

# Train Your Child-Level-2

*by* Ananthi Credm

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# Train your Child - Level 2

(For caregivers of children with hearing impairment)



**Effective communication by one and all**

**All India Institute of Speech and Hearing**

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# TRAIN YOUR CHILD - Level 2

(For Caregivers of Children with Hearing Impairment)



**All India Institute of Speech and Hearing  
Manasagangothri, Mysore 570 006**



**'Train Your Child- Level 2', a workbook for caregivers to train children with hearing impairment**, published by the All India Institute of Speech and Hearing, Mysore- 6.

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## Preface

Dear parents,

Hearing is important for normal speech and language development in children. Children listen to the speech of others and also to the sounds in their environment. This listening experience helps in the development of speech and language as well. The process of speech and language development in typically developing children is so natural that the parents seldom realize that they and the surrounding environment have contributed to it. Children with hearing impairment find it very difficult to learn to speak on their own as they are deprived of the auditory input. These children need speech and language training for a long period of time. Parents' cooperation is very essential for this process.

A child with hearing impairment is like any other child in all aspects except that she/he does not hear properly. The child's requirements are similar to those of any other child. She/he requires your love and care; she/he needs to communicate with you for fulfilment of her/his needs, wants to mingle with peers and play. Hence your child also needs to be disciplined!

The All India Institute of Speech and Hearing has taken up a number of programmes for the benefit of caregivers who cannot avail the services at the institute in Mysore. The Center for Rehabilitation and Education through Distance Mode (CREDM), established to extend its clinical services to the uncatered persons, is engaged in developing workbooks to guide the parents to teach speech and language skills in children with hearing impairment and to prepare them to go to regular schools.

There are several levels of this handbook. The introductory part covers information about speech, language and communication, the parts and functions of ear, the systems involved in speech production, the normal

course of speech and language development and its' importance, ways and means to develop pre-academic skills in children with hearing impairment, and instructions as to how to use the activities in each level.

In the present book titled "Train Your Child - Level 2", listening and speaking activities are the focus. The book focuses on discrimination activities which include both gross and fine discrimination, auditory identification of sounds and words, identification and naming of other family members, teaching names of body parts and common household items and combining two words to form meaningful phrases and teaching simple sentences.

The age range is provided under each activity with the intention of giving you an idea about the activities which could be more appropriate for children in that age range. However, you may try those activities even with children who are younger or older and notice whether they are useful to your child. I am sure you will be able to give us good feedback and suggestions regarding the activities described. We will try to incorporate them in the next edition of this book.

You can access this book from [www.aiishcredm.in](http://www.aiishcredm.in). We hope these resources will help you to teach your child to develop speech and language. For any further queries or suggestions please contact **email: [director@aiishmysore.in](mailto:director@aiishmysore.in)** (Subject: Train Your Child - Level 2-A Workbook for Caregivers of Children with Hearing Impairment).

Yours and your child's well wisher,

Dr. S.R. Savithri  
Director



## Level 2- Listening and Speaking

<b>5</b> <b>Goals</b>	<b>Activity</b>	<b>Page No.</b>
<b>Goal 1</b>	Gross discrimination of sounds/ words.	1-9
	i) Frequency Discrimination	2-6
	ii) Duration Discrimination	7-9
<b>Goal 2</b>	Fine discrimination	10-13
	i) Frequency Discrimination	10-11
	ii) Duration Discrimination	11-13
<b>Goal 3</b>	Auditory identification of sounds/words.	13-16
<b>Goal 4</b>	Identification and naming of other family members.	16-17
<b>Goal 5</b>	Teaching names of body parts.	17-23
<b>Goal 6</b>	Teaching names of common household items.	23-26
<b>Goal 7</b>	Combining two words to form meaningful phrases and teaching simple sentences.	26-28
	Tips to remember	29-30
	Assessment Sheet	30-32
	Check progress	33

## Level 2 - Listening and Speaking

### GOALS

- Gross discrimination of sounds/words.
- Fine discrimination of sounds/words.
- Auditory identification of sounds/ words.
- Identification and naming of other family members.
- Teaching names of body parts.
- Teaching names of common household items.
- Combining two words to form meaningful phrases and teaching simple sentences.

As you complete Level 1 and move to Level 2, make sure that you **get a baseline of the child** (that is, how much your child understands and speaks). This can be done using the assessment sheet given at the end of Level 1. You can start working on the goals in Level 2 if the child scores 80-100% in Level 1. However, if there is any goal that the child has not achieved in Level 1, then continue to work on these goals using different interesting activities, along with goals in Level 2.

The following activities will guide you to achieve the goals in Level 2.

Remember that the concepts and activities chosen are according to the level of the child. So, select an activity that is simple and age appropriate for the child.



As we know in Level 1 we were focusing on awareness and localization of sounds. The next thing that the child should be able to know is whether sounds/ words heard are same or different.

