

## Domain and goal

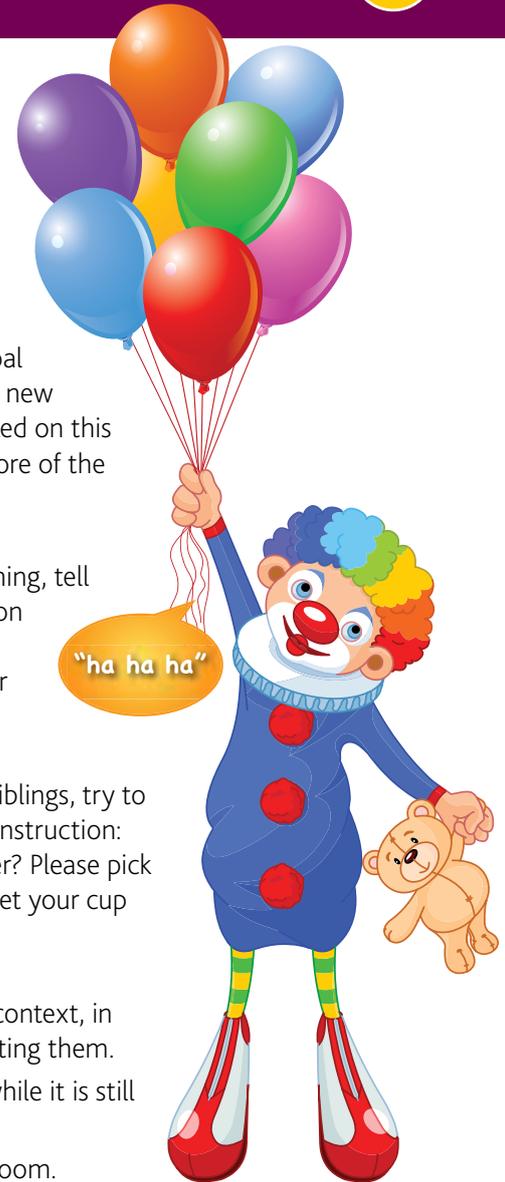
- Achieves a two-item auditory memory for a variety of elements out of context
  - Preposition + noun
  - Verb + verb
  - Two directions

## Activities

Your child is well on his way to establishing his two-item memory and most likely has achieved at least a few examples in all the categories listed in the goal. He can probably retain and comprehend these two-item combinations in a structured, familiar context. This week your goal is to generalize these two-item combinations to new situations with less context. Last week you worked on this same goal with different combinations so it's more of the same this week.

- **Preposition + noun**
  - When your child needs to get/find something, tell him where to find it and use the preposition along with the location. It's in your closet. Look on your top bookshelf. It rolled under the sofa.
- **Verb + verb**
  - When your child is playing alone or with siblings, try to work in two verbs into his play or into an instruction: Can you make the truck crash and roll over? Please pick up the cushion and brush it off. Can you get your cup and put it in the kitchen?
- **Two directions**
  - Again, these directions need to be out of context, in other words, when your child is not expecting them.
  - Close the curtains and turn on the light, while it is still daylight.
  - Get your shoes and put them in the bathroom.
  - Get your lunch and put it in the sink.

Remember, anytime you work on your child's auditory memory, only use vocabulary and concepts that he knows. Do not introduce new vocabulary during times when you are checking your child's abilities.



Date	What did your child do?

## Domain and goal

- Comprehends known words and phrases at greater distances

## Activities

This is a significant milestone for you and your child. He has become a good listener and is comprehending a variety of words and phrases when he is near you, most likely in your home. This week you need to increase the distance between you and your child when you are talking to him. He needs to begin learning how to listen when the signal is not optimal. This is important because most listening in real life is in noisy, less than optimal conditions.

Begin with the information you have from the Ling-6 Sound Test. You know at what distance your child can identify or imitate all six sounds correctly. Begin at that distance and interact with your child through daily routines and check if he can comprehend what you say at that distance. He most likely will have no difficulty at that distance as context will help him hear and understand. The Ling Sounds are difficult because they are single, short sounds with no meaning to help identify them. When you talk to your child, the language helps hold everything together and makes it easier for him comprehend.

Once you are certain he is hearing you at the distance he identifies the Ling Sounds, begin moving further away. Your child may be able to hear you from another room nearby, or if outside, across the garden, etc. If you have been using an FM in the car or when out shopping, see how much your child is picking up without the FM. Remember! Only use words and phrases your child has learned previously, do not try to teach new concepts or vocabulary at a distance. This puts your child at risk of becoming frustrated and not learning your new goals. All new information should be taught in a quiet environment, within three feet of your child.



Date	What did your child do?

