

Domain and goal

- Increased attention to sound
- Responds to name in noisier environments
- Responds to name at greater distances

Activities

Once you have taught your child a goal in a quiet, close listening environment, it is important to transfer that skill into the wider environment. Life does not happen within three feet of your child's ear and it does not happen in a nice quiet room. Yes, you need to teach him up close and in a quiet room. However, he soon needs to learn to listen and comprehend at greater distances and in more noisy environments. Remember to introduce all the goals you have already achieved in a variety of listening environments.

Expect your child to respond under various listening conditions.

- Now that your child knows his own name, it is expected he will respond when called even when you are further away or the environment is noisier than normal.
 - Inside the house, create a good reason to call your child to come to you from across the room or from another room. Some good reasons might be for them to help you with a task, play a game, get a drink for someone, go for a walk, etc. It is important that you do not call your child unless you have a good, interesting reason.
 - Outside the home, expect your child to come to you when you call his name. If playing at a park, you could call them to give them a drink, or help them go down the slide. If out shopping, you could call them to help you or give the money to the sales assistant.
- Your child now knows sound has meaning and realizes sound is important. It is now time to add a few more pages to your *Sound Book* from Week 2. Each page you add should be interactive and fun for the child. Each page should contain only one target. This week, add a page for the Naughty Pussy Cat song. Draw or paste a picture of a cat on the page. On the facing page, put a cat mask with whiskers in an envelope. Each time you read the *Sound Book*, you can take turns wearing the mask and saying "meow".



Date	What did your child do?

Domain and goal

- Begins to understand the semantic category of "existence" (Bloom and Lahey Phase 1)



Activities

The majority of words your child learns will be the names of things, these are called nouns (dog, bottle, Daddy) and they come under the semantic category of existence. It is easy to teach these words because they are actual objects or people that can be seen or held and are relevant to your child. You will want to be careful that your child's language doesn't consist only of these nouns. They are the easiest to teach and equal time needs to be given to all the other types of words your child needs to learn. These will be introduced in Weeks 6, 7 and 11.

The labeling game

- It is important to teach your child the names or sounds of common objects in his daily life. This has begun by teaching your child the early learning to listen sounds or 'performatives'. Make a page in your *Sound Book* by gluing 6–7 different flaps on the page. In an envelope on the facing page, put pictures of various animals and vehicles from the ETLT sounds sheet. Before you share the book with your child, hide one picture behind each flap. Say to your child, **"Let's open the flap"**, **"Oh look, it's a _____"**. Your child may be able to imitate the word. If not, model the performative and wait for your child to imitate. Recap by saying, **"Yes, it's a _____ and it says/goes _____"**. You can change the pictures behind the flaps each time you read the book. This will keep your child's interest in the page and will allow you to put new targets in the envelope each week.
- Choose a daily routine each week and decide on the items (nouns) you want to teach your child. For example – diaper changing: diaper, change table, baby wipe, bag, trash can, etc. Be sure to always use your target word in a phrase with the noun at the end: **"You have a dirty diaper"**. Put these words and phrases on a list for the entire family to see and use. Each week, add a new list for a new daily routine.

Date	What did your child do?

Domain and goal

- Spontaneously communicates by pointing/gesturing
- Communicates to show the following:
 - Protest
 - Request
 - Commenting
 - Greeting
 - Saying Goodbye
 - Sharing
 - Rejecting

Activities

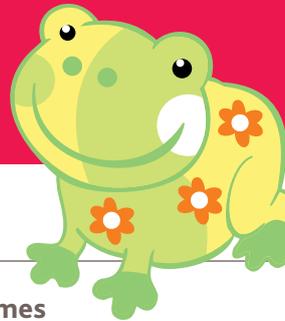
The term “pragmatics” refers to the different ways we use language to communicate. We use language to greet and say goodbye to people, to ask for something from someone (request), and to let others know we don't want something or are not happy (reject) (protest). This week you need to watch and interpret 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.

Make sure that 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, vocalizations 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 vocalize to say hello and good-bye.
- Week 5 discussed ways to encourage your child to 'request'. Observe and make sure that 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 vocalizes 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. Make sure that 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?



Domain and goal

- Produces consonant–vowel (CV) syllables in imitation
- Produces /m/ and /b/ with the following vowels: /a/ /u/ /i/ /au/ /ou/
 - /mo/- /bo/
 - /mæ/ - /bæ/
 - /ma/- /ba/
 - /m^/- /b^/-

Activities

Speech babble theory, rules & games

Speech babble is used to give your child the practice with each phoneme he needs to be able to produce the sound correctly in all words and phrases. This practice is essential for your child to explore the way sounds are made, practice he missed out on between six months and one year of age, due to his hearing loss. Babbling is a stage that all children progress through on their way to first words, and you are recreating this learning experience for your child over the coming weeks.

- Once you have taught your child to imitate spontaneously and/or on demand, it is easy to shape or improve the quality of their speech by practicing syllables during fun and rewarding activities. This is also working to further establish your child's auditory feedback loop.
- Speech babble practice should be limited to approximately 5–10 minutes at a time. Provide your child with a model to imitate through audition alone. If the imitation is not of good quality, cue your child to 'listen' again and provide another model. If the imitation is still not satisfactory, move on to a different sound or move back a step and ask for only the consonant or only the vowel to be imitated. (i.e., /mi/, child can't do it after two tries, model just /m/ or just /i/)
- Scribbling is a fun way to encourage children to imitate sounds. Use just one crayon or felt tip pen. Draw any scribble on the paper to match your vocal model then hand the crayon to your child to do the same. Young children can draw dots, straight lines or scribble in circles. Do not draw something your child cannot draw as this will make it too complex to allow for good imitation of your syllables. Continue presenting all consonant/vowel combinations—stop before your child shows signs of boredom.

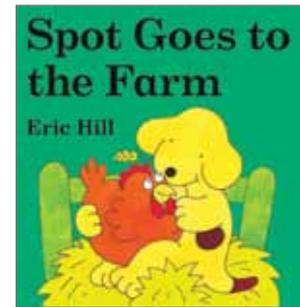
Date	What did your child do?

AV techniques and strategies

- Establishing auditory feedback loop by:
 - Shaping vocalizations through imitation and modeling
 - Prompting
 - Expansion

Story of the Week: "Spot Goes to the Farm" by Eric Hill. *Puffin Books, 1987.*

- A wonderful lift-the-flap book to reinforce the language target of 'existence' and review all the animal sounds and label them by name. As you read the book the first time, use the carrier phrase, "Let's look behind the _____. Oh look! It's a _____. The _____ says _____". Expect your child to imitate the last word in each sentence. Your child may have learned some of these animal sounds and might produce them spontaneously. Whenever your child says a performative, it's important to acknowledge the communication and then expand it. You could say, "Yes, moo! That's the cow. The cow says moo". Always give your child language one level higher than what he is spontaneously using. The performatives help your child practice speech skills and hearing the word helps your child learn language.



Song of the Week: "Animal Talk" from "Hear and listen! Talk and sing!" by Estabrooks and Birkenshaw-Fleming; AG Bell Publications, 1994.

Words: "The dog says ruff, ruff, ruff. The sheep says baa, baa, baa. The pig says oink, oink, oink."

- You can sing this song using toy animals hidden inside little boxes or by using animals stamps on a paper.
- This song will also help you reinforce your target of 'existence'. As you open the box or make the stamp, you can reinforce the name of the animal and then sing the song for that animal.
- Your child should say the performative three times after you sing the beginning of each line. Point to the toy or the stamped picture as you review all the animals.

