

SOUND AWARENESS

Step 1: To detect the presence and absence of noise.

Materials: Plastic eggs, Jelly beans (or something to fill the eggs with so they will rattle), Teddy bear

Directions: First, shake the egg in front of the child, and demonstrate that as the egg makes noise, the bear dances. When the noise stops, the bear stops. Next, have the child make the bear dance when a noise is heard (still shaking the egg so the child can see.) Finally, shake the egg under the table, behind the child's back, or out of the child's sight to make the bear dance.

Materials: Chairs or carpet squares for everyone in the room, music.

Procedures: Place the chairs in a circle (facing out). Start the music and everyone walks in a circle around the chairs. When the music stops everyone has to sit down. Be sure to let the child initiate sitting down once the objective is understood, so the child will not be simply following someone else's lead.

Materials: Any small toy, music

Procedures: Sit in a tight circle. As the music plays pass the toy. When the music stops, the person that has the toy in their hand is "it" and gets 1 point. The first player to 5 wins the game.

Materials: Various toys appropriate for the child's age

Procedures: Play with child with toys that do not make noise. After silently playing a short while say a syllable when the child is not looking at you. Look and wait for any response from the child. After a response, wait again and repeat syllable with varied intonation. Continue saying various syllables with varied intonation at different intervals of time.

Sound Awareness

Goals: Response to speech, turn taking

Materials: Baby doll

Procedures: Have everyone in room place head on table. Take turns saying, "Time to wake up." When sound is heard everyone can raise head and stretch. Condition child by using baby doll.

Materials: None

Procedures: Child puts head down and responds by looking up when hears varying intonation. Reinforce through "I heard that" and repeat syllable with varied intonation. Alternate loudness and distance. Produce sound without varied intonation vs. sound with varied intonation. Have parent take turn with clinician to see if child can differentiate the voices.

Materials: Picture from a coloring book/clinician drawn (balloon, car, rainbow, flower), jellybeans, a list of speech syllables

Procedures: In front of the child should be the uncolored picture for the child to place a jellybean on the picture as he/she hears the sound. The clinician should model what is expected of the child and if possible do so using the parent. The child is given a jellybean to hold up to his/her ear until the clinician produces a speech syllable. Once the child hears the syllable production then the child is to put the jellybean on the picture. If the child does not hear the production then the clinician/parents are to say that they heard that and put their jellybean on the picture. Allow opportunities for the caregiver to present the stimulus items.

Sound Awareness

Step 2: To respond to vowel variety and raspberries

Materials: Toy car

Procedures: The therapist, child, and parent sit at the table in the therapy room. As the therapist pushes the toy car on the table, he/she makes "beep-beep" sounds as the car moves. The parent models the desired behavior by turning toward the car and cupping his/her ear and responding, "Listen, I hear a car." The therapist alternates making the sound when the car is moving and not making the sound when the car does not move. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

As the child begins to consistently respond to the presence of sounds, he/she can be taught to hold a block to his/her ear before dropping the block in a box when a sound is detected. Holding a block to the ear prepares the child to listen, and dropping a block in the box can be rewarding for a young child.

Materials: Pickup truck, cow, monkey, and clown

Procedures: Drive the pickup truck across the table, making the sound, /b-r-r/, until it is in front of the child. Ask her if she hears the truck. Drive the truck while making the sound. Stop the truck when you stop the sound. Bring in the cow. Say, "Moo. The cow says moo." Hand her the cow and tell her to drop it into the truck when she hears the sound. Make the sound and help her to drop the cow into the back of the pickup truck. Repeat with the monkey ("Eee, eee") and the clown ("Ha, ha, ha"). Drive the truck away, making the sound, off the table.

Goals: Listening, vowel targets and early developing consonants (bilabials), sound associations

Materials: Learning to Listen sounds and manipulatives, precut magazine pictures, glue, construction paper OR stickers representing items

Procedures: Utilize Learning to Listen sounds and manipulatives to introduce sounds, for example: car (beep, beep), cow (moo), bubbles (pop, pop). Encourage child's approximations of the target sound. Make a picture or sticker corsage with items that contain the vowels you are targeting.

Sound Awareness

Goals: Have child respond to the "ee" sound, sound object association for bird and cat, typical phrases of "listen", "bye-bye", and "where's the cat/bird," use to move into phoneme level/word level.

