

Domain and goal

- Achieves a one-item auditory memory at the word level by identifying a variety of nouns
- Auditory bombardment of /v / as in 'swing'

Activities

You **have listened** to your child's utterances and decided which words he was saying spontaneously. You undoubtedly noticed some family names and one or two regulatory words such as 'no' and 'up'.

It is now time to determine exactly what words, without the use of the performative first, your child understands. In order to give your child credit for a word, he must understand that word in a variety of contexts. Do not write a word down if your child only knows that word in a very limited or narrow setting, wait another month and teach the word in a variety of ways and contexts.

- Use an expressive vocabulary list. Divide the paper into four columns: nouns – naming words; verbs – action or doing words; modifiers/adjectives – describing words; and miscellaneous – social words or words that don't easily fit into the three previous categories.

After you have completed listing the words your child knows, you should have about 50% nouns and approximately 50% verbs, modifiers and miscellaneous words combined.

Auditory bombardment of /v/:

This sound is found in words that end with -ng such as sing, bring, song, ding-dong, bang, etc.

It is also found in any verb ending in -ing such as jumping, swinging, washing, sleeping, etc.

- Play 'Simon Says' and use the phrase: **"Everyone has to be jumping."** Change the action word until everyone is too exhausted to move anymore.
- Use the 'house' page in the *Sound Book* and instead of knocking, push the doorbell and say **"ding-dong"**.



| Date | What did your child do? |
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Domain and goal

- Distinguishes between personal pronouns 'you' and 'me'
- Increases receptive vocabulary to 21–35 words
- Theme: Wake up, get dressed and eat breakfast



Activities

Using pronouns

- Family names are very well known to your child now, he has most likely been identifying Mommy, Daddy and any sibling names for a couple of months. It is time to begin exposing your child to the pronouns 'you' and 'me'. Phrases such as "This one is for Steven" and "This one is for Mommy" now need to be changed to **"This one is for you"** and **"This one is for me"**. In Week 16 you were told to always keep moving forward, do not keep using the same words because it's easier for you. Always move your child on to the next stage, next word, or next concept. Remember to tell your family to change to these two pronouns. Another common phrase where you can practice this every day is: **"Give it to me"** instead of saying "Give it to Mommy."

Expanding vocabulary: themes for the week

- The next 15 weeks are going to each expand on a daily routine in order to help you concentrate on specific vocabulary to teach your child for the week. This week's theme is all about the routine in the morning: getting up, getting dressed and eating breakfast.
- Phrases/Words to target:
 - Time to get up. Let's change your diaper. Take it off. Put it on. Let's make the bed.
 - Bed, pajamas, diaper, wet, dirty, morning
 - Time to get dressed, first your pants. Now your shirt. Get your shoes, socks on first.
 - Shorts, socks, pants, shirt, shoes
 - Breakfast time, up you get, into your chair. Pour the milk. Brrr! It's cold. Use your spoon.
 - Pop the bread in the toaster, push it down. Be careful, it's hot! Now the butter, it's melting.
 - Cereal, toast, milk, juice, bowl, spoon, hot, melt, cold, crunchy, highchair, breakfast, all gone
 - All finished. Hop down and wash your face and hands. Let's brush your teeth/hair.
 - Washer, toothpaste, toothbrush, hair brush, wipe, wash

| Date | What did your child do? |
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Domain and goal

- Uses at least seven words spontaneously
- Names body parts when prompted

Activities

Spontaneous vs. imitated or delayed imitation

- **This week** pay special attention to everything your child says spontaneously and make certain he has at least seven words, hopefully not all nouns or naming words. When listening to your child, if he says a word himself and no one else said it before he did, it is considered spontaneous and he has that word in his memory to use whenever he wants. However, if someone else said the word just before your child said it, then his use would be considered an imitation and cannot be counted as spontaneous. If someone said the word a few minutes before your child said it, during the same activity or interaction, it is considered a delayed imitation and also cannot be counted as spontaneous.

