



Communication, language and speech acquisition and development

Practical interventions, activities and strategies

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1. Introduction

The ability of any child to communicate and use language and speech develops through interaction with the child's environment. This document details a range of activities that can be used to support the acquisition and development of these abilities in any child. The abilities and interests of the individual child will determine the nature of intervention and support necessary on the part of the adult (parent or teacher). We must always begin with the knowledge of what the child **can** do, and carefully build-on from this point utilising the interests of the child to inform any intervention.

The document opens with a number of simple "everyday activities to encourage speech and language development" that illustrate the natural use of language present with the majority of families, communities, and schools. A list of definitions of different "strategies to facilitate communication" that may be used to develop communication and language in your child then follows. The remainder of the document is then structured to illustrate relevant activities within two groups, "speech activities" and "communication and language activities".

The "speech activities" section is primarily concerned with developing oro-motor movement and control so that the child is better able to produce the range of speech sounds present within any natural language. Additionally, this section contains a brief list of activities related to developing the skills of listening and speaking. Again, the actual activities attempted with the individual child will need to reflect the abilities and interests of that child. Hence, the lists of activities contained within this section should be freely adapted by the adult to suit the needs of the individual child.

The "communication and language activities" section focuses upon the Wessex Revised Language Checklist contained within the Portage early education programme checklist (1987), which is included in detail within this document owing to the range of activities that this checklist refers to when considering intervention strategies to support the communication, language, and speech development of an individual child.

Additionally, this section also contains a range of activity ideas drawn from the series of booklets focusing upon communication produced by the World Health Organisation (1997). These ideas may offer more accessible means of developing intervention strategies, both in the home and in the school. A full list of texts for further reading details the sources of these and other additional activities.

Many of the activities will cut across all three of these areas, as no one area is exclusive to the others.

2. Everyday activities to encourage speech and language development

- Praise and encourage your child's efforts at producing new sounds and words.
- Gain your child's attention before speaking.
- Be a good speech and language model:
 - Pronounce words clearly and slowly for your child to hear and imitate.
 - Encourage your child to watch your face, lips, and tongue as you form sounds and words.
 - Prolong the speech sounds your child has difficulty saying.
 - Adapt your vocabulary and language to your child's level while still introducing new vocabulary and concepts. Remember, a child understands more than he or she can say.
- Listen attentively as your child talks to you and show you understand by responding with actions or words.
- Help your child listen and follow directions by showing them what you want.
- When your child does not understand, say it a different way instead of simply repeating it.
- Read books with colourful pictures:
 - Point and label pictures as you read.
 - Ask your child to point to objects in the pictures, e.g. "Where's the ball?"
- Play simple games with your child like "Peek-a-boo" and "Pat-a-cake".
- Recite nursery rhymes.
- Sing children's songs and listen to music.
- Talk to your child about what s/he is doing throughout the day:
 - Eating meals and snacks (food, drink, actions).
 - Bath time (body parts, actions).
 - Dressing (items of clothing, body parts, actions, weather, activity).
 - Playing with toys, pets, and friends/siblings (objects, actions, social skills).
 - Cleaning up toys (objects, prepositions, task completion).
 - Playing outside (objects, actions, weather, community).
 - Going on a walk (objects, actions, listening, weather, community).
- Talk to your child about the things you are doing throughout the day and encourage your child to participate:
 - Setting the table.
 - Shopping/running errands.
 - Gardening.
 - Cleaning the house.
 - Cooking meals.
- Expand what your child says by repeating their word or words and adding an additional word:
 - If your child says "more", respond to their request and follow with "more please", or "more drink", etc.
 - If your child says "want ball", respond to their request and follow with "I want ball", "want ball please", or "want blue ball".
- Provide repetition for new words and sounds, e.g., when counting, using prepositions, naming objects, labelling colours, etc.

- Expose your child to new experiences and talk about them before, during, and after the event.
- Ask questions to stimulate additional thought and language.
- Provide choices between items to make speech meaningful:
 - Develops decision making.
 - Encourages a meaningful verbal response from your child.

Remember:

- Talking should be fun for your child. Try to encourage speech without placing too many demands on your child.
- A “language stimulating” environment is important for learning, but bombarding your child with language can be overwhelming. Try to make language interactions with your child as natural as possible, and be sure to allow free-time.
- Know your child’s limitations. Many children need to be encouraged to use their words, but continually pushing a child to the limits of their current abilities causes frustrations for everyone.
- Be consistent and be patient.

3. Strategies to facilitate communication

Expansion: add words to what your child says. If your child says “dog”, you can say, e.g. “dog eat”, or “the dog is eating”. Expansion encourages your child to combine words.

Forgetfulness: after your child is used to a routine, purposely forget something that is part of the routine. For example, get milk out of the refrigerator and then hand your child the cup without pouring any milk into it.

Giving choices: when your child uses non-specific pointing to indicate that he wants something (like pointing in the general direction of the refrigerator), give your child a choice between two items and try to get your child to use a word to let you know what he wants. For example, if your child points to the refrigerator, “Do you want milk or juice?”

Guided learning: this strategy may not result in any speech production as it is basically for children who are not yet talking. It involves arranging the environment so that something challenging will attract your child’s attention. Perhaps your child is beginning to play routine games by pushing a car back and forth. You might try routine games where your child has to push other things back and forth. However, it is very important that the adult gives a commentary along side the action of the child. In doing this, the adult can encourage the child to understand the connection between an action and the word or words that describe that action.

Imitation: One of the best ways to teach your child that imitation is fun (and helpful for learning a lot of skills) is to imitate something that your child starts. Your child will particularly enjoy imitation if it is something silly. Watch for opportunities to imitate (e.g. your child puts a pan on her head and then sees you do it). You can also imitate your child’s vocalisations (e.g. if your child says “eee”, say it back; if your child makes raspberries, do it back).

Let your child lead: when playing with your child, let him choose the activity. This strategy may not directly result in any speech production, but by doing activities your child chooses, you can model speech that is of interest to him.

Modelling: children learn many things from imitation. Encourage your child to use words to talk about what she is doing by modelling. Show or say what you want your child to do before you expect her to do it. For example, let your child hear you say the target sound or word or see you perform the activity before she attempts it.

Novelty: introduce something new into the environment, something that doesn’t usually go with the routine. For example, if you playing with toy tools, put a baby’s bottle in with them. See if your child notices the new or unexpected item. If your child does not appear to notice the new item, draw his attention to it by saying, “Oh, look at that” as you point to it and name it.

Out of reach: you might purposely put something you know your child will want out of reach or in a container your child cannot open. Putting an item out of reach creates a situation for your child to point to an item to indicate what she wants. You can then

try to get your child to say/sign the name of the desired object or another word, such as “Gimme”, “want”, or “please”, before you give it to her.

Parallel talk: this is when you give a running commentary about your child’s actions. Consider yourself the play-by-play announcer. Describe each thing your child does, using language at the level you want your child to talk or understand. For example, if your child is playing in his bath, describe what is happening, e.g. “Paul is getting the soap. Oops, the soap is slippery. Paul got it this time. Paul is washing his foot. Paul is pushing the boat.”

Paraphrasing: if your child seems not to have understood what you have said, try putting it in other words. Your child may understand you better if you use simpler language. For example, say “sit down”, instead of “you have to sit down and eat so we can go to see Grandma later.”

Picture stimuli: pictures of objects and activities may be used to help children communicate. Use of pictures is intended to reduce your child’s frustration and to improve your child’s ability to indicate her wants and needs. She may do this by pointing to or by handing you a picture in exchange for the desired object or activity. Your child may say the word at the same time as pointing to or handing you the picture or she may use the picture instead of saying the word. For most children, the use of pictures is temporary, but for some, using pictures may become more permanent.

Piece-by-piece: you can use this strategy when playing with toys or objects that have pieces. Don’t give all of the pieces to your child at once. Hold some back to encourage communication.

Providing prompts: the kind of prompt will change depending on the response. If you want your child to choose an object you name, the prompt might be moving the correct choice a little closer to him. If you want your child to use a sign, a prompt might be helping him shape his hands to make the sign. If you want your child to say a word or phrase, the prompt might be giving him two choices.

Supplementing adult’s verbal speech with picture stimuli: to help your child understand what you are saying, use pictures as you talk. For example, if you are asking your child if she wants a drink, you might say, “Drink” and show a picture of something to drink (e.g. a glass of milk).

Questioning: ask questions that are logical to the situation. Try not to ask *yes/no questions* if you want to elicit more of a response. *Yes/no questions* don’t lend themselves to continuing a conversation. If you want to elicit longer utterances from your child try *open-questions* like, “Where could the bear be?”, or “How do I do this?” However, there may be times when you are specifically trying to improve your child’s accuracy in responding to *yes/no questions*. If this is the case, you will want to ask simple *yes/no questions*, e.g. “Do you want milk?”

Sabotage: this technique is to deliberately interfere with the successful completion of an activity, for example hide a piece of the puzzle. You may also give your child an item other than what he wants. For instance, you may give your child a carrot when he wants a biscuit. This creates a situation to encourage your child to use words/signs to communicate his wants and needs to you. After you have prevented your child from

completing the activity, ensure that you encourage him to use words/signs to indicate what he wants and then ensure that he can complete the activity. This type of activity needs to be carefully and sparingly done in order not to cause the child to feel reluctant to try an activity.

Self-talk: self-talk is a running commentary about your actions. For example, while you are driving the car/motorbike you say things such as, “I’m going to stop”, “I’m going to go”, etc.

Sign language: sign language is the use of a gestural system to communicate. Signs may be used with a child with a language delay or a speech disorder in order to reduce the frustration and to give her a way to communicate her wants and needs. For some children sign language may be used temporarily as a way to facilitate communication. Sign language often facilitates the development of verbal speech. For others, sign language may be used more permanently. If your child does not talk well yet, encourage her to use a sign/gesture with or instead of the word.

Supplementing adult’s verbal speech with signs/gestures: to help your child understand what you are saying, use gestures and/or pointing as you talk. For example, if you are asking your child if he wants a drink, you might say, “Do you want a drink?” as you use the sign for *drink* or say, “Do you want a drink of water?” and point to the sink.

Using object with/instead of word: if the goal is expressive language, but your child can’t talk well yet, encourage your child to point to the object along with saying or instead of saying the word.

Using touch cue with the sound: if the goal is better sound production, a speech language therapist may use a physical cue to help your child remember how to say the sound. These cues are often called *touch cues* and involve touching the face near the mouth.

Violating expectations: after your child is used to a routine happening in a particular way, purposely do something that alters the predictable without warning (e.g. put on your child’s shoes and then get his socks to put on).

Wait and see: after starting a game or asking a question, wait and give your child time to respond.

Withholding an object to get the desired response: if you want to increase your child’s expressive output (e.g. gestures, signs, picture systems, words), don’t give her what she wants until she gives you the desired response.

4. Speech activities

4.1 Oro-motor exercises

These types of activities should be done daily with your child. Do not force him/her.

Make the activities fun and do them together.

4.1.1 Developing breath control – pulmonary exercises:

Breath control is also important for developing and controlling sounds. Exercises you can use to develop breath control include:

- deep breathing exercises (diaphragm and lungs)
- relaxation exercises
- monotone sound making
- gross-motor physical exercise (running, climbing, cycling, apparatus, etc.)
- blowing bubbles with a bubble wand or through a straw
- blowing or sucking through a straw
- blowing a whistle
- blowing boats on water
- blowing frothed up bubble bath off their or your hands
- blowing feathers
- breathing on a mirror or window and making a pattern
- blowing paper windmills and making them spin.

4.1.2 Oral and nasal cavity exercises – awareness of tongue and mouth:

Some non-verbal children may not be aware of their tongue and lips and what they can do, although they are very important for forming sounds. Exercises that help to encourage oral awareness and movement of the tongue and coordination of the speech organs include:

- Put honey or jam on your child's lips and round his mouth so the he will lick it off with his tongue.
- Sticking your tongue out and asking your child to copy you. Move your tongue up/down, side-to-side, around your mouth, curl your tongue, etc.
- Blowing a feather, a leaf, or a piece of paper to each other.
- Holding a piece of paper between the lips.
- Blow out your cheeks and see if your child can copy you.
- Blow raspberries with your lips and see if your child can copy you.
- Blow kisses.
- Blowing through a straw, blowing noise makers, blowing bubbles, blowing at a target (e.g. blowing through a straw at paper balls)
- Copying faces in the mirror. Pull faces, e.g. kissing shapes, smiling shapes, 'oo', 'ee', sticking tongue up, down, out, and around.
- Playing games making different animal noises
- Singing songs and rhymes
- Play with rhyming real and nonsense words.

By improving the child's eating habits we can also encourage movement and coordination of the speech organs:

- Encourage your child to eat solid foods, e.g. fruit, vegetables, meat, bread.
- Place food to the side of your child's mouth to encourage chewing.
- Help your child to close his mouth whilst chewing. Praise him when he tries.
- Gently massage the muscles of your child's cheeks using circular movements of the fingertips. Include this kind of exercise as part of the bathing routine.

Note: these suggestions might not seem to work to begin with, but do not give up too quickly. Give your child time to adjust and to learn new skills.

4.2 Listening exercises

By playing games we can develop a child's listening skills, which in turn, will help his/her speech.

Most importantly spend time each day playing games such as these with your child, and above all else **make it fun!**

- When you talk to your child remind him/her to "listen".
- Play anticipatory "Ready, steady, go" games with balls, stones, toys (i.e. anything that can be rolled, e.g. a ball or toy between two people, or dropped into a container, e.g. a stone or ball into a tin).
- Play music for the children to dance to. They must listen and all sit down when the music stops. Play other start-stop games using musical instruments as audio cues.
- Explore a variety of instruments: things to bang, things to blow, things to shake.
- Play "guess which one?" with musical instruments: the child listens with eyes closed and the instruments hidden under a cloth. Can your child identify which instrument is being played?
- Bang a rhythm on a drum. The child must listen and then copy the rhythm.
- Bang loud noises on the drum. The children must listen and move (e.g. like a large animal such as a water buffalo). Tap quiet noises on the drum; the children must listen and move (e.g. like a small animal such as a mouse).
- Take a set of animal pictures. The child must listen, and when you make an animal noise she must match that sound to the picture of the animal.
- Take two tins. Give each tin a different sound, e.g. in tin 1 the sound "B"; tin 2 the sound "D". The child must listen for you to say either "B" or "D" and put a stone in the appropriate tin. The exercise can be done in many ways: simply saying the letter sounds, saying words beginning with the target sounds, holding real objects beginning with "B" or "D" can be used as visual prompts that will also help to increase listening attention.
- Name common objects. When saying the words make deliberate mistakes, e.g. "bup" for cup. The child must listen and correct you when you are wrong.

- Play shopping games whilst shopping where the child must listen carefully to the words, e.g. “Go and get some sugar.”
- Hide a wind-up musical toy and get your child to find it by listening.

Note: these suggestions might not seem to work to begin with, but do not give up too quickly. Give your child time to adjust and to learn new skills.

4.3 Speaking

The most important thing is for a child to enjoy talking, and for him/her to be encouraged to ‘practise’ speaking.

- When a child tries to talk encourage her. Accept any attempts she makes, even though her speech may not be perfect.
- Spend time talking together with your child. Listen to what he tells you and show interest in him.
- Listen more than you talk. Give your child time to think about what you have said to them before expecting them to respond. Try not to talk at or over your child.
- Give your child the right model of language use and actions. This will help your child’s understanding and use of language.
- Repeat and emphasise new and/or unfamiliar words. It helps children if they hear words several times, as this reinforces their understanding.
- Sit together looking at pictures and books. Talk about them. Tell each other stories.
- Involve your child in conversation. By talking about things that your child finds fun and interesting, you are more likely to help him/her understand new words. By commenting on or talking with more than one child, adults can encourage children to talk and play together.
- Using visual cues. Use objects, pictures, and gestures to support what you are saying and encourage your child to do the same. Don’t expect your child to learn language just by hearing it; they need to associate what they hear with what they see and do.
- Emphasise turn-taking. This helps your child understand that you will listen to him/her, but that s/he must also listen to you. Playing turn taking games (e.g. ball games) will help to develop this skill.
- Value what your child says. Even if you don’t understand everything s/he has said, don’t ignore his/her comments.
- If your child says something incorrectly, repeat it correctly for them, e.g. Child: “This car is lellow”; Adult: “Yes, it is yellow”. Don’t correct them and make them say it again.
- Keep your language simple.
- Give one instruction at a time. Gradually add one more piece of information over time, e.g. “Get your shoes” - “Get your coat and shoes”; “Get your coat” - “Get your coat and sit down”. Allow time for your child to listen to what has been said, to think about it, and then to respond.
- Check understanding. It can be useful to ask your child to repeat what you have told him/her, although be aware that just because a child can repeat what you have said doesn’t necessarily mean that s/he understands it.

- Rephrase information. If your child has not understood, make it simpler, e.g. “Thủy, get the big blue book from over there” to “Thủy, get the blue book” and use pointing to indicate what you are talking about.
- Do not force the child to speak in front of other people if he does not want to.
- Do not laugh at the child when she mispronounces words. Rather encourage her and say out the correct word for her to hear.
- Share these ideas with all family members and friends so that everyone knows how to help the child.

Note:

- Before trying any of these suggestions, make sure your child is positioned (sat) well.
- These suggestions might not seem to work to begin with, but do not give up too quickly. Give your child time to adjust and to learn new skills.

5. Communication and language activities

5.1 Activities edited from Portage early education programme checklist (1987)

Both the Wessex Revised Language Checklist and the associated activity cards drawn from the Portage early education programme checklist are included within this section of the document. All the cards have been revised, where necessary, to reflect Vietnamese linguistic application.

The language checklist may form the basis of a thorough assessment of communication and language ability of an individual child from the age of 0-6 years, and also for those children who demonstrate delays in acquiring and developing communication and language skills, irrespective of any particular diagnosis that may be associated with the child.

However, the principal strength in utilising the checklist in co-ordination with the activity cards is that this tool enables practical intervention strategies to be developed for the individual child. Such strategies may be implemented in either the home or school setting, ideally within both, enabling the child to develop their communication and language skills within a number of familiar settings.

The principle underpinning all such interventions is that the child needs to develop communication and language skills in a manner that is relevant and meaningful to that child. To this end, the language checklist and associated activity cards must be used with care and sensitivity towards the individual child's abilities and needs. The adult in developing any form of intervention strategy should not attempt to simply apply each of the activity suggestions in sequential order from beginning to end; careful targeting of intervention strategies is required of the adult.

5.1.1 Language checklist

Introduction

“This section consists of the Wessex Revised Language Checklist... Each year sequence in the Wessex Revised Checklist is presented under separate headings, Level One to Level Four... The checklist acts as a guide to the selection of teaching objectives based on existing and emerging skills...” (Portage Early Education Programme checklist, 1987).

Level One: Age level 0 - 1

Index

Early vocalisations – baby noises

L6	Cries differentially due to different discomforts
L10	Coos and gurgles when content
L11	Repeats own sound (in response to adult voice)
L12	Laughs
L14	Looks at own hands, often smiles and vocalises
L17	Babbles (series of syllables)
L26	Repeats same syllable 2 or 3 times, e.g. “ma-ma”, in imitation

Early vocalisations – the first word

L31	Makes 4 or more different sounds
L32	Vocalises in response to music
L41	Combines 2 different syllables in vocal play
L42	Laughs, chuckles, and squeals aloud in play
L45	Imitates voice intonation patterns of others
L46	Uses single word meaningfully to label object or person
L47	Vocalises in response to speech of other person

Listening: attending – awareness of sounds

L1	General auditory stimulation (singing and talking to baby)
L2	General auditory stimulation (using sound-making toys)
L3	Looks in direction of sound, or changes body movement in response to sound
L4	Looks at person attempting to gain his attention by talking or movement
L5	Shows by body movements, or cessation of crying, response to adult voice

Listening: attending – searching and tracking sounds

L8	Follows sound, moving head
L9	Searches for sound by turning head in direction of sound
L33	Follows conversation by watching speakers
L38	Shows response to own name by looking or reaching to be picked up

Listening: attending – responding to attention with smiles and vocalisations

L7	Smiles in response to attention by adult
L13	Vocalises in response to attention
L16	Show recognition of family member by smiles or cessation of crying
L18	Smiles in response to facial expression of others
L19	Smiles and vocalises to mirror image

Listening: attending – initiating attention from others

L20	Pats and pulls at adult facial features (hair, nose, glasses, etc.)
L21	Reaches for familiar persons
L22	Reaches for, and pats at, mirror image or another infant
L24	Seeks eye contact often when attended for 2-3 minutes
L25	Vocalises to gain attention
L33	Follows conversation by watching speakers
L34	Hugs, pats, and kisses familiar persons
L42	Laughs, chuckles, and squeals aloud in play

Imitation – gestures (taking turns – you do something and I’ll do something)

L23	Shakes or squeezes object placed in hand, making sounds unintentionally
L27	Imitates peek-a-boo
L28	Claps hands in imitation of adult
L29	Waves bye-bye in imitation of adult
L30	Responds to gestures with gestures
L44	Squeezes or shakes toy to produce sound in imitation

Imitation – sounds

L11	Repeats own sound (in response to adult voice)
L15	Repeats own sound when repeated by others
L26	Repeats same syllable 2 or 3 times, e.g. “ma-ma”, in imitation
L45	Imitates voice intonation patterns of others
L47	Vocalises in response to speech of other person

Responding to language

L35	Carries out simple direction when accompanied by gesture
L36	Stops activity at least momentarily when told “no” 75% of the time
L37	Looks at familiar objects when named
L38	Shows response to own name by looking or reaching to be picked up
L39	Acts in response to simple questions, e.g. “Where’s your ball?”
L40	Points to one body part, e.g. “nose”
L43	Looks at pictures for a few seconds

Level Two: Age level 1 – 2**Index****Early speech – words for objects**

L49	Says 5 different words (may use same word to refer to different objects)
L56	Produces animal sound or uses sound for animal name
L61	10 words
L62	Says own name or nickname on request
L63	Answers question “What’s this?” in response to familiar object
L74	Names 5 other family members including pets
L80	Names 4 toys
L81	Asks for some common food items by name when shown
L82	Names 3 body parts on doll or other person
L94	Names common objects in variety of everyday situations, e.g. “park”, “shop”, “home”

Early speech – early structures

L50	Jabbers conversationally
L64	Asks for “more”
L65	Says “gone” or “all gone”
L72	Combines use of words and gestures to make wants known
L88	Asks questions by rising intonation at end word
L89	Answers yes/no questions with affirmative or negative reply
L91	Greets peers and familiar adults when reminded

Listening – attending

L48	Responds to rhymes and jingles
L51	Looks for hidden sound, e.g. bell in a box
L55	Looks for source of sound outside room, e.g. motorbike, child calling

Imitation

L54	Imitates use of common objects, e.g. cup, spoon, brush
L68	Imitates movements of another child at play
L69	Imitates adult in simple task (e.g. shakes clothes, pulls at bedding, etc.)
L79	Repeats actions that produce laughter and attention

Play and picture books

L59	Points to/touches 3 pictures in a book when named
L71	Plays with one other child, each doing separate activity
L76	Takes part in game, pushing car, rolling ball
L77	Vocalises during play with toys in response to adult speech
L78	Hugs or carries doll or soft toy
L83	Hands book to adult to read or share
L84	Matches object with picture of same object
L85	Turns pages 2 to 3 at a time to find named picture
L86	Pulls at another person to show them action or object
L90	Plays with 2 or 3 peers
L92	Finds specific book on request
L93	Names common pictures

Responding to language

L52	Uses gestures to indicate desire for more
L53	Responds to “all gone”
L57	Follows 3 different one-step directions without gestures
L58	Responds to 6 named familiar objects by looking or touching
L60	Points to 3 body parts on self
L66	Can “give me” or “show me” on request
L67	Responds to “up” and “down” by moving body appropriately
L70	Points to self when asked “Where’s (child’s name)?”
L73	Knows what to do in familiar situations (e.g. going out, mealtimes, bedtimes)
L75	Points to 12 familiar objects when named
L87	Withdraws hand, says “no! no!” when near forbidden object (with reminders)

Level Three: Age level 2 - 3

Index

Early speech – verbs, adjectives, and two-word strings

L104	Uses some common adjectives, e.g. “hot”, “big”
L105	Names actions
L106	Answers questions “What’s (child’s name) doing?” for common activities
L107	Combines noun or adjective and noun in 2-word string (e.g. “ball, chair”, or “big ball”)
L108	Combines verb and object in 2-word string (e.g. “drink tea”, “cook dinner”, etc.)
L109	Combines noun and verb in 2-word string (e.g. “Daddy go”)
L111	Uses word for toileting need
L112	Combines verb or noun with “there”, “here” in 2-word utterances (e.g. “chair here”)
L113	Combines 2 words to express possession (e.g. “Daddy car”)
L117	Answers “where?” questions
L119	Combines noun, verb, and adjective in 3-word string (e.g. “Daddy big car”, “Mummy go work”)
L132	Talks about complex pictures, e.g. street scenes, market scenes, etc.