Materials: Cutout of a tree, cat, and several birds

Procedures: Clinician can use the cat and a bird first for modeling. Make a "meow" sound for the cat while moving it toward the bird. Have the bird make a "cheep cheep" sound while pretending the cat is chasing the bird. Say "bye, bye" to each bird after they have been chased by the cat and fly into the tree. Alternate with child on whom gets the cat and who gets the bird. If child does not respond use cues such as "I don't hear the cat/bird. Where is the cat/bird". Use a higher pitch "ee" for the bird and a lower pitch "ee" for the cat. Add phrases such "listen", "up, up, up the tree", and "fly, fly, fly away".

Follow-up: Make bird masks and practice being birds with the "cheep, cheep" sound. Act out scenario in a group of children with birds and a cat. Parents can work on sounds outside by pointing to birds/cats and using "cheep" and "meow." Encourage a follow-up visit to a pet store.

Goals: Sound stimulus "oo" with cow. Have child respond to "oo" sound, sound object association for the cow, typical phrases of "open the door", "who's there", "listen", "knock-knock", and "close the door," use to move into phoneme level/word level.

Materials: Toy barn and various sizes of cows

Procedures: Have barn between you and child with openings on each side. Put a cow in the barn. Knock on barn and instruct child to listen. Wait a moment and say "moo". Say it again and look for child's reaction to hearing the cow. When the child shows a reaction, open the door for child to get the cow. Allow child to play with the cow and repeat the "moo" and encourage imitation with the hand cue. Repeat with all the cows.

Follow-up: Hide cows in the room and search for them while using the "moo". Make a cow puzzle and work on associating the word "cow" with the picture. Visit a farm with cows.

Sound Awareness

Materials: Toy train ("oo"), car ("brr"), plane ("ah"), and slide ("ee")

Procedures: The child is given a toy to hold to his ear and the therapist makes the sound. If the child hears it, he can make the actions of the toy (the plane can fly, the car can drive on the table, etc.). He can make the toy go bye-bye after playing with each of them by placing them in a box.

Materials: "Form Fitter" with various shapes or puzzle

Procedures: Child will hold object (square, etc)/puzzle piece to his ear, stimulus will be presented, child will drop object into container/place piece of puzzle on frame when sound is detected.

Materials: Old Macdonald Had a Farm, illustrated by Pam Adams, toy barn; toy dog, sheep, duck, pig, cow, horse

Procedures: Set up the barn with the animals inside and the doors closed. Read Old Macdonald had a farm and pull only the animal out of the barn that coincides with the story during the part that the animal is making its' sound. Ex. "with a moo moo here, etc." After going through all of the animals in the book, sing the song doing the same activity.

Materials: Car, motor boat, bus, or truck, race track or city with streets; or ice/snow

Procedures: Using one of the above objects, make the "brr" sound. Present sound first, then object. Use hand cue. Have a racetrack or city with streets so child can make sound through play/ while playing.

Goals: Response to a variety of vowels, suprasegmentals, turn-taking

Materials: Construction paper-preferably a large sheet, paint, paint brushes, smocks (if small children), paper towels

Procedures: Clinician starts by saying /a/ many times in a short production, simultaneously makes little dots of paint on the paper. The child and then parent takes turn imitating the clinician. Can use /u/ and make a circle, etc.

Step 3: To respond to consonant variety

Goal: Audition using /pa/, /pa/ /ti/, /ti/, etc.

Materials: "Crayola Ministampers" markers and sticker/stamp sheet.

Procedures: Child holds ministamper (capped) near ear, stimulus is presented at earshot, and child stamps the appropriate square upon detection of stimulus.

Goals: Have child respond to "b" sound, sound object association for the bubbles, typical phrases of "up, up, up", "bubbles", and "more," use to move into phoneme level/word level.

Materials: Bubbles and various wands

Procedures: Get the child's attention by using the "listen" cue. Babble the sound "b" for 6 to 7 seconds while bubbles are hidden. Look for a reaction then proceed to blow the bubbles. Say "pop, pop, pop" while popping the bubbles. Look for child's reaction to "bbbb" and blow bubbles when child shows a reaction. Encourage imitation with use of hand cue.

Follow-up: Make your own bubble solution. Blow bubbles outside.

Goals: Have child respond to "p" sound, sound object association for the boat, typical phrases like "in the water", "big/small boat", "in/on the boat", and "going home," use to move into phoneme level activities.

Materials: Poster board with a lake (put a house on opposite side), boats of various sizes, small people to fit in boat

Procedures: Tell child that everyone needs to cross the lake to get home. Have child listen to "pppp" while boat is out of sight. Look for reaction. When child hears the "pppp" give him the boat to cross the lake. Move one person at a time across the lake. Encourage imitation to move into phoneme level/word level.

