

Domain and goal

- Identifies common daily phrases first by performative and then without the performative
- Matches pictures to associated phrases
- Relates phrases to daily routines

Activities

Teaching the language for daily routines

- Your child is listening to you talk every day during your daily routines. You can facilitate his language learning by highlighting the performative aspect of each phrase and practicing the language at other times during the day.
 - **Yum!** Time to eat. (elongate the /m/ sound)
 - **Wash, wash!** Wash your hands. (repeat wash to make it the performative)
 - **Blow!** Blow your nose. (elongate the word blow and add inflection)
 - **Uh-oh!** It fell down/broke. (use inflection for uh-oh to make it sound interesting)
 - **Brush! Brush!** Brush your teeth. (repeat brush to make it the performative)
 - **Bye-bye** Daddy. (highlight bye-bye to make it the performative)
 - **Sh!** Time for bed. (elongate the /sh/ sound)
- These are the common daily routines and associated phrases that your child will hear every day as you do them together. Your child will learn them even quicker if you teach them outside the normal daily routine. This can be done through play, pictures, photos and books. The important aspect is the performative to begin with, and the expectation that your child will imitate the performative first, and later the key words.
- Add these daily phrases to your *Sound Book* by making a fun, interesting, interactive page for each phrase. One idea for the 'blow your nose' phrase is to tape a travel pack of tissues to the page and each time you read the *Sound Book*, the child can take a tissue and pretend to blow his nose. A fun idea for 'wash your hands' is to have a picture of hands on your page. Put some clear plastic over the hands and then use dry erase markers to color them and make them dirty. Use a tissue to wipe off the dirt. Keep the marker and a tissue in an envelope on the facing page.
- Make two sets of identical picture cards depicting each routine. Play a game where you say each phrase, the child imitates and then sees the card and finds the matching card.



Date	What did your child do?

Domain and goal

- Begins to understand the semantic categories of 'rejection', 'negation' (Bloom & Lahey phase 1)

Activities

This week you are teaching your child two more semantic categories. You taught recurrence, non-existence, action, possession, existence and attribution in previous weeks. This week you are teaching the semantic categories of 'rejection' and 'negation'.

Rejection: Uses 'no'

- Says no to indicate he doesn't want any more food or a bath.
- Shakes head no, imitates 'no' when asked to come here, don't touch, etc.

Negation: Uses 'no'

- Your child is listening to you at greater distances now and you can monitor and regulate him for safety through the use of language. This is a good time to teach your child the meaning of 'no', 'don't touch', and 'be careful'.
- Take your child on a danger walk around your house and outside and point out the many things that are dangerous. Use the key words above as you talk about things such as heaters, cutters, stoves/ovens, crossing roads, etc. You can use a teddy bear bear or a doll to be the focus of the regulation and your child can then imitate you and tell the teddy bear bear 'no'. Pretend the teddy bear bear or doll is about to touch a power point and tell him **"No! don't touch"**. Move the teddy bear bear or doll away from the power point and praise him and give him a big hug. Your child will enjoy being the 'boss' of the teddy bear bear and will also aspire to get the hugs from you by being careful around dangerous things. Take a photo of teddy bear bear doing something dangerous and put it in the *Sound Book* so you can practice this language with your child.



Date	What did your child do?

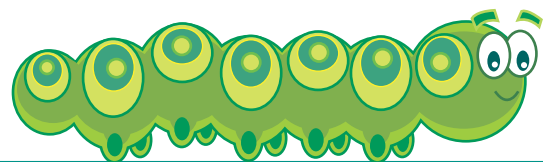
Domain and goal

- Spontaneously produces the performatives for ELTL sounds and daily phrases
- Matches the number of syllables, vowel content and some consonants when spontaneously producing performatives

Activities

It's time to check on your child's progress. Has he reached the level of comprehension for some of the early learning to listen sounds and the early phrases. This is the highest level possible and children demonstrate this to us by spontaneously using performatives or words associated with objects and pictures.

- One way to check your child's ability to produce performatives and words spontaneously is to read your *Sound Book* together. Instead of you doing all the 'talking', be quiet and see if your child says anything for each page as you look through the book. Don't ask your child a lot of questions, if he doesn't offer much, make a few comments about a page and then be quiet and give him enough time to produce spontaneous productions.
- Another fun way to elicit spontaneous vocalizations is to use your cards and pictures of all animals, vehicles, daily phrases, etc. Put the pictures face down and pick up one card and say the performative and phrase that go with that picture. Then place the picture in a box with a slot. Let your child pick the next card and wait, allowing him to say whatever is possible. Continue this until you have looked at all the cards or your child is no longer interested.
- Keep track of your child's abilities by using the form in the Appendix to mark off imitations, spontaneous productions, etc., for each song, phrase and ELTL sound.



Date	What did your child do?

Domain and goal

- Alternates vowels and diphthongs

Activities

Practice your speech babble

- Use the vowel articulation attainment chart from the appendices and make sure that your child can produce the vowels and diphthongs listed on the sheet. Mark off the phonemes your child can imitate in isolation. Use those phonemes to practice alternating sounds. Here are some important combinations to practice with your child:
 - /a/ /u/; /a/ /au/; /i/ /u/; /aɪ/ /u/
 - Practice a variety of two sound combinations using all the sounds your child can imitate in isolation
- Any time you work on speech babble, it is important to do something fun with your child. You need to choose something where there are many short, quick things to do. Below are some examples.
 - Draw many small circles on a paper and let the child color, paint or make a stamp in each circle, one for each sound combination you practice.
 - Drop sea creatures in a tall vase with blue colored water.
 - Roll small cards down a long tube.
 - Stack up blocks and then kick down the tower.
 - Make a frog hop for each combination of sounds practiced.
 - Wind up a toy for each sound practiced.



Date	What did your child do?

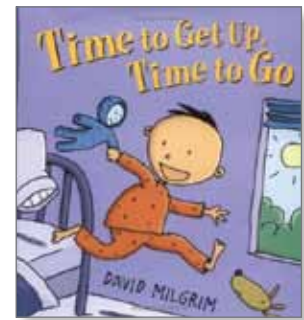
AV techniques and strategies

- Eliciting spontaneous production of linked words/performatives with meaning through:
 - Vowel babble through audition to enhance coarticulation
 - Wait time

Story of the Week: "Time To Get Up, Time To Go" by David Milgrim.

Clarion Books, Houghton Mifflin Co., 2006.

- A lift-the-flap book about a boy and his day from getting up to going to bed. Any book about a child's day will help to reinforce the language goal this week of comprehending daily phrases and spontaneously producing the performatives associated with those phrases.
- You can also make a book of your own child's day by taking photos of your child doing all the routine events. Glue the photos, one per page, in a home-made book and read it every day with your child.



Song of the Week: "Sh! Someone's Sleeping" by Warren Estabrooks

Words: Sh! Sh! Baby's sleeping. Sh! Sh! Sh!; Sh! Sh! Quiet quiet. Sh! Sh! Sh!

- This is a lovely, simple song with the repetition of the performative 'sh' throughout the song. The sound is easily detected by your child through their implant and even though they may not be able to produce the phoneme, they will hear the difference between this sound and voiced sounds. Your child may blow as his imitation of this sound, which is an acceptable substitution at this stage. Your child may also just become quiet, indicating they realize it is a very soft sound. This, too, is acceptable at this stage.
- Play with a doll or teddy bear and put it to sleep and sing the song. You can also sing the song while looking at the photo of your child in bed from the daily phrases activity.

