

Domain and goal

- Increasingly includes correct vowel and diphthong content spontaneously and always after a model
- Increasingly matches correct syllables in spontaneous production of words and short phrases and always after a model

Activities

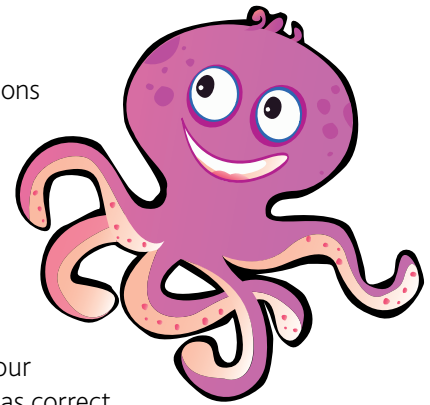
Spontaneous productions vs. after hearing a model

- Your child has had numerous opportunities to listen and imitate ELTL sounds in phrases and words and phrases. He will now begin to match various aspects of what he hears and transfer this to his spontaneous productions.



Imitation matching order

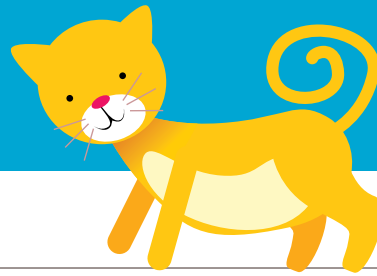
- Remember! Your child should match your vocalizations keeping in mind the following hierarchy:
 - Match the duration or syllables.
 - Match the vowel content.
 - Match some of the consonant content.



Spontaneous productions

- When your child produces an ELTL sound, a performative, a word or short phrase, LISTEN to your child. Listen to him and decide if the production was correct or incorrect. If incorrect, think about the hierarchy above and provide a model for him to imitate, acoustically highlighting the aspect he mispronounced.
- At this spontaneous level, your child should always have the duration or syllables correct. Most of your correction or 'shaping' of your child's productions will be in the vowel or consonant production.
- When correcting your child's production, be careful you are doing it through audition alone. If you do need to use a visual or tactile cue, put the model back into audition to make sure that your child produces it correctly through audition alone.
- Remember! Your child's speech is developing along normal timelines, make sure that your targets are age-and stage-appropriate!

Date	What did your child do?



Domain and goal

- Begins to make a choice

Activities

Do you want 'a' or 'b'?

Which one do you want, 'a' or 'b'?

- Your child is at the age where he will want to start taking some control over his life. The easiest way to help your child feel more independent is to provide choices so he feels less controlled by you. Understanding a choice will take lots of practice and your child needs to be given lots of opportunities to comprehend this concept.

Getting dressed

- In the morning, set out two shirts for your child to wear. Allow him to choose which shirt he wants to wear. Ask him, "Do you want the blue shirt or the red shirt?" When he selects, model "this one" as the language for him to imitate. You can also model "the red one" if your child is up to imitating short phrases.

Eating dinner

- At the dinner table, offer your child a choice of two bowls. Ask him if he wants the big bowl or the little bowl. Once he non-verbally makes a choice, model an appropriate response for him to imitate such as: "this one" or "the big one", etc.

Play time

- As above, when you are ready to play with your child, offer two choices of things to play and allow your child to make a choice. Model the appropriate language.

Once your child understands the concept of making choices, and you have modeled appropriate language for him to say, expect a vocal/verbal response from him every time. Giving choices is also a wonderful way to control your child's behavior. If your child is acting badly, give him one good choice (reading a book with you) and one bad choice (sitting in time out). He will naturally select the good choice and the poor behavior will disappear. Children need to feel they have control in their lives and giving choices is a wonderful way to help them.

Date	What did your child do?

Domain and goal

- Spontaneously says "Hi" and "Bye" in social situations and in play

Activities

You'll remember in Week 2, you introduced greetings and goodbyes to your child. Your child is now ready to spontaneously greet and say goodbye familiar people verbally. You can practice with your child using the following game.