Let's now work on discrimination activities.

## Goal 1 Gross discrimination of sounds / words

Gross discrimination between sounds/words means to hear and indicate or tell whether two sounds/words are **same** or **different**.

6

**For example:** The word 'ball' is different from the word 'shoe'. The word 'cup' is different from the word 'car'.

**Note :** Make sure that the child knows the concept of **SAME** and **DIFFERENT** before carrying out the activities for this goal. If the child does not know the concept, teach it through matching activity.

### Frequency discrimination

#### Frequency discrimination of sounds

#### Activity 1

**Age range:** 2 years - 6 years

**Materials required:** Coloured blocks.

**Step 1:** Train your child to point to the same coloured blocks when you



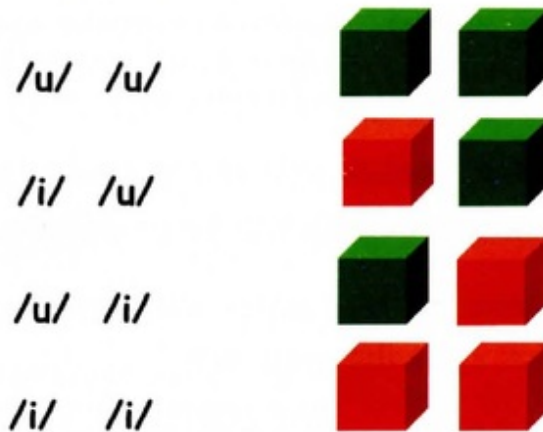
say the **same** sound twice (e.g. /u/ and /u/).

**Step 2:** Train your child to point to different coloured blocks when you



say **different** sounds (e.g. /u/ and /i/).

**Step 3:** Now randomly say the sound combinations (as given below) and teach your child to point to the appropriate blocks. Show your child how the sound is produced so that he/she can imitate the sounds as you say it.



**Step 4:** Continue till your child is able to point to the blocks correctly most of the time.

**Step 5:** Reward your child for every correct response.

Once your child points out correctly to the sounds, you can switch roles. This time let your child tell the sounds and you can point to the blocks.

## Frequency discrimination of words

### Activity 1

**Age Range:** 3 years - 6 years

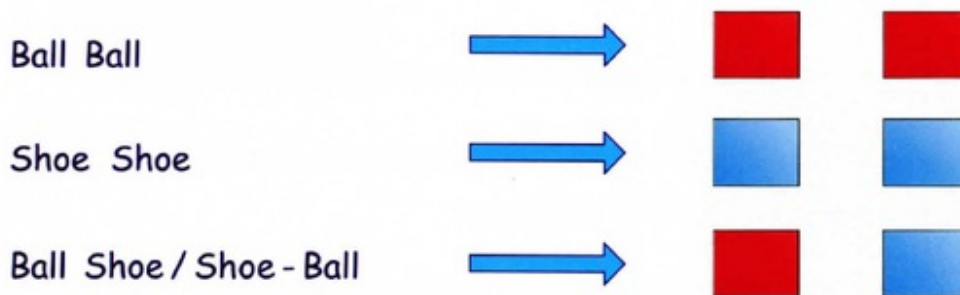
**Materials required:** Colored blocks

**Step 1:** Select two words which do not sound similar. For example, 'ball and shoe' or 'cup and car' which sound different and not words like 'sun and gun' which sound similar.



**Step 2:** Have pictures of a pair of blocks which are of the same color (For example, a pair of **blue color blocks**) and another pair of blocks with two different colors (For example, a picture of a **red color** and a **blue color block**).

**Step 3:** Now, tell the child the word pair 'ball - shoe' in different combinations. For example,



**Step 4:** Teach the child to listen and point to the picture of same pair of blocks (e.g. two red color blocks OR two blue color blocks) when both the words heard are the same, and to the picture of different colored blocks (e.g. red color and blue color) when both the words heard are different.

**Step 5:** Once the child knows that the two words are different, then you can teach the concept of the word and make it meaningful. For example, the word ball can be taught meaningfully by showing the object '**ball**' and teaching the word '**ball**'.

**Step 6:** You should also make the child listen to the word '**ball**' and teach the child to repeat the word that is taught. Show the way the word is produced by moving the lips and tongue and the child has to imitate. Even the child imitates the part of the word also, encourage him/her. Use the word that is taught in different situations till the child learns the new word.



**Step 7:** Encourage the child for every correct response by giving a verbal reward or some tokens.

## Activity 2

### Odd one out

**Age range: 3 years- 7 years**

**Materials required:** objects that are available at home

**Step 1:** Make the child listen to three words out of which two words are same and one word is different.

For example, boat, soap and boat OR (car, bus, car)

**Step 2:** Draw the child's attention and instruct the child to listen to the words carefully.

**Step 3:** Make a table as shown below. The child has to listen to the words and find the word that is different from the other two.

