

Domain and goal

- Identify phrases with the performative at the beginning of the sentence, in less familiar contexts
- "Oooo, the train is going down the track"
- "Sh! Put baby to bed"
- "Wash, wash, your hands are dirty, time to wash"

Activities

You have practiced a variation of this goal, with the target at the end of the phrase, which is the easiest position to hear and comprehend information. Your child has a wide range of performatives which he understands and uses spontaneously. You can now give your child practice listening to known information positioned at the beginning of a phrase, which is more difficult to hear and comprehend. Begin with well known performatives as well as common daily routines. Once your child shows comprehension in these situations, carry the goal into wider environments and less familiar contexts.

Remember! It is all too easy to sit back and enjoy the accomplishments your child has made. If you do not continually move your child to the next level, he will not reach age appropriate spoken language through listening in a reasonable timeframe. Your goal is to always broaden your child's environment and raise your expectations.

- A common phrase you will have used when teaching your child the names of family members is: **"Give it to _____"**. You can easily change the target to the beginning of the phrase and give your child practice listening to well known names at the beginning of the phrase. A tea party is a fun way to practice this target many times during a short, fun activity. **"Daddy wants some more."** If family members are not available for a tea party, put their photos on the chairs as a substitute.
- Use a box of fun props to help your child hear the target at the beginning of the phrase. Tell them which fun prop they can get out of the box and then have a short play with it before listening for another one. **"Cut, cut, get the scissors and cut the paper."**
 - Blow! Blow the bubbles.
 - Wash, wash, wash the baby.
 - Round and round, spin the top around.
 - Hop, hop, the frog is hopping.
 - PΛ, PΛ, PΛ, the boat is sailing on the water.



Date	What did your child do?



Domain and goal

- Comprehends common phrase "Give it to _____."
 - With familiar names
 - With less familiar names

Activities

Moving from context to unfamiliar context and known names to less familiar names

- You have undoubtedly seen your child understand when you ask him to give something to another member of the family. During the teaching of this phrase, you used context and other actions to make sure that your child understood things such as pointing to the person, looking at the person, helping your child hand something to someone else. It is now time to make sure that your child can comprehend this simple, everyday phrase, without any support from you, either contextual or gestural. Begin in the home with the most familiar names first.

Activities:

- Draw or color pictures with your child and put them in envelopes and tell your child to give one to a member of your family. He should be able to do this with no prompting from you. Continue with the envelopes until they are all delivered. It is a good idea to say the name of a person not in the house at the time, such as Daddy if he is at work. This makes the task a bit more abstract because your child needs to comprehend the name and then realize the person is not home.
- Serving dinner: Your child can help you serve a meal by placing the silverware, plates and glasses on the table in front of the person you name. He can also be asked to collect the dirty dishes after the meal from the person whose name you say.

Wider context and less familiar names

Activities:

- When playing outside with friends or visiting friends or relatives, carry a sheet of stickers and have your child share them with everyone he knows by choosing a sticker and then listening to the name of the person.
- If your child knows TV character names or book character names, you can ask your child to get or give things to these characters that you can represent by photo or stuffed animal. A box of different hats makes it fun to give each person or character a hat to wear.

Date	What did your child do?

Domain and goal

- Uses jargon of four or more syllables with the occasional recognizable word

Activities

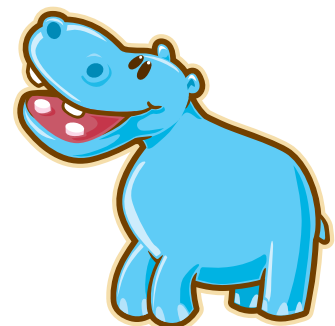
What is jargon?

All children go through a stage called 'jargon' when learning to speak. It is illustrated by a child using many sounds he has learned and stringing them together with adult-like intonation and inflections. Very little of what the child says is actually intelligible, only the occasional word mixed in with lots of syllables and inflectional patterns.

Children use jargon because they have heard their parents speaking and they know everyone speaks in phrases. However, they do not have enough vocabulary at this stage to speak in phrases, so they use the words they do know and surround them with lots of different sounds/phonemes they have learned to say. This stage can often sound as though the child is speaking a foreign language. They have lots to say to us but with very little vocabulary to actually use. This is a really important developmental stage for your child as it shows he understands that we talk to communicate.

- Listen to your child's spontaneous vocalizations and attempt to write down what they are saying.
- Write down the sounds/phonemes you hear and any words they happen to say among all the syllables.
- Your child should be saying phrases of at least four syllables in length.
- You should also hear some intelligible words.
- Write each utterance on a separate line. You can tell when one phrase ends and another begins because your child will be pausing between phrases, just as he has heard you do when you speak to him.

