

## Domain and goal

- Makes a consistent response to sounds presented
- Begins stimulus/response behavior

## Activities

Now that your child is consistently listening and responding to sound, it's time to begin teaching him to make a consistent response to the Ling-6 Sounds. Children under the age of approximately two years respond during audiological testing by turning to a puppet or video screen. You can begin teaching your child this turning response while doing the Ling-6 Sound Test. This will be very helpful for your child during their future audiological testing.

### Teaching child various stimulus response activities

- Ring stacker: Dad and child give rings from ring stacker to Mom, and hold the stem. Mom holds first ring to her cheek, faces away from Dad/child and waits quietly. Dad says one of the Ling sounds, Mom turns, points to her ear, says **"I heard that"** and places ring on stem. Continue until all Ling-6 Sounds have been presented.
  - Variation: After Dad makes the sound, he can use the hand cue to have child imitate the sound before Mother turns and puts ring on stem.
- Mother and child sit facing away from Dad with a tall container of water. Dad has objects to drop into the water. Dad makes a Ling Sound, when the child hears it, he and Mom turn around to get an object from Dad and drop it in the water. Continue for all six sounds.
  - Variation: After Dad makes the sound, Mom can use the hand cue to have child imitate the sound before turning and getting the object to drop into the water.



Date	What did your child do?

## Domain and goal

- Begins to understand the semantic category of 'possession'

## Activities

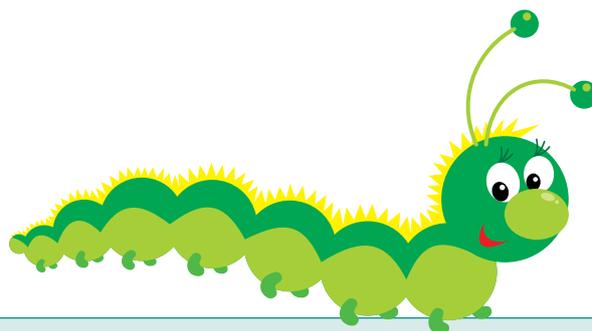
The semantic category of 'possession' indicates ownership. Your child will show this first, non-verbally, by giving an object to the appropriate owner or pointing to the owner. This week you need to provide many opportunities for your child to hear the language of possession. This is done by using the 's on a person's name (That's Daddy's), or by saying mine, my, etc.

### The laundry game

- Once the laundry has been washed and dried, involve your child in sorting the items according to who owns each item. If the family members are not at home, use the photos from the 'Sound Book', to designate which pile of clothing is for each person. As you sort the laundry, hold up each piece and say, **"This is Mommy's/Daddy's", etc.** You can also use the model, **"This is for Mommy/Daddy"**, etc. Allow your child to take a turn by choosing a piece of clothing, if he does not spontaneously produce the name of the owner, model the phrase: **"That's for Daddy"**, expecting the child to imitate the last word of the phrase. Give each piece of clothing to the person that owns it or place it by their photo. Continue until all the laundry is sorted. When you find some of your own clothing, say, **"This is mine"**.

### Household items

- Label the chairs during each meal. "This is Daddy's chair", "This is my chair"
- Label the beds
- Label coats
- Label shoes
- Label toothbrushes



Date	What did your child do?



## Domain and goal

- Uses voice to 'request' when asking for 'more' or 'up'

## Activities

In Week 1, you checked your child's non-verbal pragmatics to make sure that they were greeting, requesting, commenting, etc. They were doing these things either without voice or with a combination of gesture and voice. This week you will check to make sure that your child vocalizes whenever he makes a request. He most likely will not say the whole word, but he should at least vocalize spontaneously and possibly match the duration and vowels in the word.

### Matching non-verbal requests with vocal requests:

- Refer to Week 4 for initial teaching of 'more'.
- Play 'peek-a-boo' with your child using a small cloth to cover your face. With your face covered, produce a long /a/ sound and as you pull the cloth off your face, say 'boo!' in a loud voice. Make a happy/surprised face as you pull off the cloth and tickle your child. Repeat this a few times until the child has learned the game. Then, wait until the child 'requests' for you to do it again, this will probably occur by your child pointing to you or the cloth. Model **"more"** for the child and say **"Do you want some more?"**. Your child should imitate the last word 'more'. Each time your child requests to repeat the game, make sure that his non-verbal request is paired with a verbal/vocal request.
- Throughout your child's day, there are many times when they want to be picked up or held. Each time your child raises his arms, telling you non-verbally they want to be picked up, model 'up' for your child and then say, **"Do you want to come up?"**. Your child should imitate the last word 'up'. Repeat this every time your child wants to be picked up. You can also create a reason for your child to be picked up, by placing pictures or photos from weeks high on the wall. Your child will need to be lifted in order to reach the pictures to take them off or to talk about them.