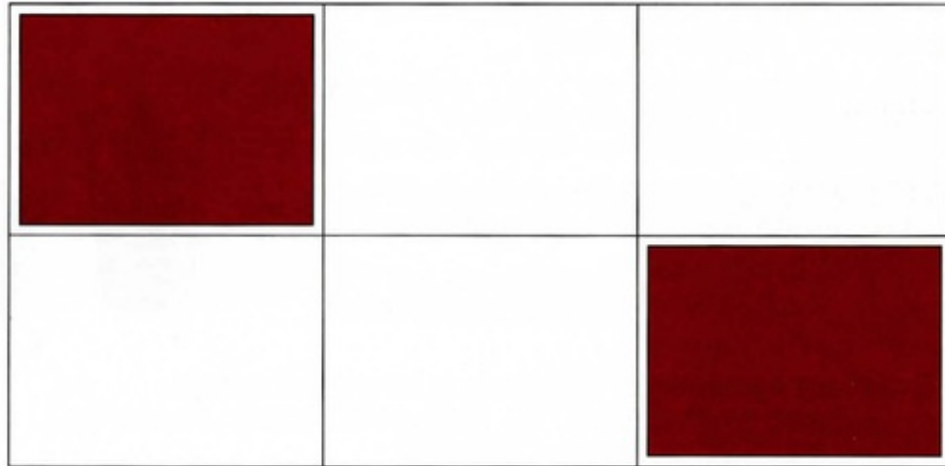
**Step 4:** Once the child finds which word is different, he/she will have to point to or mark the box to show which word out of the three sounded different. For example, the word soap is different in the word set "boat, soap, boat". Since soap is the second word the child will have to point to or mark the box as shown.

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**Step 5:** Other examples can be

pant, sun, sun

shoe, shoe, ball



**Step 6:** You can also use pictures and objects easily available at home.

**Step 7:** Teach the child to point to the picture of the odd word that is said.

For example, when you say "pant, sun, sun". The child will have to point to the picture of pant.

**Step 8:** You can use any combinations of the following words.

egg vs leaf	bees vs bus
key vs dog	Zoo vs man
book vs tree	jug vs pen
bell vs shop	bat vs cow

**Step 9:** Encourage the child to name the word that he/she points.

Reward the child for every correct response.

**Duration discrimination**  
**Duration discrimination of sounds**  
**Activity 1**

**Age range: 2 years- 6 years**

**Material required: Flash cards/ toys**

**Step 1:** Take two pictures/toys which differ in length.

**(For example : short and long glasses).**



**Step 2:** Select two sounds differing in length/duration.

**(For example: /a...../ and /a/).**

**Step 3:** Involve your child in play activity wherein the usage of the sounds occur.

**Step 4:** Teach your child to point to two long glasses when two sounds of longer duration are said.

**For example: /a...../ and /a...../**



Similarly teach your child to point to two small glasses when sounds of shorter duration are said.

**For example: /a/ and /a/**



If the two sounds differ in duration/length then your child has to point to the picture depicting long and short glasses.

**For example: /a...../ and /a/**





**Step 5:** Repeat the activity till your child is able to understand that the two sounds differ in length.

**Step 6:** Now teach your child how to say the two sounds /a/ and /a.../. You can point to the correct glasses as he/she says the sounds.

**Step 7:** Encourage the child by saying "good" or give a sticker/chocolate to the child if he/she says the sounds correctly.

You can also use other easily available objects in the house like stick, rope, towel, thread, scale, pencil etc. to depict long and short.

## Duration discrimination of words/phrases

### Activity 2

**Age range: 2 years- 6 years**

**Material required:** Flash cards or two pencils, two sticks one short and another long or two glasses one long and one short.

**Step 1:** Select two words/ phrases /sentences differing in length.

For example, **The boy and**  
**The boy is eating**  
**Or**  
**Ball and banana**



**Step 2:** Take two material that are easily available at home for depicting the words/ phrases /sentences.

**For example** take a piece of paper or stick that is short and one that is long.

**Step 3:** Say the **short** sound or word or sentence. Help the child take the **short piece of paper or stick.**

Say the **long** sound or word or sentence. Help the child take the **long piece of paper or stick.**

Now say the short or long phrase or word twice.

For example,

'The boy is eating' and 'The boy is eating'

Help the child to take the appropriate material twice.



Now say a short and a long phrase or word. Help the child to take the material depicting both in order.

For example, if you say

'The boy' and 'The boy is eating'

He should take the short and long stick in order.

**Step 4:** Repeat the activity till the child is able to understand that the two phrases/sentences differ in length.

**Step 5:** Reward the child appropriately. For example, give a sticker or any eatable that he/she likes when the response is correct.

The activities can be made more meaningful in this way and carried out in a more natural situation. The discrimination can be done between mono-syllabic words vs 2-3 syllabic words. For example ball vs banana.

