

# Train Your Child-Level-3

*by* Shailatp Credm

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# Train your Child - Level 3

(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 3

(For Caregivers of Children with Hearing Impairment)

मानार्थ प्रतिलिपि  
विक्री के लिए नहीं  
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NOT FOR SALE



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

**'Train Your Child- Level 3', 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

मानार्थ प्रतिलिपि:  
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Dear Parents,

8 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!

3 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. Level 1 and Level 2 have activities for listening and speaking.

In the present book titled "**Train Your Child - Level 3**", listening and speaking activities are focused. Discrimination activities which include listening in the presence of noise, improving memory through listening, teaching words from categories, colours and shapes, teaching the use of yes/no questions, common verbs, plurals, prepositions, possessives, pronouns, and combining 4-5 words to form meaningful sentences are included.

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 3-A Workbook for Caregivers of Children with Hearing Impairment).

Yours and your child's well wisher,

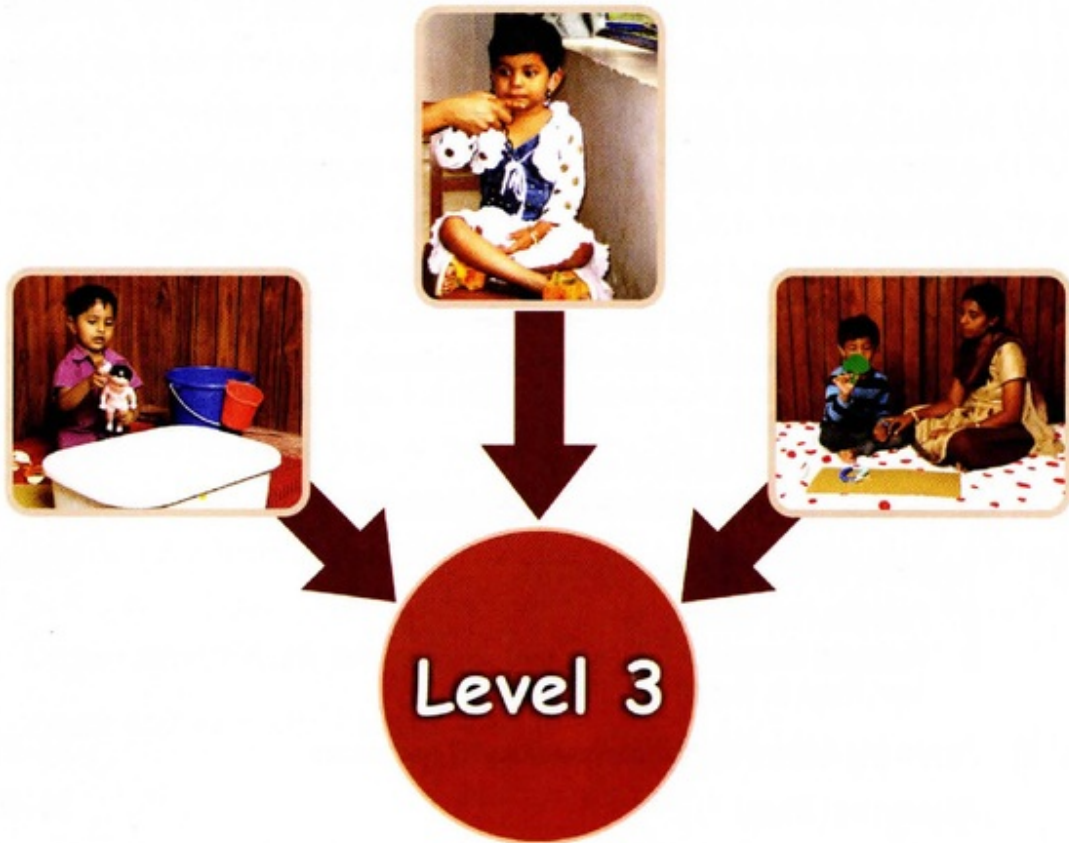
Dr. S.R. Savithri  
Director

### Train Your Child Level 3- Listening and Speaking

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## LEVEL 3 - LISTENING AND SPEAKING

As your child completes level 2, make sure that you continue to practice the concepts that were learnt in level 2 while you introduce new goals of level 3. For example, if your child has learnt words, like 'give', 'hello' 'bye' and 'ball' and short sentences like 'I want ball', 'Hello, Mummy' etc. use these words in daily life activities. This helps in expanding the child's understanding of concepts and its usage as they learn new words, sentences and concepts in level 3.





### These are the goals set for your child in level 3

- ☆ Improving Discrimination through listening
- ☆ Improving Memory through listening
- ☆ Teaching Vocabulary from Categories
- ☆ Teaching Colours and Shapes
- ☆ Teaching Yes/No questions
- ☆ Teaching Common Verbs
- ☆ Teaching Plurals
- ☆ Teaching Prepositions
- ☆ Teaching Possessives and Pronouns
- ☆ Combining 4-5 words to form meaningful sentences

Now let's move on to the activities that can be carried out in level 3. The child should be between 3 to 5 years in order to teach the concepts proposed in level 3.

## Goal 1: Improving Discrimination through Listening

### A. Discrimination of target words/phrases from other surrounding noise/sounds.

In day to day situation, children have to learn to listen to selected/ target sounds/words/phrases from a mixture of sounds and noises that always exist in the environment. The child with hearing impairment also has to learn to selectively listen to sounds/words/phrases used by parents or his siblings at home where there is fan noise or sound of a mixer or whistle of a pressure cooker or sound from T.V and radio or a group of people speaking at home. That means, the child should be taught to discriminate the target words from the background sounds and noises.

