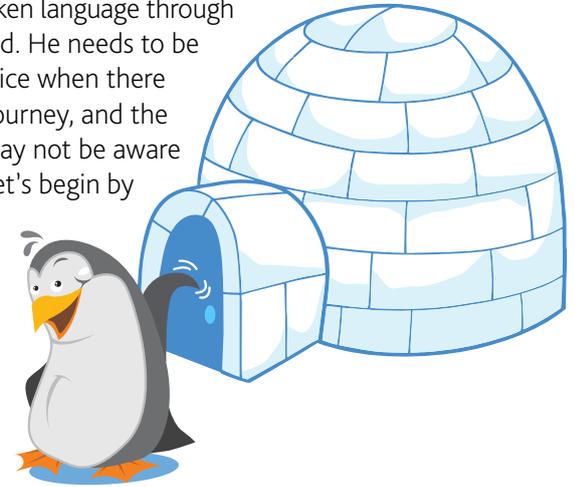


Domain and goal

- Shows awareness of sound when directed by parent
 - Environmental sounds
 - Voice

Activities

The first step in bringing your child to spoken language through audition is to teach him that there is sound. He needs to be able to monitor his environment and notice when there is a sound. This is the first step on your journey, and the most important. Right now, your child may not be aware that there is sound around him all day. Let's begin by teaching him to listen. Please stay within three feet of your child when doing all the games this week. Also, your home should be quiet during all activities so it's best to turn off the TV, the radio, the stereo, air conditioning, etc.



Banging game

- Child and one parent sit on floor with large plastic tub, mallet, and puzzle pieces. Other parent sits in front with back turned and empty puzzle board. When child and Mother bang loudly on the plastic tub, Dad turns around pointing to ear and says, **"I heard that"**. Child gives Dad a puzzle piece to place in board.
- Swap roles, have child on Mother's lap, facing away from Dad. Dad bangs on tub, Mother turns child around and points to ear saying, **"you heard that"**. Child receives puzzle piece from Dad. Continue game reversing roles and changing the reward.

Door knocking game

- Mother and child sit on one side of door. Dad knocks on other side of door. Mother tells child **"I hear that"**, child opens door and Dad has a block for child to stack up. Continue until child has 6–8 stacked up, Dad gives child a ball to throw at stacked blocks. Continue game reversing roles.

Date	What did your child do?

Domain and goal

- Turns to name: guided
- Turns to name: spontaneous

Activities

Now that your child is beginning to listen, he will need to learn his name. This is done through you teaching him by calling his name in meaningful situations i.e., bath time, play time, meal time, etc., and guiding him to attend. When you call your child's name, say it in a sing-song voice, this will make it more interesting and easier for your child to hear.

Calling name game

- Use same technique as above, Mom calls child's name and Dad and child turn around and Parent points to ear and says, **"I heard Mom call your name"**. Mom gives child a wind-up toy or any fun toy to activate.
- Call child's name during the day when you want his attention. If the child does not respond, show the child you are calling his name, **"Yes, I'm calling you listen [name]"**. Only call child's name if you have a good, pragmatic reason to do so i.e., time for meal, bath, play, etc.
- During activity, parent talks about what child does and gives voice to the child's actions.
 - **"Oh, you heard Daddy call your name."**
 - **"You're giving the toy to Mommy to wind up."**
 - **"You're listening for Daddy."**



Date	What did your child do?

Domain and goal

- Vocalizes when communicating

Activities

Your child may or may not be using his voice spontaneously. If he is, that's wonderful and your job is to make sure that he continues. If he is not, your job is to teach him to vocalize. You want your child to use his voice, or vocalize, every time he communicates with you. Right now, he may only be pointing and pulling you to communicate. Over the next few weeks, this will be replaced with vocalizations.

Spontaneous Vocalizations:

- Acknowledge child whenever you hear him using his voice. Point to your ear and say *"I hear you talking"*. Act pleased and excited so the child learns to always use his voice.

Note child's use of language

- Observe your child's communication and check to see if he is spontaneously using the following pragmatic categories: (non-verbally or vocally)
 - Greeting—smiling, looking, vocalizing or waving when people enter the room
 - Saying Goodbye—as above when people leave
 - Commenting—pointing or vocalizing at something they want you to see
 - Giving—handing you an object either to share or have a turn
 - Requesting/Demanding—insisting on your attention or help, etc.
 - Rejecting—shaking head no, pushing object away, vocalizing when they don't want something



Date	What did your child do?