Early speech – questions

L106	Answers question “What’s (child’s name) doing?” for common activities
L113	Combines 2 words to express possession (e.g. “Daddy car”)
L117	Answers “where?” questions
L120	Uses own name in response to question “Who wants?”
L124	Tells sex when asked
L133	Asks question, “What’s this (that)?”
L139	Answers “who?” question with name

Early speech – structures

L126	Uses “-ing” form verb (e.g. running)
L130	Uses regular plural forms (“book”/“books”)
L131	Uses some irregular past tense forms consistently (e.g. “went”, “did”, “was”)
L135	Uses “this” and “that” in speech
L136	Uses “is” statements (e.g. “This is ball”)
L137	Says “I, me, mine”, rather than own name
L138	Uses “no” or “not” to express dislike or refusal
L140	Uses possessive form of nouns (e.g. Daddy’s) in response to “whose...?”
L141	Uses articles (“the” and “a”) in speech
L142	Uses some class names (e.g. “toy”, “animal”, “food”)
L143	Uses “can” and “will” occasionally

Listening – attending

L96	Sits with adult to share picture books for 5 minutes
L110	Mimes actions and repeats final word for each line in familiar song
L118	Names familiar environmental sounds
L128	Watches for and names familiar TV characters
L144	Joins in producing simple rhythmic patterns, e.g. clapping, stamping, etc.

Imitation

L97	Says “please” and “thank you” when reminded
L98	Attempts to help parent by doing part of chore (e.g. holding dustpan, etc.)
L110	Mimes actions and repeats final word for each line in familiar song
L134	Controls voice volume 90% of the time

Play and picture books

L96	Sits with adult to share picture books for 5 minutes
L102	Imitates play sequence, e.g. looking after dolly
L105	Names actions
L114	Picks out detail in pictures
L115	Joins in “pretend play” when given verbal cues
L121	Points to picture of common object described by its use
L122	Listens to simple story, e.g. getting ready for bed
L127	Talks during “pretend play” with adult
L129	Plays “dressing-up” in adult clothes
L132	Talks about complex pictures, e.g. street scenes, market scenes, etc.

Responding to language

L95	Can bring or take object or get person from another room on direction
L99	Acts in response to action words
L100	Makes a choice when asked
L101	Responds appropriately to use of common adjectives, e.g. “tired”, “happy”, etc.
L103	Places “in”, “on”, and “under” on request
L116	Selects common object described by use, e.g. cup, brush
L123	Holds fingers up to tell age
L125	Carries out series of 2 related commands

Level Four: Age level 3 - 4**Index****Early speech – conversation**

L145	Uses 4-word strings
L149	Greets familiar adult without reminder
L150	Carries on a simple conversation
L157	Says “please” and “thank you” without reminder 50% of the time
L158	Answers telephone, calls for adult or talks to familiar person
L189	Speech is intelligible to strangers

Early speech – use of cognitive concepts

L151	Names “big” and “little” objects
L170	Names 3 colours on request
L171	Names 3 shapes ■, ▲, ●
L177	Names objects as same and different
L178	Uses adjectives relating to size in familiar situations

Early speech – questions

L159	Asks questions “Where?” and “Who?”
L160	Says “is” at the beginning of questions when appropriate

L169	Uses “why?” questions and listens to adult reply
L174	Answers simple “how?” questions
L183	Tells how common objects are used
L185	Changes word order appropriately to ask questions (“can I?”, “does he?”)

Early speech – structures

L176	Uses regular past tense of verb, e.g. “jumped”
L181	Tells about immediate experiences
L184	Expresses future occurrence with “going to”, “have to”, “want to”
L186	Uses some common irregular plurals (e.g. “men”, “feet”)
L187	Tells 2 events in order of occurrence

Listening and attending

L146	Sings and dances to music
L147	Identifies loud and soft sounds in musical games
L161	Will attend for 5 minutes during regular story session
L175	Repeats sequence of sounds, e.g. squeaky toy, rattle, drum, etc.

Imitation

L154	Counts to 3 in imitation
L163	Repeats finger plays with words and action
L164	Counts to 10 objects in imitation

Play and picture books

L148	Follows rules by imitating actions of other children
L155	Tells what happens next in simple, repetitive story
L156	Asks permission to use toy that peer is playing with
L161	Will attend for 5 minutes during regular story session
L166	Will take turns
L167	Follows rules in group games led by older children
L168	Plays near and talks with other children when working on own project
L179	Takes on adult role in pretend play, e.g. mummy, child, shopkeeper, etc.
L180	Talks about and plans sequence as play proceeds, e.g. getting dinner, eating, washing up, etc.
L182	Answers “Why?” questions about events in simple story
L188	Acts out a variety of important experiences in “pretend play”, e.g. school, going to the doctor, etc. and in response to particular objects, e.g. easel, doctor’s set, etc.

Responding to language

L148	Follows rules by imitating actions of other children
L152	Points to 10 body parts on verbal command
L153	Points to boy and girl on verbal command
L162	Acts in response to “inside”, “outside”, “behind”, “on top”
L165	Follows rules in group games led by adult
L167	Follows rules in group game led by older children
L172	Carries out series of 2 unrelated commands
L177	Names objects as same and different

Level Five: Age level 4 – 5

LAN115	Carries out a series of 3 directions
LAN116	Demonstrates understanding of passive sentences (e.g. “boy hit girl”, “girl was hit by boy”)
LAN117	Can find a <i>pair</i> of objects/pictures on request
LAN118	Uses “could” and “would” in speech
LAN119	Uses compound sentences (e.g. “I hit the ball and it went in the road”)
LAN120	Can find “top” and “bottom” of items on request
LAN121	Uses contractions “can’t”, “don’t”, “won’t”
LAN122	Can point out absurdities in picture
LAN123	Uses words “sister”, “brother”, “grandmother”, “grandfather”
LAN124	Tells final word in opposite analogies
LAN125	Tells familiar story without pictures for cues
LAN126	Names picture that does not belong in particular class (e.g. one that’s not an animal)
LAN127	Tells whether or not 2 words rhyme
LAN128	Uses complex sentences (e.g. “She wants me to come in because...”)
LAN129	Can tell whether sound is loud or soft

Level Six: Age level 5 – 6

LAN130	Can point to some, many, several
LAN131	Tells address
LAN132	Tells telephone number
LAN133	Can point to most, least, few
LAN135	Tells daily experiences
LAN136	Describes location or movement “through”, “away”, “from”, “toward”, “over”
LAN137	Answers “why?” question with an explanation
LAN138	Puts together and tells 3-5 part sequence story
LAN139	Defines words
LAN140	Can “tell me the opposite of...”
LAN141	Answers question, “what happens if... (e.g. you drop an egg)?”
LAN142	Uses “yesterday” and “tomorrow” meaningfully
LAN143	Asks meaning of new and unfamiliar words

5.1.2 Language activities

Note: Throughout the activity card sequence the child is referred to as either female or male. All of the following activities may be used with any child, regardless of the sex of the child. The key question is “What level of ability does this child demonstrate through their use of communicative, language, and speech acts?”

5.1.2.1 Level One: Age level 0 – 1

Early vocalisations – baby noises

L6 Cries differentially due to different discomforts

What to do:

1. Respond to his cry promptly by time appropriate activities.
2. Although individual children vary, usually a child’s cries of pain are loud and shrill broken by whimpering, his hunger cry is loud and shrill like a wail interrupted by sucking movements, his cry of discomfort consists of low moans and whimpers and his sleepy cry is a whining drawn out one.
3. Attend to the child’s cry as though it is a form of communication. If it sounds like a hungry cry respond to it by feeding him. If it sounds like a cry of pain try to discover the cause.
4. Listen to the cry and try to identify what the child is communicating as you go to comfort him.

L10 Coos and gurgles when content

What to do:

1. After diapering or feeding child hold her and cuddle her. Make soft, high-pitched cooing sounds to her. Smile and stroke her when she makes sounds.
2. Gently blow on the baby’s neck and coo to her. After bath while powdering or oiling her make soothing cooing sounds.
3. Reinforce any cooing the child does by smiling and repeating her sounds back to her.

L11 Repeats own sound (in response to adult voice)

What to do:

1. When a child makes back of throat gurgle, lean close to child’s face and repeat the same sound.
2. Repeat the sound several times in high-pitched voice. Smile, hug or pat child when he makes the sound again.
3. Record another infant’s verbalisation, play recording as you play and feed the infant. Reinforce any sounds that the child makes.

L12 Laughs

What to do:

1. Gently put your head on her stomach instead of looking at her face to face. If you do this several times she may laugh.
2. Babble at her (e.g. “bobo bo bo bo”) on a rising crescendo.
3. Make your cheek pop with your finger.
4. Blow “raspberries” on her neck or cheeks while she holds your head or hair.

5. Find new places to tickle. When you are washing her tickle the inside of her hand or under her chin with a washcloth.
6. Be sure to attend to laughter by laughing back, touching and smiling.

L14 Looks at own hands, often smiles and vocalises

What to do:

1. Hold child's arm so his hand is in his line of vision. Shake and wave his hand around so he notices hands.
2. Touch his facial features with his hands. Wriggle his fingers so he realises they move.
3. Place a bracelet that makes a noise as he moves his hand.
4. Play "This little piggy" with his fingers.
5. Play "Pat-a-cake" with his hands when they're in his line of vision.

L17 Babbles (series of syllables)

What to do:

1. Try for "ma", "pa", "ba" first. When she babbles repeat sounds with her so she hears them.
2. Use musical toys that use basic sounds.
3. Roll and bounce child to elicit sounds. Reward any sound.
4. Play music and sing to her as you cuddle her.
5. As you feed and bathe her, say her name or sounds she can make, over and over.

L26 Repeats same syllable 2 or 3 times, e.g. "ma-ma", in imitation

What to do:

1. Repeat sounds over and over, loudly and then softly in the child's ear.
2. Repeat a sound associated with a game activity or toy – like "choo, choo", "bang, bang", "whee, whee".
3. After the child repeats the sound praise him and repeat the sound he made.
4. When the child repeats one sound, i.e. "ma", quickly imitate, repeating the sound twice and encourage the child to say the sounds to you.

Level One: Age level 0 – 1

Early vocalisations – the first word

L31 Makes 4 or more different sounds

What to do:

1. Reply to sounds made by the child as if conversing with him. Imitate his sounds and give them back to him.
2. Choose sounds that approximate to words, e.g. "da" or "p p p" and relate them to a person, object or gesture. Thus "da" can become "daddy", etc. Reward the child when he makes the sounds appropriately.
3. When the child is using a variety of sounds, e.g. "te", "da", relate those sounds to pictures and objects beginning with the sounds, e.g. "te" for "teddy". Repeat the child's sounds and the object name when looking at the picture.

L32 Vocalises in response to music**What to do:**

1. Sing to the child. Go close to her when you sing. Add interest to the sound by moving as you sing.
2. Tape your singing and play it to the child. Play back any sounds she makes to the music.
3. Play music to the child either when she is alone or with you. Sing gently to the music. Reward the child if she joins in.

L41 Combines 2 different syllables in vocal play**What to do:**

1. Say a series of two different syllables to the child. Begin by repeating the same set (e.g. “ba, ka”) several times and encourage her to repeat it. Reinforce with praise, hugs, goodies when the child does. As she becomes more proficient change your syllable pairs for each trial. Initially reinforce any approximation of the sound and gradually require closer approximations from the child.
2. Combine the above activity with play activities such as toy noisemakers or physical activities.
3. Listen to the child’s vocalisations as you’re changing diapers or while she’s in the crib, play pen, or infant seat. When the child does combine different syllables, be sure to reinforce the behaviour by praising, touching, and repeating the syllables immediately after they are said.

L42 Laughs, chuckles, and squeals aloud in play**What to do:**

1. Let the child play close to other children so that he hears their play sounds. Reinforce any sounds that he makes by smiling and laughing with him.
2. Tape children’s play noises and play them back to the child.
3. Imitate any variations in sound that the child makes as he plays.
4. Repeat actions that stimulate laughter, e.g. rough and tumble games, song routines.

L45 Imitates voice intonation patterns of others**What to do:**

1. Tell a simple story making inflections and variations in speech (e.g. dogs say “woof, woof”).
2. Play a “follow the leader” game. The adult should shout, whisper, sing-song phrases, or parts of nursery rhymes and encourage the child to join in imitating the same variations in voice.
3. Praise the child as she varies her tone and inflection.
4. Play games like “peek-a-boo” and exaggerate the pattern when saying it.
5. Say “oh-oh” raising the intonation on the second syllable and have child repeat.
6. Use “jack-in-the-box” or small toy with suction cup that jumps up and you make various voice inflections when box opens, etc.

L46 Uses single word meaningfully to label object or person**What to do:**

1. Use familiar 3-4 familiar objects. Name them. Ask child to name them when you point to them. Hide objects in the room and have him find them and name the object he’s found. Accept approximations of the word.

2. Name body parts; “eye”, “nose”, “toes”, “teeth”, etc. Have child point to them and ask the child to name them.
3. As he is able to name the item in structured situations begin to require him to use the word to ask for the item. When he reaches for the item say the word and have him repeat it for you.
4. Use small toys that can be manipulated and moved about. Hide the object and bring it out. You say the name of the object. Repeat this action and allow time for child to say the name of the item.
5. Choose 3-4 items the child likes. Put them out of the child’s sight. Bring them out one at a time. Let the child play with an item briefly. Then bring out another one and say, “Look, a _____”. Name the item for him. Continue this procedure switching items frequently to see if the child will name the items when they are presented again after you have named them several times for him.

L47 Vocalises in response to speech of other person

What to do:

1. Talk to the child as you carry out daily activities – name objects, food, clothing. Name activities carried out by yourself and the child.
2. Look at real objects and picture books. Ask the child to show you objects and pictures. Read to the child.
3. Ask the child to tell what has happened – e.g. “Go bye”, “play ball”.
4. Say “Hi” and “Bye” to the child when going in and out of sight.
5. While playing with the child reinforce the sounds she makes by making more sounds and vocalising back to her.

Level One: Age level 0 – 1

Listening: attending – awareness of sounds

L1 General auditory stimulation (singing and talking to baby) (under six weeks)

What to do:

1. Sing to your baby or say poems or nursery rhymes.
2. Let your baby hear a metronome or clock. This may help quiet him when he’s fussy.
3. Vary your voice tone when talking to the child. Tone of voice is more important than the words used (at this stage of development).
4. Talk or sing to the baby when you wash and dress him, and when you feed and rock him.

L2 General auditory stimulation (using sound-making toys) (six weeks and older)

What to do:

1. Tie a bell to the baby’s shoe.
2. Let her hear wind chimes.
3. Give her blocks with bells.
4. Put a lightweight rattle in her hand.
5. Talk to her or ring a bell from different places of the room. See if she hears and follows with her eyes.

6. Let her rustle tissue paper.
7. Play a radio or CD, but do not play music constantly.

L3 Looks in direction of sound, or changes body movement in response to sound

What to do:

1. Ring a bell 30-45 cm from the baby.
2. Talk to the baby or say his name, “_____, look!”
3. Clap hands or tap an object.
4. Squeeze a noisemaker toy.
5. Blow a whistle.
6. Begin by making the above sounds only 30 to 45 cm from the child. As the child attends to sounds very near him, increase the distance between the sound source and the child.
7. Initially the child may only become more active, but not look toward the sound.
8. Help the child by turning his head, gently, in the direction of the sound, if he does not do so on his own.
9. Use a wide variety of sounds with the child. Change them often so they will be novel and attract his attention.

L4 Looks at person attempting to gain his attention by talking or movement

What to do:

1. Position yourself where the child can see you. Call to her. If she does not look at you gently grasp her chin and move her face toward you. Exaggerate actions and verbalisation so she continues to attend to you.
2. Hold colourful objects in front of the child’s eyes so she gains skill in focusing.
3. Say the child’s name to her over and over. Change the pitch and inflection pattern as you do this until she looks at you.
4. Put your head down close to the child’s face and move quickly from her line of vision. Then move close again and say “hello” or “peek-a-boo”. Repeat this until child starts looking. Then stay in sight, smile, and talk soothingly to the baby.

L5 Shows by body movements, or cessation of crying, response to adult voice

What to do:

1. When child is fussing, call to reassure him, but be sure to come into view and attend to him quickly. Gradually increase the time between reassuring him and actually attending to him.
2. Whenever you approach the child, call him or speak to him. Follow this with some direct contact, place a toy where he can see it, roll him over, tickle him, or pick him up.
3. When the child cries try talking to him in a soothing voice. Pat the child as you talk. If he does not become quiet, then pick him up. Let the child associate your voice with your presence. Gradually he should be comforted by your voice alone.

Level One: Age level 0 – 1

Listening: attending – searching and tracking sounds

L8 Follows sound, moving head

What to do:

1. Use squeaky toy or bell, make the sound directly in front of the child, making certain child is looking at instrument, move it gradually farther to the right and left as you continue making the sound.
2. Sit behind the child. Wind a musicbox and place it to one side of the child, but not so he can see it or touch it. If he turns toward the sound gradually move it into his line of vision and across to his other side. Switch sides.
3. Be sure that other auditory distracters, such as a radio, are not present while working on this activity. This will increase the likelihood that the child will attend to the stimulus sound.
4. If a toy is being used, and the child responds by turning his head in the direction, let him have the toy for a few seconds as a reward.

L9 Searches for sound by turning head in direction of sound

What to do:

1. When child is lying on side or back, place wind-up musical toy near ear to the child will turn her head towards the sound.
2. Try to get the child's attention by calling her name.
3. Try a variety of sounds such as bells, rattles, handclaps, etc. to get the child's attention. It's important to reduce other auditory stimulation when attempting to get and maintain the child's attention.
4. Place the child with the rest of the family during meal time and watch the child to see if she does attend to unusual sounds, e.g. like a spoon dropping.

L33 Follows conversation by watching speakers

What to do:

1. When you converse near the child, pause in your conversation and look at him as if expecting a contribution.
2. Play games where you talk to teddy and dolls. Sit them well apart and exaggerate movements of your head as you turn from one doll to the next.
3. Use dolls or puppets to talk to one another. Exaggerate voice difference and add gestures to ensure the child turns from one puppet to the next.

L38 Shows response to own name by looking or reaching to be picked up

What to do:

1. Say the child's name often – and always prior to giving any instruction.
2. Place the child in front of a mirror – touch him and say his name; touch yourself and say “Mummy/Daddy”.
3. Say the child's name and immediately squeak a toy held close to your face. Reward the child for turning in your direction. Gradually reduce the loudness of the clue by not squeaking the toy as hard. Finally, say the child's name without the additional attention-getting clue.
4. Use a puppet to talk to the child and have the puppet repeat the child's name often.

5. Use the child's name with each bite of food during feeding, and with each article of clothing as he is dressed. (e.g. "Here comes some more meat (child's name)", or "(child's name), put your foot up here".)
6. Have one person call the child's name, and have another person turn the child toward the speaker. Say, "Here's _____", as you tap the child's chest.
7. Call the child's name and at the same time quickly flash a light on his face; the child will react to the light as he hears his name. Quickly move the flashlight under your face and say the child's name again so he can see you speak his name. Make it a fun game. Gradually eliminate the flashlight until the child responds only to his name.

Level One: Age level 0 – 1

Listening: attending – responding to attention with smiles and vocalisations

L7 Smiles in response to attention by adult

What to do:

1. As the child is being fed, diapered, and held, talk softly and smile often.
2. Gently tickle her stomach; this will help evoke a smile.
3. When the child smiles, respond by smiling and laughing back.
4. Greet the child with a smile whenever picking her up after naps, when going someplace, etc.
5. When you walk by the child as she is sitting or lying; stop, talk to her, gently tap her nose, smile at her saying, "Do you have a smile?" or "Come on, you can smile."

L13 Vocalises in response to attention

What to do:

1. Talk to the child when diapering, feeding, holding, etc.
2. When the child vocalises by cooing or making any sound, you should respond by talking back to the child making the same noises as he makes.
3. Coo and gurgle to the child as you care for him. When he makes sounds, smile, hug, and tickle to reinforce for him.

L16 Show recognition of family member by smiles or cessation of crying

What to do:

1. If another child is present, such as an older sibling have him/her attend to the child. Babies usually respond to another youngster.
2. Hold the child in your arms as you feed her. She will learn to recognise your face sooner than if seated in an infant seat and staring at things in the distance.
3. Give all family members the opportunity to interact with the baby. Show other siblings acceptable ways of playing with the baby if they seem to rough or noisy with her.

L18 Smiles in response to facial expression of others

What to do:

1. When attending to the child, make sounds by smacking your lips, making clucking sounds with the tongue, and making cooing sounds.
2. Tilt your head from left to right and vocalise to the child.
3. Smile at the child as you care for his daily needs.

4. Tickle his stomach gently while he is watching you do the above expressions, then discontinue tickling when the child smiles at your facial movements.
5. Make exaggerated facial expressions when playing with the child.
6. Play “Peek-a-boo” with the child and use exaggerated facial expressions, showing surprise and pleasure.

L19 Smiles and vocalises to mirror image

What to do:

1. Hold the child so she can see herself in a mirror. Say, “See the baby”, etc.
2. Provide an unbreakable child’s mirror so she can handle it herself.
3. If the child doesn’t smile at herself, hold her so that she can see the parent or sibling in the mirror also. Point out both self and the child. Put bright hat on the child, or do something to draw attention to the child.
4. Blink flashlight in the mirror while child is looking. Smile in the mirror and say, “See the light”.
5. Hold the child at the window at night, or unlit TV screen, show her her reflection by tapping at the surface of the glass; say, “See Baby.”

Level One: Age level 0 – 1

Listening: attending – initiating attention from others

L20 Pats and pulls at adult facial features (hair, nose, glasses, etc.)

What to do:

1. Bend over child, letting your hair dangle over him. Encourage him to grab it.
2. Take the child’s hand and place on your nose. Physically guide him in pulling your nose.
3. Take his hand, palm open, and gently pat your cheek with it.
4. Place his hand on your facial features as you talk to him, naming the features, i.e. “nose”, “ears”, “mouth”, etc.

L21 Reaches for familiar persons

What to do:

1. Encourage the child to reach out with her arms as you hold out your arms to her and ask if she wants to come with you.
2. Encourage all of the familiar persons to hold their arms to the child and encourage the child to do the same.
3. If the child seeks adult attention, stand in front of the child with arms outstretched and have another person hold the child’s arms out from behind. The parent should praise the child as she reaches out (even with this help). Continue to cue the child by touching her arms if necessary.

L22 Reaches for, and pats at, mirror image or another infant

What to do:

1. Hold mirror in front of the child. Say, “Where’s the baby?” If he does not reach for mirror, take his finger and place on the mirror image and say, “There he is!”
2. Position yourself behind the child so your image shows. Ask, “Where’s Mummy?” If he does not reach, guide his hand.

3. Place another small child next to him. Draw attention to the other child with verbal cues. Say, “Pat the baby”, and model. Physically guide his hand if he does not comply.
4. Using two bolsters, or rolled-up towels for support, prop two infants up on their elbows facing each other within reaching distance. Encourage children to interact employing physical and verbal cues.

L24 Seeks eye contact often when attended for 2-3 minutes

What to do:

1. When diapering, feeding, or changing the child, talk, coo, and make exaggerated facial expressions to her to encourage her to look at you. If the child does not look, gently turn her head toward you. Smile and coo to her when she does. The child may look away, but most of the time she should be watching your face.
2. If the child loses eye-contact for a while, regain her attention by waving object in front of her, or calling her name.
3. Smile when she looks. Try to keep surrounding area relatively free of distractions.