## Goal 2 Fine discrimination of words

This goal will help your child understand the difference between speech sounds/words which sound similar. Your child should know this difference to say the sounds/words correctly.

Fine discrimination between words means to indicate/tell whether two similar sounding words are same/ different.

### Frequency discrimination

#### Activity 1

**Age range: 3 years -7 years**

**Materials required:** Picture cards

**Step 1:** Select two words that sound similar. For example, **sheep** versus **jeep** and **can** versus **fan**.

**Step 2:** Take the two picture cards of the words selected (**sheep** and **jeep**) and place it in front of the child.





**Step 3:** Say the word **sheep**. Help the child to point to the picture card which represents **sheep**.

**Step 4:** Say the word **jeep**. Help the child to point to the picture card representing **jeep**. If the child is not able to repeat the word, then show how the word is said by showing the movement of the lips and tongue. Encourage the child to listen and repeat the word. Remember not to exaggerate the movements of the lips and tongue.

**Step 5:** If the child points to the correct picture give him/her a reward or anything that the child likes.

**Step 6:** Let the child point on his/her own.

### **Duration discrimination**

#### **Activity 1**

**Age range:** 3  $\frac{1}{2}$  years - 7 years

**Materials required:** Picture cards

**Step 1:** Select two picture cards. For example, the pictures of **ship** and **sheep**.

**Step 2:** Make the child sit next to you. Place the two picture cards of "**ship** and **sheep**" in front of the child.

**Step 3:** Say the word **ship**. Ask the child to listen carefully. Help the child to point to the picture of **ship**.

**Step 4:** Also teach the child to name the object by showing the movement of the tongue and lips to say the word.

**Step 5:** Say the word **sheep**. Help the child point to the picture of **sheep**.

Let the child do the pointing on his/her own. When the child points to the correct picture, reward the child.

Given below are a **few examples** of words that can be used for fine discrimination.

<b>bin vs bean</b>
<b>bit vs beat</b>

This activity can also help to improve the child's understanding and speaking of simple words/ phrases/ sentences.

Initially, show each of the pictures selected, one by one. Tell the child what the picture is (for example, picture of a boy). Now, help the child point to the picture as you say 'The boy'. Or help the child match to another picture of a boy.

Next, show the second picture (for example, picture of boy eating) and tell what it is. Teach the child to point to it/match the pictures as you tell it again. Keep both the pictures and ask the child to point/take the picture you ask for.

If the child is not able to point to it himself/herself, help him/her to point to it. Repeat the activity till he/she can point to the correct picture.



The child should also be encouraged to repeat simple words while pointing to the picture. Tell the child to look at you as you say the word (for example, 'The boy'). Let him/her see how you say the word and imitate atleast part of the word. Initially, reward him/her for any attempts made to say the word. Later, only the correct or complete utterances should be rewarded. Repeat the activity if the child is not able to say the word.

Pointing to the picture of the boy, you can ask "Who is this? This is a....." and let the child say the word "Boy". Once the child is able to say simple words, move to simple phrases and then sentences.

### Goal 3 Auditory identification of sounds/words

**What is auditory identification?** Auditory identification is identifying sounds/ words/sentences. Let us help the child to identify sounds/words/sentences. Shall we start?



#### Activity 1

**Age Range: 1 year - 4 years**

**Materials required:** Toy animals/birds, cow, crow, dog, hen, cat or pictures.

**Step 1:** Select toy animals or pictures of animals/ birds (cow, dog, cat, crow, hen) and place it in front of the child.





**Step 2:** Now say bow bow. Ask the child to listen carefully. Again make the sound of a dog (bow bow).

**Step 3:** Ask the child "Did you hear that? That was the sound of a **dog**." Make the child hear the sound again. "Now let's take the **dog/dogs picture** in its kennel/shed." After saying this, take the toy dog/picture.

**Step 4:** Make the sound of the dog again. This time after hearing it, let the child take the toy dog/picture.

**Step 5:** Carry out the same activity with other animal sounds (for example, cat meowing). Make the sound of (dog barking) and help the child to pick up the toy dog/picture.

If the child picks up the correct toy (for example, dog), reward him/her. If he/she picks up the wrong toy (for example, cat), make the sound again and you pick up the correct picture/toy.



You can also say "No, that was not the sound of **cat**, it was the sound of a **dog** is it not? (Make the child hear the sound again). Shall we try again? Listen carefully this time."

**Step 6:** Similarly, teach other animal sounds to the child.

**Step 7:** You can then make the child hear the sounds of the animals again and see if the child picks up the correct toy in the shed. Carry out the activity till he/she identifies the sounds correctly.

Encourage the child also to repeat the sound/word that is being taught.

In this way, you are teaching the child to associate and identify other sounds at home and in his/her environment (refer to Appendix 1 in Level 1 for List of Sounds to be taught).