#### Note

Before the initiation of this activity, make sure that the amplification device of the child is functioning properly. Background noises should be limited to one or two in the beginning and gradually increased to more number of noises. Make sure that the items selected for training this skill is familiar and known to the child.

## Activity 1

**Listening Environment:** Arrange for a situation at home where the television/radio is switched on.

**Materials required:** Pictures of body parts (or any other items which the child has already learnt in level 2)

**Step 1:** Arrange the pictures in front of the child and teach the child to point to the item that is named.

**Step 2:** Initially, keep the volume of the television/radio at a low level. If the child is able to point to the correct picture when asked for, encourage the child by praising or providing the rewards.



**Step 3:** Once the child is able to identify a word by pointing to a picture (single word) move on to the picture which includes action pictures where phrases or short sentences can be used. (Example: Girl is sleeping, Girl is dancing etc.). Teach the child to point to the picture after listening to the sentences.





**Step 4:** Repeat step 1 - 3 using different pictures depicting different words and phrases or short sentences.

### Note

Note: Initially work on this activity at a slow pace. Make sure that the child has understood the instructions. Do not provide clues through speech reading by allowing the child to watch your lips or face. Make sure the volume of the hearing aid is set at an appropriate level for the child.

### B. Discrimination of 1-2 step commands from surrounding noises/sounds

**Note:** If the child is not able to follow the commands, teach the activities in level 2 and then carry out this activity.

### Activity 1

Make a list of simple commands that we often use at home. Ask the child to carry out these commands after listening carefully, first without the background noise and later with the background noise. Initially use simple 1 step commands such as "Go to the door" and later use 2 step commands such as "Go to the door and open the door"

**Step 1:** Give one step simple command, for example "Go to the door". Initially help the child perform the act by leading the child to the door or by giving prompts or cues.

**Step 2:** Once your child performs well in step 1, then increase the background noise and train the child to carry out the commands after listening carefully.

**Step 3:** Reward your child for every correct responses.

**Step 4:** Give 2 step simple command such as "Go to the door and open the door". Initially help the child perform the act by leading the child to the door and opening the door.

**Step 5:** Once your child performs well in step 4, then increase the background noise and train the child to carry out the commands after listening carefully.

**You can also train your child in natural situations like in the market, or while walking on the road, or playing in the playground or while shopping in a store.**

**Note:** Even with amplification device, hearing level varies in children with different degrees of hearing loss. Hence, while training the child choose the volume of background noise carefully.

## Goal 2: Improving Memory through Listening

To participate in daily activities it is very essential for a child to listen carefully and retain it in the memory.

### A. Memory for one item

#### Activity 1

**Materials required:** Picture cards

Make a list of simple words for example, banana, ball, car, etc. Use these words to make simple sentences. Keep the pictures of the target words in front of the child.

**Step 1:** Speak the sentence with the target word.

**For example:** The boy is eating a **banana**

The boy is playing with **ball**



**Step 2:** Tell the child to repeat the word that is heard at the end of the phrase/sentence.

**For example,** Mother: The boy is eating a **banana**.

Child: **Banana**

Mother: The boy is playing with a **ball**.

Child: **Ball**.



**Step 3:** Initially, if the child is not able to tell the target word you can help the child by showing the appropriate picture. Later, provide cues like the first sounds of the target word, for example, /ba---/ for banana. You may also emphasize the target word.

**Step 4:** Reward the child for every correct response.

**Note:** Gradually increase the difficulty level by doing the activity without pictures and in natural situations such as while playing in the park or during breakfast/lunch etc.

## **B. Memory for 2 items**

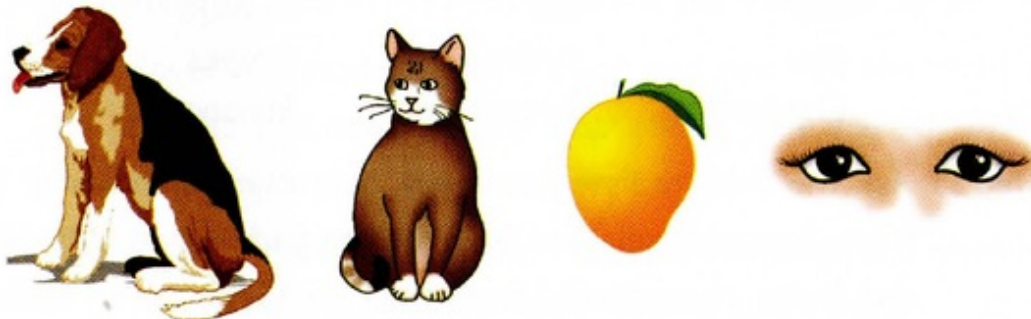
### **Activity 1**

**Materials required:** Picture cards/objects available at home.

Make a list of familiar items for example, "dog, cat, mango, eyes" etc.

**Step 1:** Place 4 pictures in front of child and ask the child to point the pictures when you name them. Then ask the child to name the pictures. Do not use items which are not familiar to the child.

**Step 2:** Now, turn the picture cards upside down, so that the child cannot see the pictures. Ask the child to listen carefully. Now say 2 words at a time.



**1**  
**Step 3:** Ask the child to repeat the names of the two items which you said (For example, 'Cat', 'Eyes'). Keep rewarding the child for any attempt that he/she makes to repeat the names, after listening to your instruction.

**Step 4:** If the child finds it difficult to perform this activity, you can help him/her by providing cues like saying the first letter of the item or explaining the features [For e.g., This is a ca...(for cat), This is located in the face.....(for eyes)] of the items named.

