


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 aeroplane, 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?