### Note

Remember that both speaking and listening should go hand in hand. So whenever listening activities are done, encourage the child to repeat the sound/ word that is being taught.

For example, when you do the above activity tell your child to show the animal that makes the sound. Initially this pointing response can be rewarded.

However, you should also encourage the child to imitate the sound. If the child is not able to imitate the sound, then show how you move the lips and tongue to say the sound. A mirror can be used instead. First, you can say the sound slowly and clearly. Now, let the child look how you have made the sound and try to repeat the same. You can reward the child for any attempt made to say the sound.



**Note:** Try to use the words taught, in natural situations. For example, when you see a dog, say, "look at the dog". "The dog is barking".



If the child is not able to identify or point to the correct item only by listening, then use **matching activities**. For example, ask the child to match a picture of 'table' with a real object or another picture of 'table'. As the child does the matching activity, tell the name of the item (for example, table).



Encourage the child to repeat the word heard by him/her. Show the child how to say the word. Ask the child to look at your lips and tongue movements as you say the word. Now let the child attempt to say the word. Reward him/her for any attempts made. Use the new words that are taught in different situations so that the child understands the word and learns to use it correctly.

## **Goal 4 Identification and naming of other family members**

### **Activity 1**

**Age Range: 1 ½ years - 6 years**



## **Introduction**

**In level 1, activities are provided for teaching immediate family members. The same can be done to teach other family members like grand father, grand mother, uncle, aunt etc.**



Talking about family members is a good way to teach the child. Encourage the child to tell and use these names frequently.

For example: 'Papa/Mama is going to the office'

'Aunty is cooking'

'Wave bye to uncle'

Papa/Mama is eating/ cleaning/ cutting vegetable/ watching TV/ sleeping/ tired/ happy/ sad/ angry etc.



As you teach the names, ask the child to see your face and repeat the name. Matching the name to the photo of the family member can also be done.

Once this is taught, you can ask simple 'Wh' questions to the child.

For example:

'What is Mamma doing?'

'Where is Papa?'

## Goal 5 Teaching names of body parts

### Activity 1

**Age Range: 1 ½ years - 4 years**

**Materials required:** Doll.

**Step 1:** Make the doll dance, point to the legs and say "Look, the doll is dancing." Pointing to the doll's leg, say "This is her **leg**, can you see it?" Stress on the word '**leg**' by saying slowly and clearly.



**Step 2:** Now show the child's leg and say "This is your **leg**". In this way you are helping your child match the body parts and learn the concept better.

**Step 3:** Make the doll clap her hands, and say "Look. She is clapping her **hands**. Let us clap our **hands**" Lift one hand and say "This is my **hand**."

**Step 4:** Once the child has understood the concept, ask the child to point to the body part named.

For example, say, "This is my **nose**. Where is the **nose**?" The child should point to the nose.

Similarly other body parts can be taught. For example, you can say "Close your **eyes**/show your **ears**", and then make the child close the eyes, etc.



**Step 5:** Reward your child if the response is correct by giving a chocolate. Otherwise repeat the activity.

**Step 6:** Encourage the child to repeat after you and say the name of the body part as he/she points to it. For this, initially show the child how to move the lips and tongue to tell the word. Let the child repeat after you. Keep rewarding the child for any attempt made to tell the word.



## Activity 2

**Age Range: 3 years - 6 years**

**Step 1:** Use simple rhymes to teach the body parts. For example, chubby cheeks, if you're happy and you know it, etc. You can make your own rhymes according to the level of the child.



**Step 2:** Actions should be done for the rhymes to make it interesting, like pointing to cheeks when saying "chubby cheeks". This will also help the child understand the concept better.

**Step 3:** When you finish singing the rhymes, you can point to each of the body parts that you came across in the rhyme and name it again to the child.

**Step 4:** Let the child imitate or repeat the action and name the body parts after you.

**Step 5:** Let the child now sing the rhymes and you can do the actions.

If the child finds it difficult to sing the rhyme, then, both of you can sing it together. While singing the rhymes, stress on the main words that you are teaching. Encourage the child for every word that he/she says.



## Activity 3

**Age Range: 2 ½ years - 5 years**

**This activity can be done during bath time.**

**Step 1:** While bathing the child, use short phrases and describe about the action that you are doing. For example, say, "Put soap on your **hands**" while applying soap to hands. "Mama is putting soap on your **hands**".

**Step 2:** Stress on the names of body parts and repeat it during while pouring water, say, "pour water on your **hands**", and while wiping say "wipe your **hands**", etc. Encourage the child to repeat the parts of the body, as done in the previous activities.

**Step 3:** The same activity can be done using a doll, like making the doll take a bath, dressing up the doll etc., as a play activity to make it more interesting.

### NOTE

Teach the child in natural situations, rather than using only pictures or toys. This will make it easier for the child to learn and relate the concepts taught.

