Domain and goal

- Spontaneously communicates by pointing/gesturing

- Communicates to show the following:
  – Protest
  – Request
  – Commenting
  – Greeting
  – Farewelling
  – Sharing
  – Rejecting

Activities

The term "pragmatics" refers to the different ways we use language to communicate. We use language to greet and farewell people, to ask for something from someone (request), and to let others know we don't want something or are not happy (reject) (protest). This week you need to watch and interpret your child's non-vocal and vocal communication and see how many different ways he uses language (pragmatics). This is the foundation of meaningful communication and the first step toward spoken language.

Ensure your child fills all pragmatic categories in language:

- As you observe your child during the day, watch to see if your child uses either gesture, vocalisations or a combination of both to signal understanding and use of the categories listed in the goal.

- Your child should show good eye contact when meeting people and saying good-bye. He may also wave and/or vocalise to say hello and good-bye.

- Week 5 discussed ways to encourage your child to 'request'. Observe and ensure this is occurring.

- A good time to note your child's pragmatic use is during book sharing. Note whether your child points to pictures. This can be interpreted as 'commenting' or 'sharing'. It is important to acknowledge your child when he points or vocalises to something specific.

- Your child most likely does not have any difficulty 'protesting' or 'rejecting'. Common occurrences where this might be displayed are during dressing and feeding times. Young children have very definite ideas about what they will wear and eat. Ensure you provide your child with the appropriate language for these communications; *"Oh, you don't want to wear your blue hat"*, *"You want to do it yourself"*.

- The most important aspect of this week's language goal is to provide a model for the language your child is trying to express so he hears appropriate language in meaningful contexts.

Date	What did your child do?