**Step 5:** Carry out the same activity in real life situations. For example, while playing with the child, participating in daily activities etc.

### C. Memory for 3 items

#### Activity 1

**Materials required:** Picture cards/ objects available at home.

Select the items from different categories. For example, animals, vehicles and fruits (You may select from the list given below). Arrange the picture cards/objects (6 of them).

Animals	Vehicles	Fruits
Dog	Car	Apple
Cat	Bus	Orange
Cow	Cycle	Grapes
Elephant	Aeroplane	Banana

**Step 1:** Ask the child to listen carefully. Now say the names of 3 items, (one each selected from the group of animals, vehicles and fruits, respectively) from the pictures placed on table.

**Example,** You may place the pictures of Dog, Cow, Bus, Cycle, Orange and Grapes or objects on the table. Name Dog, Bus and Orange in the first instance and then Cat, Car and Banana.

**Step 2:** Ask the child to point to the card and also repeat the names of the item, in the same order as said by you.

**Step 3:** Reward the child for every correct response.

**Note:** If the child is not able to do the activity, initially you may carry out this activity by asking the father or any other family member to participate. Once the child observes them naming the item asked for after listening to the instruction, you may now ask the child to carry out the activity.

#### **D. Memory for 4 items**

##### **Activity 1**

**Materials required:** Models of Kitchen article, House or Zoo animal/objects available at home.

**Step 1:** Place any one model (For example: Kitchen article) on a table in front of the child and name each of the items (minimum 4 or 5).

**Step 2:** Ask the child to listen carefully as you name the items.

**Step 3:** Cover the models with a cloth and now ask the child to repeat the name of any four items that you say after listening to you.

**Step 4:** Reward the child for every correct response and when he repeats the word in the same order or said by you.



**Step 5:** Remove the models from the table. Ask the child to listen carefully as you say out the names of kitchen articles.

**Step 6:** Now ask the child to repeat the names of the 4 kitchen articles named, in the same order or said by you.

**Step 7:** Reward the child for every correct response.

**Note:** You may repeat the activity until the child repeats all the 4 items. The activity may be repeated with the models of House and Zoo animals.

## **E. Memory for 5 items**

### **Activity 1**

**Materials required:** Picture cards/objects (An assorted set of pictures belonging to categories of animals, fruits and vehicles may be selected).

**Step 1:** Place around 7 objects on a table in front of the child.

**Step 2:** Ask the child to listen as you name five of those objects one by one.

**Step 3:** Ask the child to name the five objects which were named by you one by one.

**Step 4:** If the child has any difficulty in recalling the 5 items at a time, then initially use 4 items at a time and gradually increase the number of items up to 5.

**Step 5:** Reward the child after every correct answer.

**Note:** Insist that the child names the 5 items in the same order as you said. If the child mixes the order, but is repeating the names of all the 5 items, repeat the activity and teach the child to name all the 5 in the order that it is said out by you.

### **Goal 3: Teaching words from categories**

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Child has to learn new words so that he/she can use greater number of words to express his/her needs while talking to you. Teach your child the items in different categories for example, animals, vehicles, food items, fruits, vegetables and clothes. This will help in increasing the child's vocabulary for words.

1. **Teach new words-** Once the child understands new words, you can encourage him/her to use these words in meaningful contexts.
2. **Identification of words-** Activities described for listening training (as described in Level 2) can be used to teach new words belonging to different categories.

You may start teaching the words choosing from the categories listed in this table which includes words used in common. As the child shows progress in each category, you may also add more words (e.g., Tiger, Lion etc.) chosen from the table and later from new categories (e.g., Furniture, Kitchen items, Stationary items etc.).

Animals	Vehicles	Food items	Fruits	Vegetables	Clothes
Cow	Car	Bread	Mango	Carrot	Shirt
Goat	Motor Bike	Idli	Orange	Cabbage	T-shirt
Camel	Scooter	Poori	Pineapple	Potato	Blouse
Pig	Ship	Biryani	Guava	Green chilly	Frock
Squirrel	Train	Milk	Pomegranate	Radish	Dupatta
Dog	Bus	Biscuit	Custard apple	Drumstick	Tie
Horse	Auto rickshaw	Sandwich	Mosambi	Brinjal	Jeans
Buffalo	Bicycle	Rice	Banana	Ladies finger	Pant
Rabbit	Boat	Cake	Grapes	Cauliflower	Dhoti
Elephant	Helicopter	Sweets	Watermelon	Beetroot	Skirt
Cat	Jeep	Dosa	Chickoo	Pumpkin	Gown
Donkey	Lorry	Noodles	Apple	Bitter guard	Shorts
Ox	Aero plane	Chapathi	Papaya	Peas	Scarf
Rat	Van	Coffee/ Tea	Lemon	Onion	Salwar- Kurta
Sheep	Tractor	Curd	Jackfruit	Tomato	Saree
		Vada	Cherry	Beans	Petticoat
				Snake guard	Socks
				Yam	Sweater
					Hat

### Goal 4: Teaching colours and shapes

A. Teaching Colours such as Green, Red, Blue, White, Black, Yellow, Pink, Orange etc.

#### Activity 1

Name of the activity: Matching the colours

Materials required: Beads and cups/boxes of different colours.



**Step 1:** Keep different coloured beads and different coloured cups in front of the child.



**Step 2:** Ask the child to pick one bead at a time and put it in to the same coloured cup/box (**For example**, red bead in red cup/box). While the child is doing the activity the parent should say the name of the colours.