## Activity 4

**Age Range: Above 3 years**

**Materials required:** Cardboard, paper, clay.

**Step 1:** Help your child make a doll using any of the above materials.

**Step 2:** As you make the doll, tell him/her what you are doing.

**For example:**

Let's make the doll's **face** first.

Put the two **eyes** and then the **nose**.

Show me your **eyes** and **nose**.

In this way, encourage the child to match the body parts. Also let the child name the body part as he/she points to it. Create situations for the child to name the body part.

**For example,**

Now the face needs a **mouth**. What are we making?

A .... (Give time to the child to answer 'mouth').



Let's put two **ears** for the doll.

Point to the child's ear and say, "This is your..... (Child has to say 'ear')."

You can also ask the child to identify which body part is missing. For example, draw the face without the nose and ask the child "What is missing?" (Child has to answer 'nose').

You can further expand on this and teach more new words like 'hear' with ears, 'see the smile' on the face, etc.

**Step 3:** Once you finish making the doll, ask the child to name the body parts again.

If the child is not able to name the body parts, you name it and show how to tell the word.





**Step 4:** Reward him/her for every correct response.

### Note

Once your child knows the names of the body parts, you can work on **auditory identification**, as described in goal 1. In this way you can help improve his/her listening skill. Instruct your child to point to the body part you name.

**For example,**

Mother/Father: Point to your **"nose"**.

Your child has to only listen and point to the nose or the body part named.

### Songs

7

#### 1. If you're happy and you know

1  
If you're happy and you know it,  
Clap your hands. (clap clap)  
If you're happy and you know it,  
Clap your hands. (clap clap)  
If you're happy and you know it,  
Then your face will surely show it.  
If you're happy and you know it  
Clap your hands.

#### Other verses:

snap your fingers (snap snap)  
Touch you head (touch touch)  
Teach any other body part.





Do the actions stated in the song and have the child do the actions with you. For example, clap your hands, snap your fingers, etc.

3

### Chubby cheeks

Chubby cheeks, dimple chin, rosy lips, teeth within.

Curly hair, very fair, eyes are blue, lovely too.

Teachers pet is that you.

Yes Yes Yes.

### Goal 6 Teaching common household items

In this level, you can teach the child some of the common household items, as given below.

#### Common Household Items

chair/stool  
plate  
knife  
fan  
cupboard/shelf  
pen/pencil  
comb  
toothpaste  
(paste)

table  
glass/cup  
cooker  
light  
telephone  
bucket  
soap  
toothbrush  
(brush)

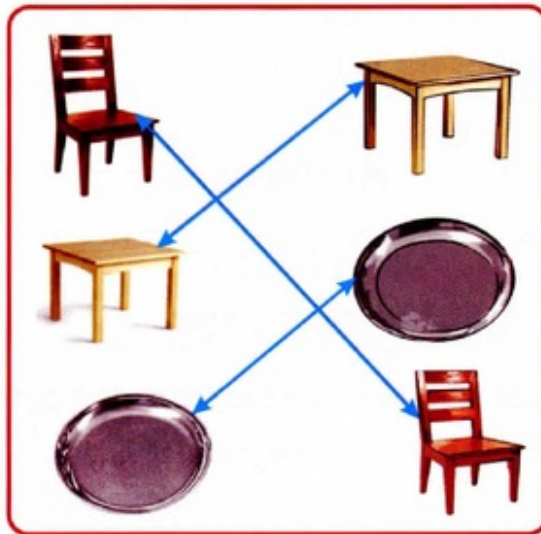
cot/bed  
spoon  
jug  
television (tv)/radio  
towel  
mug  
book  
mirror

## Activity 1

**Age Range:** 2 ½ years - 6 years

**Materials required:** Pictures/ objects of common household items.

**Step 1:** Use pictures/objects of common household items. Help the child match the picture of the item to the real objects at home/another similar picture.



**Step 2:** Tell the name of the item (chair) as the child matches the picture.

**Step 3:** Explain the use of the item.

**For example:**

This is a **chair**.

**Chair** is for sitting.

Remember to stress on the word '**chair**' when using expansion of language, as explained earlier.



**Step 4:** Next tell the item name, "**chair**", and ask the child to point to the correct picture/ the real household item.

**Step 5:** Now, ask the child to look at you and tell the word (chair). Encourage the child to repeat the word after you. You can give a clue to help the child name the item by telling the first sound of the word.

**For example:** point to the 'chair' and ask "What is this? This is a **ch...**". The child should be able to tell the word, "**chair**". Otherwise repeat the activity.

## Activity 2

**Age Range: 3 years - 5 years**

**Materials required:** Doll, household items

**Step 1:** By making use of a doll demonstrate the activities to the child and then teach the common objects at home.

**Step 2:** To start with, make the doll get up from bed. Tell the child, "This is a **bed**".

**Step 3:** Next brush the doll's teeth and tell, "Now let's brush her teeth, take the **brush** and **paste**". Tell the name of the objects once again and let the child match the object to its picture. Show the child how to tell the word. Encourage the child to repeat the words after you.