L25 Vocalises to gain attention

What to do:

1. Attend to the child as soon as the child cries or fusses for a legitimate reason, such as hunger, or wet diapers.
2. Hold a favourite object or food in front of the child. Demand vocalisation from the child to gain the desired item. Do not anticipate the child’s every needs.
3. Respond to the child’s verbal play with a smile and by repeating the sounds he makes.
4. If the child switches from crying to vocalising, attend to him immediately with smiles.

L33 Follows conversation by watching speakers

What to do:

4. When you converse near the child, pause in your conversation and look at him as if expecting a contribution.
5. Play games where you talk to teddy and dolls. Sit them well apart and exaggerate movements of your head as you turn from one doll to the next.
6. Use dolls or puppets to talk to one another. Exaggerate voice difference and add gestures to ensure the child turns from one puppet to the next.

L34 Hugs, pats, and kisses familiar persons

What to do:

1. Show affection as a reward for good behaviour.
2. Respond with affection when child comes to you for love and affection.
3. If the child has a favourite toy (e.g. soft toy), demonstrate patting or hugging the toy and encourage the child to do the same.
4. Model hugs and kisses to other family members when the child is going to sleep or is going out. Then say, “kiss daddy bye/night”. Encourage the child to imitate. Reinforce with hugs and kisses.

L42 Laughs, chuckles, and squeals aloud in play**What to do:**

1. Let the child play close to other children so that he hears their play sounds. Reinforce any sounds that he makes by smiling and laughing with him.
2. Tape children's play noises and play them back to the child.
3. Imitate any variations in sound that the child makes as he plays.
4. Repeat actions that stimulate laughter, e.g. rough and tumble games, song routines.

Level One: Age level 0 – 1**Imitation – gestures (taking turns – you do something and I'll do something)****L23 Shakes or squeezes object placed in hand, making sounds unintentionally****What to do:**

1. Help him to hold rattle or squeeze toy by placing your hand over his. Help him shake or squeeze it. Release pressure.
2. Tie or tape bells or rattle to his hand so object makes sound as he waves his hands.
3. Fasten small bells to ring or plastic bracelet that is easily held. Reinforce by clapping and praising when he makes sound.

L27 Imitates peek-a-boo**What to do:**

1. Take the child's hands and place them in front of her eyes saying "peek-a-boo" as hands are taken down.
2. Peek around a chair, table, smile, and say "peek-a-boo". Hide back again. Do this until he "peeks" for you.
3. Using hands, newspaper, toy, or blanket, cover your face and peek out saying, "peek-a-boo" as you do this. Give the child the object to hide behind and after saying "peek-a-boo" encourage her to peek. Show her how by using physical guidance to help pull down the cover.
4. Place sheet or towel over a stand-up mirror. Let child peek under it to see her image.

L28 Claps hands in imitation of adult**What to do:**

1. Begin by taking his hands and saying "pat-a-cake" as you clap them together. While you are doing this smile, and praise the child. Gradually withdraw help by lessening the pressure on his hands.
2. You pat-a-cake and encourage the child to imitate you. If necessary, help bring his hands together.
3. Have parent model clapping hands when child does something good, such as finishing a meal. Encourage child to imitate and physically help him if necessary.
4. Say the rhyme "pat-a-cake". Model the actions and encourage the child to imitate the clapping sequence independently. Physically guide the child through the rest of the actions; gradually reduce help as he increases imitation skill. Reinforce with praise and clapping.

L29 Waves bye-bye in imitation of adult**What to do:**

1. Encourage the family to wave and say “bye-bye” when they leave the house.
2. Take the child’s hand and wave “bye-bye” for her when someone says “bye-bye”.
3. Withdraw help gradually. When bye-bye is said, help her raise her hand, but let her wave “bye-bye”. Reward success with hugs and praise.
4. Play peek-a-boo, substituting waving and “bye-bye” as you disappear. Encourage the child to do the same.

L30 Responds to gestures with gestures**What to do:**

1. To teach the child to imitate your gestures, show the child what to do by taking his hands and helping him wave bye-bye, clap hands. Reduce the help as the child gains in skill and praise him each time he imitates you, with or without help.
2. As you say “no, no” to the child, shake your head at the same time.
3. Show the child how you do an activity, help him do the activity by moving his hands or body and telling him what to do. Show the child the activity again and encourage him to perform without physical help, but tell him what to do. Show him what to do and say, “you do it” (without telling him what to do or touching him).
4. Once the child can imitate these gestures, encourage him to use them by waiting for him to extend his arms to you to be picked up, when you extend your arms.
5. When offering an object hold it out to him and let him respond by shaking head or reaching for it.

L44 Squeezes or shakes toy to produce sound in imitation**What to do:**

1. Squeeze or shake toy so the child is aware of possible sounds. Then hand it to her to do. If she does not, clasp your hand over hers and help her make the motions necessary to produce sound.
2. Clap hands or show surprise when the child accomplishes a task.
3. Use dry beans, rice, metal band-aid boxes, etc. Tape container tightly shut. Model shaking container. Encourage her to shake to make sound. Reinforce with praise and clapping.
4. Tape squeazy toy at foot of bed or play pen or on wall at foot of play mat. Physically guide the child in pushing against the toy with hands or feet to make a sound. Gradually reduce aid. Reinforce with praise and clapping.

Level One: Age level 0 – 1**Imitation – sounds****L11 Repeats own sound (in response to adult voice)****What to do:**

1. When the child makes a back of throat gurgle, lean close to the child’s face and repeat the same sound.

2. Repeat sound several times in high-pitched voice. Smile, hug, or pat the child when she makes the sound again.
3. Record another infant's verbalisation, play recording as you play and feed the infant. Reinforce any sounds that the child makes.

L15 Repeats own sound when repeated by others

What to do:

1. Make sounds that go with a game or physical activity, i.e. pop beads "p/p/p/p".
2. Say a sound like "ah" and tell the child, say "ah". Say it with him and reward the child with praise, "Good ah!" (repeating sound). Click tongue, clap hands, puff cheeks, blow breath.
3. Say various vowel sounds to the child. Say each one several times and allow the child time to repeat. Initially reinforce any approximation of the sound.
4. Smile and make the activity enjoyable for the child. Pick up, hug, rock while doing activity.
5. Use vowel sounds and sounds made with the lips (p, b, m) which are the easiest to produce and are visible.
6. Initially choose sounds that the child has made spontaneously in his vocal play. Say these to him and have him repeat them. When the child can do this, begin to have him imitate sounds that he does not produce spontaneously.

L26 Repeats same syllable 2 or 3 times, e.g. "ma-ma", in imitation

What to do:

1. Repeat sounds over and over, loudly and then softly in the child's ear.
2. Repeat a sound associated with a game activity or toy, e.g. "choo, choo", "bang, bang", "whee, whee".
3. After the child repeats the sound, praise him and repeat the sound he made.
4. When the child repeats one sound, e.g. "ma", quickly imitate, repeating the sound twice and encourage the child to say the sounds with you.

L45 Imitates voice intonation patterns of others

1. What to do:

2. Tell a simple story making inflections and variations in speech (e.g. dogs say "woof, woof").
3. Play a "follow the leader" game. The adult should shout, whisper, sing-song phrases, or parts of nursery rhymes and encourage the child to join in imitating the same variations in voice.
4. Praise the child as she varies her tone and inflection.
5. Play games like "peek-a-boo" and exaggerate the pattern when saying it.
6. Say "oh-oh" raising the intonation on the second syllable and have child repeat.
7. Use "jack-in-the-box" or small toy with suction cup that jumps up and you make various voice inflections when box opens, etc.

L47 Vocalises in response to speech of other person

What to do:

1. Talk to the child as you carry out daily activities – name objects, food, clothing. Name activities carried out by yourself and the child.
2. Look at real objects and picture books. Ask the child to show you objects and pictures. Read to the child.
3. Ask the child to tell what has happened – e.g. "Go bye", "play ball".

4. Say “Hi” and “Bye” to the child when going in and out of sight.
5. While playing with the child reinforce the sounds she makes by making more sounds and vocalising back to her.

Level One: Age level 0 – 1

Responding to language

L35 Carries out simple direction when accompanied by gesture

What to do:

1. Show the child how to follow the direction and then physically walk her through the activity. Say “Listen, ready”, before giving the direction. After the child performs the directed activity say, “Good, you came here.”
2. Other activities might include:
 - a. “give me your hands” and hold out your hands
 - b. “throw the ball” and model activity and hold out your arms to catch it
 - c. “close the door” and point to the door
 - d. “sit down” and point to chair
 - e. “get the _____” and point to the object.

L36 Stops activity at least momentarily when told “no” 75% of the time

What to do:

1. Say the word “no!” firmly, and with feeling.
2. Remove his hands, or child himself, from the object as you say “no”.
3. Gently tap the child’s hand as you say “no”.
4. Praise the child when he does respond to “no”. Let him know you are pleased with him for following your direction.
5. Have other family members model for the child, touching or doing something that requires a “no” from the parent. When that family member responds to “no”, then provide praise. This gives the child a behaviour that he can imitate, and allows him to preview the consequences.

L37 Looks at familiar objects when named

What to do:

1. When you are using a familiar object, e.g. spoon, teddy, etc., hold the object between you and the child. Look at the object and name it. Take object close to the child and name it again if she fails to focus on it.
2. Play ‘looking’ games. Say, “Where’s that car gone?” When you find the car pick it up and hold it in front of the child while naming it. Repeat this procedure with the object hidden in a bag or behind your back.
3. Place familiar objects before the child. Name the object and see whether the child looks towards it. If she does not respond, touch the object and name it again. Guide her to look by turning her head gently if she does not respond.

L38 Shows response to own name by looking or reaching to be picked up

What to do:

1. Say the child’s name often – and always prior to giving any instruction.
2. Place the child in front of a mirror – touch him and say his name; touch yourself and say “Mummy/Daddy”.

3. Say the child's name and immediately squeak a toy held close to your face. Reward the child for turning in your direction. Gradually reduce the loudness of the clue by not squeaking the toy as hard. Finally, say the child's name without the additional attention-getting clue.
4. Use a puppet to talk to the child and have the puppet repeat the child's name often.
5. Use the child's name with each bite of food during feeding, and with each article of clothing as he is dressed. (e.g. "Here comes some more meat (child's name)", or "(child's name), put your foot up here".)
6. Have one person call the child's name, and have another person turn the child toward the speaker. Say "Here's _____", as you tap the child's chest.
7. Call the child's name and at the same time quickly flash a light on his face; the child will react to the light as he hears his name. Quickly move the flashlight under your face and say the child's name again so he can see you speak his name. Make it a fun game. Gradually eliminate the flashlight until the child responds only to his name.

L39 Acts in response to simple questions, e.g. "Where's your ball?"

What to do:

1. Get the child to imitate you: touching, looking, or pointing.
2. As you ask a question like, "Where is your ball?" walk the child to the ball and say, "Here's your ball!" or take the child's hand as you ask, "Where is your nose?" Place her hand or finger on her nose. Say, "Here is your nose, very good."
3. Reduce the help given as the child gains in skill.
4. When caring for the child ask, "Do you want to come up?" Wait until she extends her arms to be lifted before picking her up.
5. When offering food or a toy say, "Do you want ___?" Wait for her to indicate that she does by reaching for the item. Praise when you give it to her.

L40 Points to one body part, e.g. "nose"

What to do:

1. Hold a doll, and ask, "Where is the dolly's nose?" If necessary, guide the child's hand and praise her as she touches the correct body part.
2. Point to the child's own nose and say "Here is (child's name) nose". "Where is (child's name) nose?"
3. Using a mirror, show the child where her nose is, have her feel it, also let her feel your nose.
4. Use any body part, not necessarily her nose.
5. In daily activities, start mentioning the child's body parts. Let the child wear stickers on certain body parts, i.e. put a star on his hand, and ask her "where's the star?" Answer for her if necessary and point at the object at the same time, say "There it is! It's in your hand!" Use masking tape if stickers are not available. Have the child peel off the tape as you name the body part.

L43 Looks at pictures for a few seconds

What to do:

1. Place large pictures of single familiar objects, e.g. car, teddy, dog, etc. near the child's bed/cot. Take the child close to the pictures and name them when the child goes to bed.

2. Use simple picture book, one object to each picture. Have ready the matching object. Show the child the real object and the picture simultaneously. Take his hand and touch the object and picture in turn. Name the picture.
3. Use single picture card or choose a picture from a book that matches familiar object. Say as you look at the picture, "Where's _____ (teddy, bath, etc.)?" and take the child to find the matching object. Hold up the picture when the matching object is found.
4. Use picture cube, friezes of everyday objects. Name them during play.

5.1.2.2 Level Two: Age level 1 – 2

Early speech – words for objects

L49 Says 5 different words (may use same word to refer to different objects)

What to do:

1. When the child's vocabulary is limited he often uses the same word to express different meanings depending upon the situation. Encourage the child to use the words he has by reinforcing them when he uses them.
 - a. Naming: the child may say "daddy" when the parent enters the room. Say, "Yes, that is daddy."
 - b. Location: if the parent is already in the room the child may point and say "daddy". Say, "Yes, daddy's right here" or something similar.
 - c. Possession: if an item of the parents is found, the child may say "daddy" and point to the item. You then say, "Yes that's daddy's (e.g. shoe)."
2. Model these single words for the child. Use the word "daddy" or "mummy" to express these different meanings for the child. When he says the single word, praise and expand on the child's production. Say, "Yes, that's mummy's (e.g. shoe)."
3. If the child can say "ball" or "dog", he may use these words to name any object or all animals. Reinforce his speech by saying things like "it looks like a ball, it's an apple", "Apple, you say it!" Praise the child if he does.

L56 Produces animal sound or uses sound for animal name

What to do:

1. Choose two to three animals that the child is familiar with. Using pictures or toy animals, tell her the animal name and the sound it makes. Have the child repeat the sound.
2. Put out the toy animals or pictures. Make the sound and have the child tell the animal that makes that sound.
3. Using family pets or pets in the neighbourhood, attract the child to the sound of a barking dog and meowing cat, etc., then imitate the sound for the child to hear again. Make the sound together with the child and then let her do it by herself.

L61 10 words

What to do:

1. Choose familiar words in common use. Each time an object is presented to the child name it and pause to give the child the opportunity to name it in imitation.
2. Choose a small vocabulary of words to work with, gradually building them up to ten.
3. Ask the child to name these words in a simple picture book activity, e.g. turn the pages of the book until an appropriate picture is found. Say, "What's this? It's a ____." and let the child supply the word.
4. If the child makes a sound approximate to a word, find the appropriate object and praise him while naming it clearly. Do this regularly throughout the day.

5. Play games that give opportunities for frequent use of chosen vocabulary, e.g. hide and object and say, “What’s in here? It’s ____.” or collect objects from around the house and name them as you go.

L62 Says own name or nickname on request

What to do:

1. Use photo or mirror, and ask, “Who is this?” Then tell the child her name and have her repeat it.
2. Name several names and when the child hears her own name she could clap hands or stand up.
3. Ask the child, “What is your name?” Point to her or tap her chest gently. Say, “Your name is _____.” Gradually withdraw help by telling her her name in a whisper or by saying the beginning letter of her name. Let her finish by saying her name.
4. When the child says her name, say “Good (child’s name)!” repeating the child’s name.
5. Be sure the nickname assigned (if any) to the child is one that you would be comfortable calling her when she is older, and also use her given name as well.
6. Use the child’s name frequently when giving directions, asking questions and in general conversation.

L63 Answers question “What’s this?” in response to familiar object

What to do:

1. Use several familiar objects that you are sure the child knows the names of. Hold up the item and ask, “What’s this?” Give the child time to answer. If he does not, say the word for him and have him repeat it. Continue until the child begins to give answers himself.
2. Look through a picture book, point to an object in the picture and ask, “What’s this?”
3. Reinforce the child for naming correctly by repeating the name again after him and by praising.

L74 Names 5 other family members including pets

What to do:

1. Be sure to use each family member’s name often so the child will hear the names frequently. Encourage the child to distinguish between family members. “Give the ball to _____”, “Give the spoon to _____”, etc.
2. Have the family members stand in a row. Everytime the child names one correctly they can throw a ball to her.
3. Have the family members ask the child their names.
4. A good time to do naming activities is during meal times when there are many opportunities for hearing names of family members and then saying them.

L80 Names 4 toys

What to do:

1. Ask the child to pick up the toys; you name them first and have him name them as he puts them in his toy box.
2. Play a game of looking for the toys, and have the child search for the named toy, naming it, e.g. “I see the ball”.
3. Ask the child to name the wanted toy before he can have it to play with.

4. When you see the child playing with a toy he's selected, ask him what he's playing with and reinforce his naming by repeating it, e.g. "Good, that is a doll."
5. Be sure to name any new toys that the child gets.

L81 Asks for some common food items by name when shown

What to do:

1. Have the child name the food before it is placed on his plate.
2. Say the name of the food, "This is _____." Ask, "What is this?", "That's right, you can eat _____."
3. Find and cut out pictures of familiar foods from magazines for the child to name; let her match these food pictures to the food she is eating.
4. When the child indicates she wants a snack, hold the item out to her and name it for her. The child should at least approximate the word before you give it to her.
5. At meal times serve the child very small portions so she will have to ask for more. Initially model the food name for her and have her repeat. As she becomes proficient at this level begin to require her to say the name before you give her the food item.

L82 Names 3 body parts on doll or other person

What to do:

1. Begin by asking, "Where's the doll's nose?" When the child points to the named part, encourage him to name it by asking, "What is that?" as you touch the part. Praise all correct answers.
2. Let the child wash the doll in a sink. You name the body parts for him to wash. When he can touch each part named consistently, then you wash the doll having him name the body parts as you do this.
3. If the child is having difficulty, give him an additional clue that involves a specific action to perform using the body part named. E.g. ask him to "Kick the ball with your foot", "shake hands", "close your eyes", etc. When he can perform these movements, you do the activities and say to the child, "I kicked the ball with my _____", letting him name the body part used.
4. Alternatively, ask the child to "point to his nose, eye, etc." and "point to my nose, eye, etc."

L94 Names common objects in variety of everyday situations, e.g. "park", "shop", "home"

What to do:

1. When you take the child into the garden, shops, etc. point out and name new objects. Take the child close to the object as you name it. Name the object regularly until the child imitates the object name.
2. Use picture books that illustrate familiar settings. As you look at the pictures with the child ask her to find objects that belong to the setting, e.g. a flower in the garden picture, a motorbike in the road picture. Guide her if she needs help. Praise her when she names the object either independently or in imitation.
3. Make a scrapbook picture of objects belonging to particular settings. Name the objects regularly. Reward the child when she names the objects independently.
4. As the child begins to name objects spontaneously, reward her by repeating the words she uses in your reply.

Level Two: Age level 1 – 2

Early speech – early structures

L50 Jabbers conversationally

What to do:

1. Chat to the child while you go about your chores, e.g. “Let’s do the dishes”, as he watches you clear away, or “Make the dinner”, as you prepare the food.
2. Play at talking to teddy; asking teddy questions and answering them, e.g. “Would you like a drink Teddy? Yes. Say “Yes” Teddy.”
3. When the child vocalises using a string of sounds, reply to the child using several short phrases together. Vary the tone of your voice, e.g. “Are you talking to mummy? There’s a clever boy!”
4. Place a dolly or teddy in the child’s cot. Talk to dolly when child goes to bed.
5. Use toy telephone and pretend to talk into it during the play with the child. When the child uses the phone say, “Talk to Daddy (or other member of family).”

L64 Asks for “more”

What to do:

1. When the child indicates that she wants more of something say the word “more” and have her repeat it before giving it to her. Discontinue modelling the word when the child begins to use the word herself.
2. Use toys that the child enjoys, like blocks, bubbles, small animals, etc. Give her only a small number and have her ask for “more” before giving them to her in activities like stacking blocks or blowing bubbles.
3. Use physical activities like swinging, etc. Stop activity and require the child to ask for “more” before beginning again.
4. Once the child uses “more” in her spontaneous speech encourage her to combine “more” with another word. E.g. “more milk”, “more ball”, “more swing”, etc. When the child says “more” expand his utterance by saying “more milk”, or whatever she wants and have her repeat it. Gradually reduce your help by asking “more what?”, until the child spontaneously combines “more” with other words.

L65 Says “gone” or “all gone”

What to do:

1. At mealtime when the child finishes eating various foods say “all gone” to him. Encourage the child to repeat. Praise when he does by saying, e.g. “That’s right, milk all gone.”
2. Use toys that the child enjoys. Play with the child, then hide the toy momentarily and say “all gone”. Combine a gesture like showing him your hands are empty and say, “all gone.” Encourage child to repeat. Make a game out of this activity and gradually have the child say “all gone” without modelling it for him.
3. When a person leaves the room or house, tell the child that the person has left and say, “all gone”. Ask the child to repeat. Praise him if he does. When the child can repeat the word easily, ask “Where’s daddy?”, or other person when they leave and encourage the child to tell you “all gone”.

4. When the child uses “all gone” spontaneously, encourage him to combine “all gone” with other words. When he says “all gone”, model “all gone _____ (e.g. milk, daddy, ball, etc.)” for him. Ask him “all gone what?”
5. Make a game, playing with toys using both the words “all gone” and “more”. Hide an object and have the child tell you “all gone” and then bring it back out when he tells you “more”.
6. Use “all gone” and “more” in a simple hiding game or as in playing peek-a-boo. Put hands over eyes and say “all gone _____ (name)”. Have the child say “more _____ (name)” before uncovering your eyes. Take turns with the child.

L72 Combines use of words and gestures to make wants known

What to do:

1. Choose activity that the child enjoys like playing ball. If child says “ball”, you say, “who wants the ball?” Point to the child and say, “ball”. Wait for the child to point to herself and say “ball” before you throw it to her. If she does not do this take her finger and point it toward her and you say “ball”. Then throw it to her. After she knows what is expected just wait for her to say it and point before throwing or model again.
2. Use the same procedure while playing with bubble blowing. Require a word and a gesture from the child before letting her blow the bubbles.
3. Use small manipulative toys like a farm or play house. Set up the farm or house, but keep the animals, people, furniture, etc. Place one or two items in the farm or house. Let the child see that you have more. If she puts out her hand, ask, “What do you want?” Model the name of an item if she can’t name it and encourage her to either say her name or “me” and point to the object or let her point to herself or you and name the object. She could also name the item and point to where she wanted it or point to the item and name where she wanted it.
4. When the child understands what is required of her gradually require her to do the same thing to have her daily needs met. Going outside, getting a biscuit, a drink, or favourite toy should be withheld until she lets you know what she wants by combining a word and a gesture. Start out with 3 to 4 specific situations and add new ones as she becomes proficient with them.

L88 Asks questions by rising intonation at end word

What to do:

1. Model one- and two-word questions for the child and exaggerate the question words. Point to some objects and ask, “ball?” Ask the child to repeat your words. Praise and reward him when he does. If the child does not respond, repeat the word/phrase several times.
2. When the child makes a request with one or two words that you can tell is actually a question (e.g. “milk” when he wants milk) say the word back to him, but in a questioning form. Then tell him to say it like you did. Require at least an approximation before giving the child the item. Praise his attempts.
3. Respond to the question form, even if said as a single word as though a question were being asked. For instance, if the child holds up a ball and says, “ball”, respond by saying, “Right, that is a ball.”

L89 Answers yes/no questions with affirmative or negative reply**What to do:**

1. Model asking and answering yes/no questions with another adult in front of the child. Use questions about common experiences in the child's words (e.g. "Is this a cup, child's name, etc.", "are you hungry, tired, etc.>").
2. Ask the child simple questions related to her daily experiences and needs. Model the answer, either "Yes" or "no" and accompany it with shaking your head. Accept head shaking as an answer from the child.
3. When the child can do this appropriately in imitation of you, stop modelling the answer for her. Ask her questions during play like, "do you want the ball?" Don't give it to her until she shakes her head or says yes or no.
4. At meal times or when offering the child a snack, ask her "do you want _____?" Wait until the child answers before giving or withholding the item. Be sure you ask only questions about things you want the child to have a choice in.

