

Domain and goal

- Follows known directions:
 - With unfamiliar speakers
 - In novel or new contexts

Activities

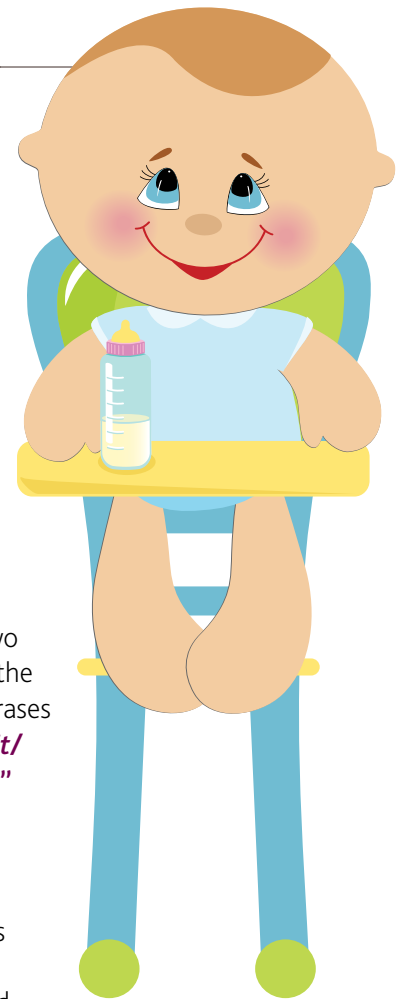
You have taught your child to listen and follow directions first, in a familiar context and then with less context. This week your goal is to transfer this goal out into the wider world and make sure that your child can understand well-known directions when he is not expecting them, or when a less familiar person tells him.

Activities:

Play groups: You may attend mother's/toddler's playgroups or go to some group activity with your child. These are all opportunities to enlist the help of the other mothers or adults in the groups to talk to your child and expect him to comprehend simple directions outside the home. Ask one of the other mothers to interact with your child and say one or two key phrases to him. If he doesn't comprehend, guide the mother in helping him to understand her request. Phrases your child may be able to understand include: **"Give it/ take this to your Mother."** **"Take off/get your shoes."** **"Put things away."** **"Come here."** **"Sit down."**

Shop keepers: You may have local shop keepers, the postman, or neighbors with whom you chat regularly that may be willing to help you generalize your child's skills into the wider world. In much the same way as the playgroup, tell the person a few phrases your child understands and ask them to talk to your child. Phrases your child might comprehend in this setting include:

"Show me your _____", "Give this to Mother", "Blow a kiss", "Wave hi/good-bye." Remember! Your child must be able to comprehend known language outside your home and spoken by less familiar people. Setting up opportunities for him to practice this, with people that are willing to help, will boost your child's confidence and abilities in the wider world. Everything you teach your child will be needed in the future, in order to make him an independent citizen of the world. Practice and generalize now to lay a good foundation for the future!



Date	What did your child do?



Domain and goal

- Comprehends possession
 - mine
 - mother's (no /s/ present)
- Theme: Laundry

Activities

If you can remember back, you **have taught** your child the concept of 'possession', at the preverbal level. This week's goal is to teach the language that goes along with this concept. Right now your child is at the language development stage of spontaneous single words, however he is communicating those single words embedded in short, jargon-like phrases. Your most important job now is to make sure that you speak to him in short, natural phrases. You must always target your language higher than the level he is producing spontaneously. In this way, he is hearing the model of what will come next. If you restrict your language, sentence length or breadth of vocabulary, your child will be stilted in his language abilities.

Activities:

- 'Hide and Seek' with family member's personal items or clothing. Model for your child when you find something hidden, **"Oh look, it's Daddy's watch"**. Then tell you child to find something of Daddy's and model the phrase again. Your child may imitate the person's name, or the item found, or he may imitate the two words together, however, do not expect the /s/ on the end of the name as this will come later in his language and speech development. If your child says 'Mommy's' when he finds something, model, **"Yes, that's Mommy's dress"**. Your child should imitate two words back to you, 'Mommy dress'. As a general rule of thumb, your child can **imitate** more words than he uses **spontaneously**, so expect longer imitations now.

Theme: Laundry

This week, allow your child to help you with the laundry, it will also work in well with the goal above for learning words of possession.

- Phrases: Yuck! These clothes are dirty. Put them in. Pour it in. Turn it on. Oh good! They're not dirty now.
- Vocabulary: dirty, wet, water, soap, washing machine, not wet, not dirty
- * Remember, don't teach opposites at the same time. This week it's 'dirty and not dirty' and 'wet and not wet' until your child learns those words, then you can introduce clean and dry.

Date	What did your child do?

