

Domain and goal

- Identifies single ELTL sounds or performatives by hearing the target at end of the phrase
- Examples:
 - Let's play with the train that goes 'ooooo'
 - The baby is sleeping, 'shhhhhh'

Activities

Checking your child's learning

- This week is the time to really assess your child's learning and check his comprehension of items taught over the previous months. The easiest position for your child to hear critical information is at the end of the phrase. The critical 'unit' or piece of information will be the last thing your child hears and thus makes it easier for him to recall and act on that information.

Make checking comprehension natural and fun – try not to 'test'.

- It is important to set up opportunities to check your child's learning and comprehension through natural play. Avoid the tendency to line objects up in a row and ask your child to point to them as you make the sound. This is not fun and there is no pragmatic reason for your child to do this. Instead, think of fun ways to play with objects that provide opportunities for your child to show you what he has learned. If the play is fun, he will not even notice that you are checking his comprehension achievements.



Fun activities:

- Painting: Have a variety of pictures, black and white line drawings, of all the ELTL sounds and early phrases your child has been learning. Choose a picture from the table and say, "**I'm going to paint the _____**". Get the picture and start painting. Then give your child a paintbrush and say, "**You can paint the _____**". If he gets the wrong picture, tell him to listen, and repeat the phrase with the target at the end. If he seems hesitant or is getting the wrong picture again, help him get the correct picture to paint. Continue and see how many pictures your child knows by performative.
- Washing: Make a variety of objects dirty by painting brown or black paint on them. After it dries, show your child the dirty objects and make some soapy water. Use the carrier phrases as above and get child to wash each toy.
- Wrapping: Children love to wrap toys in pretty paper and use sticky tape. Use method above.

Date	What did your child do?

Domain and goal

- Brings a familiar object when asked, with no context present, "Go get your (teddy bear)"

Activities

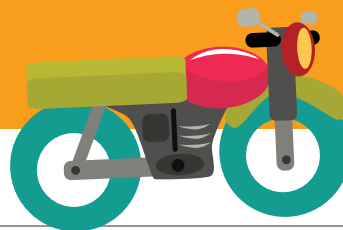
Your child is now confident in identifying familiar objects in context and with your support. He is now ready to generalize these skills into the wider environment. This is a true milestone in your child's development and all you need to do is provide him with lots of opportunities and experiences to listen and comprehend in new situations.

Opportunities for Comprehension:

- Daily life provides numerous opportunities for you to engage your child and check his comprehension of daily phrases and words. You have been leaving your house most likely every day for the past three-and-a-half months. As you prepare to leave the house, ask your child to go get his shoes, jacket, etc., from the other room. Initially you may need to use the performative 'bye-bye' if needed to help your child understand you are leaving. Only ask your child to get things you have been teaching him over the past months. If an object has a performative associated, such as 'brrr' for his coat, use it if he doesn't understand the word alone. Remember, as in the Auditory goal for this week, keep the target word/performative at the end of the sentence. Your child should repeat the last item he heard after you say it. This is part of his 'rehearsal' that is needed in order for him to remember an item over a longer period of time, ie., as he walks to the other room. It is expected that your child will rely less and less on the performatives and truly comprehend actual words now.
- Keep track of the words/performatives your child understands easily and of those he has trouble comprehending. The words he has trouble comprehending need to be taught again in a different way to make sure that he is learning and retaining many words and performatives.



Date	What did your child do?



Domain and goal

- Begins to use jargon, 3–4 syllables with adult-like intonation combined with some pausing

Activities

A milestone

- This is an exciting time for you and your child. You should be noticing your child is vocalizing strings of syllables that match the intonation, rhythm and phoneme structure of your own language. This is possible because you have been speaking naturally to your child, using parentese, and providing a rich language environment.
- As you listen to your child, notice how your child is saying longer utterances. You may also hear a known performative or word approximation in his speech. Your child knows the people around him speak in phrases and he is trying to make his speech sound the same. He doesn't have enough true words to communicate in phrases so he strings the phonemes you have been practicing together so it sounds like what he hears. This is a normal developmental stage that all children, typically hearing or hearing impaired, go through.

Fostering jargon

- Sit down and play with your child this week and incorporate the skills you have learned into your play. Observe your child and wait for him to communicate and then respond with a comment or an acknowledgement. **DO NOT RESPOND WITH A QUESTION OR A TEST!** Remember, some of your child's communications may still be non-verbal, it is important to acknowledge these communications but to also talk for your child so he hears the language he was not able to produce. The longer you wait, or pause, the more your child will talk. You will have more success if you incorporate play representing daily routines as this is the language your child has heard the most. Have a tea party, pretend to cook, wash a baby, etc. Listen to your child and note if he is using jargon.

Date	What did your child do?

Domain and goal

- Listen to child's jargon and note phonetic content
 - Use the consonant articulation chart
 - Use the vowel & diphthong articulation chart

Activities

In Week 13 you practiced listening to your child and writing down either the language or the speech. This week, listen to your child's spontaneous jargon and note the vowels and consonants he is using. Record these on your articulation attainment charts in the Appendix. If you have a video recorder or a tape recorder, you can record your child and listen/watch it later to complete your record.

Activities:

- Set up a farm yard and animals and invite siblings or Grandma to play with your child. Remind them not to do all the talking because you want to record your child's talking. If your child is unusually quiet, join in, use commenting or prompting to facilitate communication. Once he starts talking, pull back, observe and record his spontaneous communication.



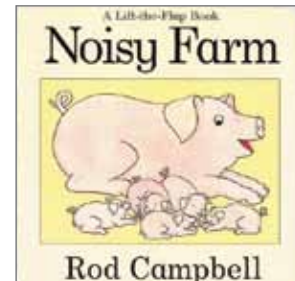
Date	What did your child do?

AV techniques and strategies

- Use of parentese
- Commenting

Story of the week: "Noisy Farm" by Rod Campbell. *Puffin Books, London, 1990.*

- A lovely flap book to engage your child at many different levels. Each page asks the question 'where' and the answer is behind the flap on the page. Your child can guess who is behind the flap or you can say the name of the animal and your child can say the performative. This is a lovely review of the goals in Week 13, spontaneously producing the vowels, syllables and early consonants in known performatives. You can also sing "Old MacDonald" after you read the book or use the pages to determine the verses of the song.

**Song of the week: "Giddy-up Horsey"**

Words: "Giddy-up, giddy-up, giddy-up horsey. Giddy-up, giddy-up, go, go, go! Giddy-up, giddy-up, giddy-up horsey. Giddy-up, giddy-up whoa!"

- Sit your child on your lap facing forward. As you sing the song, bounce your knees up and down to the rhythm of the song. When you get to the words "go, go, go!", make the bounces bigger and your voice louder. When you get to the "Whoa!", pull your child backwards as you lean back to pull on the reins to stop the horse. Your child will begin to imitate the last word in each line, particularly the "go" and the "whoa". He will also begin to anticipate the pulling back of the reins.
- After your child has learned the song, you can make stick horses out of old broom sticks and ride them around the yard. When you get to the "Whoa", pull the stick back and stop. Galloping is a fun gross motor activity for your child and though he may not be able to do it yet, it is good to expose him to the skill of galloping which is different from walking and running. (Galloping is done by keeping one foot always in front of the other as you move around the yard)