L91 Greets peers and familiar adults when reminded**What to do:**

1. Arrange situations for the child to greet adults, by taking the child to the door and answering the doorbell.
2. Use toy phone and real phone and encourage the child to mimic you saying, "Hello, how are you?" etc.
3. Encourage and model behaviour when other members of the family come home by having them specifically greet the child. Praise the child when he does imitate them.

Level Two: Age level 1 – 2**Listening – attending****L48 Responds to rhymes and jingles****What to do:**

1. Sing and chant nursery rhymes when you are attending the child, e.g. mealtimes dressing, etc. Smile when he watches you.
2. Bounce the baby on your knee for a ride and sing. Say 'more' when he laughs and repeat.
3. Use rhymes that involve the child's body. Praise the child when he looks at the actions you use. Repeat several times to allow the child to "get ready" for the repeat.

L51 Looks for hidden sound, e.g. bell in a box**What to do:**

1. Play a game with a bell. During the game hide behind a chair where the child cannot see you and ring the bell. When the child looks towards the sound reveal the bell and say "Here it is!" if the child fails to locate the bell, hide again in the same place and repeat.
2. Play with a wind-up musical toy while the child is watching you. Later when the child is not looking hide the toy under a cover and say, "Where's the music gone?" When the child points or looks towards the source of the sound pull off

the cover and say, “Here it is!” Let the child remove the cover as the game proceeds.

3. Play ‘finding’ games with a variety of sound-making instruments.

L55 Looks for source of sound outside room, e.g. motorbike, child calling

What to do:

1. When you hear a familiar sound outside say, “What’s that? Listen!” If the child fails to turn his head towards the source of the sound, take him to the window and listen with him. Name the sound.
2. When the doorbell rings, stop and say, “Who’s that?” Take the child with you to see who is at the door.
3. When the child responds independently to sounds from outside reward him by picking him up and taking him to the window or the door so that he can see outside. Name the sound.

Level Two: Age level 1 – 2

Imitation

L54 Imitates use of common objects, e.g. cup, spoon, brush

What to do:

1. Use objects during doll play. Take one object, e.g. cup, and pretend to drink. Give the dolly a drink and offer the cup to the child. Reward the child if she pretends to drink or offer the cup to the doll. Guide the child to imitate you if she needs help.
2. Let the child brush your hair. Bend your head to the child’s level. Offer the child the brush and say, “Brush Mummy’s (or Daddy’s) hair.”
3. If the child uses an object inappropriately, e.g. by throwing or banging, guide her physically through the correct action, e.g. take her hand to roll a ball, push a car, feed with a spoon, etc. Do this on every occasion if throwing is a problem. Use guidance regularly during play sessions.

L68 Imitates movements of another child at play

What to do:

1. Arrange for another child of about the same age to play with the child. Arrange for the other child to do a task that you want the child to imitate, such as pushing cars, block building, etc. Be sure there are several objects that are the same, like blocks, cars, beads, etc.
2. Arrange for another child to do some physical activity such as crawl under a chair, and put a box over his head. Encourage the child to imitate.
3. Have two children seated together, initially give directions to imitate movements the child knows very well, such as “bye-bye”, “pat-a-cake”, etc. Then initiate new movements such as touching top of head, touching toes, bending over with head to floor as if ready to somersault, and turning round and round. Reinforce with praise.
4. Play “Ring-a ring-a roses” with 2 children.

L69 Imitates adult in simple task (e.g. shakes clothes, pulls at bedding, etc.)

What to do:

1. Through play activities, teach child the placement of household items.

2. Encourage the child to pick up and put away toys into a large box.
3. Give the child things to carry for you and show her where they are to be put.
4. Praise the child when she helps or attempts to help.
5. Encourage the child to help with tasks after she is familiar with routines.
6. When folding clothes or sorting clothes give the child a washcloth or tea towel to shake and attempt to fold while you are working. Praise her for helping.
7. When cleaning tubs or sinks let her rinse after you have scoured with a cleanser.
8. Encourage the child to put unbreakable items (i.e. silver, plastic containers and bowls) in a sink. Praise her for helping.

L79 Repeats actions that produce laughter and attention

What to do:

1. Ask the child to repeat a cute action for other members of the family. Reinforce by laughing and applauding.
2. React when the child makes a face or does some funny antic.
3. Imitate animal actions and sounds. Encourage the child to imitate. Reinforce with praise and clapping.
4. Repeat finger plays and rhymes, physically guide the child initially in following actions, gradually reduce assistance and encourage the child to perform for others. Reinforce with praise and clapping for appropriate actions.

Level Two: Age level 1 – 2

Play and picture books

L59 Points to/touches 3 pictures in a book when named

What to do:

1. Begin with pictures of familiar objects. Use simple books where there is only one picture on a page. The use pictures of two objects on a page for the child to choose between. Praise success.
2. Use toy catalogue, old magazines, and make a scrapbook of familiar objects.
3. Read nursery rhymes to the child, which include familiar objects to point to and name.
4. If the child can point to objects without difficulty but has problems pointing to pictures of the same objects, tape the picture to the object itself. For instance, taping a picture of an apple to a real apple may help her make the association.
5. To aid the child in going from pointing to three-dimensional objects to pointing to two-dimensional objects, taping the object, if it's small to a piece of paper may help, i.e. taping a biscuit to a piece of paper.
6. Take photographs of real objects in the child's environment and use these.

L71 Plays with one other child, each doing separate activity

What to do:

1. Arrange for play with another child. Play with them if necessary, and gradually withdraw from the play situation.
2. Give them toys such as blocks and provide plenty of both.
3. Have the child sit next to another child and listen to a tape/CD or a story.
4. Give each child a toy truck, car, or tractor and encourage them to push the toy across the room. Reinforce with praise.

5. Give each child a doll and a bottle. Show them how to feed the babies. Reinforce them with praise for good playing.

L76 Takes part in game, pushing car, rolling ball

What to do:

1. Arrange group play activities with other children of about the same age.
2. Encourage group situations and provide enough play materials for the children to give to each other.
3. Provide an activity that demands cooperation of two children such as rolling a ball to each other, having a tea party, etc.
4. Provide a length of cardboard or timber, propped up at one end to make a slope, show the children how to place a toy truck or car at the top and push slightly to get it to roll down. Have one child start the toy and one catch it, then exchange places.
5. Seat the children 1-1.5m apart and have them push a toy vehicle or run a wind-up toy back and forth. Praise them for good playing.

L77 Vocalises during play with toys in response to adult speech

What to do:

1. When using a toy, e.g. a car, talk as you play. Say, "Car's coming, brmm, brmm." Reward any sounds she makes during play by repeating them and adding appropriate words, e.g. "Brmm brmm. More cars coming!"
2. Talk about what you are doing as you play with the child, e.g. if you build a tower of bricks and knock them over say clearly, "All fall down!" Next time, look at the child before you knock them down and when she vocalises knock the tower down.
3. During play with a tea set, hand the child a cup and say, "Cup of tea." Reward the child when she vocalises in reply.
4. Choose sound-making toys. Use words for the sounds. Praise the child when she vocalises in imitation, e.g. when you say, "Bang, bang" in a hammer game and the child vocalises as she joins in.

L78 Hugs or carries doll or soft toy

What to do:

1. Have the child imitate you as you hug the doll. Say things like "nice dolly", "pretty baby", etc. Give the doll to the child and say, "love the dolly"; give her a hug or kiss.
2. Hand the doll to the child and instruct him to take care of the doll; "rock the doll to sleep", "sing to your teddy bear", "take the dolly to daddy".
3. When the child is given a good night hug and kiss, as the child to "hug and kiss dolly good night".

L83 Hands book to adult to read or share

What to do:

1. If the child wants to be read to, sit down and ask her to bring you a book. Give suggestions if necessary, such as, "Let's look at the 'horse-book'", or "Bring me the baby book", etc.
2. Show interest in a book when she shows one to you.
3. Children like to see pictures of themselves and family. Have a photo album available as a book to look at. Repeat the above ideas, talking about what the child is doing in the picture.

4. When you are reading a newspaper or magazine, show the child interesting pictures such as animals, children, etc.

L84 Matches object with picture of same object

What to do:

1. Cut and mount toy pictures from catalogues that look similar to the child's own toys. Give the child a doll, ask the child to find the picture of the doll. Repeat for any familiar object.
2. Hold up the picture of the object and say, "here's a _____. You find the other _____." Help him if necessary by showing him which object goes with the pictures. Continue until the child can match the pictures and objects unassisted.
3. Cut out pictures of food or food cans and boxes from magazines. Let the child try to match them to the actual product in your refrigerator or on the shelves.
4. If the child is having difficulty, take photographs of his own toys and real household objects with which he is familiar. Have him match the real object with a real picture of it. Later let him match objects to line drawings.

L85 Turns pages 2 to 3 at a time to find named picture

What to do:

1. Open book to page with familiar picture. Talk about the picture and have the child point to it. Close the book and ask the child to find the picture.
2. Use a small child's storybook, with cardboard pages. Read it several times to the child or talk about the pictures in it. One particular picture may catch the child's interest. Close the book and have the child find the picture for you. Help her initially by physically guiding the child in turning the pages. Give verbal cues and encourage the child to keep looking if she does not find the picture immediately.
3. Let the child look through several books and use the one that she is most interested in.
4. Use storybooks or picture books with only a few pages and one pictured item per page.

L86 Pulls at another person to show them action or object

What to do:

1. Admire his toys when he shows them to you.
2. Show the child something you think will interest him (new toy, biscuit, baking, flower, etc.). Then ask him to go and show another family member, or to bring a family member to come and see.
3. Walk with the child around the house. Point out objects or things happening within view from the windows (e.g. new flower on a plant, the garbage truck, a dog or cat outside, etc.)

L90 Plays with 2 or 3 peers

What to do:

1. Provided opportunities for the child to be around other children. Promote activities such as pushing and pulling toys, playing with a ball, looking at picture books, drawing with large crayons.
2. Provide a sand box or wading pool.
3. Organise and conduct simple group games or have an older child conduct games.

4. Organise contests such as drawing with coloured water or chalk on a wall or pavement, making paper bag masks or sand castles. Reward with prizes for most original, largest, etc., so that each child gets a prize.

L92 Finds specific book on request

What to do:

1. Keep child's books in a special place or on a certain shelf so that the child knows where his books are.
2. Use two books at first. Talk about the pictures on the cover and read the books to the child. Ask the child to find the book about dogs from those two books (for example). Mix the books in with the child's other books and ask him again to find the dog book. Praise correct responses.
3. Use two or three books that are quite different (e.g. animals, people, and trucks) so the child is not confused by similar content of the books.

L93 Names common pictures

What to do:

1. Begin by having the child name common household items using real objects. Cut out pictures of biscuits, table, chairs, TV, etc. out of magazines. Place pictures next to the real objects and have the child name the pictures. Present the pictures alone for the child to name. Praise each correct response.
2. Encourage the child to look through sample picture books and name the pictures.
3. Look at picture books with the child and name pictures she does not know for her.
4. Use photographs of real items in the child's environment.

Level Two: Age level 1 – 2

Responding to language

L52 Uses gestures to indicate desire for more

What to do:

1. Bounce the child on your knee and sing. Stop and say "more". If he moves and bounces say, "more" and continue the game.
2. When the child has finished food or a drink – if it is appropriate – ask him, "more?" and show him the bottle, cup, or dish. Wait for the child to gesture or make a sound before giving him "more". Hold out his hand towards the food or drink and repeat "more" if he fails to gesture.
3. Play rough and tumble games that make the child laugh. Stop and wait for a gesture from the child before continuing.

L53 Responds to "all gone"

What to do:

1. When the child's food or drink is finished, look dramatically at the empty bowl or cup. Show her the empty bowl or cup and say "All gone". Remove the bowl or cup.
2. Play with a toy. Hide it behind your back and say, "All gone". Bring the toy back into view and say, "Here it is!" Next time leave the toy hidden for longer

and repeat “All gone” several times until the child looks around for the hidden object. Then bring it back into view.

3. Put bricks or toys in a box. Close the box and say, “All gone”. Do this when toys are cleared away. Once “All gone” is said, the toy is put away.
4. When people leave the house say, “All gone”. Wave and let the child imitate waving.

L57 Follows 3 different one-step directions without gestures

What to do:

1. Play a game using directions, e.g. rolling a ball, marching, pointing, raising arms, etc.
2. Play “Simon says” game (e.g. “Simon says, sit down, stand up, come here, etc.”). Show the child how to do the activity, giving physical help if necessary.
3. Combine gestures with verbal direction, for instance, pointing to a chair and saying, “sit down”. Praise the child when she follows the direction. Gradually reduce the number of gestures given and continue to praise success.
4. As the child is able to carry out these simple directions in structured situations, begin to give her similar directions involving her daily activities. For example, “get your shoes”. Initially you may have to take the child and help her get the shoes. As you continue making the request over several days allow the child time to initiate and carry out the activity before helping him. Praise her for completing the activity when she does.
5. Choose a set of 5 or 6 directions and only use these commands with her at first. As she becomes proficient with these add one or two new ones.

L58 Responds to 6 named familiar objects by looking or touching

What to do:

1. When you are dressing the child hold up each article of clothing, e.g. sock, and name it before you put it on. Reward the child when he looks towards the named object.
2. When you play with toys say, “Where’s teddy?” Guide the child’s hand to touch the teddy and name it again. Repeat with other toys, praising if the child looks or touches without prompting.
3. Before handing an object to the child that is in regular use, e.g. spoon, make sure the child is looking at the object while you name it. Then hand it to the child.

L60 Points to 3 body parts on self

What to do:

1. Ask, “Where is your _____?” Take the child’s hand and place it on the body part; e.g. nose. Say, “this is your nose”. Say “Good, that is your nose”. Ask again “Where is your nose?” Gradually withdraw the physical aid until the child points to the body part on request.
2. Have the child points to body parts on you. E.g. “Where’s mummy’s nose?” When the child carries out this activity, say, “Good, that’s a nose” (repeat the word).
3. Use a mirror and stand next to the child. First have her imitate your movements as you name the body parts for her to touch. Then you name a body part and wait for her to touch it.
4. Work on one body part at a time and add additional body parts only after she consistently knows the ones you’ve taught previously.

5. Name the body parts as you're bathing the child, this will help her become familiar with words and their meaning.

L66 Can "give me" or "show me" on request

What to do:

1. Choose 3 or 4 objects that you are sure the child knows the name of.
 - a. Put out only one of the objects at a time in front of the child. Say, "show or give me the ____." Then take the child's hand and physically guide him in picking up and showing or giving you the object. Praise him. Continue until the child initiates the activity himself when you make the request.
 - b. Next put out 2 or 3 of the items at a time and ask him to give or show you each of the items. Reward him with praise when he does so.
2. Choose the child's favourite item to teach the skill. Reward him for "showing" or "giving" by allowing some time to explore or play with the item.
3. Use preferred food items that the child knows the names of. Be careful that the child is learning "show" or "give" and is not confusing it with the eating of the item. After the child shows you the item, say, "good, you showed (gave) me the ____." Now you can eat (drink, lick, etc.) it."

L67 Responds to "up" and "down" by moving body appropriately

What to do:

1. Say "arms up!" when undressing the child. Wait for a response, and praise the child as you dress her.
2. Play rough and tumble games that involve lifting the child up and down. Use the words "up" and "down" in the game, exaggerating them as you say them. Pause in the game so that the child can anticipate the next up and down movement.
3. Use "up" during the day placing things out of the child's reach saying, "Up it goes", or "Look up there!" pointing upwards to the object. Reward the child if she looks up on the word "up".
4. Build a tower of bricks. Say, "down it goes" and knock it down. Reward the child if she waits for the "down" cue.
5. Make a teddy fall down, saying "down" as the teddy falls to the ground, e.g. falling off a chair, or table onto the ground.

L70 Points to self when asked "Where's (child's name)?"

What to do:

1. Use a full-length mirror. Play in front of the mirror having the child watch herself. Say, "Where's (name of child)?" and pointing to the image of the child saying, "There she is." Encourage the child to point to her image when you say, "Where's (name of child)?"
2. Use photographs of the child and ask her to point to herself. Place photos of all family members in front of the child. Ask him to point to himself and other family members, one at a time.
3. Say, "Where's _____?" Take the child's hand and point to her. Praise, saying, "That's _____." Gradually withdraw aid so that the child points to herself alone.
4. Use a single name for the child, the one she is most familiar with. Don't refer to her as "baby", "daddy's girl", "(child's name)" at different times. Use only one.

L73 Knows what to do in familiar situations (e.g. going out, mealtimes, bedtimes)

What to do:

1. As you get ready to carry out a familiar routine, e.g. going out, name the things you will need, e.g. coat, boots, hat, etc.
2. Ask the child to fetch the named items appropriate to the routine situation, e.g. cup and plate for mealtimes, pyjamas for bedtime, etc.
3. Reward the child when he acts appropriately in familiar situations, e.g. goes towards his coat when he sees preparations for going out shopping, etc.
4. If particular toys are associated with familiar routines, e.g. toy duck in the bath, or teddy in bed, remind the child of the toy as you prepare to carry out the activity.

L75 Points to 12 familiar objects when named

What to do:

1. Begin with just 3 or 4 familiar objects and ask the child to “pick up the spoon”, or “give me the ball”.
2. Ask the child to bring you familiar items within his room, like a blanket, toy, or ball.
3. Use picture books, magazines, and catalogues. Ask the child to point to common objects.
4. When in a store, have the child help you pick out items like, “bring me the milk”, “bring me the biscuits”.
5. When walking outside talk to the child about what he sees and then have the child find a tree, some stones, flowers, etc.
6. Be sure to name everyday objects that the child has contact with using simple sentences. Then after you name an object and point to it, name it again and have the child point imitating you.

L87 Withdraws hand, says “no! no!” when near forbidden object (with reminders)

What to do:

1. Ask parent to decide which objects or places will be consistently forbidden to the child. When the child touches something forbidden, say “no” very firmly. Try to limit the number of “no’s” for the child.
2. Put some kind of cue for the child on forbidden objects so that she will have a visual reminder that she’s not to touch, such as a large red circle placed at her eye level, or a scowling face.
3. When you see the child definitely approaching the object, say “no-no” to her and have her repeat it, then remove her from the object.

5.1.2.3 Level Three: Age level 2 – 3

Early speech – verbs, adjectives, and two-word strings

L104 Uses some common adjectives, e.g. “hot”, “big”

What to do:

1. Use picture books which illustrate adjectives dramatically, e.g. crying child, cross man, etc. Emphasise the adjective when looking at the picture with the child. Ask the child to imitate you. Later look at the picture and point to it and let the child say the adjective.
2. When the child uses adjectives spontaneously, reply to them by repeating his words back to him and praising him, e.g. “Yes, your *big* car. Clever boy.”
3. During pretend play, emphasise adjectives with dramatic gestures, e.g. “Dolly’s sad.” Imitate crying and praise if the child joins in and uses the adjective.

L105 Names actions

What to do:

1. Point to pictures as you read stories and tell the child what action is pictured.
2. Point out actions of other family members; explain what they are doing, i.e. “Daddy’s washing the car, Mummy is cooking dinner”, “Billy is riding his bike”.
3. Play a guessing game with the child. You act out actions like crying, running, ironing, baking, etc. and have the child tell you what you are doing.
4. Look through a magazine or book and ask the child to tell you what she sees happening in the picture.
5. Show the child pictures of a boy/girl (a) standing, (b) walking, (c) running. Ask her to tell you what she sees in each picture. She may say “a boy/girl”. Then ask, “What is the boy/girl doing in this picture?”
6. Have the child go through these activities herself, such as standing, walking, and running and show her the pictures as she is doing this.
7. As you look through a picture book, have the child tell you what is happening in the pictures to specific animals, people, or objects.
8. Place pictures in front of the child and play a game taking turns describing activities and objects in a picture. Point to the picture as it is described.

L106 Answers questions “What’s (child’s name) doing?” for common activities

What to do:

1. Name common activities occurring in the home for the child. Describe what you are doing during the day to him, such as eating, cooking, combing, running, etc.
2. Begin to ask the child “What am I doing, what are you doing?” If the child doesn’t answer tell him the name of the activity. Do not expect the child to put the verb into the present continuous form, but only to give you the basic infinite verb form, e.g. run, jump, etc.
3. Look at pictures in books and ask him to tell you what the people are doing.

L107 Combines noun or adjective and noun in 2-word string (e.g. “ball, chair”, or “big ball”)**What to do:**

1. When the child says a single word like “ball” you combine another word with it and say it back to the child, like “big ball”, “my ball”, “ball on chair”, etc. Encourage the child to say the words together.
2. If the child says “more”, “all gone” and her name, try to have her combine these words with others in the same manner as above.
3. When the child says these two words she may really mean more than what she has said. “Ball chair” could mean the “ball is on the chair”, or “put the ball on the chair”. When the child does say the two words together expand what she has said, but do not require her to repeat it. For example, if the child says “milk cup” and points to her cup, say, “oh, you want milk in the cup”, “yes, there is milk in the cup”, or whatever you think it is that the child meant by what she had said.
4. Be sure to use simple sentences with the child when conversing; use words you know the child understands.

L108 Combines verb and object in 2-word string (e.g. “drink tea”, “cook dinner”, etc.)**What to do:**

1. Use picture books that include familiar actions. Look at the book with the child and describe the pictures in two-word phrases, e.g. “make bed”, “buy potatoes”, etc. Praise the child when he names the picture using two-word verb-object phrases. Respond to one-word from the child with two, e.g. in response to “tea” from the child say, “drink tea.”
2. During the day, name your actions with objects, e.g. “Wash plates”, “Sweep floor”, “Read book”. Let the child join in the actions and reward him when he imitates your words.
3. When the child uses single words during his play with objects, you supply the missing words, e.g. in reply to “push, push” say, “Yes. Push car.” or in reply to “book” say, “Yes, read book.”

L109 Combines noun and verb in 2-word string (e.g. “Daddy go”)**What to do:**

1. Say what the child is doing in daily activities; begin with 2-3 word phrases: “(child name) eat”, or “(child name) eats dinner”. Then ask, “What are you doing?” If needed, repeat, “(child name) eat”, “eat dinner”, or “(child name) eat dinner”.
2. Do activities as a game; comb hair, shut door, wash hands, kick ball. Ask, “What am I doing, what are you doing?”
3. Begin to look at simple action pictures or draw stick picture. Ask, “What is he doing?”, or “What happened?”
4. Use events or experiences that happen during the day naming them for the child using two-word phrases and encourage and reinforce the child for imitating.

L111 Uses word for toileting need**What to do:**

1. Choose a particular word and you use it consistently to refer to toileting. When the child is being diapered use the word in explaining to him what he has done.

2. If the child uses gestures such as tugging at his pants or holding himself when he needs to urinate or defecate use the word then and ask him to repeat it.
3. When the child uses gestures to indicate that he needs to use the toilet, ask him, “do you have to _____?” When he indicates yes, tell him, “Say _____.” Praise him when he does.
4. Select a word that will have the same meaning to others who may not know the child. This will help him to communicate his needs when the family isn’t around, for example when at school.

L112 Combines verb or noun with “there”, “here” in 2-word utterances (e.g. “chair here”)

What to do:

1. When the child uses one or two words and points to the object in either making a statement or asking a question, say, “here’s the _____”, or “there’s the _____”. Then ask, “can you say it?” “Here _____.” Praise when she does.
2. Play a game with the child by hiding some of her preferred small toys or puppets and ask, “Where’s _____?” Pull it out and say, “Where’s _____?” Wait for the child to answer. If she does not, you say, “Here/there _____”, and ask her to repeat it. Praise when she repeats or says it on her own.

L113 Combines 2 words to express possession (e.g. “Daddy car”)

What to do:

1. Choose items that the child can readily recognise as belonging to a particular family member. Tell the child “mummy’s dress”, “daddy’s shoes”, etc. Then point to the item and ask, “whose _____ (e.g. shoe)?” When the child says, e.g., “daddy’s _____ (shoe)”, praise him. Do not expect the child to add any possessive forms. If he does not answer tell him again “Daddy’s shoe” and ask him to repeat.
2. Have two or more family members sit with the child. Begin by naming items of clothing and say “mummy’s nose”, or “mummy’s shoe”, or “daddy’s eye”. After modelling these several times, point and give the child the opportunity to tell you “mummy’s nose”, etc. If the child does not respond when you say the phrase, have him repeat. Praise when he does say the desired two words.