Date	What did your child do?

## Domain and goal

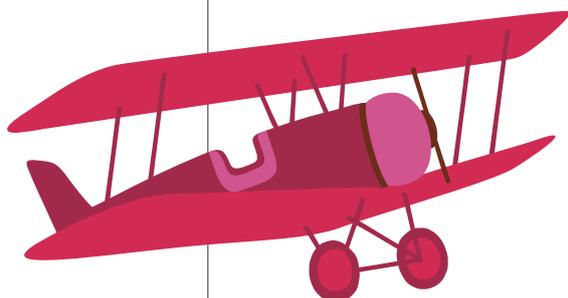
- Imitates diphthongs spontaneously or on demand

## Activities

Diphthongs are made by combining two vowels to make one sound. They are more difficult to produce than vowels and generally come after your child can produce a variety of single vowels.

### Diphthongs /au/ – round and /ai/ – bye-bye

- A fun way to develop the /au/ sound is to play with a doll or teddy bear and have it fall down or hurt itself in some way. Have bandaids ready to put on the doll/ teddy bear and repeat the sound **“ow”** and the phrase, **“Ow! Teddy bear hurt himself, ow!”**. Talk about the various injuries each time the teddy bear gets hurt and put a bandaid on the teddy bear each time. Children love bandaids and this is a fun way to work on this complex vowel sound.
- The diphthong /ai/ is found in the words 'hi' and 'bye-bye'. Children love to see objects appear and disappear from holes in boxes. Use an old box and cut small holes in one side. Use small toys to poke through the holes and as each toy appears, model 'hi' and say **“Hi doggie, come out. Hi”**. Your child should imitate the last word, 'Hi'. You can also use your family photos and have the photos appear through the holes in the box. It is fun for the child if you have a few holes on one side of the box as they will be surprised when the toy or photo appears from a different hole each time.



Date	What did your child do?

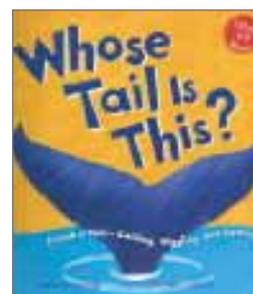
**AV Techniques and strategies**

- Imitation of last word/sound heard
- Speech babble through play
- Hand cue
- Expansion of language – non-verbal to vocal or verbal

**Story of the Week: "Whose Tail Is This?" by Peg Hall.**

*Picture Window Books, 2003. (www.picturewindowbooks.com)*

- There are seven books to choose from in this series, all about matching an animal's body part to the correct animal. The book can be geared to your young, pre-verbal child by using the animal sounds as well as the names for each animal. The main goal of the book is to model the target phrase: "That's monkey's tail" to teach the semantic category of possession. You can have a toy of each animal beside you while you read the book and let the child guess which animal the tail belongs to by choosing the toy. Remember to model the phrase and the child should repeat the animal's name and possibly the body part (i.e., dog's tail).

**Song of the Week: "Roly Poly"**

Words: "Roly Poly, Roly Poly up, up, up. Roly Poly, Roly Poly out, out, out. Roly Poly, Roly Poly clap, clap, clap. Roly Poly, Roly Poly hands in your lap."

- Actions: As you say the word up, raise your outstretched arms above your head. As you say the word out, stretch your arms out to the side; when you say clap, clap your hands together each time; when you say lap, place your hand in your lap.
- This song is a great way to reinforce the language target this week – "Up". As you sing and make the actions, encourage your child to repeat the last word of each line of the song: up, out, clap, lap.
- It is also a fun way to encourage your child to ask for 'more' as he will want you to sing it again and again. You can keep your child's interest by using dolls and teddy bear bears to act out the song as well.

★ **TIP:** Have your friends and family keep magazines, celebration cards and postcards of trips. Cards often have a clear picture you can use for your experience or *Sound Book*.