Follow-up: Vary who rides in the boat (animals, people). Use boats during bath time with the "p" sound. Have a boat race in the tub. Take child to a lake to see the boats and take pictures. Make boats for a flannel board.

Sound Awareness

Goals: To develop auditory attention, to create an atmosphere that will make learning to listen fun!!, to identify that sound has a direct meaning, to learn that vocalizing can make things happen

Materials: Miniature M&Ms, toy bus, baby doll

Procedures: The therapist and the child sit side-by-side at the table and parent sits across the table from them. Before using M&Ms for therapy, discuss it with the child's parents and explain how they fit into the activity. The clinician holds the bus under the table, and makes the bus sound (buh, buh, buh). The therapist points to his/her ear and says, "Listen, I hear a bus." He/she presents the noise again and the parent points to his/her ear and says, "Listen, I hear the bus." Parent then looks at the child and says, "Do you hear the bus?" Therapist and parent should use hand cue to encourage child to use audition rather than visual cues. Place the bus on the table and wait for child to respond. Follow the same procedure with the doll, using "Waa-waa-waa.: The therapist presents the M&Ms last and says, "M-m-m." Parent repeats, "M-m-m." Pause frequently to allow child to respond. Present sounds randomly at irregular intervals to prevent child from anticipating too regular intervals. Reward correct response to sound with one miniature candy. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: 'Learning to listen' toys

Procedures: Play with child using 'learning to listen' sounds and the toys that accompany them. Play with the toy with the child. After playing for a minute say one of the auditory sounds while still playing with the toy. Look at the child and wait for response from the child. It could be a head turn or point to ear. Continue above steps with other consonant sounds with toys.

Materials: Baby doll with clothes

Procedures: With each sound the child hears, he can put a piece of clothing on the baby doll

Materials: bubbles

Procedures: Say "bu,bu,bu." When the child responds blow bubbles.

**Step 4: To elicit a response to the presence
of environmental sounds at loud, medium, soft
levels at close range, a distance of 6-12 feet,
a distance greater than 12 feet**

Materials: Frog clicker (loud), play telephone (medium), and a handful of pennies (soft).

Procedures: Click the frog clicker (loud sound) and ask the child if she heard that. Point to your ear. Click it again and say, "I heard that." Condition her to respond. Ring the play telephone (medium sound). Repeat procedure with the phone, then jingle the pennies in your hand (soft sound). When she is able to respond to all 3 sounds, repeat at varying distances: 6 ft, 9 ft, 12 ft.

Materials: Maracas

Procedures: The therapist, parent, and child are present in the therapy room. Parent holds the child face forward on lap. The therapist sits at a knee-length distance from the child and parent. The therapist moves (bounces in place) while shaking a maraca. When the sound is present, the parent bounces the child on his/her lap and stops moving as soon as the sound stops. The therapist and the parent look around quizzically with exaggerated facial expressions, point to their ears, and say, "I don't hear anything." Repeat the activity at different distances and add another maraca to increase the loudness. Varied distances and degrees of loudness could be implemented in subsequent therapy sessions. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: Small portable radio, telephone, alarm clock, etc.
(environmental sounds)

Procedures: You must have a large room or long hallway for this activity. Place child in a chair with his/her back facing you. Have parent play a small, portable radio at loud, medium and soft levels at close range. Be sure that you are behind them and not within their visual range. Record child's response to sounds at each level. Repeat the above activity at a distance of 6-12 feet and then greater than 12 feet. Various environmental sounds should be used following the directions above.

Sound Awareness

Materials: Plastic eggs or toys for the reinforcer; toy drum, wind-up toy, See and Say, noisemaker, etc. for the sound stimuli

Procedures: The child picks up a toy/egg and holds it to his ear. The therapist makes a sound at varying volumes and if the child hears it, he hides the toy around the room. Once all toys are hidden, then the therapist increases the distance from the child and continues the detection task. When the child hears a sound, he then gets to go find one of the toys that he hid earlier.

Goals: Language-talk about instruments, parades, music, and turn taking

Materials: Musical instruments

Procedures: Take turns playing instruments at varying loudness levels. The others in the group must take turns imitating the others loudness level. Can turn this into a parade when finished with formal activity.

Materials: Bubble gum, chirping bird sound, etc.

Procedure: Start with loud clapping, then medium and soft. Present sounds (popping bubble gum, bird chirping, etc.) while child is playing or eating to elicit head turn to sound. Present beside best hearing ear (implanted ear). Present sounds 3 ft away, progressing from loud to medium, then soft.