## Domain and goal

- Modulates voice appropriately for various settings
  - Loud for noisy environments
  - Soft for quiet environments
  - Moderate for average noise
- Uses words to control environment and get needs met

## Activities

This week your goal is to talk to your child at greater distances. Another aspect of moving further from your child is his ability to speak louder to make sure that you can hear him. You have naturally raised the level of your voice so he can hear you from greater distances. Does your child raise his own voice? Here are a few activities for you to do to assess your child's ability to regulate the volume of his voice.

### Whisper:

- Play hide-and-seek and when you are hiding with your child, whisper to him about being quiet, staying hidden, etc. Does he whisper to you also?
- Go into an inside room in your house with a flashlight and close the door. Turn off the ceiling light and whisper to your child while you turn on the flashlight.
- Read a book under the covers of your child's bed, use a torch. Whispering is often done in cozy situations.

### Loud voice:

- When your child is the seeker in hide-and-seek, make sure that he uses a loud voice to count and yell, "Ready or not, here I come."
- Play lotto or another game that your child knows well. Divide the tiles between you and your child. Go to a different room from your child, but within hearing distance. Ask your child if he needs your first tile. He then turns over a tile and asks you. He will need to raise his voice in order for you to hear him. If either of you need a tile, you run into the other room to collect the tile. Your child will love the running back and forth.
- Go to the park and play on all the equipment. Move away from your child and use a loud voice to ask him what he wants to do next. Repeat this until you have played on everything. Your child should use a loud voice to answer you each time.



Date	What did your child do?



## Domain and goal

- Accurate production of /h/ and /w/ in all new words and phrases

## Activities

This week you have two phonemes to check in your child's speech. He is most likely using the /h/ and /w/ in all his known words and phrases now and his new goal is to include them when they are present in new words and phrases as he learns them.

Your child's auditory feedback system is functioning well now. This means he can listen to a new word or phrase you say to him, imitate it, and listen to himself to make sure that he said it the way you said it. This is of course dependent on the developmental level of his speech skills. There are still many sounds in words which he has not mastered because he is not at the developmental stage to produce them yet. He is also not ready to produce blends, two consonants together such as the 'fl' in 'flower'. However, he should be producing all the of the first set of consonants that have been targeted in the previous weeks.

### Speech Sounds

You can refer to page 17 for words and phrases containing the /h/. There are lists of words with the target in the initial and medial position in words. This resource also has books, songs and rhymes that have /h/ in them. Choose a few of these activities or make up your own to see if your child includes /h/ in new words and phrases as he learns them.

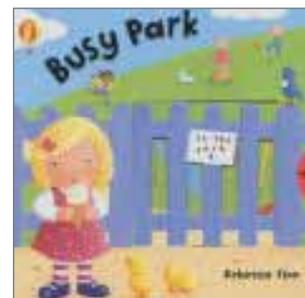
In Speech Sounds p.33 it lists words with the /w/ in the initial and medial position. You will also find songs, books, phrases and activities to help you assess your child's ability to produce the /w/ in new contexts.

Date	What did your child do?

**Story of the week: "Busy Park" by Rebecca Finn.**

*Campbell Books. London, 2004.*

- This is a wonderful interactive book with moving parts on each page. Your child will love reading this book and manipulating the moving part on each page. It is a book about going to the park and playing on the equipment. This will be a good book to get your child ready to go to the park for your expressive language goal this week – using a louder voice when further away.
- You might like to make a page in your *Sound Book* with four flaps. You can put a photo under each flap of you and your child in a situation depicting the specific voice. Normal voice (talking at the table), whisper voice (reading under the blanket) and loud voice (outside across the yard from one another). When your child opens a flap, he can recreate the voice he used in that situation. This practice will make sure that he can modulate his voice as needed and is fun practice when sitting and sharing the *Sound Book* together.

**Rhyme of the Week: "This Little Piggy"**

Words: "This little piggy went to market. This little piggy stayed home. This little piggy had roast beef. This little piggy had none. And this little piggy went 'wee, wee, wee' all the way home."

- You may have already introduced this rhyme to your child and done it with him when he was a baby. Regardless, it will be fun to do it now and teach him what the words actually mean. This rhyme is done on your child's toes, with each toe being a pig. You start with the big toe and say the first line while wiggling the toe, then move to the next toe and say the next line. The last line is done with the smallest toe and you raise the pitch of your voice when you say, "wee wee wee".
- Make a page in your *Sound Book* with five different sized toes on the page. Draw pictures to represent each line of the rhyme: a market, a home, roast beef, an empty plate, and running. As you recite each line, match the picture with the corresponding toe. Keep the pictures in an envelope on the facing page of the *Sound Book*.
- This rhyme also gives you the opportunity to check your child's production of /w/ in a new context: wee, went, way.

★ **TIP:** Ask your friends to collect corks, bottle tops, left over material, toilet rolls, scraps of knitting wool. These all make for wonderful craft where your child can create. Remember the object is to have fun and give your child listening and language while creating. The craft does not need to resemble anything in particular.