**Step 3:** After doing the above activity, ask the child to point to the respective cup/box colour that is named.

**Step 4:** If the child is able to point, teach him/her to tell the name of the respective colour.

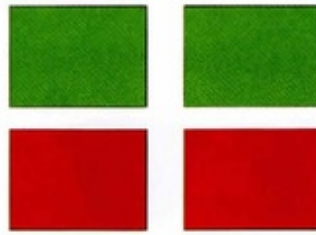
**Step 5:** Reward the child for every correct response, using stickers or chocolates.

## Activity 2

**Name of the Activity:** **Matching the colours**

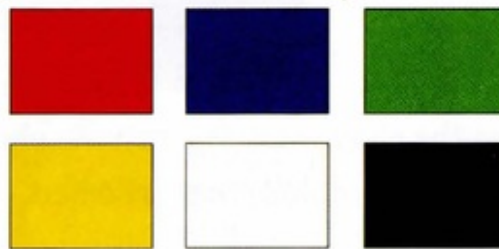
**Materials required:** Color papers

**Step 1:** Cut the color papers into rectangular shape and place them on the table. Each color should have a pair of color paper as shown in the picture



**Step 2:** Place all the color papers on the table and you name the color of each paper in order to familiarize the child with the names of the colors.

**Step 3:** Turn the papers upside down. Let the child pick any two papers. If the child picks two color papers of the same color, then he/she gets to keep the papers with him/her. Otherwise, he/she should keep it back and select another pair till he/she finds a pair of papers with the same color.



**Step 4:** Once the child picks all the papers correctly, teach him/her to name the colors of the respective pairs. If he/she has any difficulty in naming the colors, he/she can repeat after you.

**Step 5:** Encourage the child initially for every correct responses.

Note: Once the child is able to match and name the colors using color papers, use objects that are available at home such as different colored vegetables (Lady's Finger-Green, Lemon-Yellow), Fruits (Banana- Yellow, Apple-Red), Clothes (Blue Shirt, Black Pants), Flowers (Jasmine-White, Hibiscus) etc. for teaching the colors.

## B. Teaching Shapes

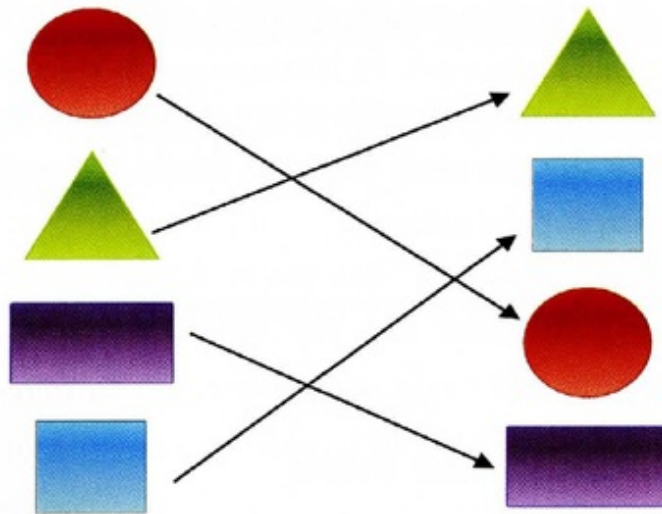
### Activity 1

Name of the Activity: **Matching the shapes**

Materials required: Paper, colour pens/ sketch pens

**Step 1:** Take a paper and fold it into two and draw shapes of circle, triangle, square etc. on one side of the paper and draw these shapes in different order on the other side of the paper.

**Step 2:** Now ask the child to match the shapes on both sides by drawing a line between the correct shapes. For example, if the shape is circle, the child has to draw a line from circle (on the right side) to the other circle (on the left side).



**Step 3:** Initially, you can demonstrate the activity and name the shapes. Later you can ask the child to perform by himself/herself.

**Step 4:** Encourage every attempt made by the child and reward the child.



## Activity 2

**Name of the Activity:** **Sorting out the shapes**

**Materials required:** Newspaper/any other paper or thermocol board and scissors.

**Step 1:** You can cut the newspaper into many small shapes like triangles, circles, squares, rectangles etc. You can also colour these cut-outs to make them more attractive.

**Step 2:** Now select one shape (for example 'square') and give it to the child and teach him/her to sort or group them.

**Step 3:** Once the child sorts out the given shape, you can name the shape. For example when child sorts out 'square' you should say "wow, you have sorted all the **squares**". Give stress on the word 'Square' when you say.

**Step 4:** Repeat the activity with other shapes and encourage the child to say the word (Square, Circle, Triangle etc.) while carrying out the activity.

**Step 5:** Reward the child for every appropriate response.

## Activity 3

**Name of the Activity:** **Snack shapes**

**Materials required:** Roti, Dosa, Chapati, Poori, Fruits/vegetables and knife

**Step 1:** You can cut the food items into various shapes as given below. Now keep a plate in front of the child and put all the sliced shapes on it and other pieces in a bowl.

Shapes	Food items
Circle	Dosa, Poori, Chapati, Sliced banana.
Triangle	Chapati cut into triangles, ice cream cones.
Square	Dosa/Chapati cut into squares, bread slices.
Rectangle	Dosa/Chapati cut into rectangles, Carrot cut in rectangular shape.

**Step 2:** Now ask the child to make a face with all the shapes. **For example sliced banana** can be used as 'eyes', **ice cream cone** as 'nose' etc.

**Step 3:** While doing the activity you can name the shape and which body part it represents. If the child finds it difficult to name the shape you can teach him to repeat after you or give cues.