Materials: Farm animals, some type of fence

Procedures: Stimulus items include: toy drum, a knock on the table, party blow horn, hand clap, etc. The fence should be up on the table for the child to put the animals in after hearing the stimulus items. The clinician should model what is expected of the child and if possible do so using the parent. The clinician should begin presenting the stimulus items at a distance of 6' until the child can accurately and consistently identify the stimulus at this distance at various loudness (high, medium, low). Then the clinician can increase the distance that he/she presents these various noises to the child up to a distance of 12', at various loudnesses (high, medium, low). The clinician/parent will give the child various animals prior to the stimulus to put in the farm fence when the child hears the stimuli (noise). Allow opportunities for the caregiver to present the stimulus items.

Sound Awareness

Materials: An alarm clock or timer

Procedures: Get an alarm clock or timer and set it to go off at different times during the session. When the child hears it he or she gets to find it and turn it off.

Materials: Bell, drum, musical books, radio, see & say, talking animals, key board, phone that rings, and various other objects that make sounds.

Procedures: Begin the session by introducing the objects and the various sounds to the client. Always start by making the sounds close to the child. Then begin to move away from the child. Move only a few feet at the time building up to 6 feet and the 12 feet and then greater than 12 feet. Have the child indicated when he/she hears the sound. This will be different depending on the age of the child. For young children it maybe a glance in the direction of the sound, some children may tell you they hear it, and older children may identify the sound. Use reinforces such as putting pieces in a puzzle, or a shape sorter, or color pictures, playing a game, and etc.

Step 5: To respond to whispered [hae] [hae] and [p] [p] [p]

Goals: Expanding language during game activity by giving clues about pieces of paper, auditory perception, auditory feedback, imitation skills

Materials: Small pieces of paper labeled with letters 'h' and 'p' OR use magnetic letters

Procedures: Hide pieces of paper around the room. Each person takes a turn with finding the paper. The other participants must try to guess the hidden phoneme. Clinician or parent will model the phoneme. Encourage child to repeat what he hears. Can score points for each phoneme guessed correctly.

Materials: Puppet and toys/paper cutouts for him to eat (ex., if puppet is a monkey, therapist can make bananas out of construction paper)

Procedures: When the child hears the whispered sounds, he can feed the toy or cutout to the puppet the therapist is holding

Materials: Mr Potato Head (Hasbro, Inc.)

Procedures: Condition the child to add a part to the toy each time he hears one of the following sounds: [hae] [hae], [p] [p] [p]. Vary the time interval between each presentation.

Step 6: To elicit a response to the Sounds of the six sounds test

Goals: Listening, incorporate vocabulary and language as different objects are introduced, detection of sound (range of frequency)

Materials: Pennies, plastic insects, or other interesting items to child, gallon jug of water, optional (blue food coloring)

Procedures: Child listens for sound and throws object into water when he hears it.

Materials: 12 pennies and a toy bank (preferably one that makes some movement or noise when you feed it a coin).

Procedures: Give the child one penny. Help her hold it to her ear. Present one Ling 6 sound. Point to your ear and say, "I heard that! Did you hear that?" Put the penny in the bank. Go through each sound, putting a penny in the bank each time. Go through the sounds a second time to reinforce the conditioning.

Materials: Bucket and blocks

Procedures: The therapist, parent, and child are seated at the table in the therapy room. The child has a bucket and blocks on the table in front of him/her. The clinician presents the six sounds individually and at random intervals. The child holds a block to his/her ear until a sound is detected. When a sound is detected, the child drops a block into the bucket. The therapist covers his/her mouth when presenting sounds to promote listening for auditory cues rather than watching for visual cues. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: "Rock-a-stack", ring stacker

Procedures: Ling Six Sounds are presented at earshot, child holds a stacking ring to his ear to indicate that he is listening, the stimulus is presented and the child responds to stimulus by putting a ring on the stacker.

Sound Awareness

□ □

□

Materials: Empty toilet paper roll (body)

Construction paper cut into:

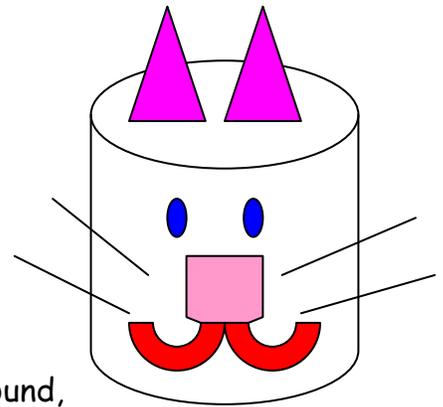
□ □ □ □ □

□ □ □ □ 2 rabbit ears, 2 eyes, 1 nose

Magic marker (for the mouth)

2 pipe cleaners (whiskers)

Glue stick



Directions: As the clinician presents each Ling 6 Sound, the child should respond. Each time the child responds, give him a piece of the craft to be put together.