Names body parts

- You can model for your child various ways to spontaneously say words. Asking "What's that?" is not the best way as it sets up a testing environment rather than a play environment. You can point to various body parts on yourself and model: *"This is my chin", "This is my elbow"*, etc. Use body parts you have not been teaching your child specifically. After you have modeled the language, indicate to your child it is his turn. *"This is my foot and that is your _____."* Pause and wait for your child to name the body part you are pointing to. If he knows the word, he will say it spontaneously.
- Another game you can play is using Potato Head and all the pieces. Put all the pieces on the floor and model: *"I need a hat for my Potato Head."* Indicate to your child to do the same by saying, *"You need a _____ for your Potato Head."* If he chooses something and doesn't say the word, model again so he understands. If this doesn't work, put all the pieces in a box with a lid. Point to where the part goes on the body of the Potato Head and say, *"I need an arm."* Indicate for your child to point to his Potato Head where he wants to put a piece and say, *"You need a _____."* Wait for your child to say the word if you think he knows it. If it is a part you have not taught him yet, name it for him and then open the box and let him get the piece. Continue until both Potato Heads are complete.



| Date | What did your child do? |
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Domain and goal

- Includes /b/ in known words at phrase and single word level

Activities

Known vocabulary

The most important aspect of this week's speech target is determining which words your child knows that contain the letter /b/. This phoneme can be found at the beginning of words such as 'bus', or in the middle of words such as 'rabbit'. It can also be found more than once in words such as 'bye-bye' and 'baby'. Do not use words with /b/ in the final position as the /b/ is silent in most words such as 'thumb' or produced differently as in the word 'crib'. This is a higher level that will be addressed later.

Go through your child's receptive and expressive vocabulary lists and find all the words containing the phoneme /b/. Listen to your child's spontaneous speech this week and note if he is producing the /b/ correctly. You can also set up activities using the /b/ words your child knows, however, these activities tend to make the results more artificial in that once he knows you are listening for /b/, he will improve his production.

Activities:

- Baby play: baby, bottle, bounce, bubbles, bed, book, bath, table, bib, etc.
- Go fish: Make cards with pictures using your child's vocabulary. (Do you have 'trash can'? Do you have 'ball'?)



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AV techniques and strategies

- Speech development at the phrase level through audition
- Linking learning to actual life experiences

Story of the week: "Clothes" by Moira Kemp and Mathew Price.

The Five Mile Press, Balwyn, Victoria, 1991.

- This is a lift-the-flap book about a little girl looking for her clothes so she can get dressed to go outside and play. There is a surprise animal under each piece of clothing to add to the fun of opening the flaps. This book will help you generalize your vocabulary from the daily routine goal in Receptive Language.
- You can act this story out using your child's clothes and some stuffed animals. Your child can be the character in the book looking for his clothes. After your child finds all his clothes, you can go outside and play.
- Dress a doll or teddy bear in your child's clothes and show him. He will most likely want to take them off the doll and as he does you can name each piece of clothing and use the phrase, "Take off the _____".

Song of the week: "Ring Around the Rosie"

Words: "Ring around the rosie. A pocket full of posies. A tissue, a tissue, we all fall down."

- Hold hands with your child and walk in a circle while you sing the words. When you get to the last word, pause and then emphasize "down" and fall down onto the ground.
- Tell your child, "Let's do it again, do you want some more? Ok, up we get." Stand up and do it all again. Wait for your child to say "more" or "up", before you get up. If your child doesn't say anything, model the language again and get an imitation of "more" or "up".
- Get the entire family involved, the bigger the circle, the more fun your child has walking around holding hands.
- If you don't have any family at home, use dolls or stuffed animals and hold their arms to make more in your circle.

★ **TIP:** *Create an experience book for regular experiences your child has, such as visiting familiar relatives, going to therapy, going to church, visiting the shops.*