Domain and goal

- Spontaneously uses words to show non-existence:
 - All gone
 - No more
 - Gone

Activities

You first introduced the concept of 'non-existence' to your child a **while ago**. Your child has most likely been imitating the words 'all gone' or 'gone' after your model. This week the focus is on providing many opportunities for your child to use this language spontaneously. Below are some activities you can set up to provide your child the context to use this language. Remember, you want spontaneous use of the words he knows in this category. Use the techniques of 'waiting' and 'prompting' to encourage him to talk. If you need to provide a model, his vocalizations should be considered imitation rather than spontaneous.

- It is easy to create opportunities during meal time with a little pre-planning. If your child is playing and you call him to eat, allow him to bring his toy to the table and set it aside. Tell him he can play with the toy again when he is finished. When he finishes, he may well say 'all gone' to indicate he can have his toy back.
- In the bathroom, keep containers with only a little bit of product left: bubble bath, shampoo, toothpaste, tissues, etc. As your child goes about his daily routines, he will have many opportunities to say 'all gone' as he empties the containers.
- Stringing one inch beads on pipe cleaners. This is a fun activity that will provide good fine motor practice for your child. Put beads and pipe cleaners in two boxes, one for you and one for your child. Show your child you are going to make a bracelet or necklace by stringing the beads. Put 6–8 in your box and only two in your child's box. You will have a completed bracelet that you can wear, but your child will not have enough and will have the opportunity to say 'all gone'.



Date	What did your child do?

Domain and goal

- Imitates /n/ in syllables with:
 - /a /-car
 - /u /-moo
 - /i/-feet
 - /au/-cow
 - /ai/-pie
- Speech Sounds p.31-32

Activities

Speech babble

The phoneme /n/ is often produced more easily at the end of a syllable. If your child is using /n/ in his spontaneous speech, begin with the vowels and diphthongs you hear him using. He may well have an /n/ in the word 'no' if he is using that word spontaneously. If you do not hear the /n/ in your child's jargon, you will need to target this phoneme.

- Begin with the following vowels and the /n/ at the end of the syllable: /an/, /ʌn/, /ɜn/, /ən/.
- If your child can produce the syllables above, model the vowels and diphthongs in the goal.
- If your child can produce a variety of syllables with /n/ at the end of the syllable, move the /n/ to the middle of the syllable: /ana/, /ʌnʌ/, etc.
- Once your child can produce the /n/ in the middle position, drop the initial vowel and produce the /n/ at the beginning of the syllable: /na/, /nʌ/, etc.

Rules:

- Always try to use the vowel or consonant combinations your child is using spontaneously to stimulate the development of new combinations. Move from the known to the unknown.
- Develop a new consonant in the position that it is most easily produced; i.e., /n/ in the final position.
- Use vowels that facilitate or make it easier to produce the target consonant.

Activities:

- Choose your child's favorite activity from previous speech goals.



Date	What did your child do?

AV techniques and strategies

- Listening in all environments
- Listening to all speakers
- Moving from known context into new context

Story of the week: "All Gone" by Merry North.

Playhouse Publishing, 2005.

- A sturdy board book with pull tabs on each page showing animals eating their food. Pull the tab and the food disappears.
- This is a wonderful book to reinforce the goal this week of 'non-existence'. The pig eats corn, pull the tab and it's 'all gone.' The monkey eats bananas, pull the tab and they are 'all gone'.
- Read the book with your child a few times during the week and soon he will be spontaneously saying "all gone" as he pulls the tab to make the food disappear.
- This book also introduces a new concept of the different food animals eat. After sharing this book with your child, get out the photos you took in Week 16 when you visited the petting farm or zoo. Recounting this experience will help your child learn more about the different kinds of food animals eat.

Song of the week: "Twinkle Little Star"

Words: "Twinkle, twinkle little star. How I wonder what you are. Up above the world so high. Like a diamond in the sky. Twinkle, twinkle little star. How I wonder what you are."

- As you sing each line of this song, do the finger and arm motions to match.
 - Twinkle— flutter fingers on both hands held up in front of your face.
 - How I wonder— Natural gesture of hands palm up as in "where"?
 - Up above— point up to the sky with your index finger.
 - Like a diamond— make a diamond with your two thumbs and two index fingers joining in front of your face.
 - Twinkle— as before.
 - How I wonder— as before.
- Sing the song and do the actions as you sing. Your child will soon learn the order of the actions and begin to learn the last word of each line.
- You can use 'auditory cloze' after your child becomes familiar with the song.
- As with most nursery rhymes, this has rhyming words at the end of each line. Exposure to rhyming words is an important precursor to literacy so have fun and highlight the rhyming words for your child to hear.