Materials: Bubbles

Procedures: Use the hand cue for each sound of the Ling 6 Sound Test.

The child could indicate a response by putting hand to ear, turning head, or saying sound or approximation of sound back to you. After child has repeated sound they would be given a chance to blow bubbles.

Materials: Cookies, icing, jelly beans, shoestring licorice (to make a smiley face on the cookie)

Procedures: The therapist and child can ice one cookie each. The child can be given a piece of the face (the licorice can be hair, the jellybeans can be the eyes, nose, and mouth) and when he hears one fo the Ling sounds, he places a piece of the face on the cookie.

Goals: Language-talk about different kinds of insects, where they live, what they eat, what they do, etc.

Materials: Container that holds water, blue food dye, various plastic insects

Procedures: When child hears Ling 6 sounds, must repeat sound, and then can drop bug into water.

Materials: 6 large plastic eggs (the kind *Leggs* pantyhose come in), Small Ling 6 object that can fit inside the eggs.

Procedures: Hide each of the Ling 6 toys inside an egg. When the child responds to a sound, he gets to open an egg. Then you say the sound that corresponds to the object found in the egg.

Sound Awareness

Materials: Pennies, vase with water

Procedures: Sound presented beside best hearing/implanted ear. Use hand cue. Play Ling 6 game while eating. "Mmm" for yummy, "Aah" after drinking, "Ooo" for looks delicious, etc. Child responds at varying distances (3 ft, 6 ft, etc.) and/ or with varying loudness by dropping pennies into the water-filled vase.

Materials: Cookie monster, several cookies, a small box, Ling 6 sounds

Procedures: The cookie monster from a coloring book is made onto cardboard with his mouth cut out. Attach cookie monster to the front of the box so that he is standing and when the child puts a cookie in his mouth it will fall into the box. The child is given a cookie to feed to cookie monster when he/she hears the stimulus sound. The parent also has a cookie and models what is expected of the child. The parent or the clinician will model only after the child has had time to respond.

Materials: Toy xylophone with different colored keys and pieces of paper with circles the same color as the keys.

Procedures: The six sounds are presented as usual, without visual aids. As the child responds, preferably by imitating the sound, s/he is allowed to pick up one of the pieces of paper. The color on the paper is the color of the key that the child gets to tap. After the child has responded to all of the sounds the clinician lines up the pieces of paper and the child gets to play the "song" in front of him.

Materials: Bowling pins, putt-putt holes, puzzles, games, sound makers, and etc.

Procedures: You say the Ling 6 sound test and the child responds by either repeating the sound or manipulating objects. They may knock down some bowling pins (I have often made the bowling pins match a theme I was working on like teeth or animals or etc.) or he may take a turn at putt-putt, but only when he hears the sound.

Sound Awareness

Materials: String, LifeSavers

Procedures: The six sounds are presented as usual, without visual aids. However, the child sees that the goal of the task is to make a LifeSaver bracelet. (If the clinician or the parent has a problem with giving the child candy/sugar, cheerios or popcorn could be used instead.) After the child correctly imitates the sound presented by the clinician s/he is able to string another goodie onto his/her bracelet. One problem may arise if the child does not want to give the bracelet up. When the activity is done the clinician takes the bracelet away and tells the child that when the session is over, the child can have an extra treat to add to his/her bracelet.

Materials: A box full of Legos.

Procedures: The six sounds are presented as usual, without visual aids. After each correct response the child can reach under the table into the mystery box and pull out a Lego. The child adds on to his structure with each correct answer.

**Step 7: To elicit a response to the
sounds of the six sounds test at various distances**

Materials: "Pop-up Farm"

Procedures: Ling Six Sounds will be presented at 6", 3' and 9' instruct the child to push the appropriate button when he hears (detects) the stimulus sound, animal will pop up.

Materials: Magnetic board with various magnets

Procedures: Say one of the six sounds and when child indicates that they heard the sound they are given a magnet to place on the board. Repeat with all six sounds. You can move this activity easily into Learning to Listen Sounds by using animal magnets.

Materials: 24 pennies and a coin bank that moves or makes a noise.