L117 Answers “where?” questions

What to do:

1. Choose several containers, such as a box, cup and dish, and a small object. Tell the child to watch you as you drop the object into the various containers. Then ask, “where’s the _____?”, and have the child tell you.
2. When family members leave the house or room to go to various places, tell the child where they went. Then ask, “where’s _____?”, and have the child answer.
3. Place several objects around the room so that the child can see them. Ask her, “where’s the _____?” Have her first tell you and then retrieve the object.

L119 Combines noun, verb, and adjective in 3-word string (e.g. “Daddy big car”, “Mummy go work”)

What to do:

1. When child uses two phrases of two words together, e.g. “Daddy car. Big car” reply to the child with three words, e.g. “Yes. Daddy’s big car.” Similarly in

reply to “Daddy gone”, say, “Daddy’s gone to *work*.” Emphasise your addition.

2. Use three-word phrases to describe your and the child’s actions, e.g. “Mummy cooks dinner”, or “Hạnh drinks juice.” Praise any imitation by the child. Repeat the original three-word phrase if the child imitates only two.
3. Use three-word phrases during games with the child, e.g. “Mummy’s red car”, “Peter’s blue car”, “Red car’s coming”, etc. Praise any response from the child.
4. Choose action pictures in picture books. Describe actions with three words, e.g. “Woman drives car”, or “Boy paints picture.” Praise the child’s responses to pictures and add missing words if child uses only two words.

L132 Talks about complex pictures, e.g. street scenes, market scenes, etc.

What to do:

1. Choose very detailed pictures of familiar scenes, e.g. busy street, shopping, school, etc. Relate the scene to his experience by pointing out familiar objects. Ask the child to find a (name object) like (name association), e.g. “a car like daddy’s.”
2. Ask the child to name unusual objects in the picture. Give him the names of new objects. Ask him the new names on subsequent occasions.
3. Ask the child about the activity in the picture: “What is _____ doing?” Say, “What else is happening?” Point out activities in the picture he has missed.

Level Three: Age level 2 – 3

Early speech – questions

L106 Answers questions “What’s (child’s name) doing?” for common activities

What to do:

1. Name common activities occurring in the home for the child. Describe what you are doing during the day to him, such as eating, cooking, combing, running, etc.
2. Begin to ask the child “What am I doing, what are you doing?” If the child doesn’t answer tell him the name of the activity. Do not expect the child to put the verb into the present continuous form, but only to give you the basic infinite verb form, e.g. run, jump, etc.
3. Look at pictures in books and ask him to tell you what the people are doing.

L113 Combines words to express possession (e.g. “Daddy car”)

What to do:

1. Choose items that the child can readily recognise as belonging to a particular family member. Tell the child “mummy’s dress”, “daddy’s shoes”, etc. Then point to the item and ask, “whose _____ (e.g. shoe)?” When the child says, e.g., “daddy’s _____ (shoe)”, praise him. Do not expect the child to add any possessive forms. If he does not answer tell him again “Daddy’s shoe” and ask him to repeat.
2. Have two or more family members sit with the child. Begin by naming items of clothing and say “mummy’s nose”, or “mummy’s shoe”, or “daddy’s eye”. After modelling these several times, point and give the child the opportunity to

tell you “mummy’s nose”, etc. If the child does not respond when you say the phrase, have him repeat. Praise when he does say the desired two words.

L117 Answers “where” questions

What to do:

1. Choose several containers, such as a box, cup and dish, and a small object. Tell the child to watch you as you drop the object into the various containers. Then ask, “where’s the _____?”, and have the child tell you.
2. When family members leave the house or room to go to various places, tell the child where they went. Then ask, “where’s _____?”, and have the child answer.
3. Place several objects around the room so that the child can see them. Ask her, “where’s the _____?” Have her first tell you and then retrieve the object.

L120 Uses own name in response to question “Who wants?”

What to do:

*Do not teach if the child is already using pronouns to refer to him or herself.

1. When the child asks for items by saying, “want (biscuit)”, say to him “(Name) wants (a biscuit)”, and get him to tell you.
2. Ask, “Who wants a _____?” in response to his requests. Encourage him to tell you his name and say it with the rest of the phrase.
3. When dressing the child ask him, “Whose (shirt) is this?” Get him to respond with his name or his name and the rest of the phrase.
4. Use the child’s favourite possessions and ask him, “Whose (toy, blanket, etc.)?”
5. Stand in front of a mirror with the child, point to and name yourself. Then get the child to point to and name himself.

L124 Tells sex when asked

What to do:

1. Provide appropriate toys and clothes to play with and wear.
2. Tell the child “he is a boy like daddy”, or “she is a girl like mummy”. Then ask the child is s/he is a boy or girl.
3. Dinnertime is a good opportunity to provide some modelling for the child by asking other family members to name her/himself as a girl or a boy.

L133 Asks question “What’s this (that)?”

What to do:

1. Model both the asking and answering of the question for the child with an adult or older child.
2. Make a game of identifying objects in the room, animal to the sound made by the animal, objects hidden in a sack by taking turns and asking, “What is this?”
3. Ask questions of the child such as, “What is this?”, as you point to a body part or to an object that is hers.
4. Place objects out on the table, cover them up, let the child say, “What’s this?” and remove the cover and name the object.

L139 Answers “who?” question with name**What to do:**

1. Model asking and answering “who” questions with another adult or older child while the child observes.
2. Use picture books and ask the child, “who’s doing _____?”
3. Use actual situations during the day and ask the child, “who is _____?”, naming the activity. Praise the child when he tells you.

Level Three: Age level 2 – 3**Early speech – structures****L126 Uses “-ing” form verb (e.g. running)****What to do:**

1. Use activities you are presently doing or demonstrate some action for the child. Tell her you are, e.g. “looking”, emphasising the present continuous form of the verb. Then ask the child to tell what you are doing or she is doing. If she does not use the correct form of the verb, remodel it.
2. Use the same procedure with pictures.
3. Continue until the child begins to use the correct form of the verb, which describes action taking place in the present.

L130 Uses regular plural forms (“book”/“books”)**What to do:**

1. Show the child a block. Ask what he sees. Show him another block. Ask what he sees. “2” blocks, “Yes, there are 2 blocks there, good!” Here is a block (point to it), and here are 2 blocks (point to them).
2. Hold up 1 finger and say, “I see 1 finger”, then hold up 3 fingers and say, “I see 3 fingers”. Use a variety of objects when doing this activity.
3. Whenever you see 2 or more of something, mention it to the child.
4. Slightly emphasise the plural form of the noun.
5. Use groups of objects such as 2-4 blocks, balls, cups, forks, etc. Mix them up and ask the child to give you “a ball”, “balls”, etc.

L135 Uses “this” and “that” in speech**What to do:**

1. Choose several objects that you are sure the child knows the name of. Put 2 at a time out and ask him, “which one is _____?” If he only points to one say “this one” or “that one”. Praise and reward him when he repeats. Gradually require him to say the phrase without a model to be reinforced.
2. Give the child choices, such as, “which cup do you want”, “which shirt, toy, food, etc.” Require him to tell you “this one”, or “that one”, before continuing with the activity.
3. Continue with similar activities until the child spontaneously uses “this” and “that” in his speech.

L137 Says “I, me, mine”, rather than own name**What to do:**

1. Ask the child questions: “Whose toy? Bed? Clothing? Etc.”, “Who wants a biscuit?”

2. Point out, “this hat is mine”, “this shoe is mine”, etc.
3. Take turns handing items to one another, saying, “give it to me”.
4. Play a game using “you”, such as “you go to the door”, “you give it to me”, etc. When first doing this you might point to the person as you say “you”. Then have the child give you requests using the pronouns.
5. Listen to the child as he’s talking and praise him when he uses these pronouns.
6. When modelling for the child, emphasise the pronouns as you use them to draw the child’s attention to the words.

L138 Uses “no” or “not” to express dislike or refusal

What to do:

1. When the child shakes her head to indicate a negative response, shake your head and say “no”. Then have the child repeat the word. Gradually withdraw aid by saying to her, “tell me” when she only shades her head.
2. Hold up various objects and name them for the child. Then remove them from her vision and say, “no ____”. Have the child repeat the phrase. After modelling this several times, hide the object and let the child say, “no ____”. If she does not say it, have her repeat it after you.
3. Point to various objects or body parts and name them as, “not ____.” For instance, point to your eye and say “not nose”, or point to a cup and say, “not fork”. Then point to another object or body part and ask the child, “hand?” If she does not respond say, “not hand”, and have her repeat. Give the child the opportunity to say it and encourage her to do so before you tell her.
4. Continue activities like this until the child begins to use “no” and “not” in her spontaneous speech.

L140 Uses possessive form of nouns (e.g. Daddy’s) in response to “whose...?”

What to do:

1. Choose items in the home that the child readily recognises as belonging to a particular family member. Ask the child, “whose ____ is this?” Answer the question for him, e.g. “daddy’s shoe.” Emphasise the word indicating possession. Then give him a repeat. Gradually require him to say the answer without a model.
2. Use pictures of animals, objects or people he knows. Point to the object or an item of clothing and ask “whose ____?” Have the child answer.
3. Point to various body parts and have the child name them as belonging to that person.
4. Play a game with several children. Give each a few items. Point to one child’s object and ask, “whose ____?” Have another child answer.

L141 Uses articles (“the” and “a”) in speech

What to do:

1. Use the articles, “the” and “a” in a short sentence for the child to repeat or say with you. Ask, “what is this?” Then say, “This is a toy, a book, etc.” Point to different objects and say, “This is the table”, or “the table is brown”, etc. After you have done this for a while, arrange questions so the child can use “the” and “a” by herself, such as, “What colour is the sky, grass, sun, etc.?”
2. Point to objects, saying, “the table, the chair, the apple, etc.” and let the child take turns pointing to and naming objects.

L142 Uses some class names (e.g. “toy”, “animal”, “food”)**What to do:**

1. Mix up the pictures of items in various categories and ask the child to give you all the animals, or food, etc. If he doesn't find all of them, say, “I see another _____”, and have him find it.
2. Give the child choices. Ask him, “is this an animal or food?”, when you hold up the item or picture.
3. Use pictures, items, or toy objects, several from each class. Name each item saying, “dog is an animal”, etc. to demonstrate for the child. Then hold up each item and have the child tell you the objects class.

L143 Uses “can” and “will” occasionally**What to do:**

1. Use “can” and “will” in your speech when talking to the child to express future events and ability to do an activity.
2. As situations arise ask the child if she “can” or “will” do things, then have her tell you.
3. Put out pictures for the child and ask questions, like “who can bark?” Have the child answer “dog can bark”. Use pictures of animals, people, etc.
4. Tell the child about activities to occur in the next hour or two. Tell her, “we will go to the store.” Later ask her about the event, like “who will go?”, “where will we go?”, and have the child answer.
5. Listen to the child's spontaneous speech and praise her when she uses the words on her own.

Level Three: Age level 2 – 3**Listening – attending****L96 Sits with adult to share picture books for 5 minutes****What to do:**

1. Read a simple and interesting story to the child. Explain the pictures to him. Ask him to describe what he sees in the pictures.
2. Ask simple questions about the story to find out if he really did listen.
3. Give the child the questions you will ask before you start the story.
4. Read to the child daily and at the same general time each day. Make this a fun and relaxing time for both of you – let him choose the story.
5. Play a tape/CD that involves simple motor activities. Go through activities with the child. Later see if the child can carry through actions from the tape/CD alone.

L110 Mimes actions and repeats final word for each line in familiar song**What to do:**

1. Sing song for child and mime actions. Guide the child to join in the actions if she needs help. Gradually reduce the help given.
2. Sing song and let the child perform the actions independently.
3. Sing song and join in actions with the child. Pause before the final word in each line exaggerating the penultimate word. Wait for the child to supply the missing word, e.g. “All **fall**... **DOWN**.”

L118 Names familiar environmental sounds**What to do:**

1. Upon hearing a sound ask the child, “What is that?” Then take the child to the source and discover what the sound was. Name the object or animal that made the sound.
2. Make familiar sounds and ask the child to name them.
3. Make a tape of sounds and have the child match pictures of objects to the sounds.

L128 Watches for and names familiar TV characters**What to do:**

1. Observe programmes or TV jingles that interest the child. Ask the child about the characters, e.g. “Have you seen _____ yet?”
2. Plan watching TV in advance. Say to the child, “_____ will be on soon. What will he do today?” Talk to the child about the programme. Praise comments from the child.
3. Talk to someone else about the programme when the child is present. Say, “Today we saw _____” and let the child name the character.

L144 Joins in producing simple rhythmic patterns, e.g. clapping, stamping, etc.**What to do:**

1. Sing simple rhythmic songs that use clapping actions. Clap in rhythm. Ask the child to join in. If the child has difficulty, repeat the song very slowly indicating when to clap.
2. Play simple nursery rhymes on cassette or CD. Let the child use a musical toy, e.g. a shaker, to shake during the song. Join in with the child and model the correct rhythm.
3. Use TV, jingles, and popular songs. Move feet, stamping and tapping to the music.

Level Three: Age level 2 – 3**Imitation****L97 Says “please” and “thank you” when reminded****What to do:**

1. Remind child to use these terms, e.g. don’t give her a snack until he uses the correct term.
2. Use the terms when you want him to do something. Use “please” and “thank you” such as “Please close the door. Thank you.”
3. The other members of the family should use these words with children and adults.
4. At first you may need to tell him the entire word to say (i.e. “Say thank you”), gradually reduce the aid to cue, such as “What do you say?” Reinforce the child for being polite.

L98 Attempts to help parent by doing part of chore (e.g. holding dustpan, etc.)**What to do:**

1. Encourage the child to help with activities by first being responsible for picking up his own toys. Reward him with praise when he accomplishes the task.
2. When dusting, give the child a cloth so he can imitate your movements.
3. Let him take his own dishes to the sink and thank and praise him for volunteering to help with tasks.
4. Let the child help you strip the bed, throw clothes in a dryer, put canned food away on shelves, etc.
5. When you are sweeping have the child hold the dustpan so that you sweep dust into the pan.

L110 Mimes actions and repeats final word for each line in familiar song**What to do:**

1. Sing song for child and mime actions. Guide the child to join in the actions if she needs help. Gradually reduce the help given.
2. Sing song and let the child perform the actions independently.
3. Sing song and join in actions with the child. Pause before the final word in each line exaggerating the penultimate word. Wait for the child to supply the missing word, e.g. "All **fall**... **DOWN**."

L134 Controls voice volume 90% of the time**What to do:**

1. Play games using big differences in your voice so that the child listens to and notices changes of loudness, softness, etc.
2. Read an exciting story to the child using expression. Ask the child to tell you the part of the story again using the intonations you used.
3. Name the loud speech "outside voice" and the quiet speech "inside voice". Go indoors and outdoors and use the appropriate voice level and have the child do so also.
4. Whisper "secrets" to the child and make a game of having her whisper to you too.
5. Show pictures to the child or set up situations where loud and quiet voices are appropriate. Have her sort the pictures into piles for quiet or loud situations. If using real situations, have the child show you what kind of volume she would use in that situation.

Level Three: Age level 2 – 3**Play and picture books****L96 Sits with adult to share picture books for 5 minutes****What to do:**

1. Read a simple and interesting story to the child. Explain the pictures to him. Ask him to describe what he sees in the pictures.
2. Ask simple questions about the story to find out if he really did listen.
3. Give the child the questions you will ask before you start the story.
4. Read to the child daily and at the same general time each day. Make this a fun and relaxing time for both of you – let him choose the story.

5. Play a tape/CD that involves simple motor activities. Go through activities with the child. Later see if the child can carry through actions from the tape/CD alone.

L102 Imitates play sequence, e.g. looking after dolly

What to do:

1. Play a game with dolly or teddy, e.g. putting dolly to bed, washing dolly, giving teddy his dinner, etc. Ask the child to imitate you. Use appropriate language as you play, e.g. "Teddy's tired. Bedtime Teddy. Cover Teddy up. Night-night Teddy. Sleep now." Guide the child through the appropriate actions, gradually reducing the level of help given to the child, until the child imitates the actions independently.
2. Increase the number of play sequences using favourite toys such as cars, trains, cooking implements, etc., again guiding the child initially and reducing the level of help as the child imitates independently. Model language as the game proceeds, using short appropriate phrases, e.g. "Car wants petrol", "train gone", "cooking dinner", etc.

L105 Names actions

What to do:

1. Point to pictures as you read stories and tell the child what action is pictured.
2. Point out actions of other family members; explain what they are doing, i.e. "Daddy's washing the car, Mummy is cooking dinner", "Billy is riding his bike".
3. Play a guessing game with the child. You act out actions like crying, running, ironing, baking, etc. and have the child tell you what you are doing.
4. Look through a magazine or book and ask the child to tell you what she sees happening in the picture.
5. Show the child pictures of a boy/girl (a) standing, (b) walking, (c) running. Ask her to tell you what she sees in each picture. She may say "a boy/girl". Then ask, "What is the boy/girl doing in this picture?"
6. Have the child go through these activities herself, such as standing, walking, and running and show her the pictures as she is doing this.
7. As you look through a picture book, have the child tell you what is happening in the pictures to specific animals, people, or objects.
8. Place pictures in front of the child and play a game taking turns describing activities and objects in a picture. Point to the picture as it is described.

L114 Picks out detail in pictures

What to do:

1. Choose pictures which include a variety of details, e.g. a shop, a street scene, a playground, etc. Talk to the child about the picture, using short phrases. Say to the child, "Show me the _____" and name the object in the picture. Do not always ask for prominent objects.
2. Ask the child what is happening in the picture, e.g. "Show me the boy who is _____", and name the action.
3. Talk about the details in the picture using words the child knows, e.g. "the *little* bird", or "the *big red* bus", etc. Reward the child when he points to details and ask him what else he can see.
4. Say when looking at new pictures, "Tell me about the picture." Reward any attempts at description. If the child uses only one word or merely points to

interesting detail, give him two or three words in your reply, e.g. “Yes, a car like Mummy’s”, or “The sun’s shining”, etc.

L115 Joins in “pretend play” when given verbal cues

What to do:

1. Suggest familiar play situation, e.g. “Teddy’s hungry. What shall we do? Give Teddy dinner?” Praise the child when she responds appropriately. Make suggestions about the game as it proceeds.
2. Set up familiar ‘pretend’ play routines in providing appropriate objects, e.g. bed, covers, etc. Say, “Teddy’s tired. What shall we do?” Wait for the child to respond independently. Suggest putting teddy to bed if the child fails to respond.
3. Increase the number of play sequences practised by the child, using a variety of toys.

L121 Points to picture of common object described by its use

What to do:

1. You name an object and have the child name its use.
2. Play a game of showing an activity, such as brushing teeth, washing hands, sweeping floor, etc. and have the child guess what you’re doing.
3. Place several items such as a ball, a spoon, a cup, soap, etc. on a table. Ask the child to find the object you eat with, bounce, drink from, etc. When he can do this consistently you point to the objects and ask him what to do with each. Praise the child as he learns to associate the object with its use.
4. Cut out pictures of common objects like cup, ball, hat, and others familiar to the child and paste them on paper. Name a function or use and have the child point to the correct picture. Praise all correct responses and help him correct errors.

L122 Listens to simple story, e.g. getting ready for bed

What to do:

1. Choose stories about the child’s daily routines, e.g. preparing for bed and then going to bed. Select stories with pictures that include objects familiar to the child.
2. As you tell the story, relate the actions to those the child knows from her daily routines, e.g. “She’s putting on her pyjamas. You have red pyjamas”, etc.
3. When the story is familiar, pause before each picture and use words such as “and then”, or “next”. Praise the child if she knows what’s coming.
4. As the child goes through the routine described in the story, remind her about the story. Tell the story again afterwards.

L127 Talks during “pretend play” with adult

What to do:

1. Set up familiar play situation, e.g. feeding Teddy. Emphasise your words as you play by talking to teddy. Say, “Dinner time Teddy. Are you hungry? Sausages today. Sit down, etc.” Praise the child when he joins in by talking to teddy.
2. Tell the child it’s time to put the dolly to bed. As the child responds appropriately ask the child what he is doing. Ask questions about dolly, e.g. “Is dolly good?”, “Does she cry?”, etc. Join in the game with a second dolly

and talk about what you are doing. Praise the child's response in your reply, e.g. "You are kind to dolly. Have you said night-night?"

3. Repeat routines with other play situations, such as with cars, building toys, etc. Ask the child questions about the game. Comment on your play when you join in. Praise any speech by the child, by responding appropriately.

L129 Plays "dressing-up" in adult clothes

What to do:

1. Provide old clothes and a variety of hats.
2. Choose a character for the child to be. Say, "You be the mum and I'll be the person in the store." Dress accordingly in old clothes.
3. Say, "Let's pretend – who do you want to be today?" Provide hats, clothes, and accessories for her to choose.
4. Provide or help the child make simple hats for a nurse, doctor, fire officer, farmer, engineer, etc. Help her to find toys that complete the outfit.

L132 Talks about complex pictures, e.g. street scenes, market scenes, etc.

What to do:

1. Choose very detailed pictures of familiar scenes, e.g. busy street, shopping, school, etc. Relate the scene to his experience by pointing out familiar objects. Ask the child to find a (name object) like (name association), e.g. "a car like daddy's."
2. Ask the child to name unusual objects in the picture. Give him the names of new objects. Ask him the new names on subsequent occasions.
3. Ask the child about the activity in the picture: "What is _____ doing?" Say, "What else is happening?" Point out activities in the picture he has missed.

Level Three: Age level 2 – 3

Responding to language

L95 Can bring or take object or get person from another room on direction

What to do:

1. Have the child call other family members at mealtime.
2. Send the child on simple errands, like "Please give Mummy the newspaper", "Please put this on the table", etc. Thank the child for helping.
3. Initially go with the child and help him with the task. Later let him go alone as you give verbal direction. Praise his success.
4. Initially give very simple directions that do not require moving out of immediate area. Gradually increase complexity of task.

L99 Acts in response to action words

What to do:

1. Choose familiar actions. Play game where you ask the child to carry out or mime the action, e.g. "Jump! You jump!" Demonstrate the action yourself if she does not respond. Get family or dolls to join in.
2. Select appropriate pictures and name the action depicted. Ask the child to mime the action. Guide her if she needs help, gradually decreasing help until she responds independently.

3. Sing action song for the child, e.g. “This is the way we *wash* our hands”, emphasising action words and miming them as you sing. Guide the child through the actions, gradually reducing help. Finally sing the song and let the child begin the action before you join in with her.
4. As you go through the day name your actions. Say, “What are we doing? We are _____”, and emphasise the action word. Ask the child, “What are you doing? You are _____”, and name the action. Emphasise action words during play, e.g. “Push the car”, “build the tower”, “feed Teddy”, etc.

L100 Makes a choice when asked

What to do:

1. Take two liquids, two toys or two foods. Give the child a choice by asking her if she wants, e.g. “milk or juice”, “the car or the boat”, etc. Wait until she makes a choice. If she does not, put both items away and ask again at a later time.
2. As you name each offering hold it out to her to help her understand she can have one or the other.
3. Give the child the opportunity to choose, e.g. such things as red or blue shirt to wear, dog book or toy book to read, or teddy bear or doll to take to bed.

L101 Responds appropriately to use of common adjectives, e.g. “tired”, “happy”, etc.

What to do:

1. Use the adjective, e.g. “sad”, “cold”, “hungry”, etc. and follow it with an appropriate action, e.g. “Teddy’s sad. Love Teddy”, or “Mummy’s cold. Where’s my jumper?” etc. Later give the child the opportunity to respond appropriately.
2. During play exaggerate your feelings and name them, e.g. “I’m *sad*”, and pretend to cry, or “I’m *cold*”, and pretend to shiver. Reward your child when he responds to you appropriately.
3. Give the child simple directions which use common adjectives, e.g. “Find a clean jumper”, “look for your big teddy”, etc.