Domain and goal

- Vocalizes
Spontaneously
- Vocalizes on demand

Activities

Your child is communicating his needs most likely through gestures or a combination of gestures and vocalizations. All children your child's age communicate using a combination, whether or not they have a hearing loss. Over the next few weeks, you will be teaching your child to use his voice more and more to communicate.

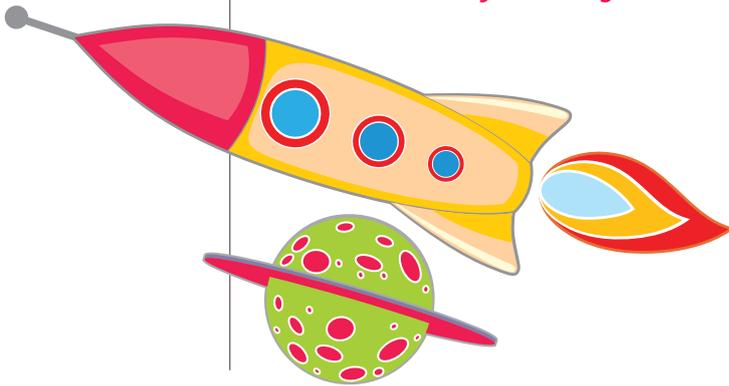
Imitates parent calling Spot the dog – see book activity

Variation on tub banging activity in audition

- Instead of using a hammer on a plastic tub for your child to hear, call his name. Model this first by calling Dad's name using a sing-song voice. When Dad hears it, he turns around and gets something fun from your child. Do this a few times and then wait to call Dad's name and see if your child will vocalize to get his attention. Waiting is a wonderful tool you will be using throughout these lessons. Count to ten slowly, that is about the correct amount of time to wait for your child to do something. If your child doesn't vocalize, model it again for him, and tell him, **"I called Daddy's name"**. Make sure that your child is watching you and understands you are using your voice. Remember! Vocalizing at this point means using any sound. It will most likely not sound like the word 'Dad'. This is expected at this stage.

Throughout the day

- Your child may want a drink or toy during the day. Acknowledge your child's communication (it may be non-vocal or vocal) by putting into words what your child is trying to say. The more you acknowledge and respond to your child's communication, the more he will communicate with you. If your child uses only gesture, let him know you want him to use his voice. Say **"I can't hear you"** and point to your ear. Also, always let him know you are pleased when he is using his voice, **"I can hear you talking. You want a drink of juice."**



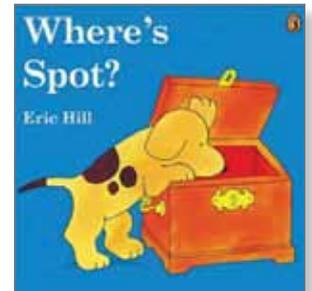
Date	What did your child do?

AV techniques and strategies

- Use audition first
- Work in a quiet room
- Stay close to your child, within three feet

Story of the week: "Where's Spot" by Eric Hill. *Puffin Books, Harmondsworth, Middlesex, England, 1980.*

- Use this book to elicit spontaneous vocalizations from your child. Show the first page and pretend to feed the mother dog from the empty bowl. Then pretend to look for the baby dog, Spot. Cup your hands around your mouth and call Spot's name, loudly. Turn the page and call Spot's name in front of the door. Wait and see if your child will imitate calling the dog. Open the door and show disappointment, that's not Spot. Turn the page and call Spot's name again, in front of the clock. Continue in same manner for each page, waiting after you call Spot's name, to allow your child to vocalize to call Spot, just as you have done.



Song of the week: "Naughty Pussy Cat"

Words: "Naughty Pussy Cat. (*meow*) You are very fat. (*meow*) You have butter on your whiskers. (*meow*) Naughty Pussy Cat. (*meow*)"

- Use a stuffed toy cat or make a cat mask out of a paper plate. One person plays the cat, puts cat's head down on table and their own head down on table. Other people shake index finger at cat and sing song. Pause after each line, the cat raises its head and says "meow" at the end of each line sung, then puts head down on table again.
- This song is a wonderful way to teach presence and absence of sound. When the singing stops, the child knows to lift his head make the "meow" sound.



All activities to be done within three feet of the child.

All activities are done by teaching and showing the child the expected behavior. Do not test your child, teach your child by showing him what you want him to do and practice, practice, practice.

★ **TIP:** Count to ten slowly when you are waiting for a response from your child.