Procedures: Let the child hold the pennies and the bank. Have the parent monitor. Move away 3 feet and present the sounds, then 6 feet away, 9 feet away, and finally 12 feet away. She should drop a penny into the bank each time she hears a sound.

Goals: Listening, detection of sounds at varying distances, attention to lengthy task

Materials: Bean bag toss game (basket and bean bags)

Procedures: Present six sound test 3 ft., continue increasing distance until you find the child's level of difficulty and then stay at that distance, the child responds to the sound by throwing the bean bag into the basket.

Materials: Long room/hallway, blocks, box to put the blocks in

Procedures: Place child with his/her back facing you. Instruct child to drop a block in a box when they hear a sound. Say each of the sounds of the Ling 6 at close range. Record sounds child is able to hear. Move to 6 to 12 feet and say 6 sounds. Record sounds child can hear. Move again to 15 feet away. Record sounds child can hear.

Sound Awareness

Materials: With construction paper, the therapist makes a "pizza" and pieces of "pepperoni"

Procedures: The child can hold a piece of pepperoni up to his ear and when he hears one of the Ling 6 sounds, he can place the pepperoni on the pizza. The therapist presents the sounds at various distances.

Materials: Construction paper, stickers of various sizes

Procedures: As child is responding to Ling 6 sounds, he can create a picture using stickers. After every sound, child may use 1 sticker to create the picture.

Materials: String, Cheerios, tape recorder and a tape with the Ling 6 sounds recorded on it

Procedures: Child listens to tape of Ling 6 and responds by putting cheerios on a string. Tape recorder placed close to child first, then moved to varying distances. Child must respond by putting cheerio on string, imitating or locating the sound .

Materials: Mr. and/or Mrs. Potato Head, Ling 6 sounds

Procedures: The child is given one part of the face to hold to his/her ear and listen. The clinician presents the each of the Ling 6 sounds at a distance of 1 feet until the child responds to all of the sounds consistently at this distance. Increase the distance up to 12 feet as the child succeeds consistently at each distance. After each sound is presented the child should respond by putting the piece of the face down. If there are not enough parts for the number of stimulus items presented the child could have two faces to make, Mr. and Mrs. Potato Head, or the child could take the parts off and put them back into the container.

Materials: Hippity Hop Jumping Frogs (Discovery Toys)

Procedures: Every time the child responds to the Ling 6 he gets a frog. After he has collected all 6 frogs he makes them hop into the bucket. You can have a frog race. For a younger child you can have him drop the frogs in the bucket.

Sound Awareness

Materials: Connect Four (game). This activity is for a child old enough not to put the checkers in his mouth.

Procedures: Condition the child to put a checker in each time he hears one of the Ling six sounds. Vary the time interval between each presentation. Present each Ling six sound from distances of 6 inches, 1 foot, 3 feet, 6 feet, 12 feet, and 15 feet.

Step 8: To locate the direction of sound if amplified binaurally

Materials: Toy Flute

Procedures: Child will close eyes or parent will cover child's eyes, clinician will go to each corner of the room (approximately 3-4'), present the stimulus sound, with eyes still closed child will point to then look in the direction he thinks the sound originated.

Materials: Noisy toys, bucket.

Procedures: Play hide-and-seek with the noisy toys. Have her close her eyes. Make a sound with one of the toys. Have her open her eyes and look to where she thinks the toy is. If she doesn't find it, try again. If she finds it, let her play with it for a minute, then say good-bye as you put it in the bucket and repeat the procedure with another toy.

Materials: Noisemakers, music (cassettes/radio, etc.), recording of environmental sounds, OR field trip experience

Procedures: Clinician, parent and child take turns guessing, other two pick a sound maker and move around room while the person who is guessing keeps eyes close, keep score, reinforce right score with a token, tokens can be redeemed for a prize.

Materials: Two stuffed cats

Procedures: The therapist and child sit at the table. Parent sits a few feet away. The clinician holds the stuffed animal under the table, points to his/her ear, and says, "Listen, I hear a kitty, meow, meow. I hear the kitty." The parent sitting at a different angle than the child looks toward the sound source and says, "Listen, I hear a kitty." The parent, who also has a stuffed cat, follows the same procedure. The therapist responds to sound localization in the same manner as the parent did earlier. Varied distances and angles from the child should be used. The clinician and the parent must allow time for the child to respond. Be enthusiastic and use positive reinforcement to encourage child to stay on task and remain motivated.

Sound Awareness

Materials: Items around room tied with string (all the strings are under the therapist's chair)

Procedures: Items around room are rigged with string to help them fall. When the therapist pulls an item, the child should turn his head to localize the sound.