**Step 4:** Likewise, make the doll have food and describe the objects used.



For example:

"Here is the **plate**."

"Give milk in the **glass**."

**Step 5:** In this way, teach other common objects at home. Reward the child when he/she attempts to tell the word taught. If the child repeats only part of the word, then say the correct word again by saying, "Yes, this is a **bed**".

### Goal 7

**Combining words to form simple meaningful phrases and sentences.**

## Activity 1

**Name of the activity: Shopping**

**Age Range: 3 years - 7 years**

**Materials required:** Keep some items that are usually sold in a shop or a bakery (e.g. biscuit, egg, and milk).

**Step 1:** Arrange the items on the shelf and tell the child that this is a shop/bakery and he/she has come to buy some things. Father can be the shopkeeper and mother can help the child in buying things.

**Step 2:** Demonstrate to the child how to carry out the activity. For example, if you want to buy egg, you have to ask the shopkeeper, "Give me egg".

**Step 3:** Now, show a picture of the item you want the child to ask for (For example, 'biscuit'). Let the child look at the picture, identify it

and then ask for it in a simple sentence. He/she should already know the names of the items.

**Step 4:** If the child is only able to name it and does not tell in a sentence, you can tell what the sentence is ('Give me biscuit' or 'Mama I want biscuit').

**Step 5:** Encourage the child to repeat the sentence. Initially reward the child even if he/she tells only 'Give biscuit' and 'Mama biscuit'. Later, reward the child only on saying the full phrase/sentence.

**Step 6:** Continue the activity with other items.

Whenever you do activities mentioned above, try to carry it out in a natural situation. Participation from the parents and other family members while doing these activities would make it more interesting for the child.

## Activity 2

Since you are working on 'wh' questions in this level, you can ask simple questions to make the child answer in simple sentences.

**Step 1:** Initially, mother can ask the question and father can answer.

For example,

Mother: "What are you eating?"

Father: I am eating banana.

**Step 2:** Now ask your child, "What are you eating?"

Let the child try to tell atleast 'eating banana'. Otherwise tell the sentence, 'I am



eating banana' and let the child repeat after you.

**Step 3:** Reward the child for every attempt made to speak in a sentence by giving tokens or any eatable that the child likes.

Examples of other questions that can be taken up to work on simple sentences are given below.

Mother/Father: What is your name?

Child: My name is .....

Mother/Father: What did you eat?

Child: I had dosa.

Mother/Father: What are you doing?

Child: I am ..... (Playing/eating etc.)

Mother/Father: Do you want 'water' or 'milk'?

Child: I want .....

Mother/Father: What is this?

Child: This is a .....

Mother/Father: What is mama/papa doing?

Child: Mama/papa is .....

Mother/Father: Whose dress is this?

Child: This is papa's/mama's dress.

Keep rewarding the child for every attempt made by him/her to tell the word.





## TIPS TO REMEMBER

Encourage the child's attempt to speak by responding and giving a correct model. Remember that you should not tell your child that the word said by him/her is wrong. Instead repeat the correct word to the child.

For example, if the child says "tat" for 'cat', you can correct him/her by telling, "Yes, that is a **cat**".

- Remember to maintain a daily diary to note the progress of the child as explained in the introductory book.
- Direct the child's attention towards speaker or object being taught by saying, "**Listen**".
- Involve other family members and the child's friends while doing the activities as the child will be more interested.
- Always expand your child's utterance. For example, if the child says "bow-bow" on seeing a dog, then you can expand on it like "The **dog** says **bow-bow**".
- Always give time for the child to respond.
- Verbal Reinforcement (like saying "good")/ reward like chocolate, sticker, balloon, tokens or anything that the child likes should be given whenever he/she gives a correct response.



- Teach all the concepts in meaningful/natural situations. For example, the concept of 'plate' and 'glass' can be taught better during meal time.
- It is important to keep using the new words taught often throughout the day.

