

## Domain and goal

- Follows a single direction
  - In context
  - With no context
  - In unfamiliar settings
  - With less familiar speakers

## Activities

### In context

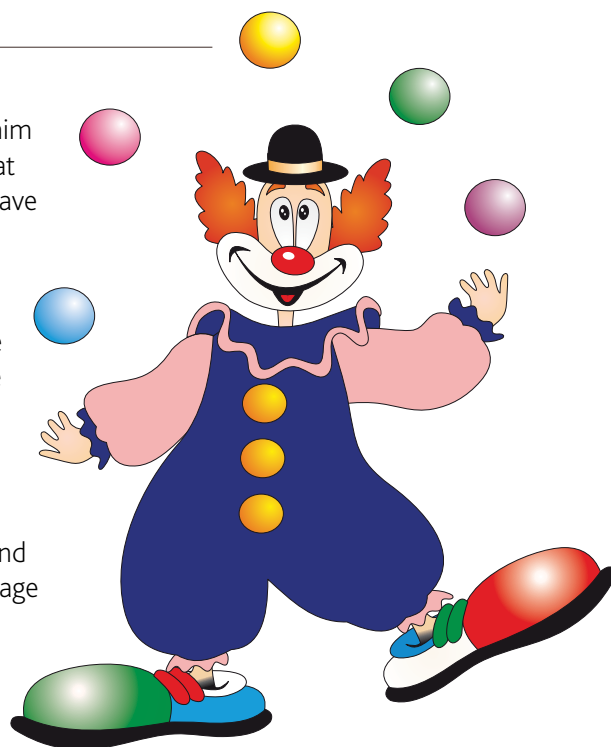
- Your child's daily routine provides him with lots of helpful hints about what you are saying to him. When you have your coat and car keys and tell him to get his shoes or his jacket, he knows what you are saying by the 'context' of what you are doing. He can see you have your coat and are ready to leave. This is the teaching phase of your child beginning to understand language. Your job in this stage is to ensure you are talking about what you are doing and you are providing good, clear language within one metre of your child.

### With no context

- After you have taught your child the language of daily routines, you can expect him to comprehend familiar phrases without the context to help comprehension. In the above example, just before you get your coat, handbag and keys, you would tell your child to go and get his coat/shoes because it's time to go in the car. Your child should be able follow this direction even though there is no context.

### In unfamiliar settings and with unfamiliar speakers

- Every goal you work on with your child needs to be generalised into a variety of settings and contexts. Even though it is very exciting and satisfying to see your child understanding more and more of what you say to him, you must strive to transfer this ability to new situations and less familiar speakers. Your child will understand you better than anyone else. That is because you talk to and teach your child every day. It's important to set up opportunities for your child to listen to a variety of other people also. You can facilitate this by letting grandparents, friends, preschool teachers, etc. know what your child is now understanding and what they can expect from him.



Date	What did your child do?