Now is a good time to check all the phonemes your child is using and update your articulation attainment charts for both vowels and consonants. If your child is talking quite a bit, you may want to use a video camera to record the jargon and listen to it carefully to make sure that you are hearing everything he says. Record him during his play or talking to other family members, not when you are trying to talk with him yourself. This is an opportunity for you to practice your skills in writing down a language sample.



Date	What did your child do?

Domain and goal

- Imitates /m/ in syllables with:
 - /ʊ/ -book
 - /ɪ/ -hit
 - /ʌ/ -must
 - /eɪ/ -day
 - /oʊ/ -so

Activities

Speech babble

The main aspect of speech babble is to make sure that your child can produce the target consonant. This week it is /m/, correctly with all vowel contexts. Each speech babble goal will contain a collection of vowels for you to target. However, if you have time, you can pair the target consonant with more vowels and diphthongs than the few that are listed in the goal. This week, make sure that your child is producing the /m/ consistently regardless of the vowel or diphthong paired with it.

Activities:

- Put marbles down a marble run.
- Blow bubbles after every three imitations.
- Stack blocks for each syllable imitated, throw balls to try and knock them down, imitate for the balls as well as the blocks.
- Hide animals for a farm or jungle in sand. After your child imitates 2-3 syllables, he can dig for an animal and put in the barn or jungle.
- Make 10-15 paper airplanes and climb to the top of the stairs or a slide. After your child imitates a syllable he can throw the airplane.
- Drop food coloring into a clear container of water, one drop of color for each syllable repeated. Different colors fall at different speeds and make beautiful designs as they sink to the bottom. This activity thrills all children, don't be afraid to let your child take the cap off and squeeze the bottle, it's all about learning.



Date	What did your child do?

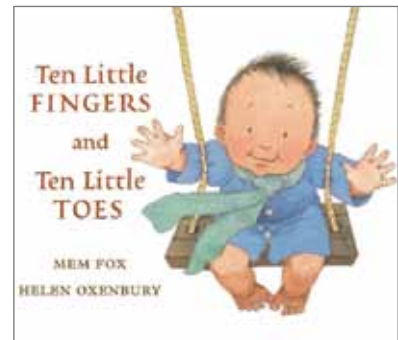
AV techniques and strategies

- Teaching listening for information in all settings
- Moving from familiar to less familiar speakers

Story of the week: "Ten Little Fingers and Ten Little Toes" by Mem Fox.

Puffin Books, Melbourne, 2008.

- A wonderful story about babies and their body parts, providing a great review from the goal in Week 17 to identify body parts. This book also provides wonderful opportunities for your child to hear and practice the speech goal this week – /b/ in the word baby. It is also a book which is introducing the repetition of a single phrase over and over which will aid your child in saying the last word of the repeated phrase, "ten little fingers and ten little toes" (Auditory Cloze).
- You can also use this book to develop the concept of "same". Each baby that is introduced is continued on the following pages as the group of babies increases in size. Your child will have fun looking at a baby on a page and then finding the same baby on the following pages.



Song of the week: "Rock-a-bye Baby"

Words: "Rock-a-bye Baby, in the tree top. When the wind blows, the cradle will rock. When the bough breaks, the baby will fall. And down will come baby, cradle and all."

This is a slow, quiet song to sing while rocking a baby/doll in your arms or in a cradle. It provides your child with an opportunity to imitate the word 'baby' while singing and after your child becomes familiar with the song, you can use the Auditory Cloze technique to encourage him to fill in the word baby in the two verses.

- You can act out the song with your child while holding your child and rocking him. When the bough breaks, lower your child down to the ground as you sing, 'down will come baby'.
- Change the baby to other stuffed animals your child has and change the word baby to whatever object your child has chosen.
- To give your child many concrete examples of 'down', sing the song at the playground with a doll at the top of the slide. When you get to the words 'down will come baby', help your child push the doll down the slide.
- You can make the song a guessing game by using family members' names instead of 'baby' in the song. As you sing the song, your child needs to listen for the information imbedded in the middle of the phrases to hear which person's name you sang. This is a review of your auditory goal from Week 15. Once the person has been identified, they can be the next person to sing the song and change the name.
- Give your child a chance to sing the song and choose the name to put in place of 'baby' in the verses. Your child should use a singing voice, match the rate and some of the melody, and put in a recognizable name among the non-verbal sounds or jargon.

