

Domain and goal

- Develops auditory feedback loop to monitor his voice while matching adult model

Activities

Expecting imitations all day and shaping the quality

- Your child has learned that sounds have meaning, and the sounds and words you say can be imitated.
- It's important to provide many opportunities for your child to imitate meaningful sounds throughout the day, and to provide a variety of activities where you can get your child to imitate the sounds/words you model.
- Your child's imitations should first match the duration of what you say. If you make a long sound, your child's imitation should match the length of that sound. If you make short sounds, so should your child. Later, he should match the number of syllables in the words you model.
- The second part your child should match is the pitch or intonation of your model. If your model goes up and down as in the "ah"  for the airplane, your child should match that intonation.
- The third aspect your child should imitate is some of the vowel content of the model you provide, and finally, he should include developmentally appropriate consonants in his imitation.



The early learning to listen sounds are fantastic for developing all four goals in imitation: duration, pitch, vowels and consonants. For example: with the performative 'meow', the first characteristic your child will imitate is the duration of the sound. Then, he will match or imitate the intonation or pitch. At this time he will most likely also be matching the vowel and finally may include the consonant at the beginning of the performative.

Date	What did your child do?

Domain and goal

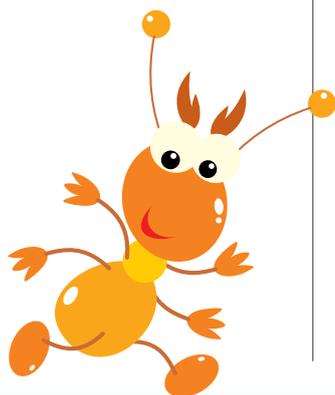
- Begins to comprehend 'where' questions

Activities

Up until now, when communicating with your child, you have been encouraged not to use questions. Instead, you have been using statements to encourage your child to use a variety of semantic categories. This week, the goal is to teach your child one of the earliest forms of question understood by young children. Remember! You need to teach this first, don't expect your child to understand and answer you right away. It is also important to continue using lots of statements which will encourage your child's language development.

Comprehends 'where' questions, first in context with natural gesture

- In Week 4, you played hide-and-seek with your child as a fun way to teach him the names of the family members. This week it is time to play this game again and highlight the word 'where' after someone has hidden. You can also use ELTL objects to hide, and your child can practice the performative associated with the object while trying to find the object.
- Once the person or object is hidden, tell your child to open their eyes and show them the object or person is no longer there. Ask your child, "**Where is _____?**". It is fine to use the natural gesture of palms up and a questioning face during this early teaching phase. Once your child understands the game, you can drop the natural gestures and make sure that your child is provided with an auditory model only.
- After you have played this game for a few weeks, you can expect your child to comprehend 'where' during normal daily routines. If you are getting ready to leave the house, and you ask your child where his coat is, he should understand through context (because you are at the door with your coat on) that he needs to look for his coat. Make sure that you only use vocabulary your child knows when you expect him to comprehend 'where' questions. After approximately a month, your child should begin to understand 'where' questions without context.



Date	What did your child do?

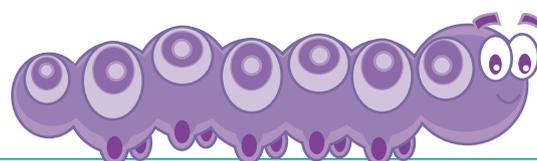
Domain and goal

- Spontaneously communicates by pointing/gesturing
- Imitates verbal model provided as an extension of spontaneous non-verbal or vocal communication

Activities

You have been singing to your child for two months now and he should begin to associate actions with songs.

- In Week 5 you taught your child 'Roly Poly'. This song has a different physical action for each line of the song. At this stage your child should be imitating all the actions of the song. Sing a line in the song and do the actions, then wait for your child to do the actions before singing the next line. Your child may also imitate the tune and the last word in each line, encourage this vocal imitation as well.
- Imitating the physical actions that go with a song is an important step for your child to accomplish. He will imitate the physical actions before imitating the words in the song. He will also spontaneously use the actions to 'sing' the song himself before he uses the words.
- Make sure that your child learns a variety of songs with associated actions, make picture cards to represent each song and put the songs in your *Sound Book* as you teach them to your child. The *Sound Book* is a fun and interactive way for you to review all the songs with your child.



Date	What did your child do?



Domain and goal

- Always uses voice when communicating
- Pairs voice with natural gestures when communicating

Activities

Tips to get your child talking

- If you haven't started, now is the time to respond to your child only when he uses his voice to communicate with you. If your child taps you, pulls you, gestures, or cries instead of using pleasant vocalizations, don't respond. Every time you acknowledge communication from your child without him using his voice, you are reinforcing the wrong message.
- When your child communicates non-vocally:
 - Ignore him and wait to see if he then uses his voice.
 - Don't look at him but acknowledge that you hear him and point to your ear stating **"I can't hear you"**.
 - If he still doesn't use his voice, provide a simple model for him to imitate, when he imitates, praise him and interact with him as requested.
- The main skill you want your child to learn is: always use your voice to communicate.
- Once your child vocalizes to communicate with you, you can shape the vocalization by providing a clear model at the appropriate level for your child to imitate. Your child will imitate various features of your model in the following developmental order:
 - Match duration or syllables
 - Match some vowel content
 - Match some consonants
 - Match some words within short phrases
 - Refined speech

Date	What did your child do?

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 favorite 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 windshield 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 vocalizations with the gestures in the song.