L103 Places “in”, “on”, and “under” on request

What to do:

1. Use a small cube block and cup. Tell the child you are putting the cube under the cup. Have her imitate you. Repeat for “on” and “in”.
2. Use a big box. Ask the child to position herself “in”, “on”, and “under” in relation to the box.
3. Name positions of the child as you move her “out of her bed”, “up in the air”, “down on the chair”, “into her bed”, etc.
4. Say the directional word and show her how to place either herself or an object. Tell the child in a single word command, e.g. “in”.
5. Use a desired toy or doll and place it “in”, “under”, and “on”, relative to a box. Then encourage the child to place the toy according to the directions you give. Praise success and give needed help and reduce that help as the child gains in skill.
6. While looking through picture books have her tell you if certain objects are “in”, “on”, or “under” others.

L116 Selects common object described by use, e.g. cup, brush**What to do:**

1. Select a small number of familiar objects, e.g. cup, soap, pen, etc. Say to the child, "Which one do we _____ with?" (name use, e.g. drink, wash, etc.) If the child needs help add, "You *drink* with a _____", and pause to let the child supply the missing word. Emphasise the verb each time you say it. When correct object is selected pretend to use it appropriately.
2. Choose pictures of familiar objects. As you look at them with the child name their use, e.g. "We *dig* with a spade", etc. Encourage the child to imitate you. Mime action described.
3. As you come across new items in the child's experience demonstrate their use. Say to the child, "What's this for?", and name the object and its use.

L123 Holds fingers up to tell age**What to do:**

1. First show the child, say, "You are 3 years old", then you hold up the correct number of fingers and count them, have him imitate you or help him hold up the correct number of fingers. Gradually withdraw your help, then let the child show you how old he is by himself. Praise success.
2. Sometimes it's easier to begin with, if the child uses both hands, holding up two fingers on one hand and one on the other.
3. It may be easier to teach the child to hold down un-needed fingers with the other hand.
4. Once the child can do this, ask his age fairly often to give him the chance to practice and be sure to help him "update" on his next birthday.

L125 Carries out series of 2 related commands**What to do:**

1. Make a game of carrying out simple commands. Begin with one direction and then add another. If child does not carry out the directions, then go through it with her by physically helping her. Praise her as you do this together.
2. Having the child repeat the directions given to her before she begins doing them may help her remember.
3. To increase the child's ability to remember things in order, use clues such as, "first, drink your milk, then wipe your mouth." Later omit "first" and "then" and just give the requests.
4. Other activities:
 - a. "Put the ball on the floor and kick the ball."
 - b. "Drink the milk and put your cup on the table."
 - c. "Go to the window and tell me something you see outside." etc.

5.1.2.4 Level Four: Age level 3 - 4

Early speech – conversation

L145 Uses 4-word strings

What to do:

1. When the child says two or three words together add an extra word to your reply. Choose words that add to his meaning, e.g. “Daddy gone walk” from the child can be answered, “Yes. Daddy’s gone (to) walk (in the) park.”
2. Listen carefully to the child’s speech to encourage him to attempt longer word strings. Reply appropriately showing you have understood, e.g. “Little chick lay egg” – “Oh! Did you see the egg?”
3. Ask the child to tell you a story using a familiar picture book. Extend short strings in your comments.

L149 Greets familiar adult without reminder

What to do:

1. Role-play, pretend a family member is coming home, and let the child pretend to be that family member and then himself.
2. Use puppets and cut-outs to act out situations in which the child greets people.
3. Model the activity and have the child imitate you as you are greeting people.
4. When you know a person familiar to the child will be arriving, inform the child. If familiar adult is at the door, inform the child as you go to answer the door to give him an opportunity to greet the adult.

L150 Carries on a simple conversation

What to do:

1. Ask the child’s opinion about daily routines, e.g. “Shall we go shopping?”, or “What shall we cook for dinner?” If the child is slow to respond use teddy or a doll to reply for her and then ask again, e.g. “Teddy says, “I want chips”. What do you want?”
2. Allow opportunities for the child to answer for herself when other adults ask questions regarding her play, school, health, etc. Help the child if necessary, but only prompt her with words that she needs.
3. Use a toy telephone for conversations. Let the child use the real telephone as a treat. Rehearse with her what she is going to say.
4. Talk to the child about her activities during the day. Ask her what she is doing and what she will do next. Comment on her replies, e.g. “That’s a good idea!”, or “Can I see your picture soon?”, etc.

L157 Says “please” and “thank you” without reminder 50% of the time

What to do:

1. Show and tell the child when to use “please” and “thank you”, such as assistance with doors, picking up objects, etc. Praise child each time he is courteous.
2. Use “please” and “thank you” appropriately in your speech to the child and have the family do the same.
3. If the child does not respond, say, “What do you say?” and do not give in to request until the child says “please”.
4. Use “please” and “thank you” at mealtime when passing food.

L158 Answers telephone, calls for adult or talks to familiar person**What to do:**

1. Let the child use a toy telephone and have the child pretend she is answering a telephone, give her spoken clues.
2. Let the child talk to grandmother, or familiar adult to learn telephone manners.
3. Arrange for familiar adult to phone you, rehearse procedure just before adult is to call. Reinforce appropriate phone answering.
4. Provide the child with a card of pictured cues on answering and calling parent. Reinforce child for following cues.

L189 Speech is intelligible to strangers**What to do:**

1. Ask parent to repeat the child's words back to him if his speech is indistinct. Do not make the child repeat his words over and over again.
2. When using new and difficult words ask the child to look at you as you say them, e.g. "elephant". Say the word slowly and clearly.
3. Select any sounds the child finds difficult and use them in sing-song games so that the sound is repeated over and over in a sung voice.

Level Four: Age level 3 – 4**Early speech – use of cognitive concepts****L151 Names "big" and "little" objects****What to do:**

1. Use 5 large blocks and 5 small blocks that are all the same colour. Begin by having the child sort the blocks into 2 piles according to size. The child should be able to sort without error before going on to pointing to "big" and "little". Praise correct response.
2. Use two objects that differ only in size. For example, use two red balls, one big and one little. Begin with very large and very small items. Name the balls or blocks or other objects as "big" and "little". Then ask the child to give you the "big ball" and then the "little one". Change the position of the objects often. When the child can consistently point to "big" and "little" without error begin by having the child name object size, "big" or "little".
3. Place 15cm cut-out circles and 8cm cut-out circles on the floor. Have the child step only on the "big circles", then on the "little circles". Have the child tell you which circle to step on ("big" or "little") and she is to tell you if you are correct.
4. Place a treat, e.g. favourite toy, on one of the circles. The child should correctly tell you if the circle is "big" or "little" before having a turn at the toy.

L170 Names 3 colours on request**What to do:**

1. Begin with just one coloured object. As the child, "What colour is this?" If necessary, tell him the colour name, "this block is red", and again ask, "What colour is this?" Praise correct answers and provide feedback to the child; e.g. "that's good (child's name), that's red". Repeat using different objects (household, toy, clothing) of the same colour. When the child consistently

- names the one colour correctly, add a second colour repeating the above procedure and finally the third colour.
2. Present all three colours to the child for him to name. Let the child find other objects of these colours in magazines, books, and around the house. Praise correct answers.
 3. Use names such as “grass green” and “sunshine yellow” to help the child remember names.
 4. Design a “colour ladder” for the child. He must name the colour of each step of ladder to receive a treat at the top of the ladder.
 5. When naming give him a choice. Ask him, e.g. “Is this red or blue?”
 6. Give the child the initial consonant/vowel sound as a clue. Ask, “What colour is this? It’s r___.” Let the child finish.

L171 Names 3 shapes ■, ▲, ●

What to do:

1. Begin by using 2 shapes, the circle and the square. You name each. “This is a circle, this is a square”; point to each as you name it. Then ask the child to name the circle and square, change their position on the table from time to time. When the child can name the “circle” and “square” without error (5 out of 5 times), add the triangle.
2. Point to each of the three shapes and name each shape having the child repeat the name after you. Do this several times with each shape. Then point to the shape and wait for the child to name it without help. If she hesitates, say the beginning sound of the shape, and let her finish naming it. Reward success and improvement with praise.
3. Cut a thick sponge into a cube. Draw a ■, ▲, ● on each side of the cube. Have the child toss the cube and name the shape that lands on the top face.

L177 Names objects as same and different

What to do:

1. Put 3 sets of two identical items in a box, (e.g. 2 forks, 2 blocks, 2 combs). Ask the child to find two things that are the same in the box.
2. Repeat the above activity using pictures or texts.
3. Use assortment of paired items telling the child they are the “same”. Mix them up and tell the child they are “different”. Present pairs of “same” and “different” items to the child and have her tell you if they are the “same” or “different”.
4. Help the child by giving her clues of the first sound of the word. Say, “These are the s___.” Let the child finish the word.
5. If the child has difficulty, initially ask her, “Are they the same or different?” Gradually reduce this to just asking her to “Tell me about these.”

L178 Uses adjectives relating to size in familiar situations

What to do:

1. Model the use of “long/short”, “fat/thin”, “wide/narrow”, “tall/short” in familiar situations, e.g. when looking at clothes, describing people, describing places, and height. Choose one pair to model at a time. Make scrapbooks of pictures that illustrate adjectives, again concentrating on one pair at a time.
2. Make shapes in plasticine or modelling clay. Choose shapes to illustrate size adjective being taught. Say to your child, “Is your _____ fat or thin?”, etc. Make a number of shapes to illustrate one pair of adjectives. Display them and talk about them.

3. Look through picture books for objects that are “tall/short”, etc. Praise the child when he describes a picture correctly. If he uses big or little, use the new adjective in your reply, e.g. in reply to “Big tree”, reply, “Yes, it’s a *tall* tree.”
4. Use opportunities to identify particular objects with an adjective. Choose objects the child sees regularly. The block of flats is “tall”, the road is “wide”, the path is “narrow”, etc. Use gestures to dramatise your description. Praise the child when he identifies the object with the appropriate adjective. Remember to use the adjective every time you pass the object.

Level Four: Age level 3 – 4

Early speech – questions

L159 Asks questions “Where?” and “Who?”

What to do:

1. Model question form in games, e.g. in a ‘finding game’ say, “Where’s the _____?”, or play an ‘appearing game’ and say, “Who is this? It’s _____”, and bring out teddy or a photograph from the hiding place.
2. Use the question form during the day, e.g. “Who is that? It’s the builder.” Reinforce any imitation by the child.
3. Use photograph album to ask, “Who is that?” Encourage the child to ask questions in turn.
4. Tell the child to ask another family member, “Where is _____?”

L160 Says “is” at the beginning of questions when appropriate

What to do:

1. When the child indicates that she is asking a question, but does not use correct word order, model the question form for her. Have her repeat after you.
2. With a group of children or family members, take turns modelling and asking questions.

L169 Uses “why?” questions and listens to adult reply

What to do:

1. Model the use of “Why?” when reading stories, e.g. “Why is the boy crying? Perhaps he fell down.” Do this with nursery rhymes.
2. During play with the child ask, “Why?” questions, e.g. “Why is teddy asleep? Is he tired?” Join in the play and say, “I’m going to sleep”, etc. giving the child the opportunity to ask “why?” questions of you. If he does not, ask him to imitate. Say, “Ask me, “Why are you asleep?””
3. When the child begins to use “Why?” questions spontaneously, give him full attention when making your reply.

L174 Answers simple “how?” questions

What to do:

1. When carrying out common daily activities ask the child questions such as, “How will we get to the store?”, “How will we open the door?”, etc. If the child does not answer, or uses gestures, say the answer for her. Child should answer in 2 to 4 words.
2. Gradually increase the difficulty of questions asked. Use examples that are less common.

3. Use stories with pictures. As you read the story stop at various points and ask questions like, “How did ____?”, or “How will ____?” Give the child cues by pointing to the picture that shows the answer. Gradually withdraw the aid of pictures and have the child answer independently.

L183 Tells how common objects are used

What to do:

1. Show the child an object (e.g. hammer, ball, thread, etc.) and ask, “What do we do with this?”
2. Using the same procedure, present pictures instead of object.
3. If the child does not know the answer, tell it to him. Then ask the question again, “What do we do with this?”:
 - a. “We cook on a stove, what do we do on a stove? We cook on it.”
 - b. “What do we do with a car, cup, pencil, chair, etc.?”
4. Talk to the child as you carry out daily activities, naming what you’re doing with specific objects.
5. As the child goes about his daily activities, ask what he is doing with the objects and be sure to praise appropriate answers.

L185 Changes word order appropriately to ask questions (“can I?”, “does he?”)

What to do:

1. When the child asks a question without using the questioning form of sentence, model the correct form and give the associated answer, e.g. “Can you go to the store? Yes, you can go to the store.”
2. Play a game with several family members or other children. Give each person several objects. Take turns asking on another for items. In this way you can model the question form and give the child opportunity to ask questions. Give the item only when the question form is used spontaneously or the child at least repeats the form after you.
3. Use similar procedures with “does” questions. Model the correct question form for her when she doesn’t use it.
4. Take turns asking each other questions about pictures or objects. “Does he have a jacket?”, “Does she go to school?”, “Can fish run?”, etc.

Level Four: Age level 3 - 4

Early speech – structures

L176 Uses regular past tense of verb, e.g. “jumped”

What to do:

1. Use past tense forms in your speech to the child when describing action that has already occurred.
2. Use words like “jump”, “kick”, “hop”, etc. Have the child perform the action as you say the word. Ask him to tell you what you/he did. If he doesn’t use the past tense form of the verb, say it again emphasising the form.
3. Plan some activity like going to the park, store, on a walk, etc. When you return have the child talk about what you did using past tense forms. Praise when correct. Model correct word form for him if he is not correct.

4. Use puppets to demonstrate activity and have the child describe the activity afterward.

L181 Tells about immediate experiences

What to do:

1. While the child is busy doing something, ask her “What are you doing?” Then ask her, “What did you just do?” after she has finished.
2. If the child is watching you or other family member do something, wait until they have finished and ask the child, “What were they doing?” Praise her if correct. If not correct, give the child clues. For example, if Daddy was reading a book, ask the child, “What was Daddy doing with the book?”
3. If the child has just watched a television programme, ask her to tell you about what happened.

L184 Expresses future occurrence with “going to”, “have to”, “want to”

What to do:

1. Use these words in your speech to the child. Five to ten minutes before carrying out an activity tell him “We are going to take a bath, go to the store, etc.” Just before carrying out the activity, ask the child to tell you what’s going to happen. If he uses the words, praise him. If he doesn’t, model the appropriate sentence for him.
2. Use the same procedure with puppets or stories familiar to the child.
3. Use a toy and have the child tell you what it’s going to do.
4. When the child indicates that he wants to do something, model the phrase by saying, e.g. “you want to go outside”. Require the child to either use the phrase or repeat it after you before allowing him to do or have the desired item or activity.

L187 Tells 2 events in order of occurrence

What to do:

1. Have the child watch as you perform two activities. For example, tap your head and then clap your hands. Then ask the child to tell you the two things that you did. Aid her with clues such as, “first I ____, and then I ____.”
2. Instruct the child to do two things. After she does them have her tell you what she just did.
3. When the child can tell you 2 events that just occurred, have her tell about events that just happened progressively longer ago; for example, telling about things she did today.
4. Read the child a familiar story and mix up the order of events. Let the child correct you.
5. Take turns doing things and have the child tell you about them, such as, “You blew a bubble and I broke it.”

Level Four: Age level 3 – 4

Listening and attending

L146 Sings and dances to music

What to do:

1. Demonstrate clapping and marching to music with the whole family.
2. Turn the radio on, take the child's hands and "dance" with her showing how to move feet.
3. Encourage her to dance by herself, clap for and praise the child as she performs.
4. Provide rhythm band materials for children to play with, e.g. pots, pan, spoons, boxes, containers, etc.
5. Sway body or nod head while singing to music. Encourage the child to imitate.

L147 Identifies loud and soft sounds in musical games

What to do:

1. Choose music that includes contrasting loud and soft passages. Emphasise the contrast by miming appropriately, e.g. pretend to be giants or elephants walking about to loud passages, tiptoe like snowflakes to soft passages.
2. Exaggerate loudness of musical songs. Choose contrasting songs to follow each other, e.g. a loud song and then a quiet song.
3. Use soft and loud sounds as cues in a musical game. Make the contrast a dramatic one, e.g. rub your hand on a tambourine for a quiet sound and beat the drum for a loud sound.
4. Make shakers using various fillings to provide a variety of sounds. Play games and name loud and soft sounds. Tell the child to listen for loud or soft sounds and move in response, e.g. stamp to loud sounds, tiptoe to quiet.

L161 Will attend for 5 minutes during regular story session

What to do:

1. Read a simple and interesting story to the child. Explain the pictures to him. Ask him to describe what he sees in the pictures.
2. Ask simple questions about the story to find out if he really did listen.
3. Give the child the questions you will ask before you start the story.
4. Read to the child daily and at the same general time each day. Make this a fun and relaxing time for both of you – and let him choose the story.
5. If the child is unwilling to attend, use a kitchen timer or sand timer, and set it for a minute or two. If the child attends to the story until the bell rings, or the sand runs out, reinforce the child with praise. Very gradually, increase the amount of time the child is required to attend before receiving the reinforcer.

L175 Repeats sequence of sounds, e.g. squeaky toy, rattle, drum, etc.

What to do:

1. Have a play band and pretend the toys are playing. Start with two sounds, e.g. drum and rattle. Play them in order, letting one toy play the drum and next toy the rattle. Ask the child to copy you. Gradually add other sounds until there is a sequence of four.
2. Play a farm game and repeat animal sounds in a sequence, e.g. "moo, baa, woof", and ask the child to make the same sounds in order. Use animal pictures to remind the child of the sequence.

3. Sing songs where each verse adds a new sound to the chorus sequence. Pause between each sound during repeated choruses and let the child supply the sound independently.

Level Four: Age level 3 – 4

Imitation

L154 Counts to 3 in imitation

What to do:

1. Count to 3 frequently during the day as activities are happening, e.g. count dishes as you wash or dry them, count towels as you fold them, count letters that come in the mail, etc. Encourage the child to imitate saying, “1, 2, 3”.
2. Have the child imitate “1, 2” and add numbers one at a time after child masters imitation task.
3. Place 3 objects in front of the child and point to each one as you count to three. Ask her to repeat after you – pointing and counting.
4. March with the child, counting to three. Ask her to count along with you.

L163 Repeats finger plays with words and action

What to do:

1. Examples: “Itsey-bitsey spider”, “Pat-a-cake”, “Here’s the church”, “3 little monkeys”, “Two little blackbirds”, etc. Say and to the entire finger play. Repeat one line of the words and motions. Have the child repeat one line of the words and motions. Have the child repeat one part at a time after you, then 2 lines, etc. until he can repeat entire finger play.
2. Have him start by only doing the actions as you say it. Then have him say and do the actions.
3. Have the child say the rhyme with you, but leave off the last word of each phrase for him to say by himself. Gradually leave off additional words. Praise the child as he gains in skill.
4. Cue the child by saying the first word of each line and having the child finish on his own or do the action for the child as a cue for the words.

L164 Counts to 10 objects in imitation

What to do:

1. Place 10 similar objects (blocks, toys, etc.) on the table and one by one count them for the child. Count as you put away your dishes, take out spoons, etc.
2. Count for the child and then have her count after you and then count together. Start by counting to 2 or 3, then after the child can do this, continue with 4, then 5, and up to 10.
3. Have the child count a variety of objects, such as blocks, toys, candy, animals in the field, etc.
4. If you are counting objects with the child and she is unsure of the next number give her the initial letter sound of the number. Let her finish saying the number word.
5. Reduce the initial sound clue, by mouthing the initial sound but not saying it out loud. Gradually reduce all clues and praise the child as she improves.
6. Read counting nursery rhymes or sing counting songs to the child.

Level Four: Age level 3 – 4

Play and picture books

L148 Follows rules by imitating actions of other children

What to do:

1. Play circle games. Instruct the child to watch the other children and do what they do. Help the child by telling him things like “they’re holding hands, etc.”
2. Play “Simon says”, or “Follow the leader”.
3. Provide opportunities for the child to play with other children in situations that require turn taking and offer an opportunity to imitate. E.g. sandbox play with digging, sand building or loading play trucks, or playground play with swings, slide, etc.

L155 Tells what happens next in simple, repetitive story

What to do:

1. Tell, read, re-read simple and interesting stories. Ask the child questions about what happens next, what the dog’s name is, etc. Encourage the child to act out stories and retell them to other members of the family. Use puppets or dolls to tell the story.
2. Find stories that appeal to the child’s interests. After reading the story two or three times, re-read it again, but before turning the page ask the child what she thinks will happen next.
3. Watch segments of the child’s favourite TV programmes with her. At commercials, or short intervals ask the child to tell you what happened. Aid her with verbal cues and questions if necessary, initially.

L156 Asks permission to use toy that peer is playing with

What to do:

1. Model activity by asking the child if you can use whatever he’s playing with. Promise to give it back. Take it if he does not give it to you. Play with it briefly and give it back to him. Praise him for sharing.
2. Give another child a toy that your child likes. Tell your child to ask for it if he wants it. Encourage him to use “Please” and “Thank you”, and also to return the toy when he is finished with it.
3. Praise the child whenever he asks you for something before taking it.

L161 Will attend for 5 minutes during regular story session

What to do:

1. Read a simple and interesting story to the child. Explain the pictures to him. Ask him to describe what he sees in the pictures.
2. Ask simple questions about the story to find out if he really did listen.
3. Give the child the questions you will ask before you start the story.
4. Read to the child daily and at the same general time each day. Make this a fun and relaxing time for both of you – and let him choose the story.
5. If the child is unwilling to attend, use a kitchen timer or sand timer, and set it for a minute or two. If the child attends to the story until the bell rings, or the sand runs out, reinforce the child with praise. Very gradually, increase the amount of time the child is required to attend before receiving the reinforcer.

L166 Will take turns**What to do:**

1. Encourage the child's siblings to play sharing games with the child.
2. Go to the park or public playground where the child can see others waiting their turn in going down the slide.
3. Roll or catch the ball with three other children.
4. At mealtime have food passed around, rather than filling each dish in the kitchen; the child will wait his turn to be served.
5. Praise him when he is able to take turns.
6. Play hopscotch, jump rope, table games. Give spoken clues about sharing, waiting for turn in family activity. Let the child be first some of the time.

L167 Follows rules in group games led by older children**What to do:**

1. Play games within the family circle where older children lead the activity. Initially have parent involved also, helping the younger child follow through with the directions.
2. Involved the child only in very simple games at first, and praise the child when she follows the rules. Parent should act as observer at this point.
3. Arrange for the child to have other children to play with by having a special outing or party if children are not available in the neighbourhood. Reinforce child for playing with others for longer and longer periods of time.

L168 Plays near and talks with other children when working on own project**What to do:**

1. Provide situations in which the child can play with others the same age. Play such as sand box and block play, are appropriate tasks. Be sure there are enough blocks for all the children.
2. Take the child to the neighbourhood or playground and encourage him to participate using the equipment.
3. Arrange for children to be available for play situations in the home. Help initiate projects or play for the children, reinforce them for playing appropriately by playing or discussing their play with each child individually.

L179 Takes on adult role in pretend play, e.g. mummy, child, shopkeeper, etc.**What to do:**

1. During play with the child give her the adult role in the game. Say, "You be the shopkeeper and I will come to your shop."
2. Ask the child what she thinks others may do in familiar situations, e.g. "If we are late what will Mummy say?", or "What will the man at the petrol stations say? Do you want petrol?" Point out adult actions and words during daily expeditions. Play being the adult observed when you reach home. Let the child pretend to be mummy or the man at the petrol station, etc.
3. Provide dressing-up clothes and adult belongings to stimulate play, e.g. hats, grocery boxes for a shop game, tray for a waiter, etc.
4. Act out familiar stories.

L180 Talks about and plans sequence as play proceeds, e.g. getting dinner, eating, washing up, etc.

What to do:

1. Model planning by commenting on your actions as you go. Say what you plan to do next, e.g. while cooking list your ingredients. Say what you must do first and comment as you carry out your plans.
2. Start the child's game by suggesting what he might do next, e.g. in a house game, suggest shopping for dinner. Then drop out of the game and ask the child what he will do next.
3. When the child initiates the game make suggestions that will add to the interest of the game. Make sure your suggestions concern actions and objects that the child knows well, and that also enables the child to remain in control of the play. Ask him about the game as he plays.

