



Domain and goal

- Begins to achieve a one-item auditory memory
 - Target at end of phrase
 - Target at the beginning of the phrase
 - Target in the middle of the phrase

Activities

Auditory memory

- It's time to expect your child to hold information presented through audition in his auditory memory long enough to act on the information.

Your child should be developing a small vocabulary of words which he understands including nouns, verbs, adjectives and social words. He should also be able to follow simple instructions around the house.



Auditory memory

- It's time to expect your child to hold information presented through audition in his auditory memory long enough to act on the information.
- You may first notice your child's one item auditory memory emerging with the use of performatives. You may say **"Let's go find the airplane that goes 'aaaaah'"**, and your child may look at the airplane or go get one. He has heard the target item at the end of the sentence and comprehended it, and acted on the information. This is possible at the beginning of the sentence also as in, **"'aaaaah' I hear an airplane"**, and in the middle of the sentence **"Give the airplane 'aaaaah' to Daddy"**.
- Your child should be developing a small vocabulary of words which he understands including nouns, verbs, adjectives and social words. He should also be able to follow simple, single instructions around the house. These are all examples of his one item auditory memory at work.
- Reminder: Do not test your child to determine if they have a one item memory, rather, observe your child as you play and interact. If it appears he has learned a word or simple direction, give him the phrase or direction with no visual or contextual cues first, if he responds, you know he has learned that target. If he doesn't, make sure that he is listening and then show him what you said or intended so he matches what he hears to what you said.

Date	What did your child do?

Domain and goal

- Shows comprehension of common, daily phrases by:
 - Using a natural gesture
 - Eye gaze
 - Performing a task

Activities

Here you will use audition first and then wait for your child to respond.

- You have been bathing your child in language for two months now and he has been wearing his device every waking hour, giving him access to all the daily language that happens in your home.
- It's time for you to use common phrases with your child, taking away any contextual hints thus giving him a chance to comprehend and act through listening alone. Your job is to provide the language and then wait in order to give your child enough time to hear, process the information and act on the language he has heard.
- 'Wave bye-bye' is a phrase your child has heard every day. Say the words without waving yourself and wait for your child to wave.
- 'Do you want up?' is another phrase your child has heard numerous times. Anticipate when your child is going to want to be picked up and ask him **"Do you want to be picked up?"** before he makes the request himself. Don't put your hands out to pick him up until he has listened, comprehended and raised his arms up to you.



Date	What did your child do?

Domain and goal

- Spontaneously uses a singing voice
- Spontaneously performs actions to songs

Activities

Singing vs. talking voice

- By now you should have sung a few songs with your child every day and represented those songs with a picture or toy (i.e., picture of cat, or a photo of your child wearing the cat mask from the song, 'Naughty Pussy Cat').
- As you look at toys or pictures representing the songs you have been singing with your child, wait and give your child an opportunity to begin singing a song himself. A fun way to model this is to put all the pictures of your songs face down and choose one, turn it over, and start singing the song. Then give your child a turn to choose a card, turn it over, and WAIT. Your child should begin using his singing voice and may also begin swaying or doing the actions.
- Mixing these song cards with phrase cards allows you to listen to your child's voice to make sure that his talking voice, for a phrase card, sounds different to his singing voice for a song card. You can also use toys to represent the songs and phrases, put them all in a bag and let your child pull one out a time and say the phrase or sing the song.



Date	What did your child do?

Domain and goal

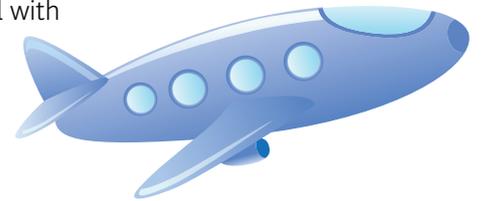
- Imitates central vowels in syllables with /m/ and /b/:
 - /o/-hot
 - /æ/-bat
 - /a/-car
 - /ʌ/-but
- Imitates front vowel /i/-eat and back vowel /u/-moo in syllables with /m/ and /b/

Activities

Vowels are grouped according to where and how they are produced in the mouth. There are three groups of vowels: front, central and back. The central vowels are the easiest to produce as they require less precise tongue, lip, and jaw movement and tenseness. Pair the /m/ and /b/ with the central vowels this week during your speech babble practice.

The main thing to remember about speech babble practice is to motivate your child to imitate by using fun activities that allow for lots of repetition.

- Say the vowel alone first and if your child produces it correctly, pair it with the /m/ or the /b/.
 - /o/ and then /bo/ –reward your child's effort
 - /a/ and then /ma/ –reward your child's effort
- If your child easily imitates a variety of vowel with /m/ and /b/, try alternating the syllables:
 - /ba/ /bo/ –reward your child
 - /mæ/ /mʌ/ –reward your child



Fun activities for speech babble goals:

- Bury small toys in sand and after each syllable your child can try to find a toy in the sand.
- Give your child a stacking block each time he imitates a syllable, stack them up and when they are all gone, knock them down.
- Throw a ball after each repetition.
- Jump on colored squares of paper on the floor, one jump after each imitation.
- Push child on swing. Pull child back on swing about six inches for each syllable imitated. Once your child is pulled back as far as possible, get one more imitation and then let them go. When they stop swinging, repeat the process.
- Roll cars down a slide, one car for every imitation. When the cars are all gone, your child can imitate one last syllable and then slide down to collect the cars.

Date	What did your child do?

AV techniques and strategies

- Use audition first
- Wait time, give your child a chance to process the language, comprehend it and act on it before you speak again or help him
- Developing suprasegmentals in your child's voice

Book of the Week: "Nursery Rhyme Board Books" by Anthea Sieveking.

Collins Angus and Robertson Publishers Pty Ltd., 1991

- Use these books to elicit spontaneous singing from your child. Allow your child to explore the book and sing any of the songs with which your child is familiar. Your child will not know all the songs in the books yet; however, it is a fun exercise to show your child that each page has a different song on it. He will soon begin to associate each picture with a different song. There are four books in this series, offering you and your child lots of fun singing opportunities while you are sharing a book.

Song of the Week: "Thumbkin"

Words: "Where is Thumbkin? Where is Thumbkin?" (hands behind back with thumbs sticking out) "Here I am. Here I am". (Each hand comes out from behind back, one at a time, with thumbs wiggling and facing each other in front of your body) "How are you today sir? Very well I thank you". (Wiggle thumbs as though they are talking to each other, one moves for the question and the other moves for the answer) "Run away! Run away!" (Make each hand disappear behind your back as you sing the lines.)

- Use a **marker** to draw eyes, nose, and mouth on your child's thumbs and your thumbs. Just before you draw each part, say the word and get your child to imitate the word. "Let's draw an eye", you say "eye". If you do this every time you sing the song, your child will soon learn the names for the parts of the face.
- After your child learns the basic parts for the face, you could extend your drawings to include hair, ears, eyebrows, etc.

