

AV techniques and strategies

- Monitors own voice by establishing child's auditory feedback system.
- Providing audible models, at an appropriate level of difficulty, for child to imitate.
- Use "sandwich" technique if pairing with vision during the training stages.

★ **TIP:** Rather than say 'good boy/girl' when your child has responded in a way you are pleased with, reinforce the action/language that you are proud of.

Story of the Week: "Where Is Baby" by Camilla Jessel.

Methuen Children's Books Ltd., 1986.

- This is a board book with pictures of babies on each page, in different settings. Before showing your child each page, ask him the question: "Where is the baby?" Point to the baby on each page, help your child point to the baby, and provide a good auditory model of "baby" with acoustic highlighting when you say, "There's the baby!", "Hi Baby!". Your child should be able to imitate the word baby by matching the syllables, some approximation of the vowels and the /b/ sound. Your child may also begin asking the question "Where?" in imitation of your model. This pattern becomes predictable after sharing a few of the pages.
- Talk about each picture with your child and describe what each baby is doing in the pictures. If you can think of a performative to go with a picture, provide the model for your child to imitate as this will help establish his auditory feedback system. For example, the page with a baby sitting in a small swimming pool will provide the opportunity for your child to practice "splash, splash", giving your child experience with the voiceless sound of the /sh/.



Song of the Week: The Wheels on the Bus

Words: The wheels on the bus go **round** and **round**, round and round, round and round. The wheels on the bus go round and round, all day long. The wipers on the bus go **swish, swish, swish**; swish, swish, swish; swish, swish, swish. The wipers on the bus go swish, swish, swish, all day long. The babies on the bus go **wah, wah, wah**; wah, wah, wah; wah, wah, wah. The babies on the bus go wah, wah, wah all day long.

- This is a favourite childhood song as the actions match the performatives in each line. For the line with round and round, you circle your arms and hands like wheels going round on a bus. Your child should be able to sing the 'round and round' part of the song and match the diphthong /au/ and the syllables. In the line with swish, swish, swish you make your arm go back and forth in front of your face as a windscreen wiper on a bus. Your child should match the voiceless aspect of the /s/ and /sh/ in swish and match the syllables. In the line wah, wah, wah, pretend to rub your eyes with your hands to wipe away tears. Again, your child should match the words with the /w/ and the vowel and match the syllables.
- This song is also a great to help children match vocalisations with the gestures in the song.