



## Domain and goal

- Collect a spontaneous language sample of at least 34 consecutive utterances
- Analyse language sample
  - Existence – nouns
  - Non-existence – all gone
  - Recurrence – more
  - Rejection – no
  - Attribution – modifiers
  - Possession – mine
  - Actions – verbs

## Activities

### Language sample

Refer to Week 20 for guidelines in taking a spontaneous language sample.

Organise a few activities for your child to do with another person. Sit back and write each thing your child says. You will need to decide where one utterance ends and a new one begins.

Do not skip any of his utterances, write down everything he says, one utterance per line, until you have 34 or more spontaneous utterances. As before, imitations do not count so do not write them down.

- You will get a better language sample if the person interacting simply comments and does not ask questions.
- Have a few different activities ready so your helper has enough content to keep your child engaged. Book sharing, looking at family photos, reading his *Sound Book*, doing a daily routine such as bathing a doll, will all provide opportunities for your child to talk.
- If the play is too engrossing, your child may become absorbed in play and this will decrease the amount he says.

### Bloom and Lahey chart

Your child should be using words across the seven categories in Phase One on the chart in the Appendix. Look at this language sample as well as the samples done in Week 20 and 25. If your child doesn't have evidence in a particular category, set up an activity that will encourage your child to use language in this category if he knows it.

| Date | What did your child do? |
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