Materials: Various noisemakers that the clinician can activate with a string, by throwing something, or any other way that the child cannot see you make something make noise.

Procedures: The clinician has set up the room so that as the child goes through the set path certain items will make various noises in various locations. The parent/clinician walk with child through the path. The clinician has different sound making items hidden through out the room. The clinician will activate the noisemaker or make the noise. The child should be given the opportunity to respond to the location of the noise prior to the parent modeling for the child that they heard the noise.

Materials: Any noisy toy available (ex. a car with a siren)

Procedures: Keep the car or toy out of sight. Turn the siren on and see if the child can locate the sound. If the child does localize then he gets to play with the siren and have the clinician localize the sound.

Materials: A blindfold and at least two adults and the child.

Procedures: Note: this activity should be performed with slightly older children (I would say at least 2 ½ to 3 years of age). For this activity, one person stand in the middle of the room while the other people move around calling out to the person who is "it." Begin with a parent in the middle to assure the child that the activity is fun and safe. Blindfold the parent, while the other members of the group move around the room. At this point one person says a chosen sound, word or phrase such as the Ling six sounds (see Sound Awareness Level - Step 7) or "Where am I?" The person in the middle then has to point in the direction from where the sound came. When the child learns that he can get a response from the person in the middle, he then becomes the monkey to move in the middle and perform the task.

Sound Awareness

Materials: Bandana, bean bags, or balls

Procedures: You have the child cover his eyes and you go to different areas of the room and make noises and have the child throw the bean bag or the ball where he thinks the sound is coming from.

Materials: Small tape player, cassette tape of children's songs

Procedures: Activate the tape player and hide it in the room. Child must find the tape player by locating the direction of the sound.

Sound Awareness

PHONEME LEVEL

Step 1: To imitate physical actions (preparatory to speech production)

Goals: To increase awareness of suprasegmentals, to practice pre-speech behaviors

Materials: Parent and therapist (No materials necessary for this activity)

Procedures: Therapist, parent, and child are present in therapy room. The clinician and parent demonstrate playing 'Peek-A-Boo' and what is expected of the child. Cover face with hands, and emphasizing suprasegmentals (stress, pitch, duration), say, "Peek-a-boo" before uncovering face. (Important to get auditory attention before visual attention.) Pause and wait to see how child responds. Let child get set for action. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: Mirror

Procedures: Have child and clinician both face mirror. Take turns imitating each other with funny faces (ex. tongue out, tongue side to side).

Follow -up: Imitate large gross motor actions (jumping jacks, flying like a bird).

Materials: None

Procedure: Clinician and parent(s) will sing "If You're Happy and You Know It", child will join in and imitate any physical actions (clapping, stomping, etc.). (Other songs: "The Wheels on the Bus," "I Love You" (the Barney Song), and "The Itsy Bitsy Spider")

Goals: Imitate physical actions, turn taking

Materials: Anything you can hide behind, could just use your hands

Procedures: Play peek-a-boo with child, have him imitate your actions along with the speech. Say "Peek a boo" then move your hands. Child should respond to speech before moving his hands to see you.

Phoneme Level

Materials: None

Procedures: You can play all sorts of games with the child such as Peek a boo, clap, clap, clap your hands, Patty cake, and etc. If you do these activities enough the child should begin to imitate them. Do not expect him to try it the first time.

Materials: Baby doll or stuffed animal

Procedures: Clinician/parent performs a variety of actions using the doll or stuffed animal. The child is encouraged to imitate these actions. I.e., Clinician/parent puts the doll or animal to sleep by patting it on the back. The child is encouraged to imitate patting. I.e., Clinician/parent makes the doll or animal wave and encourages the child to imitate.

Step 2: To use hand cue to encourage imitation on demand (those phonemes produced spontaneously)

Material: "Linky Rinks"

Procedure: Clinician will cover mouth with hand and produce the stimulus sound at earshot, child will imitate (by identifying) stimulus and then attach link to others creating a multicolored chain.

Materials: Box with a surprise inside (a photograph of the child, his parents, etc.).

Procedure: Open the box and say, "Ah" with your hand in front of your mouth. Pass the box to the parent and have her say, "Ah" with the hand cue. Pass the box to the child. Once he opens it, pause. If he doesn't make the "ah" sound, have the parent put one hand to the child's mouth and one hand to her own mouth and say "Ah." Pass the box around until he vocalizes "ah," then reward the behavior with praise.