L182 Answers "Why?" questions about events in simple story

What to do:

1. Read a simple story. Choose stories with repetition. As the child becomes familiar with the story, ask questions about the plot, "Why did ____?" Prompt the child's response with "Because ____." Let the child imitate the reply if she needs help at first.
2. Extend the child's repertoire of familiar stories over a long period. Tell the same stories often. Continue to ask "why?" questions until the children can answer independently.
3. As child "why?" to pictures showing significant parts of the plot in a story.

L188 Acts out a variety of important experiences in "pretend play", e.g. school, going to the doctor, etc. and in response to particular objects, e.g. easel, doctor's set, etc.

What to do:

1. Make suggestions for games which relate to family events, e.g. "going on a picnic", "visiting the doctor", "going on holiday", etc. Ask the child to collect objects for the game. As the game proceeds, ask the child what he is doing.
2. During outings say to the child, "You can play a game about ____." Collect useful objects for the game, e.g. tickets, programmes, advertisements, etc.
3. Use stories and complex pictures to suggest play routines, e.g. books about hospitals, transport vehicles, etc. Include dollies and toys to take on characters.
4. Make apparatus for playing games, e.g. cartons make a train, blankets can form a tent. As you help the child to make the apparatus, praise his ideas for the game to be played afterwards.

Level Four: Age level 3 – 4

Responding to language

L148 Follows rules by imitating actions of other children

What to do:

1. Play circle games. Instruct the child to watch the other children and do what they do. Help the child by telling him things like "they're holding hands, etc."
2. Play "Simon says", or "Follow the leader".

3. Provide opportunities for the child to play with other children in situations that require turn taking and offer an opportunity to imitate. E.g. sandbox play with digging, sand building or loading play trucks, or playground play with swings, slide, etc.

L152 Points to 10 body parts on verbal command

What to do:

1. Begin with facial parts. As you say, “Here are my eyes”, point to your own eyes and have the child imitate where you point on her own body. Repeat with additional body parts including hands, feet, neck, etc.
2. Stand in front of a full-length mirror with the child. Have the child move or touch a body part as you name it, e.g. “Touch your knee”, “Wiggle your nose”, etc. Reward by praising.
3. Draw two circles, one larger than the other on paper. Draw in one or two body parts and then have the child name what’s missing and point to where each body part should go, in order to complete the drawing of a person. Praise the child when she answers correctly.
4. Point to body parts on a doll.
5. Encourage the child to say the name of a body point as she points to it.
6. Let the child put a sticker on a body part if she points to it correctly.

L153 Points to boy and girl on verbal command

What to do:

1. Identify family members by their sex when appropriate, e.g. through praise, “That’s a good girl”, etc.
2. When reading stories to the child, point out the characters in pictures as boys and girls, where appropriate. Then you point to one of the pictures and ask the child to point to the boy or the girl.
3. You point to a picture and have the child identify the picture as a girl or a boy.

L162 Acts in response to “inside”, “outside”, “behind”, “on top”

What to do:

1. Look inside containers, pockets, etc. with the child using appropriate words, e.g. “What’s *inside* here?” Later ask the child to look independently.
2. Ask the child to put objects “inside”, e.g. “Put your glove inside your pocket”, or “Put the bricks inside the box.” Guide the child if necessary.
3. Talk to the child about things *outside* the window. Use the word *outside* when referring to the weather, e.g. “It’s raining outside.” Ask the child to help put things outside. Say to him, “Look outside. Is _____ coming?”
4. Teach *behind/in front of* and *on top/under* in the same way. Talk about objects that are *behind/in front of* other objects. Refer to things that are out of reach *on top*. Ask the child to place an object behind/in front of or on top/under when you are tidying up.
5. When the child has learn these prepositions, play games where he is given cues. Say, “Close your eyes”, then hide an object. Say, “Open your eyes. The _____ is (behind/in front of, on top, under, etc.) the _____.”

L165 Follows rules in group games led by adult**What to do:**

1. Start with small groups of children. Choose a game with very simple rules and demonstrate the game to the children by going through the game slowly. Then gradually withdraw your verbal and physical assistance.
2. Play games such as Tag, Farmer in the den, etc.
3. Play a game one time then let the child who has the turn to be the leader choose the game. Review the rules and encourage the target child to participate. Reinforce child for following rules.

L167 Follows rules in group games led by older children**What to do:**

1. Play games within the family circle where older children lead the activity. Initially have parent involved also, helping the younger child follow through with the directions.
2. Involved the child only in very simple games at first, and praise the child when she follows the rules. Parent should act as observer at this point.
3. Arrange for the child to have other children to play with by having a special outing or party if children are not available in the neighbourhood. Reinforce child for playing with others for longer and longer periods of time.

L172 Carries out series of 2 unrelated commands**What to do:**

1. Give the child simple directions concerning objects and ideas that she is very familiar with, such as “bring your book to me and close the toy box”, or “get the ball and close the door”. Reward the child with praise for following directions. If child does not carry out directions go through the activities with her, praising her as you help her follow through.
2. Start with one direction and when the child is able to carry out one direction, add a second direction.
3. Tell the child you want her to listen carefully and do what you say just the way you say it. Make the activities fun and include hopping and jumping.
4. Have the child say what she’s to do before doing it.

L177 Names objects as same and different**What to do:**

1. Put 3 sets of two identical items in a box, (e.g. 2 forks, 2 blocks, 2 combs). Ask the child to find two things that are the same in the box.
2. Repeat the above activity using pictures or texts.
3. Use assortment of paired items telling the child they are the “same”. Mix them up and tell the child they are “different”. Present pairs of “same” and “different” items to the child and have her tell you if they are the “same” or “different”.
4. Help the child by giving her clues of the first sound of the word. Say, “These are the s___.” Let the child finish the word.
5. If the child has difficulty, initially ask her, “Are they the same or different?” Gradually reduce this to just asking her to “Tell me about these.”

5.1.2.5 Level Five: Age level 4 – 5

LAN115 Carries out a series of 3 directions

What to do:

1. If the child has difficulty with a 3-stage direction begin with a 2-stage direction.
2. Ask the child to repeat the direction before he begins to follow it.
3. Begin with directions using one object, i.e. “Get your shoes, sit down, and put on your shoes.” Gradually increase the difficulty by adding unrelated activities to the request. Praise the child each time he follows your directions.

LAN116 Demonstrates understanding of passive sentences (e.g. “boy hit girl”, “girl was hit by boy”)

What to do:

1. Use puppets. Give each puppet a name. You demonstrate for the child and talk about what is happening. The dog chased the cow, the cow chased the dog, etc. Instruct the child to demonstrate similar actions for you. Praise when correct. If incorrect demonstrate the correct action for her.
2. Use same procedure with dolls or toy animals.
3. Use pairs of pictures depicting the same kinds of activities and have the child point to the one named.
4. Use similar procedures with words like kiss, chase, hit, feed, throwing, etc.

LAN117 Can find a pair of objects/pictures on request

What to do:

1. Use the word “pair” in your speech to refer to two identical objects; pair of shoes, gloves, cards, etc.
2. Put out pairs of objects. Mix them up and then ask the child to find a pair of _____.
3. Put out the assortment of paired objects and tell the child to put all the pairs together.
4. Use pictures of a single item and of pairs of those same single items. Ask the child to point to or find the one that shows a pair of _____.

LAN118 Uses “could” and “would” in speech

What to do:

1. Use “could” and “would” in your speech when talking to child to express possible activities.
2. Play verbal games such as: “If I were a rabbit, I could hop, I could jump, I could wriggle my nose.” Then let the child choose the pretend object or animal and tell you what she could do. Do the same with would, i.e.: “If I was at the park I would swing, I would ride on the merry-go-round, etc.” Make sure the child prefaces each remark with “I could” or “I would”.
3. Ask questions such as “Who could/would do this for me?” Encourage the child to reply by saying “I could, Billy would, etc”.

LAN119 Uses compound sentences (e.g. “I hit the ball and it went in the road”)

What to do:

1. Listen to the child talking. When you hear where he could have used a conjunction (such as “and” or “so”) or an adverb, repeat the sentence with the conjunction or adverb inserted, e.g. “We went to the store and bought rice.”
2. Talk and explain events to the child using compound sentences.
3. Ask child to tell you 2 things he did at the _____.

LAN120 Can find “top” and “bottom” of items on request

What to do:

1. Initially choose objects that have a definite top and bottom (bottle, shirt, etc.). Tell the child which is the top and the bottom. Then ask her to point to the top and bottom.
2. Instead of pointing, have the child place objects at the top or bottom.
3. Use a picture of a ladder and have her place pictures of people at the top and bottom.
4. Use a sheet of paper and make a picture by having the child place or draw things at the top or bottom of it. Use various stickers to increase the child’s motivation.

LAN121 Uses contractions “can’t”, “don’t”, “won’t”

What to do:

1. Model replies by asking all people present who can; e.g. “Who can fly?” and have everyone respond in turn, “I can’t”. Ask, “Who likes fish sauce?” or “Who will wash the dishes?”.
2. Use “can’t”, “don’t”, and “won’t” in your speech when talking to child.

LAN122 Can point out absurdities in picture

What to do:

1. Have the child tell what is wrong with the picture.
2. Show the child the absurdity and ask a question about it, i.e. “Do chickens lay red eggs?”, “Do dogs fly?”, “Do houses have legs?”.

LAN123 Uses words “sister”, “brother”, “grandmother”, “grandfather”

What to do:

1. Use above labels instead of their names when addressing these people. Also say “Take this toy to your sister?” or ask, “Where is your brother?”. If child does not respond, touch correct person and say, e.g. “Here is your brother, Tom.”
2. Include above words in your conversation with child, saying things such as, “Look at your brother eating his dinner”, or “See if your sister is awake.”

LAN124 Tells final word in opposite analogies

What to do:

1. Ask the child will correctly complete the following:
 - a. Brother is a boy, sister is a _____.
 - b. In the summer it is hot, in the winter it is _____.
 - c. We’re awake during the day, we sleep at _____.
 - d. A tree is big, a bush is _____.

2. If child has difficulty with the above analogies, begin by using pictures while saying the analogies.
3. Change the order of presentation, i.e. “Sister is a girl, brother is a ____.”
4. If the child has difficulty in answering the question, give him two choices (one correct, the other incorrect). Praise correct answers.

LAN125 Tells familiar story without pictures for cues

What to do:

1. As you read stories to the child, have her describe the pictures to you.
2. Retell a story leaving out important words as you show the pictures and have the child fill in those words.
3. Begin with a simple short story and repeat it several times for the child. Encourage her to retell it to you or her brother or sister. Praise the child as she remembers more details. Gradually increase the complexity and length of the stories read to her and encourage her to retell these to family members.

LAN126 Names picture that does not belong in particular class (e.g. one that’s not an animal)

What to do:

1. Use either pictures or real objects. Put out 3-4 items: 3 that are dogs, animals, tools, food, or writing implements, etc. and one that is not. Ask child to find one that doesn’t belong. Help him by asking what you do with, or what class, each item belongs to. Gradually withdraw aid until child can point to the item independently.
2. Initially have child point to all the ones we write with, eat with, etc. and then ask, “which one don’t we ____ with?” Praise when correct: e.g. “Right, we don’t eat with a pencil. It doesn’t belong in this group.” Gradually change the question to just asking, “which one doesn’t belong in this group?”

LAN127 Tells whether or not 2 words rhyme

What to do:

1. Rhyme words for the child. Say “cat, bat, hat, they rhyme.” Use nonsense syllables also, e.g. “oo, coo, boo, do.” After demonstrating this for the child gradually have him tell you that the words rhyme. Then follow same procedure including words that don’t rhyme.
2. Present pairs of pictures to the child. Use some pairs that rhyme and some that don’t. Either you or the child say words. Then tell if the words rhyme or not.
3. Use pictures of items. Put out one picture. Have child name it. Then show her 2-3 more pictures and have her find the one that rhymes with the one initially presented. Encourage her to say the picture name as she does so. Give clues as necessary, but gradually withdraw them.

LAN128 Uses complex sentences (e.g. “She wants me to come in because...”)

What to do:

1. Play a game of “you say what I say”. Ask the child to say complex sentences in imitation of you. If the child has difficulty, repeat part of the sentence and ask him to complete the sentence.
2. Look at pictures with the child and ask the child to describe the picture. Repeat child’s sentence by saying “Yes...” adding the words necessary to make a complex sentence.

LAN129 Can tell whether sound is loud or soft**What to do:**

1. Use sound makers, musical instruments, or tap table, or drop items that make different sounds into can/metal container, and have child tell you it's "loud" or "soft".
2. Make loud and soft sounds for the child and name them as such. Then make a noise and have the child tell you whether it's loud or soft. Give cues such as covering ears, putting finger to mouth, or using initial consonant sounds to help child answer. Gradually reduce cues until child answers unaided.

5.1.2.6 Level Six: Age level 5 – 6

LAN130 Can point to some, many, several

What to do:

1. Use the words in your speech to the child. Choose only one word to teach at a time, as the terms are relative.
2. Put out groups of objects and describe the groups as having some, many, etc. Have child point to groups as you name them.
3. Begin with groups of objects that vary substantially in number. Gradually make the groups closer in number.

LAN131 Tells address

What to do:

1. Tell child his address; have him repeat it after you.
2. Begin by requiring child to tell only part of address. You say, e.g. “319”, then let the child tell you the street. You say the town; let the child say the province. Gradually require the child to tell you more of the address himself.

LAN132 Tells telephone number

What to do:

1. Say telephone number to child. Have her repeat it back to you. Continue until child can tell you on request what her telephone number is.
2. Provide child with cues initially. You say the first three digits and let the child tell you the last series of digits. Gradually require the child to tell you the whole number.
3. If child can name numerals, write telephone number on flash cards. Let her use card for cues when she needs to. Gradually withdraw the clues until the child can tell number without looking.
4. Use play telephone. Have her tell you number and you dial. Let child do so if she is able.
5. With group of children let them take turns telling their phone numbers so someone else can call them on the play phone.

LAN133 Can point to most, least, few

What to do:

1. Use the words “most”, “least”, “few” in your speech to the child.
2. If child has difficulty, work with only one concept at a time.
3. Set up groups of small items. Have child point to group that has most, least, few. Later have him name the groups for you when you point to them.
4. With a group of children, take turns letting the children give each other a few, someone the least, etc. and then telling who has the most, etc.
5. Initially use groups that vary substantially in number of items. Gradually reduce to difference of 1-2 items for most and least.

LAN135 Tells daily experiences

What to do:

1. After carrying out an activity with child, have the child tell you or another person what he did. Initially provide him with cues if necessary.
2. Begin by having the child tell you about immediate experiences. Gradually delay having him tell you what he did.

3. Establish a special time (e.g. before dinner, etc.) when the child can tell experiences to the parent.
4. Initially accept short descriptions of major events. Aid the child with cues to five more details. Gradually withdraw cues as the child gives details spontaneously.

LAN136 Describes location or movement “through”, “away”, “from”, “toward”, “over”

What to do:

1. Set up play situation, with toy cars, trucks, gas station, tunnels, bridges, etc. Begin by describing to the child where she is moving the vehicles. Then instruct the child to “drive over the bridge”, “through the tunnel”, “away from the...”, etc. Gradually have her tell you where she is driving.
2. Use same procedure with a variety of objects. Make a game of taking turns letting the child give you directions of where to move objects and telling you if you are correct.

LAN137 Answers “why?” question with an explanation

What to do:

1. Model asking and answering “why?” questions with another child or adult. Later include the target child and ask him questions.
2. If child gives a partial answer like “because”, give him additional clues by asking him more questions.
3. Ask the child the question, provide him with part of the information and let him finish. Gradually require the child to provide more and more information spontaneously.
4. Use puppets, act out a story, ask the child “why?” questions about it.
5. Use picture stories. Tell the child the story. Ask him “why?” questions. Show him the picture that gives clues to the explanation. Gradually withdraw aid so the child performs independently.
6. When the child is proficient in answering “why?” questions in a structured situation, begin to ask questions about daily experiences (i.e. “Why did mum go to the shop?”, etc.).

LAN138 Puts together and tells 3-5 part sequence story

What to do:

1. Use pictured sequence stories. Tell the child what the story is about. Put out two of the remaining cards and have the child choose which one comes next. Talk about the story as she puts it together. When complete have the child tell the story.
2. If using 5-6 part stories begin by using only three of them (major parts). As the child gains proficiency use more cards.
3. Help the child tell the story by giving verbal cues like “then what happened next?”, etc.

LAN139 Defines words

What to do:

1. Use words that are labels for objects. Ask the child to tell you “what a _____ is?” If the child has difficulty, show him a picture of it and have him describe the pictured item. Help him by asking questions about “what the item is for?”, “what colour?”, “how big?”, etc.

2. Define words for the child and have him guess what it is. If this is too difficult, put several pictures or objects in front of the child and have him guess which one you are describing.

LAN140 Can “tell me the opposite of...”

What to do:

1. Use several different sets of opposites. Tell the child “the opposite of cold is hot”, etc. Use pictures and have the child match the opposite pairs. Explain to her as she does so.
2. Ask the child “what’s the opposite of _____?” If she can’t tell you, use the pictures to correct her.
3. Use pictured opposites. Give the child one of each of a pair of 2-3 opposites. Ask her to give you “the opposite of _____.” As the child gains proficiency, discontinue using the pictures.

LAN141 Answers question “what happens if... (e.g. you drop an egg)?”

What to do:

1. Set up situations in which the child can observe the results of an action, or choose things he has had the opportunity to observe in his own environment. Then have the child tell you “what would happen if _____?” If he can’t tell you or gives an incorrect answer, then perform the activity and have the child tell you what happened.

LAN142 Uses “yesterday” and “tomorrow” meaningfully

What to do:

1. Plan various special activities for several days in a row. Before doing them, tell the child “tomorrow we’re going...” The next day describe and discuss what you did yesterday and plans for tomorrow.
2. Have the child tell you the things she did yesterday and will do tomorrow.
3. Name activities and have the child tell you whether they happened yesterday or will happen tomorrow.

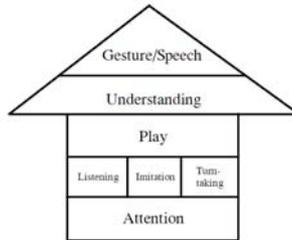
LAN143 Asks meaning of new and unfamiliar words

What to do:

1. When speaking or reading, ask the child, “Do you know what that word means?” Then explain the meaning to the child and use it again in another sentence.
2. Tell the child a story you feel would be very exciting and interesting. Use familiar words and see if the child asks what the word means. Praise him when he does ask, and then ask him to explain the new word to his family.

5.2 Activities edited from World Health Organisation booklets (1997)

The communication house



5.2.1 Attention

- This is the child's ability to concentrate on people and things around her.
- A child needs good attention in order to learn any new skill.
- The development of attention starts from birth, when the child first looks at her mother's face.
- This skill develops into the ability to spend time concentrating on a single activity and to have one's attention directed by an adult.
- The first two stages of "attention" concentrate on encouraging the child to show more interest in people and situations.
- The later stages concentrate on encouraging the child to be interested in things going on around her, and to concentrate for longer periods on more difficult activities.

Stage 1: 0-6 months

Hold your child close. Talk to her and smile so that she looks at you.



Talk and sing to your child.



Hang objects so that your child can look at them and touch them.



Play peek-a-boo.



Stage 2: 6-12 months

Encourage your child to watch you. Talk about what you are doing.



Roll a ball alongside your child. Encourage her to watch it.



Stage 3: 12-18 months

Point out noises and nearby sounds to your child.



Play sound and action games.



Pretend play with everyday objects.



Hide objects and encourage your child to look for them.



Stage 4: 18 months – 3 years

Build a tower.



Put stones in a tin.



Dance and sing simple songs.



Ask your child to fetch things.



Stage 5: 3-5 years

Tell your child a story.



Hide objects for him to find.



Bang rhythms for him to copy.



Play group games.



5.2.2 Listening

- This is the child's ability to listen carefully to sounds and speech.
- A child needs to be able to listen carefully if he is to learn and understand spoken language.
- The development of listening starts soon after birth when a child becomes aware of all sounds and begins to respond to them.
- This skill develops into the ability to have selective hearing.
- The first two stages of "listening" concentrate on encouraging the child to listen to all sounds and voices.
- The later stages are aimed at encouraging the child to listen more carefully so as to help her understand sounds and speech.

Stage 1: 0-6 months

Hold your child and talk to her.



Call your child's name and smile at her.



Make bathing fun.



Talk and sing to your child.



Stage 2: 6-12 months

Shake a rattle.



Encourage your child to listen to different sounds.



Play finger games with rhymes and songs.



Talk about objects.

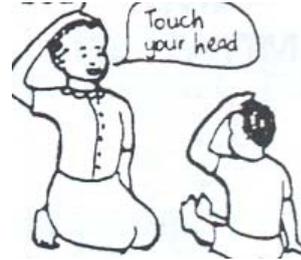


Stage 3: 12-18 months

Ask her for well-known objects.



Name parts of the body for her to touch.



Make different noises when you play



Give her choices.



Stage 4: 18 months – 3 years

Tell him what you are doing.



Build and knock down towers.



Stage 5: 3-5 years

Encourage her to listen to different noises.



Play games where he must listen for his name.



Make loud and soft noises for her to copy.



Play shops.



5.2.3 Turntaking and imitation

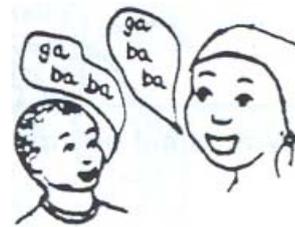
- This is the child's ability to take turns in games with people, and to copy other people's actions, sounds, and words.
- A child needs to be able to take turns in order to interact with other people. She needs to be able to imitate so that she can learn new skills.
- The development of turntaking and imitation starts when a baby is still young, with the mother copying her baby's actions and sounds, and the baby copying her in turn.
- The first two stages of "turntaking and imitation" concentrate on developing turntaking and imitation through direct contact with another person in simple games.
- The later stages concentrate on involving the child in more complex activities where greater co-operation and understanding is needed.

Stage 1: 0-6 months

Copy what your child does – smiling, laughing, frowning, etc.



Talk to your child and copy her sounds.



Tickle your child.



Take turns splashing.



Stage 2: 6-12 months

Make dressing fun.



Play peek-a-boo.



Play finger and hand games.



Make each other laugh.



Stage 3: 12-18 months

Help your child to copy you.



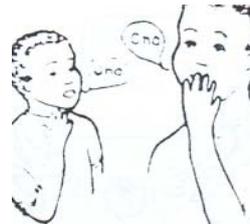
Bang rhythms on a pot. Take turns.



Play clapping games.



Copy your child.



Stage 4: 18 months – 3 years

Take turns with your child.



Wave bye-bye



Stage 5: 3-5 years

Let your child help you.



Play ball games with other children.



Play "catch" games.



Sing rhymes and songs together.



5.2.4 Play

- This is the child’s ability to learn in an imaginative, creative, and enjoyable way, using the people and objects in his environment.
- A child needs to be able to play because it is through this that he learns all the other skills needed for communication.
- The development of play starts soon after birth when a baby enjoys himself making and listening to sounds, and watching and touching faces.
- This skill develops into the ability to play complex games.
- The first two stages of “play” concentrate on teaching the child simple games involving one other person and simple objects.
- The later stages look at more imaginative play and more complicated games.

Stage 1: 0-6 months

Play games with your baby – tickling and blowing.



Let her feel your face.



Hang objects for her to see and touch.



Play peek-a-boo.



Stage 2: 6-12 months

Play finger games.



Play “body games” – rock her, throw her, tickle her.



Give her things to hold and talk about them.



Let her feel many different toys.



Stage 3: 12-18 months

Tie a toy to some string for him to pull.



Make the toy disappear and then come back again.



Bang on pots and boxes.



Roll and throw balls to each other.



Stage 4: 18 months – 3 years

Build a tower together using tins or blocks.



Make finger puppets.



Play with boxes and cartons in the sand or mud.



Play with water.



Stage 5: 3-5 years

Hide objects in a bag for him to feel and guess what they are.



Make an obstacle course.



Make animals from mud.



Make posting boxes.



