



Domain and goal

- Begins to achieve a one-item auditory memory
 - Target at end of phrase
 - Target at the beginning of the phrase
 - Target in the middle of the phrase
- Bombardment of /h/ Speech Sounds p.17–18

Activities

Auditory memory

- It's time to expect your child to hold information presented through audition in his auditory memory long enough to act on the information.

Your child should be developing a small vocabulary of words which he understands including nouns, verbs, adjectives and social words. He should also be able to follow simple instructions around the house.

Auditory memory

- It's time to expect your child to hold information presented through audition in his auditory memory long enough to act on the information.
- You may first notice your child's one item auditory memory emerging with the use of performatives. You may say **"Let's go find the aeroplane that goes 'aaaaah'"**, and your child may look at the aeroplane or go get one. He has heard the target item at the end of the sentence and comprehended it, and acted on the information. This is possible at the beginning of the sentence also as in, **"'aaaaah' I hear an aeroplane"**, and in the middle of the sentence **"Give the aeroplane 'aaaaah' to Daddy"**.
- Your child should be developing a small vocabulary of words which he understands including nouns, verbs, adjectives and social words. He should also be able to follow simple, single instructions around the house. These are all examples of his one item auditory memory at work.
- Reminder: Do not test your child to determine if they have a one item memory, rather, observe your child as you play and interact. If it appears he has learned a word or simple direction, give him the phrase or direction with no visual or contextual cues first, if he responds, you know he has learned that target. If he doesn't, ensure he is listening and then show him what you said or intended so he matches what he hears to what you said.



Date	What did your child do?