**Step 4:** Once the face is ready you can teach the child to pick up the shapes one by one and name it. Encourage every attempt of the child. Whenever the child says the name correctly you can reward him/her by providing the same food item.

**For example,** when child says 'circle' and pick up 'banana slice' you can say 'good boy' and give that slice to him.

## Goal 5: Teaching Polar/ Yes/No questions

### Polar question

The polar question is a question whose expected answer is either "yes" or "no". The aim of this goal is to elicit "yes" and "no" responses to questions asked.

### Activity 1

**Materials required:** Real objects, Picture cards.

**Step 1:** Place various pictures/objects in front of the child and describe the pictures in order to familiarize the child with the names.

**Step 2:** You can ask some questions to the child while pointing to a single picture in order to elicit the expected answers i.e 'YES', 'NO'.

**For example:** Point to the picture of a girl standing and ask the question "Is the girl sitting?" If the child says "no" reward the child and say, 'Yes, you are correct'. Later you can teach the child to say the correct sentence.





**Step 3:** Continue the activity using other pictures, till the child learns how to answer YES/NO questions.

**Step 4:** Ask YES/NO questions in general conversation and in situations like bathing, dressing, etc.

**E.g.:** Is the door open? Point to the empty bucket and ask "is the bucket empty?" etc.

**Step 5:** In the later stages, the roles of a parent/caretaker and child can be interchanged.

**Step 6:** Reward the child by saying "good" or by giving something which the child likes for all correct answers.

## Goal 6: Teaching common verbs

### Common Verbs

**5** Verb is a word that describes an action or an occurrence or indicates a state of being. For example 'hear', 'come', 'sleep' etc.





## Activity 1

**Materials used:** Toy / Doll

**Step 1:** To teach action verbs (For example, sit), take a doll/other toy, and make the doll/toy sit on the chair when you give a command 'sit'.

**Step 2:** Now teach the child to sit when you say the command 'sit'. Initially you can also sit with the child.

**Step 3:** Similarly teach the verb 'stand'. After the child understands the concept of 'sit and stand', you can perform some play activities which incorporate the target commands, for example child can make the doll sit and stand.

**Step 4:** After listening to the command, allow your child to carry out the activity by himself/herself

**Note:** You can also carry this out as a group activity with family members. One person can say the command and the respective family member can carry out the command. For example, mother can give the commands like "papa run", "child (name) sit" etc.

## Activity 2

**Materials required:** Pictures of simple verbs like eating, brushing, sleeping etc.

**Step 1:** Stick the pictures of the action verbs on a chart paper/cardboard.

**For example,** pictures of child brushing, eating, sleeping etc.



**Step 2:** Show the pictures of a verb for example, 'A boy eating' and enact the activity shown in the picture.

**Step 3:** Encourage the child also to perform the activity. While he/she is acting out, encourage him/her to repeat the verb after you.

**Step 4:** Reward the child suitably for every correct response.

Here is a list of verbs that you can teach the child. You can add more verbs to this list and continue the activity.

Verbs	
Sitting	Writing
Walking	Bathing
Waving	Brushing
Eating	Reading
Washing	Praying
Clapping	Sleeping
Cleaning	Driving
Playing	Studying
Teaching	Standing



## Goal 7: Teaching plurals

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Plural markers are used to indicate more than one thing/person. For example, in the sentence 'The boys are playing', 's' is a plural marker to indicate there is more than one boy. You can use the following activities to teach plurals.

### A. Regular plurals (pen-pencils, flower-flowers, car-cars)

#### Activity 1

**Materials Required:** Picture cards along with one/more common objects (you can also draw).

**Step 1:** Place a card which shows one pen on the table and say 'It is a pen'.

**Step 2:** Ask the child to place **the** object 'pen' on **the** picture.

**Step 3:** Place a picture card which shows two pens on the table and say 'They are pens' with stress on the word "pens".

**Step 4:** Ask the child to place two pens on the picture.

**Step 5:** Next, ask the child to give two pens, or one pen. Now, ask the child to give the picture cards showing two pens, or one pen.

**Step 6:** Encourage the correct responses.

**Step 7:** Continue the activity with other objects and increase the number of items to indicate plurals.

## Activity 2

After the previous activity, the child would be able to recognize the difference between singular and plural words. To improve their understanding of plurals, the following activity may be done.

**Materials required:** Box and a few objects (pens)

**Step 1:** Place a box on the table.

**Step 2:** Open the box like you open a treasure and say wow "This box has two pens" (if pens are placed in the box).



**Step 3:** Do the same with another box. This time say "This box has two...." and let the child complete it.

**Step 4:** Encourage every attempt of the child in the right direction.

### B. Irregular plurals (child-children, man-men)

Irregular plurals can also be taught in similar ways. Following list shows the irregular plurals in English.

Singular	Plural
Man	Men
Woman	Women
Child	Children
Tooth	Teeth
Leaf	Leaves
Ox	Oxen
Goose	Geese
Knife	Knives
Foot	Feet
Mouse	Mice

## GOAL 8: Teaching prepositions

Prepositions are used to tell about the position of an object/person. Few examples of prepositions are 'in', 'at', 'on', (which comes under the category of 'Preposition of time') 'under', 'in front of' and 'behind' (which comes under the category of Preposition of place). As explained in the previous levels, you can carry out activities using real objects or toys/pictures to teach the concept of prepositions.

### A. Preposition of time (at, on, in)

#### Activity 1

**Materials required:** bag, ball or any other toy

**Step 1:** You can keep a box in front of the child and put a ball into the box. Ask the child "where is the ball"? If the child answers in word level (box) then you can expand the sentence and say 'the ball is **in** the box'. Emphasize the word '**in**' while saying the sentence.