5.2.5 Understanding

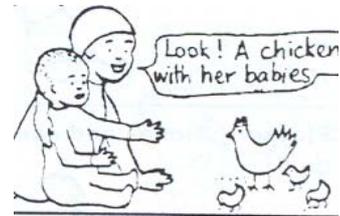
- This is the child's ability to make sense of people, situations, and language.
- A child needs to be able to understand words and gestures and situations in order to take part in communication.
- The development of understanding starts soon after birth when the child begins to make sense of the things she sees and hears.
- This skill develops into the ability to understand adult language and complex situations.
- The first three stages of "understanding" concentrate on encouraging simple understanding in everyday situations.
- Stages four and five look more specifically at the understanding of words and simple sentences.

Stage 1: 0-6 months

Hold her close and talk to her.



Show her everyday sights and sounds.



Hang leaves, tins, pods, etc. for her to see and feel.



Talk to her when you are bathing and dressing her.

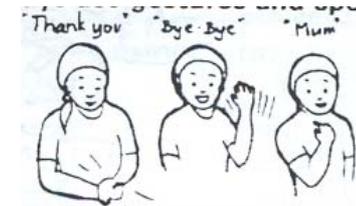


Stage 2: 6-12 months

Talk about everyday sounds.



Always use gesture and speech together.



Wait for your child to ask for things using sound or gesture.



Let him copy what you are doing.



Stage 3: 12-18 months

Help him to pretend.



Pretend to feed dolls and people.



Ask him to fetch objects for you.



Give him errands.

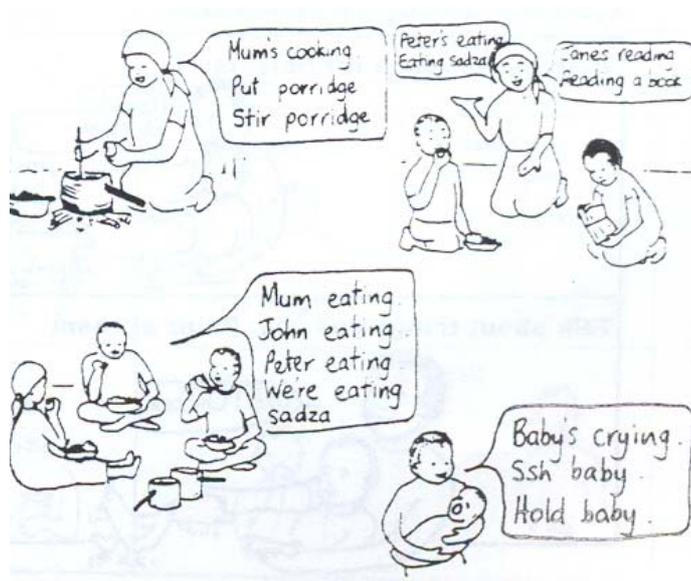


Stage 4 and 5: 18 months – 5 years

A child needs to understand different types of words. Use words often in games and everyday situations. Choose those words that express your child's wants and needs. Gradually add more words. Do not rush the child. Do not force your child to speak, but encourage by modelling language use and through everyday communication with your child.

The way a child is spoken to will affect understanding...

- Speak clearly to your child.
- Use simple sentences.
- Use everyday words.
- Talk about what interests your child and what your child can see.



5.2.6 Gesture

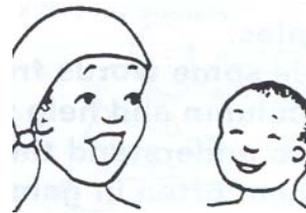
- This is the child's ability to use body movements, signs and expression to communicate a message.
- A child needs to be able to use gesture as a way of expressing herself.
- The developments of gesture starts soon after birth when a child cries or wriggles her body, and the mother responds to these gestures by feeding her child, or by changing the child if wet/soiled.
- This skill develops into the ability to use more sophisticated gestures with speech, for effective communication.
- The first three stages of "gesture" concentrate on encouraging the child to use simple gestures in everyday situations.
- Stages four and five look at using more specific gestures for communication.

Stage 1: 0-6 months

Make your face interesting for her to watch.



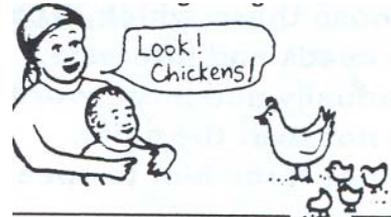
Smile at each other.



Make eye contact.



Point out interesting things.



Stage 2: 6-12 months

Help her to reach for objects.



Give her objects she reaches for.



Talk about things you see. Point at them.



Play finger games.



Stage 3: 12-18 months

Wave
bye-bye
and hello.



Show your
child how to
clap



Let him
point to
things he
wants.



Give him
things and
talk about
them.



Stage 4 and 5: 18 months – 5 years

In natural, everyday situations use gestures to accompany your speech. When your child tries to use gestures respond immediately and praise your child. It is important that every person who has contact with the child knows the gestures that are used and makes an effort to use them too.

5.2.7 Speech

- This is the child’s ability to make sounds and to put them together to form words and, later, sentences.
- A child needs to be able to use sounds or speech as a way of expressing himself.
- The development of speech starts soon after birth when a child makes cooing and babbling sounds.
- This skill develops into the ability to make all speech sounds and to put them together to make intelligible words and sentences.
- The first three stages of “speech” concentrate on encouraging the child to use sounds and words in playful situations.
- The later stages require the child himself to say out words and sentences and to use them for communication.

Stage 1: 0-6 months

Hold and sing to your child.



Talk to your child.



Make bathing fun.



Play peek-a-boo



Stage 2: 6-12 months

Get down to your child’s level to talk.



Respond to her sounds.



Use your voice with expression.



Use “sound words”.



Stage 3: 12-18 months

Play games with sounds.



Make your voice go high and low when you speak.



Notice when your child makes sounds. Copy them.



Point out noises and make them yourself.



Stage 4: 18 months – 3 years

Make faces and sounds in a mirror for your child to copy.



Help your child to ask for things.



Give your child choices.



Put interesting objects in a bag for him and pull out and name.



Stage 5: 3-5 years

Emphasise certain words for her to learn.



Hide an object. Ask, "which one is missing?"



Teach her and show her action words.



Tell him well-known stories.



5.2.8 Making a communication chart

What is a communication chart?

It is a simple chart, made of card or wood, on which there is a display of pictures or words that show the daily needs of a person.

Who is it for?

A communication chart can be used for any person who is unable to communicate fully using spoken or gestured language. The chart can be used in conjunction with spoken and gestured language when a person can express some things, but is unable to communicate all her needs.

When is it used?

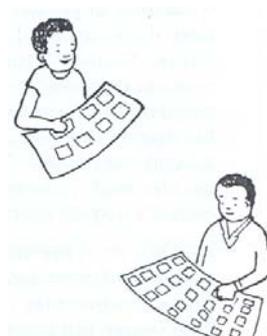
At all times! It should be near to the child all the time so that she can use it to communicate with those around her.

How is it used?

First of all, the child needs to get the attention of the person with whom she wishes to communicate. She would then point, in some way, to the pictures or words that express her needs. The other person should respond immediately, and can carry on a conversation by talking to the child and asking her questions that can be answered using the chart. In this way a simple chart becomes a means of communication.

It is essential that everyone who works/lives with the child supports the ideas of a chart so that they can be fully involved in developing and using it.

Before starting to make a communication chart, the following points need to be considered:



- Get everyone involved in making the chart, if possible including the child.
- Get the child used to using pictures by using them when sharing activities with the child.
- Decide which pictures would be most appropriate through discussion with all people who are involved with the child.
- Decide how the pictures should be displayed. Think about the form of display that would be best for the child and prepare this for him.
- Find out what method of pointing is easiest and most accurate for the child.
- Plan how to lay the pictures out, what size the pictures should be and the number of pictures that should be on the communication chart. The answer to these three questions will depend entirely on the ability of the child in terms of mobility, vision, and developmental age.

Making the communication chart

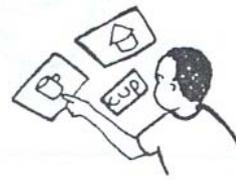
- Prepare the chart according to the kind of display the child needs. The pictures may be arranged in a folder, on a piece of strong card, on a wooden tray, etc.
- Stick the pictures you have chosen onto the chart with the layout and spacing that suits the child best.
- If possible cover the chart with strong plastic to protect it.
- Be sure to make the chart in such a way that you can alter it, or add pictures, according to the child's changing needs.
- Introduce the chart to the child and ensure that it is used for real communication.

Remember...

- Enjoy communicating!
- When deciding on and introducing a communication chart for a child, involve the whole family.
- The pictures on a chart must be appropriate to the child's needs, and to his or her home background and to the child's experiences.
- Be prepared to adapt the chart over time as the child's needs change.
- Encourage family and friends to include the child in conversations where the child can use the chart.
- The communication chart should be easily accessible to the child and easy to carry around.
- A communication chart should be attractive and durable.

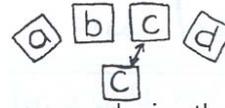
5.2.9 Using written language for communication

Match words to pictures: take two pictures of familiar objects, write words to match them. Place each word under its correct picture. Let the child look at them. Talk about them. Now mix the words up. The child must try to remember which word fitted which picture and she must replace the words correctly. As the child begins to recognise these words correctly, play the game using new pictures and words. Gradually make the game harder by using more pictures and words.



Match letters to letters:

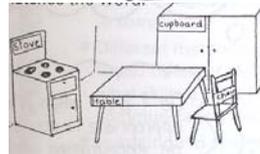
Write different letters on cards. On a piece of paper, write down one of the letters. Ask the child to match the correct card with that letter.



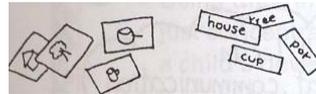
Write down a word; give the child one of the letter cards. She must try to find that letter in the written word.



Label household items: write clear labels for all the main household items in the child's home. Attach the labels to the items and talk about them with the child. Play a game where the child is given a written word and must go round and find the label that matches the word.

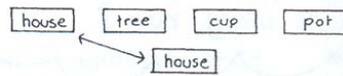


Pair game matching words to pictures: take the set of pictures with their set of matching labels. Read them with the child; remind him which words match which pictures. Now place all the cards face down. Take turns picking up one picture card and one word card. If they match, keep the pair. If they do not match, replace them face down and let the next person take their turn.



Match words to words:

Make two sets of word cards so that you have two of every word. Lay out one set of cards. Take one card from the other set and ask the child to match it with the card that looks similar



Play a game of "pairs", where both of the cards are placed face down, and mixed up. Take turns picking up two cards at a time, if the cards match keep the pair. If not, replace them and let the next person take a turn.



Joining words: help the child to learn more words, and start joining words together, by matching groups of pictures to groups of words.



A bag of objects with matching words: collect familiar objects and place them in a bag. Lay out the labels. The child must feel the bag and pull out an object. He must then find the word label that matches this object.



5.2.10 Activity ideas

Note: Some of these activities may be unsuitable for certain children. The individual abilities and needs of the child must be considered first. Suitable activities should be chosen to match those abilities and needs for the individual child.

Activity: hold child close. Make an interesting face and make interesting sounds. Bring his hands to your face and help him to feel your face and look into your eyes.



To develop skills of:
Socialising
Vision/looking
Touch

Activity: give the child choices, for example, first give him cold water to drink, then warm; give her sweet food and then sour. For each activity, notice her responses to the things she likes, and to things she doesn't like. Always respond appropriately to her expressions of like and dislike.



To develop skills of:
Socialising
Touch
Taste
Acting purposefully

Activity: when feeding your child, stop before he is full. Notice what he does to show he wants more. On another occasion, continue feeding until he shows he has had enough. Notice how he shows this. Always give him a chance to show what he wants or does not want, and respond appropriately.



To develop skills of:
Socialising
Acting purposefully

Activity: play games with your child, swinging her, tickling, jiggling her on your knee. Do the movement a few times, then stop. Wait to see if she gives signs of wanting more. Then continue and stop again. In this way, turntaking is built up with the child giving a sign and you responding. This is a kind of "conversation"!



To develop skills of:
Socialising
Acting purposefully
Touch
Movement

Activity: collect a variety of different sound-makers, for example, stones in a tin, sand in a box, bells, seeds in a plastic jar. Play games encouraging him to listen to the different sounds. Help him to shake the sound makers himself.



To develop skills of:
Hearing/listening
Touching

Activity: hold your child so that your mouth is close to her ear when you talk to her. Use a bright, interesting voice with lots of variety, to encourage your child to listen.



To develop skills of:
Hearing/listening

Activity: sing songs to the child. Hold him and rock him in rhythm to the song.



To develop skills of:
Hearing/listening
Movement

Activity: use your sound makers. This time, make sounds from different directions. Encourage your child to look to where the sound is coming from.



To develop skills of:
Hearing/listening

Activity: draw the child's attention to different sounds and happenings around him each day, for example, the radio, a car, the bus arriving, a baby crying, children playing, water running, etc.



To develop skills of:
Hearing/listening

Activity: show the child how to bang on a pot or drum to make a noise. Help her to tap gently for a quiet noise and to bang for a loud noise. She will realise that by moving her hand, she can make a noise happen.



To develop skills of:
Hearing/listening
Making things happen
Imitation
Touch

Activity: play finger rhythms with the child, tickling and touching his hands as you say a rhyme or sing a song.



To develop skills of:
Hearing/listening
Touch

Activity: find a large piece of plastic or material that makes a noise when handled. Lay the child on it. Help the child to move, so that the plastic makes a noise. Encourage her to listen, and move again. She will realise that by moving her body she can make a noise happen.



To develop skills of:
Listening
Touch
Movement
Making things happen

Activity: find bright, shiny objects from around the house. Show them to the child. If he does not look, move the object into the child's line of vision, or move his head to help him see the object. Move the object around encouraging him to follow it with his eyes. Let the child feel and explore the object.



To develop skills of:
Vision/looking
Touch

Activity: make a mobile of bright objects. Hang it where the child can see it, and where it will move in the wind. Draw the child's attention to the moving objects.



To develop skills of:
Vision/looking

Activity: tie an interesting object onto a piece of string or elastic. Dangle it in front of the child so he can see it. Hand it where he can reach it. Help him to hit the object with his hand to make it swing.



To develop skills of:
Vision/looking

Activity: rather than leaving the child to lie alone in a room, find a place where she can see lots of things happening around her and people doing things. Sit her securely in this position. Talk to her about all the things that are happening.



To develop skills of:
Vision/looking
Socialising

Activity: lay the child in a prone position with a rolled towel under his armpits. Put toys in his line of vision and play with them, making appropriate noises, for example, car or animal noises. Encourage him to watch and listen as you play and to take part.



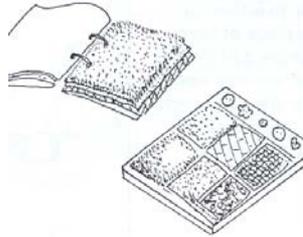
To develop skills of:
Listening
Vision/looking
Touch

Activity: find lots of items with different textures, for example, silk cloth, rough cloth, wool, sandpaper, paper, carpet, etc. let the child rub her hands on the textures and feel them. Let her feel them on different parts of her body.



To develop skills of:
Touch

Activity: using pieces of fabric with different textures, make a “book”, with a different texture on each page. Also make a board, on which different textures can be arranged. You can add other interesting items, e.g. buttons, pads, bells, etc. Let the child enjoy running his hands over all these textures.



To develop skills of:
Touch

Activity: take a large cloth or mat. Onto it sew different interesting items, with different textures, for example, a piece of sacking, a piece of velvet, plastic, orange sacks, etc. Lay the child on this mat and let her roll around, feeling all the different textures.



To develop skills of:
Touch
Movement

Activity: during bathing, let the child enjoy feeling things. For example, let him feel the wet soap, help him to splash the water, let him feel water of different temperatures. Afterwards, when drying him, rub the towel all over his body – both gently and roughly. Wrap him in the towel and let him feel it around him.



To develop skills of:
Touch

Activity: collect pieces of newspaper and magazine paper. Sit together crumpling it, tearing it, feeling it, and rolling in the crumpled pieces. Enjoy the feeling and the sounds together.



To develop skills of:
Touch
Hearing/listening

Activity: put interesting things to feel into different tubs. For example, beans, sand, water, leaves, etc. position your child so he can put his feet in these tubs and explore the texture with his feet.



To develop skills of:
Touch

Activity: help the child to hold objects in her hands. Encourage her to bang the objects on to a drum or pot. Later, help her to hold an object in each hand and bang these together.



To develop skills of:
Touch
Hearing/listening

Activity: let the child smell lots of different things from around the home, for example, food, soap, flowers, fruit, clean clothes, dirty clothes, etc. Notice how he responds to smells he likes, and to those he does not like.



To develop skills of:
Touch
Smell

Activity: ensure that the child has a chance to experience different tastes. Let her taste foods that are sour, sweet, salty, and bitter. Notice her reaction to these tastes. They will become her way of telling you which tastes she likes, and which she doesn't.



To develop skills of:
Taste

Activity: let the child eat food of different textures, e.g. bananas, meat, bread, jelly, apples, etc. Help him get used to a variety of foods.



To develop skills of:
Taste
Touch

Activity: lay the child on a towel/bedsheet. One person takes the ends of the towel near the child's head and another takes the ends near her feet. Lift her up and gently swing her in the towel. Pause and wait for her to give some sign that she wants more. Then start swinging her again. After a while pause again, wait for her response, then resume swinging...



To develop skills of:
Touch
Movement
Making things happen

Activity: hold the child in different positions and swing him gently. As with the previous activity, pause every now and then to give the child a chance to show he wants more.



To develop skills of:
Movement
Making things happen

Activity: play “rough and tumble” games with the child, i.e. tickling her, rolling her, jiggling her, hugging her.



To develop skills of:
Movement

Activity: roll the child from side-to-side as he sits either on your legs or on some form of large cylinder. Support him at the hips. Also try laying him over the large cylinder (e.g. log, cushion) and gently rocking it back and forth.



To develop skills of:
Movement

Activity: lay the child on her back. Kneel over her, gently take her arms and move them up and down and around. Turn the opposite way and do the same with her legs.



To develop skills of:
Movement

Activity: play a “see-saw” game with the child. Sit him opposite you, with your legs straddling his body. Take him by the shoulders and rock gently back-and-forth like a seesaw.



To develop skills of:
Movement

Activity: play “peek-a-boo” with the child, covering your face to her. Put a towel over your head, then pull it off. Later, encourage her to pull the towel off your head. Show surprise and praise her.



To develop skills of:
Awareness of hidden objects
Socialising

Activity: after playing the above game, cover your child’s head with a towel. Pull it off and show pleasure at seeing him. Later put the towel over his head and encourage him to pull it off himself. Praise him when he does this.



To develop skills of:
Awareness of hidden objects
Socialising

Activity: take an object your child is interested in. Half-cover it with a towel in a position where she can see it. Take her hand and help her to pull the towel off. Show surprise. When she is used to this game, play it again, but cover the toy completely. Pretend to search for it, and help her to pull the towel off to find the toy. Praise her when she does it.



To develop skills of:
Awareness of hidden objects
Socialising

Activity: take a toy the child is interested in. Tie it to a piece of string. When the child is watching, pull the string so the toy disappears behind a box. Ask him “where has it gone?” and pretend to search. Pull the string again so the toy re-appears and say, “Ah! There it is!” Play this game often so the child learns that even when he cannot see an object, it still exists.



To develop skills of:
Awareness of hidden objects

Activity: show your child an interesting object. When she becomes interested take the object and put it just out of her reach. If she tries to reach for it, wait a second, and then give it to her. Every time she reaches for something, give it to her so that reaching becomes a means of communication.



To develop skills of:
Acting purposefully

Activity: approach the child as if to pick him up. Wait for some sign that he expects to be picked up. When he does this, show pleasure and pick him up. Later, do the same again, but wait for a more definite sign (for example a movement, a sound, a raising of his arms) before picking him up.



To develop skills of:
Acting purposefully

Activity: place food just out of the child's reach. If she makes any movement that shows she is trying to reach for the food, praise her and give her the food. Encourage any movement that shows she is trying to reach for something.



To develop skills of:
Acting purposefully

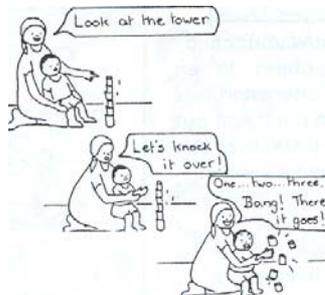


Activity: attach a short piece of string to a toy that the child likes. Put the toy out of his reach, but the end of the string within his reach. Help him to hold the string and pull it to bring the toy to him. Encourage him to do this on his own.



To develop skills of:
Acting purposefully

Activity: build a tower of bricks; guide the child's arms to knock it so the tower falls over. Laugh and show surprise. Praise her. Repeat this often, gradually the child may try to knock down the tower herself.



To develop skills of:
Acting purposefully

Activity: when the child is doing something, for example, clapping, drumming, blinking, etc. copy his actions and join him in doing it. Later, choose an action you've seen the child do in the past. Do it and encourage the child to copy you.



To develop skills of:
Copying actions

Activity: choose a new action, which the child has not done before. Do it and encourage the child to copy you. Try slapping thighs, clapping, drumming, opening and shutting hands, etc.



To develop skills of:
Copying actions



Activity: copy any of the sounds the child makes.



To develop skills of:
Making sounds

Activity: introduce new sounds, where you babble and make your own voice go up and down in pitch, loud and soft in volume, and as you make a variety of different sounds.

Activity: make lots of sounds as you are playing. For example, car sounds, animal sounds, any funny sounds. Also use sounds during everyday activities, for example, “splash, splash” whilst bathing.

Activity: notice the times when the child makes most sounds, for example, when playing in water, while being tickled or swung, etc. Take advantage of these times to encourage the child to make more sounds.



To develop skills of:
Making sounds

To develop skills of:
Making sounds

To develop skills of:
Making sounds

5.2.11 Hints on how to help a child who is deaf and blind

Introductions: always introduce yourself so that the child knows that you are there. Do this by taking her hand gently and letting her feel your face. Let her feel any outstanding features, for example, glasses, moustache, earrings, long hair. Eventually the child will start to recognise you by what she feels.



Physical contact: the child needs to feel physically safe and secure in space. By positioning ourselves behind the child, with his back in full contact with our chest, we can help him to move and explore safely with a feeling of security.



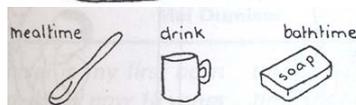
Routine: to help the child develop an understanding of the world around her and of things that happen to her we must establish a routine of daily events. This means that the same things will happen to her every day, and in the same way. This will also help the child to anticipate or predict daily events.



Hand-over-hand: in whatever we do, we should take his hands gently in ours and guide them to carry out the activity. In this way, the child will experience what the movement feels like and eventually he will learn to carry out the activity without our help.



Using objects as signals: choose an object to act as a signal for each of the daily events that the child experiences, e.g. a spoon to signal a meal, a cup to signal a drink, soap to signal bathing, etc. Before we start the particular activity with the child we must let her feel the objects well. This will help her to understand what is about to happen to her. Eventually, she will learn to anticipate the activity by the signal she is given.



Sensory input: because of the impairment with vision and hearing, the child really needs to be encouraged to use his senses of touch, smell, and taste in order to learn about his world. We must give him lots of opportunities to learn in this way.

Order: we should always keep household equipment and furniture in the same place. This order should be kept from day to day. This will enable the child to learn where things are and to be able to find things that she wants. In the long term, this will mean that the child can be more independent.

Body awareness and movement: the child needs to be helped to become more aware of his body and of how it moves. He needs to experience all types of movement and body contact so as to build up his body image and his confidence in moving independently.



6. Further reading

- Hannah, L. (2001). *Teaching young children with autistic spectrum disorders to learn: a practical guide for parents and staff in mainstream schools and nurseries*. London: The National Autistic Society.
- Mortimer, H. (2002a). *Speech and language difficulties: identifying and supporting needs; activities covering early learning goals; working with parents*. Leamington Spa, UK: Scholastic Ltd.
- Paradice, R. (2003). *Helping children's speech and language development in the early years*. UK: I can.
- Portage Early Education Programme checklist (1987). *Portage checklist and the Wessex Revised Language Checklist (British Edition)*. Windsor, UK: NFER-Nelson.
- World Health Organisation (1997). *Let's communicate: a handbook for people working with children with communication difficulties*. World Health Organisation. (Booklets: 3, 5, 7, 8, 12).