Door knocking game

- Revisit this game from your first week. Take turns going outside and ringing the doorbell or knocking. When the door opens, say "**Hi, [name]**" and give your child a surprise, a book to read, a sticker, etc. Reverse roles and wait when you open the door to allow your child to say "Hi" spontaneously.
- Surprise your child by using a variety of dolls and stuffed animals to be outside the door when he opens the door. This will keep your child interested for a longer period of time as he eagerly opens the door to see which animal is next.
- Do all the above for "Bye" as well.

Greeting visitors at your home

- Keep a collection of photos by your front door of familiar, frequent visitors.
- When a visitor comes to the door, find their photo, model the greeting for your child and have him imitate.
- Open the door and give your child an opportunity to greet your visitor.

Out in the community

- Whenever you are out in your community and someone says hello, expect your child to say "Hi" and wait until he does. Do the same for "Bye".



Date	What did your child do?

Domain and goal

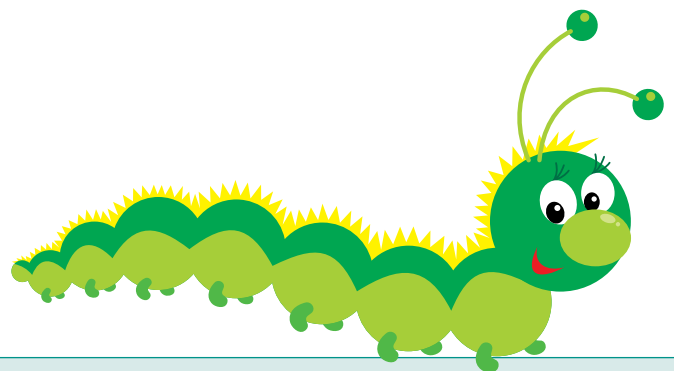
- Produces /w/ in syllables with a variety of vowels and diphthongs

Activities

This is another of the first sounds your child will develop. It is important that you provide many different, fun opportunities for your child to listen and practice producing the /w/ with a variety of vowels and diphthongs. Use the articulation sheet in the Appendix to chart your child's progress with this consonant.

Fun ways to practice /w/ Baby play

- While you are practicing your daily phrases through doll play, occasionally make the baby cry: "**wa, wa, wa**". Your child can take a turn deciding when the baby will cry and act surprised when the baby cries, this will encourage your child to make the baby cry more often and provides good practice for the phoneme /w/.
 - Other syllables using /w/:
 - /wi/ (wee)
 - /wu/ (woo)
 - /weɪ/ (way)
 - /wɔɪ/ (woy)



Date	What did your child do?

AV techniques and strategies

- Developing age appropriate phonemes via audition
- Expecting spontaneous language from your child
- Generalising a goal into the wider environment

Story of the week: "Look, Touch and Feel with Buster" by Rod Campbell.

Campbell Books, London, 1991

- Any book with a mirror in it will meet the goal this week of your child spontaneously saying "Hi" or "Hi" and his name. This book has a variety of textures for your child to explore with mirrors throughout the pages. Each time your child comes to a page with a mirror, he can be encouraged to say "Hi" and his name, or your name if you are sitting close enough so he can see both your faces in the mirror.

Song of the week: "The Mirror" by Estabrooks and Birkenshaw-Fleming,

AG Bell Publications, 1994.

Words: "That's me, That's me. Hi, Hi, I see me." "That's Mommy, That's Mommy. Hi, Hi, I see Mommy."

- This a simple song with very few words and your child should be able to sing the "Hi" and also match the pitch, rhythm and syllables of the few lines. You need to have a mirror so the child can say hi to the reflection in the mirror.
- A nice variation to this song is to have a variety of toys to reflect in the mirror. Your child can then replace your name or his name with the performatives associated with the toys. Remember to always pair the performative with the actual name of the toy.
- Add a mirror page to your *Sound Book* by gluing some silver paper or some other reflective surface to a page. Put the book on your child's lap and while he looks in the mirror, hold toys up behind him so he can see the reflection in the mirror. Children love the magic of seeing things behind themselves without turning around. Practice saying "Hi doggie, woof woof". "Bye doggie".