**Step 2:** Now ask your child to keep the ball inside the box. Tell the sentence again- 'The ball is **in** the box.'



**Step 3:** Now you can peep into the box and say 'The ball is....' Let your child complete the sentence by telling 'The ball is **in** the box.' Similarly you can also teach other prepositions like '**on**' by keeping the ball on the table. For example, the ball is '**on**' the table.

**Step 4:** As you carry out the activity, make sure that you repeat and emphasize on the prepositions '**in**' '**on**' etc. Encourage your child for correct responses.

Even though your intention is to teach the word '**in**', simultaneously you can teach other words that you come across while teaching this concept (for example, '**on**', '**at**' etc.). This will help your child to remember the word better by relating it with the situation. Indirectly it also helps to improve your child's vocabulary.

## Activity 2

**Materials required:** Cardboard box, models or pictures of animals like cow, sheep, dog etc.

**Step 1:** Place a cardboard which is shaped like a 'cave' on the table.

**Step 2:** Place toy dog on the table.

**1**  
**Step 3:** Teach **the child to** keep **the** Dog '**in**' **the** cave.

**Step 4:** If **the child** does not do it on his/her own, do the activity along with the child while you speak.

**Step 5:** Reward the child's responses when appropriate.

In the initial stages, child may not be able to tell the sentence correctly. But encourage each and every attempt of your child.

### Activity 3

**Materials required:** Pebbles, Bowl.

**Step 1:** Keep a bowl and some pebbles on the table.



**Step 2:** Take a pebble and tell the child that you are going to put the pebble 'in' the bowl.



**1** **Step 3:** Teach the child to put the pebble 'in' the bowl.

**Step 4:** Do the same with more pebbles.

**Step 5:** Demonstrate the activity if required.

**Step 6:** Reward the correct responses of the child.

### Activity 4

**Materials required:** Book/plate, Table.

**Step 1:** Place a table and put the plate and book under the table.

**Step 2:** Now keep the plate on the table and say 'The plate is **'on'** the table.' Emphasize the word **'on'** while talking to the child.



**Step 3:** Later make your child do the activity, and at the same time teach the child to say the word **'on'**. Initially teach the child to repeat only the word **'on'**. Later, encourage the child to use the word **'on'** in a sentence.

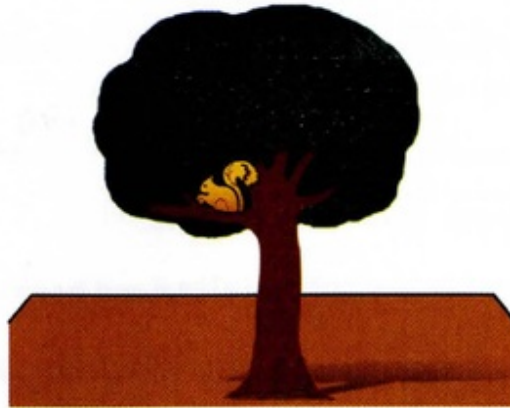
### Activity 5

**Materials required:** Model of a tree (made from chart paper), toy squirrel/monkey.

**Step 1:** You can show a model of a tree, squirrel/monkey.



**Step 2:** Now make the squirrel/monkey sit on one of the branches of the tree.



**Step 3:** Tell your child about it "The squirrel/monkey is **on** the tree". Here you can also expand on the language by telling more about the model in different contexts.

**For example,** tell your child "The squirrel/monkey jumped from this branch 'onto' another branch". In such instances, the key word has to be emphasized.

**Step 4:** Now take the squirrel/monkey from the branch and then explain "Now the squirrel/monkey is **not on** the branch". This will help your child learn to use the negation word 'not' which is a concept already taught in level 2.

**Step 5:** After explaining this to your child, you can ask questions related to it. For example, "Where is the squirrel/monkey?" and let your child answer. Encourage him/her to answer in a sentence.

**Step 6:** As a reward for correct answer, you can give sticker of squirrels and make your child stick it on the tree.

## B. Preposition of place (under, behind, below)

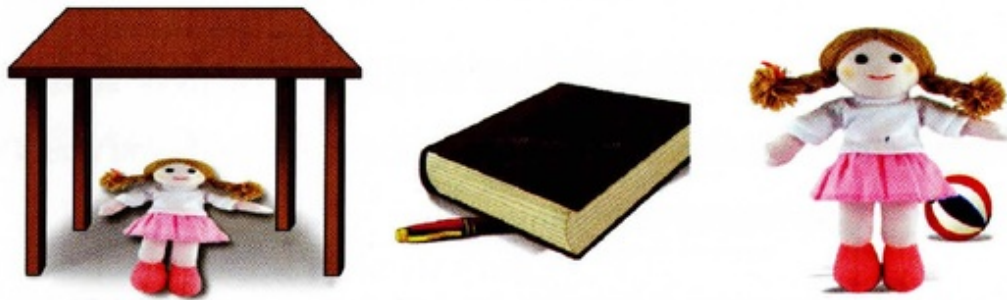
### Activity 1

**Materials required:** Toys and common objects

**Step 1:** To teach '**under**', '**behind**' and '**below**' you can play the 'hide and seek' game with your child. Initially you can hide the common objects and toys. For example hide the ball **behind** the doll or pen **under** the book

**Step 2:** Tell your child 'I am going to hide the common object/toy and you should find it out'.

**Step 3:** After the child finds the common object/toy, ask questions like where was the pen? If the child points out the location correctly explain to him/her that the pen was under the book and stress on the word **under**.



