



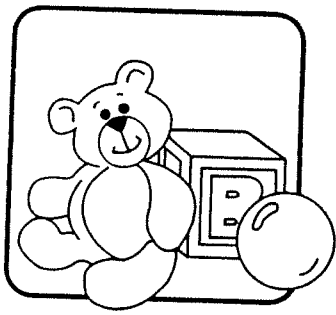
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MayRose Hurst

10-7-09

Revised Speech-Language Goals

1. **MayRose will manipulate and interact with toys, without mouthing, with minimal to moderate physical assist, 60% of opportunities.**
 - Examples would be shaking toys, banging toys together, banging toys on the table or just manipulating the toy in her hand.
 - Help her move the toys once they are in her hand.
 - Show her how to move the toys in different ways – try to grab the same kind of toy she has when you provide demonstration. E.g. If she has a rattle, you could also get a rattle and shake it in front of her or bang it on the table. Then wait briefly, and help her if necessary.
2. **MayRose will reach for toys within her visual field, with minimal physical prompting, 60% of opportunities.**
 - Start out by showing the toy and then tapping her hand lightly with the toy to see if she will grab at it.
 - Put toys in front of her (e.g. hanging from the glass house or on her bouncy seat) and move her elbow from behind – pushing it toward the toys.
 - Use toys that make a lot of noise and have bright, flashing lights.
3. **MayRose will focus on faces and toys for 20-seconds during play and interaction.**
 - When you hold her, move your face close to hers and then slowly move to the side. Wait for a moment for her to look for you. If she doesn't, say her name or make a funny sound. If she still doesn't look, move her body so that her face follows you.
 - Place her on the ground on her back. Hold a toy within her field of vision. Slowly move the toy to the side. Wait for her to follow – if necessary jiggle the toy or call her name. If she still doesn't follow it, move her body slightly so that she moves to the side of the toy.
4. **MayRose will vocalize during singing or other play activity, 20x/session.**
 - Engage in an activity that involves movement and voicing. For example, when you hold her, you could rock her or gently bounce her while you are producing a continuous vowel sound that goes with the rhythm.
 - Alter the pitch and loudness of your voice/singing to keep her attention.
 - Kids tend to vocalize more when you are also vocalizing at the same time (i.e. in unison).
 - Produce a continuous 'ahhhh' sound while you tap on her chest or back or as you tap on her open lips.
5. **MayRose will vocalize to indicate continuation of an activity, 60% of opportunities.**
 - When you engage in the activities in #4 – after several turns, stop the movement and voicing and wait for her to make any pleasant sound – then re-initiate the movement.



Turn-Taking Concepts

Basic Skills for Engaging
in Successful Interaction

1. Stop and watch.
2. Make eye-level contact.
3. Observe responses. (How do babies communicate before they can say words?)

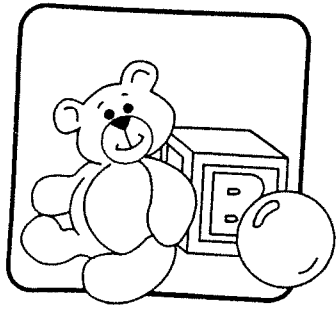
Verbal (sounds): _____

Nonverbal (activity): _____

4. Identify likes, interests, and actions: _____

The Steps in Turn Taking (child-directed)

1. Observe (follow child's lead).
2. Imitate—take a turn.
3. Wait.
4. If necessary, provide prompts:
 - Nod, smile, open eyes wide.
 - Use body—move forward, closer.
 - Gesture—touch, point.
 - Verbal-directed approach—say, “Your turn,” then repeat child's response.

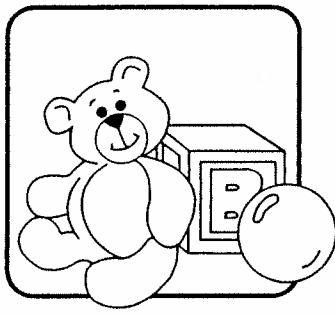


Taking Turns

1. Look at your baby to discover what your baby likes.
2. Act. If your baby smiles, smile back. If your baby makes a sound, imitate the sound.
3. Watch your baby's response.
4. Take a turn again to try an action or make a sound and then let your baby take a turn.



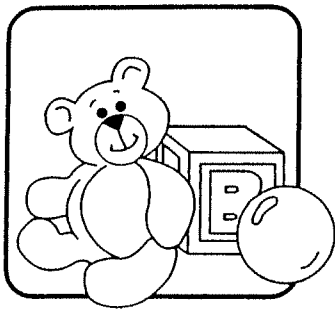
You're communicating!



