound is produced by making two different sounds: t + sh = ch.
Week 30	<p>You can apply the 5 E's (Caleffe-Schenck) when preparing for and going on a field trip or out into the community with your child:</p> <ul style="list-style-type: none"> • Expose: Plan for the trip (preparation for abstract reasoning beyond the here and now); count the days leading up to it and mark it on the calendar. • Expect: Preteach vocabulary using photos, internet images and books; practice appropriate behavior (hold parent's hand and stay close); sing related songs. • Experience: Be well-rested; bring along healthy snacks; stay out for the appropriate length of time; take photos. • Expand: When you get home review vocabulary with photos and put the words into meaningful 3-5 word sentences in an experience book. Read aloud related books. Watch age-appropriate educational programs. • Express: Your child "reads" his experience book to family members and friends and relates his experiences; expect language you did not necessarily teach him; sings songs. • The [j] sound is produced by making two different sounds: d + zh = j.
Week 31	<ul style="list-style-type: none"> • Although your child practices listening in the presence of noise as a specific therapy goal, remember that a long term goal is for your child to use all five senses when out in the real world. At school and other situations where the priority goal is for your child to understand the message, encourage your child to integrate all five senses. • When eating out, try to select a restaurant that has relatively good acoustics, unless you are specifically working on listening in noise. Request a table away from the kitchen or other noisy areas. • Talk Abouts[®] <ul style="list-style-type: none"> ◦ Talk about shapes and what shape something looks like. • Encourage your child to make choices. Be sure that the choices you offer to your child are ones you can accept. • Notice the different ways a word is spelled and pronounced as "sh": "...tion" (lotion); "...ch..." (machine); "...ss..." (tissue); "s..." (sugar).
Week 32	<ul style="list-style-type: none"> • It is important to know the length of your child's auditory memory so you can continue to reinforce and expand the number of items he remembers.
Week 33	<ul style="list-style-type: none"> • Talk Abouts[®] <ul style="list-style-type: none"> ◦ Color

Tips for Toddlers

Week 34	<ul style="list-style-type: none"> • When looking at games to use with your child, check on the package for the suggested age range. It is important for your child to participate in age appropriate games. • It is better if you do not let your child unfairly win every game. Although winning every time may motivate your child, it sends the wrong message. Prepare your child for playing games with peers where your child will not always be the winner.
Week 35	<ul style="list-style-type: none"> • When playing games give auditory and spoken language cues before showing a card. • Reinforce with your child that it is fun to play games whether you win or not. Sometimes you have to go backwards instead of ahead and that's okay because it is just a game.
Week 36	<ul style="list-style-type: none"> • At this stage your child may not correctly produce all consonants. Refer to the Consonant Chart to know what sounds to expect.
Week 37	<ul style="list-style-type: none"> • Many nursery rhymes are absurd with unusual language patterns. Remembering and reciting the words is an auditory memory activity. Comprehension of nursery rhymes is facilitated by acting out the rhyme.
Week 38	<ul style="list-style-type: none"> • Expect your child to represent daily experiences in play with some correct sequence.
Week 39	<ul style="list-style-type: none"> • If you are planning on sending your child to preschool, schedule time to visit different preschools, talk to parents whose children go to the preschool and meet with the principal. Many preschools register children several months before the starting day and some preschools have waiting lists.
Week 40	<ul style="list-style-type: none"> • Have your child tested annually with standardized speech and language tests developed for children with typical hearing. • Review your child's "glows" (progress) and "grows" (goals). • Ask yourself and other family members: What works for our child and family? What doesn't work? • Reassess: What are our dreams? What are our goals? What are our expectations? How can we carry out our plan? • Put your plan into action. • Take time each day to sit and actively engage in conversation with your child. Be a good listener and an interesting contributor to the conversation. • Sing songs throughout the day. • Read books to your child. Make this a special time you share with your child each day. • Enjoy and appreciate your child and the wonderful accomplishments over the past 40 weeks.