**Step 4:** Repeat this activity by exchanging the roles and taking turns and let the child speak in simple sentences.

**Step 5:** Reward the child for every correct response by saying "GOOD" or giving a sticker or anything the child likes.

## Activity 2

**Materials required:** Table, Common objects.

**Step 1:** Place the child's shoes under the table.

**Step 2:** Ask the child "Where are your shoes?" and help him/her answer "Shoes are 'under' the table".

**Step 3:** Make the child repeat after you if he/she does not respond on his/her own.

**Step 4:** Repeat the activity with other common objects such as cup, plate, glass etc.

**Step 5:** Reward the child's responses appropriately.

### Goal 9: Teaching Possessives and Pronouns

Pronouns are words that can take the place of nouns or substitute for a noun. For example, when talking about yourself, you would say "me" or "I" instead of your own name.

Example of Pronouns, I, me, she, he, her, him, it, you, they, and them

Possessives are words that show ownership. For example, 'This is his book'. In this example the word 'his' shows ownership and hence it is a possessive.



## **Activity 1**

### **To teach the pronoun 'me'**

**Materials required:** Mirror

**Step 1:** Sit in front of the mirror with the child.

**Step 2:** Ask the question, "Who is (name)?"

**Step 3:** Say 'Me' with the gesture to indicate the same.

**Step 4:** Ask the question, "Who is (child's name)?"

**Step 5:** If the child does not respond help him/her by making him initiate the gesture.

**Step 6:** Reward every attempt of the child.

## **Activity 2**

### **To teach the pronoun 'I'**

**Materials required:** Mirror, toys

**Step 1:** Sit before a mirror with the child.

**Step 2:** You perform an action like drinking water.

**Step 3:** Ask the question, "Who is drinking water?" and answer "I am" with emphasis.

**Step 4:** Next, let the child use a toy.

**Step 5:** As the child plays with the toys, ask the question, "Who is playing with (name of the toy)?"

**Step 6:** Wait for the child's response or ask the child to repeat "I am" with the gesture.

**Step 7:** Appreciate and reward the child for appropriate response.

### Activity 3

#### To teach the pronoun 'He/She'

Continue the activity 2 with some modifications. Involve another person (Male and female) in it.

**Step 1:** Let the other person play with a toy. As he/she plays, ask the question, "Who is playing with the (name of the toy)?" and say "He/She" with emphasis on 'he' and 'she'.

**Step 2:** Ask the question again and let the child respond.

**Step 3:** Repeat the activity until the child responds spontaneously without your help.

**Step 4:** Reward the child for every positive attempt.

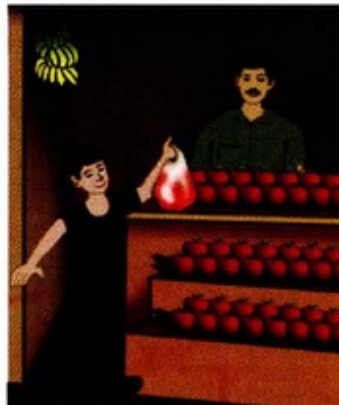
**Step 5:** Similar activities may be carried out to teach words such as 'they'.

### Activity 4

**Name of the Activity:** Introducing Him /Her /Them

**Materials required:** Picture cards

**Step 1:** Show a picture that depicts a boy in the market/shop and describe the picture for the child.



**Step 2:** Once it is shown, tell the child, "Raju went to the market and bought apples. Yes, the apples were bought by HIM". Stress the word 'him', while pointing to the picture of 'Raju' in the picture.

**Step 3:** Repeat the activity and this time, let the child complete the sentence "The apples were bought by \_\_\_\_" (expect a response of 'him' by pointing to the picture).

**Step 4:** Reward the child for correct response.

**Step 5:** Similar activities can be done with other items (e.g.: grapes, banana etc.).

**Step 6:** The pronouns 'her' and 'them' can also be taught using similar activities.

### **Goal 10: Combining 4-5 words to form meaningful utterances**

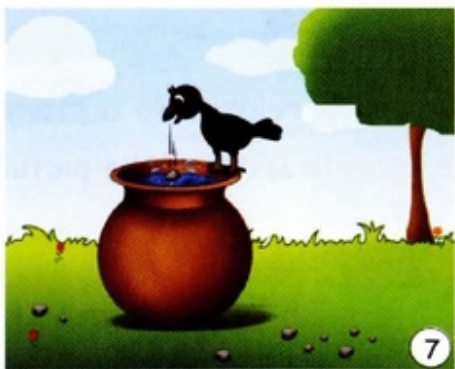
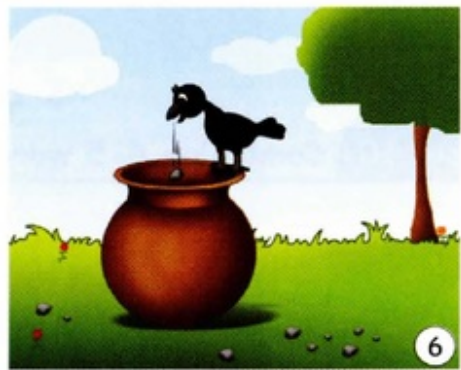
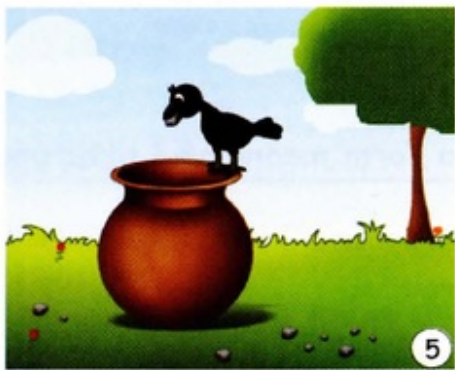
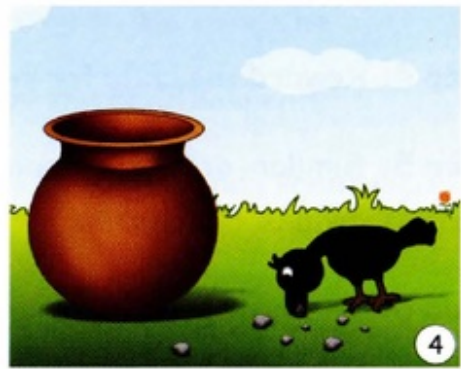
#### **Activity: 1**