Ways to Encourage Your Baby to Make Sounds

- Talk to your baby face to face at a distance of about one foot.
- Exaggerate your lip movement, facial expression, or voice inflection to attract your baby's attention. Make an "oooh" face, lift your eyebrows, or give a big smile.
- Respond with your full attention when your baby makes sounds.
- Imitate the sounds your baby makes.
- Encourage your baby to make new sounds.
- Imitate your baby's sounds (aaa), then change to a new sound (mamama).
- When your baby says a vowel sound (a, a, a), move the baby's jaw up and down to sound like "ma-ma-ma."
- If your baby does not make many sounds, try using movement to encourage sounds.
- Gently shake your baby on your knee and say "a-a-a-a." See if your baby will try it.
- Put your hand lightly on your baby's chest and vibrate it while you say "oo-oo-oo."
- Roll your baby to a stomach-lying position over a large roll or pillow. Make a sound with lots of inflection each time you roll the child; for example, "oooh!"
- Try some oral stimulation—rub your fingers around and in your baby's mouth. Remember to make sounds while you perform the actions.
- Rub your baby firmly from the cheeks toward the mouth.
- Rub firmly in a circle around your baby's lips.
- Rub your baby's gums or wiggle your finger on your baby's tongue.





Activities for Parents and Babies

Important Developmental Skills

Playing simple games with your baby can encourage learning. The following activities can be fun for both you and your baby. Be sure to watch your baby's reactions telling you that your baby has played enough.

So Big!

This game focuses on body parts involving tactile (touch), movement, and learning about the position of body parts. Ask your baby, "How big?" You can encourage your baby to respond by raising both arms and hands up over the head. This game helps your baby to learn about different body parts. Your baby is also responding to a question from you, imitating your actions, and receiving a positive verbal response when reacting correctly (So big!).

Pat-a-Cake

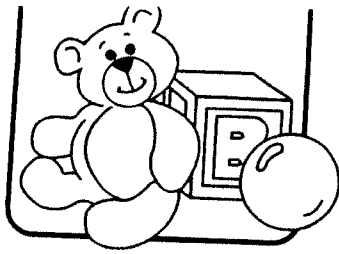


To play this game, children must be able to bring their hands together in the center of their bodies (*midline*) and imitate your actions. You can show your child the movement and then encourage your child to copy the action.

This Little Piggy

Say the familiar rhyme "This Little Piggy" while you touch your child's toes according to the words. This activity encourages an awareness of body parts and can help your child learn about anticipation and cause and effect. Your child also responds to you by laughing—usually at the end when you say "This little piggy went whee, whee, whee, all the way home" and run your fingers on your baby's tummy. Laughter promotes positive experiences between you and your child.

continued



Activities for Parents and Babies (continued)

Raspberries

Blow bubbles with your mouth and encourage your child to copy your actions. Playing Raspberries encourages motor development in your baby's lips, which is needed for your baby to talk. It also encourages imitation skills and turn taking.

Tummy Laughs

Put your mouth on your baby's tummy and blow gently to create a slight vibration. Look at your baby's face for a reaction. Repeat the activity. This game helps your baby strengthen tummy muscles, which are needed for crawling, and to develop an awareness of body parts.

Peek-a-Boo

A type of hide and seek, this game encourages the development of the knowledge that objects continue to exist even when they are out of sight (*object permanence*). Hold up a blanket between you or your child so your child cannot see you. Then remove the blanket to show your face and say, "Boo." Peek-a-Boo involves creating and maintaining a mental image of an object that is out of sight. It also involves anticipating the reactions of others who are not visible (*memory and abstract skills*).

Table 2 The Major Milestones of Language Acquisition in Children

Age Range	Typical Language Behaviors
0-1 mos.	Startle response to sound; quieted by human voice
2-3 mos.	Cooing, production of some vowel sounds; response to speech; babbling
4-6 mos.	Babbling strings of syllables; imitation of sounds; variations in pitch and loudness
7-9 mos.	Comprehension of some words and simple requests; increased imitation of speech sounds; may say or imitate "mama" or "dada"
10-12 mos.	Understanding of "No"; response to requests; response to own name; production of one or more words
13-15 mos.	Production of 5-10 words, mostly nouns; appropriate pointing responses
16-18 mos.	Following simple directions; production of two-word phrases; production of 20 or more words
19-22 mos.	Response to two-step directions; production of 50 single words; production of <u>I</u> and <u>mine</u>
2.0-2.6 yrs.	Response to some yes/no questions; naming of everyday objects; production of phrases and incomplete sentences; production of the present progressive, prepositions, regular plural, and negation "no" or "not"
3.0-3.6 yrs.	Production of 3-4 word sentences; production of the possessive morpheme, several forms of questions, negatives "can't" and "don't"; comprehension of "why," "who," "whose," and "how many"; and initial productions of most grammatic morphemes
3.6-5.0 yrs.	Greater mastery of articles, different tense forms, copula, auxiliary, third person singular, and other grammatic morphemes; production of grammatically complete sentences