### LEVEL 2 ASSESSMENT SHEET

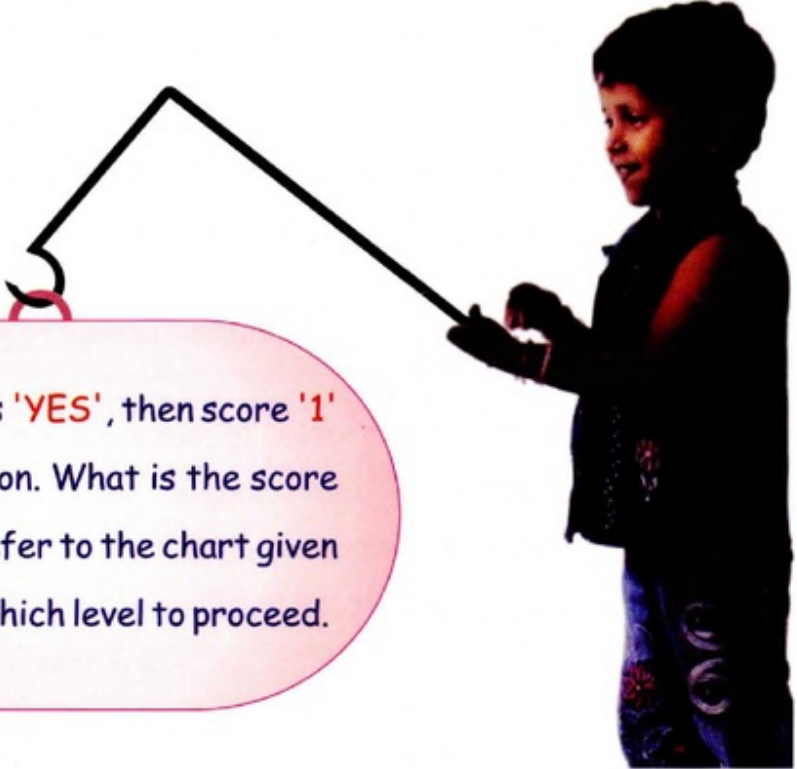
Sl.no.	Question	Response
1.	Is the child able to <b>discriminate</b> between two sounds/words that are different for example /a/ and /i/, and /ball/ and /shoe/ or /boat/ and /soap/?	Yes/no
2.	Is the child able to <b>discriminate</b> between two sounds/phrases that differ in duration for example, /a/ and /a......./, 'the boy' and 'the boy is eating' or 'the dog' and 'the dog is drinking milk'?	Yes/no
3.	Is the child able to <b>discriminate</b> between words that sound similar, for example, gun versus sun and coat versus goat?	Yes/no

4.	Is the child able to <b>discriminate</b> between words that sound similar, for example, bit versus beat and sheep versus ship?	Yes/no
5.	Is the child able to <b>identify</b> atleast 5 sound sources at home/environment (for example: mixer, cooker whistle, dropping of vessel sounds)?	Yes/no
6.	Is the child able to <b>identify</b> atleast 5 animal/bird sounds (for example: meow, bow bow, moo)?	Yes/no
7.	Is the child able to <b>identify</b> names of family members like grandfather, grandmother, uncle and aunty?	Yes/no
8.	Is the child able to <b>match</b> atleast pictures of 5 body parts (eye, ear, leg etc.) to his/her own body part?	Yes/no
9.	Is the child able to <b>identify</b> names of atleast 5 body parts (eye, ear, leg etc.)?	Yes/no
10.	Is the child able to <b>name</b> atleast 5 body parts (eye, ear, leg etc.)?	Yes/no
11.	Is the child able to <b>match</b> pictures of atleast 5 common household items (plate, soap, towel etc.) to the real item consistently?	Yes/no



12.	Is the child able to <b>identify</b> names of atleast 5 common household items (plate, soap, towel etc.) consistently?	Yes/no
13.	Is the child able to <b>name</b> atleast 5 common household items (plate, soap, towel etc.) consistently?	Yes/no
14.	Is the child able to <b>imitate/repeat simple rhymes?</b>	Yes/no
15.	Is the child able to combine simple words to <b>say simple meaningful phrases/sentences</b> (Mamma I want biscuit or This is a ball)?	Yes/no

## CHECK PROGRESS



If the answer is 'YES', then score '1' for each question. What is the score of the child? Refer to the chart given below to know which level to proceed.

SCORE	PERCENTAGE	LEVEL
13-15	85 - 100%	Move to Level 3
< 13	< 85%	Repeat Level 2 goals that are not achieved by your child



The All India Institute of Speech and Hearing (AIISH) is an autonomous institute established in 1965 by the Government of India. AIISH is affiliated to the University of Mysore and offers various academic programmes in the field of speech and hearing. It also provides clinical services to people with various types of communication disorders and offers public education programmes and extension services.

In seeking to help individuals with communication disorders, AIISH has overcome the geographical constraints and lack of manpower with the launch of video-conferencing and the establishment of Center for Rehabilitation and Education through Distance Mode (CREDM).

Former Union Minister for Health and Family Welfare, Dr. Anbumani Ramadoss, formally inaugurated CREDM through videoconferencing on January 5, 2009. The objectives of the center are as follows:

- (a) Development of correspondence therapy material for individuals with communication disorders.
- (b) Establishing tele-intervention for individuals with communication disorders.
- (c) Help line for senior citizens with communication disorders.
- (d) Establishing support system for users of assistive devices.
- (e) Educational guidance services for parents of children with hearing impairment.

CREDM works with the motto of '**Reaching the Unreached**'.

This book is a part of a series titled '*Parent and Child*' with step-wise goals and activities. We hope that this book will be useful for you.

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