**Materials required:** Story cards/ Picture cards

**Step 1:** You can keep some pictures cards related to a story in front of your child. Tell the child to arrange the pictures according to the order in the story.

**For example,** you can keep the flash cards of the story "Thirsty crow" in the following order:





**Step 2:** You can explain each picture while the child arranges it according to the order.

**Step 3:** Later ask the child to say the story. You can also ask simple questions like "Why did the crow search for water?", "Where did it find water?" "How did the crow get water"? etc.

**Step 4:** If your child is having difficulty in saying the sentences, you can give cues like saying the first letter of a word or prompting for the correct word/ sentence etc.

**Step 5:** Encourage the child for every correct response.

## Activity 2

**Step 1:** Select a common event/activity the child has repeatedly experienced and describe the event verbally. For example, you can select activities such as shopping, eating at a restaurant, birthday party.

**Step 2:** Now, assign roles to yourself and the child. For example, in the shopping activity, the child can act as customer and you can act as the shop keeper.

**For example,**

**Mother:** What do you want to buy?

**Child:** Biscuit and Milk

**Mother:** Ok. You want biscuit and Milk?

**Child:** Yes, I want Biscuit and Milk.

**Mother:** Do you want anything else?

**Child:** No thank you. How much?

**Mother:** The biscuit and milk will cost you 15 Rupees.

You can use props to act out the event and elicit longer utterances. At every stage try to expand what the child says by simplifying the information.

**Step 3:** If he/she is having difficulty in producing the sentences, you can model parts of utterances and wait for the child to produce words or phrases. Later ask the child to say complete sentences by himself/herself.

**Step 4:** Reward the child for every correct response by giving toys, chocolates etc.

**Note:** Similarly you can introduce other situations and encourage your child to speak in 4-5 word utterances



### LEVEL 3 ASSESSMENT SHEET

Sl.No.	Question	Response
1.	Is your child able to discriminate words/ phrases from competing stimuli?	Yes/No
2.	Is your child able to discriminate 1-2 step commands from competing stimuli?	Yes/No
3.	Is your child able to memorize 1 item at the end of phrases/sentences?	Yes/No
4.	Is your child able to memorize 2 items?	Yes/No
5.	Is your child able to memorize 2-3 items in different contexts?	Yes/No
6.	Is your child able to memorize 3 items in different contexts?	Yes/No
7.	Is your child able to understand and say some items of lexical categories such as animals, vehicles, food items, fruits, vegetables and clothing?	Yes/No
8.	Is your child able to say some items of lexical categories such as animals, vehicles, food items, fruits, vegetables and clothing?	Yes/No
9.	Does your child understand common action verbs?	Yes/No
10.	Does your child say common action verbs?	Yes/No
11.	Does your child understand and say regular plurals like pen -pencils, flower - flowers, car cars etc.?	Yes/No

- |     |                                                                                         |        |
|-----|-----------------------------------------------------------------------------------------|--------|
| 12. | Does your child say regular plurals like pen-pencils, flower - flowers, car-cars etc.?  | Yes/No |
| 13. | Does your child understand and say irregular plurals like child-children, man-men etc.? | Yes/No |
| 14. | Does your child understand irregular plurals like child-children, man-men etc.?         | Yes/No |
| 15. | Is your child able to say irregular plurals like child-children, man-men etc.?          | Yes/No |
| 16. | Is your child able to understand prepositions like on, under, in, out etc?              | Yes/No |
| 17. | Is your child able to use prepositions like on, under, in, out etc in his/her speech?   | Yes/No |
| 18. | Does your child understand possessives such as mine, yours, ours?                       | Yes/No |
| 19. | Does your child say possessives such as mine, yours, ours?                              | Yes/No |
| 20. | Does your child understand pronouns like I, we, me, you etc.?                           | Yes/No |
| 21. | Does your child say pronouns like I, we, me, you etc.?                                  | Yes/No |
| 22. | Does your child recognize colours?                                                      | Yes/No |
| 23. | Does your child say the name of the colours?                                            | Yes/No |
| 24. | Has your child started speaking in simple sentences?                                    | Yes/No |

- |     |                                                                           |        |
|-----|---------------------------------------------------------------------------|--------|
| 25. | Does your child understand shapes like circle, triangle, rectangle etc.?  | Yes/No |
| 26. | Does your child say various shapes like circle, triangle, rectangle etc.? | Yes/No |
| 27. | Does your child understand Yes/No questions?                              | Yes/No |
| 28. | Is your child able to combine 4-5 word to form meaningful sentences?      | Yes/No |



### Check progress

SCORE	PERCENTAGE	LEVEL
23-28	80 - 100%	Move to Level 4
< 23	< 80%	Repeat Level 3 goals which are not achieved by your child

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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 Persons 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) Helpline 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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# Train Your Child-Level-3

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