

Domain and goal

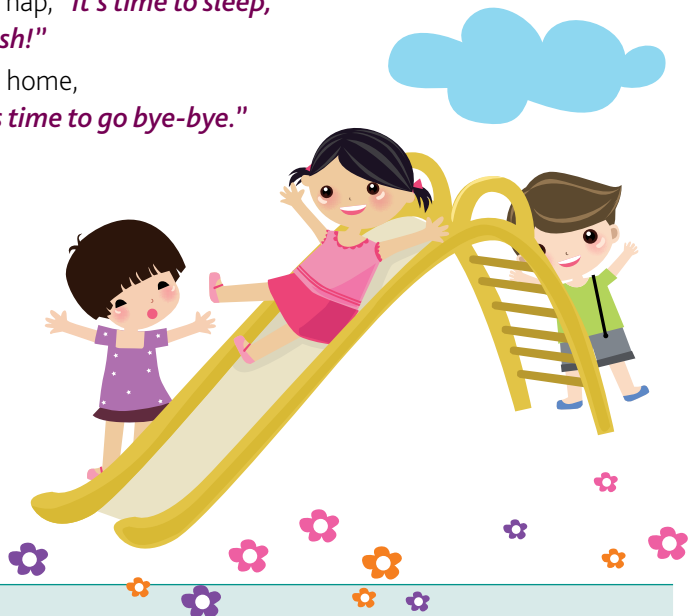
- Identifies performatives at the end of the phrase in large sets of ten or more
- Identifies performatives at end of phrase in less familiar contexts. (see Week 11)

Activities

- Cleaning up your child's bedroom, take turns telling each other what to put away. A typical child's bedroom after a day of play offers numerous items from clothing to toys to be packed away. Even though it is quicker to clean up the room yourself, this is the perfect time to involve your child and expand his listening abilities. Remember, these repetitive routines done every day provide your child with the best opportunity to learn language through listening.
- Go to the zoo or petting farm and use the phrase, **"Let's go find the cow that says moo"**. Do this with all the animals your child knows. The zoo or farm provides both a large set size (many animals) and an exciting and unfamiliar context. This is a great place to generalize and expand your child's comprehension.
- When your child stays with grandparents or family friends, give them a list of daily phrases he can understand at home. Ask them to use the phrases as much as possible and to expect your child to comprehend those phrases with the performative at the end.

Examples:

- If they have a pet and it's time to feed it, they could tell your child, **"Come, let's feed the cat, it's time to eat, yum."**
- If they are having snack and need to wash their hands they could say, **"Let's wash our hands, wash, wash"**.
- When it is time for a nap, **"It's time to sleep, come and lie down, sh!"**
- When it's time to go home, **"Get your shoes, it's time to go bye-bye."**



Date	What did your child do?



Domain and goal

- Begins to understand common phrases without context and in less familiar surroundings

Activities

Common pitfalls:

- Your child is understanding more and more of what you say to him now. There are days when you can't believe how much he understands and how different it is to teach him now. He actually understands listening, imitating, and is able to use the information. **HOWEVER**, your tendency now is to accept this level and cruise. **DON'T!** Now is the time to expect even more from your child and to challenge yourself to provide greater and more varied opportunities for him to comprehend in the wider world.

Examples:

- Understanding daily phrases with performative: when you are away from home, shopping or on holiday, slow down and give your child an opportunity to comprehend the things he is achieving at home. Provide opportunities in new contexts.
- Sing songs while driving in the car and expect your child to fill in the last word or do the actions of known songs.
- While playing at the park with friends, take turns asking the children to follow different directions and use the performative at the end of the phrase. (Tom, go down the slide, wheeee!)
- Use friends, relatives and other children to talk to your child to make sure that he can understand known items when spoken by less-familiar speakers.

Date	What did your child do?

Domain and goal

- Begins to participate in Auditory Cloze, through imitation, with well known songs
- Auditory Cloze: imitating last word of each line or stanza.
 - Roly Poly, Roly Poly up, up, **up**
 - Roly Poly, Roly Poly out, out, **out**
 - Roly Poly, Roly Poly clap, clap, **clap**
 - Roly Poly, Roly Poly hands in your **lap**

Activities

Your child has been singing songs with you for over three months and he has certainly learned to recognize the tunes, gestures and some of the words. The easiest position for your child to both hear and imitate a word or performative is at the end of the phrase. You practiced this in Week 14. This week's goal is for your child to spontaneously imitate the last word in each line of the songs he knows the best. This is preparing him to participate in Auditory Cloze and is a common technique used in schools with children without hearing impairment.

- Sing the songs your child knows well and model, with another family member, the imitation of the final word in each song. You can indicate you want an imitation by waiting after you say the last word of each line. You may also use the hand cue to indicate it is your child's turn to imitate.

Practice this technique with all your songs in preparation for next week when the goal is for your child to say the word himself rather than imitate the word.



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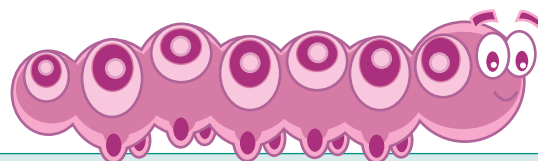
- Make sure that spontaneous vocalizations have correct
 - Syllables
 - Vowel content
 - Early consonants

Activities

Lotto

You can make your own lotto game using pictures to depict all the vocabulary and phrases your child knows. Take turns turning over a picture and saying the word, phrase or performative. If the picture is on your lotto board, you point to it and say the target again, then place the picture on the board. Give your child a turn to do the same, get a card and state the word, phrase or performative. As he spontaneously produces these targets, listen carefully and make sure that he is matching the syllables, vowels and appropriate consonants. If he does not, provide a model with the missing or incorrect phoneme or syllable acoustically highlighted. Your child should imitate the model and improve his production. Keep a list of errors so you can work on them at another time.

You can use the articulation attainment charts in the Appendix and write (+) for correct responses, or (-) for incorrect responses, to indicate your child's use of each vowel, diphthong and consonant. After you have gone through all the cards, check to see where he is having the most trouble, the phonemes with the most "-" marks. Target these sounds in the next few days, first at the syllable level and then at the word/phrase level.



Date	What did your child do?

AV techniques and strategies

- Shaping spontaneous productions
- Generalizing goals to wider environment
- Linking learning to actual life experiences

Story of the week: "Cock A Doodle Doo" by Franz Brandenburg.

Piper Books, Basildon, Essex, 1986.

- A fun story about life on the farm with an animal pictured on each page. The story takes you through the routine of a day on the farm. It offers the opportunity for your child to spontaneously produce all the animal performatives as well as a few daily phrases for which he may know some words.
- You could use this book as a way to listen to his speech production for the speech goal this week.

**Song of the week: "Row, row, row your boat"**

Words: "Row, row, row your boat, gently down the stream. Merrily, merrily, merrily, merrily; life is but a dream."

- Sit on the floor facing your child with your legs crossed. Hold hands and as you sing the words, lean forward and back to act like you are rowing a boat.
- Choose dolls or teddy bear bears and hold their arms and sing the song. Your child will enjoy the physical aspect of this song.
- Sing the song at a normal tempo, then sing it fast and row the boat quickly. Then, sing the song slowly and lean forward and backward slowly.
- Let your child decide if the boat is fast or slow and you sing according to how he is moving.
- After your child understands fast vs. slow singing and rowing, start singing and see if he can match his rowing to the tempo you are singing.