Materials: Your imagination

Procedures: Pretend that you are an announcer and your hand is a microphone. Continue with this role-play allowing the child to be the announcer when you put your hand in front of his mouth.

Materials: None.

Procedures: First the clinician and the parent demonstrate. The parent makes lots of noise, humming or babbling, and then the clinician raises her hand to her mouth. When the parent sees this, they stop making noises and say "I'm ready to listen." The clinician then makes a sound within the child's repertoire and the parent imitates the sound. They do this several times, perhaps taking turns of who is in charge. If the child has not joined in on their own the parent can move the child's arms as though he were dancing and make noise until the clinician raises her hand. The noise stops and the child should imitate the sound the clinician makes. This gives the child a fun model of how the hand cue means that they need to listen and get ready to respond.

Phoneme Level

Step 3: To imitate varying suprasegmental qualities in phonemes (vary pitch, intensity, and duration)

Materials: Portable keyboard.

Preparation: Use the keys on the keyboard to produce all of the suprasegmental qualities of phonemes. First, use the keyboard to demonstrate high and low, loud and soft, long and short.

Procedures: Play a fairly low note. Sing, "Ah." Get the child to sing it with you. (a) Run quickly up the keyboard with your finger and your voice. Instruct the child to use his voice the same way. Do it several times if necessary. Run your finger back down the keyboard, accompanied by your voice and the child's. (b) Demonstrate intensity by using the volume control to show loud and soft, then (c) hold a key for several seconds (long), then hit the key sharply (short). Have her join you with her voice the whole time. Sing a song for reinforcement.

Goal: To expand auditory attention, to identify a variety of suprasegmentals; to develop vocalizing, vocal pitch, duration, and loudness

Materials: Two puppets: Big Bird and Cookie Monster

Procedures: Therapist, parent, and child are present in the therapy room. The clinician and parent each wear a puppet on their hands. The therapist and parent model phonemes already in the child's repertoire with contrasting suprasegmental qualities (pitch, duration, intensity) for each puppet. For example, *Cookie* has a much lower-pitched voice than *Big Bird*. The therapist who has *Cookie Monster* would say in a deep voice, "I want cookie." The child's parent who has *Big Bird* would say the same phrase in a high voice. After the clinician and parent have repeated this a few times, the *Cookie Monster* puppet is placed on the child's hand, and the parent with the *Big Bird* puppet begins the interaction between the puppets. The child should be given ample time to respond. The goal is use of suprasegmentals, not word for word repetition of phrase. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Phoneme Level

Materials: Various colors of modeling clay

Procedures: Clinician and child both select a color of modeling clay. Pull the modeling clay apart while sustaining different vowels such as "ahhh" or "oooo" until the clay breaks into two pieces. Model the task for the child to imitate.

Materials: Toy garage with many cars

Procedures: The clinician should model what they want the child to do - let a car go down the ramp while changing the pitch of their voice from high to low using vowels such as "ah", "wee", and "oo". Give child one car at a time and let the cars go down the ramp and/or elevator.

Materials: Raisins, club soda (or seltzer water), glass

Procedures: The clinician should model for the child changes in pitch of vowels from high to low and back up to high. Drop a raisin in the club soda. The raisin will sink and then float back to the top. Vary pitch as you watch the raisin.

Skills: Imitation of pitch, vowel sound variety awareness/imitation.

Materials: Microphone, portable radio

Procedures: In play therapy, have a microphone that you would speak into that is hooked up to a portable radio. Tell the child you are going to play a game on the microphone. He/She can speak into it, but they must repeat what you say. After you have spoken a phoneme into the microphone, give it to the child and say 'Your turn'. Reward them for any attempt at first and then request for a closer approximation of the sound. Move on to other phonemes and vary the pitch, intensity and duration.

Materials: Learning to Listen sounds, toys and gestures/movements

Procedures: Using play therapy, the child imitates the sounds made by the therapist varying in duration, pitch, and intensity using the Learning to Listen sounds supplemented with toys and gestures/movements (ex., short, choppy movements for short duration, so the plane would be choppy for short duration of "ah, ah, ah" and long, fluent movement of plane for long duration of "aaaaaahh" or smaller movements for quieter sounds and broad movements for louder sounds)

Phoneme Level

Materials: A monkey puppet, book- Five Little Monkeys Jumping On the Bed (optional)

Procedures: Read or sing the story with the motions. Model suprasegmentals while reading or singing the song. Then bring out the monkey puppet. The monkey puppet says "he, heh" Then let the child hold the puppet and practice the monkey laugh.

Materials: Various farm animals.

Procedures: Attach various vowel sounds (/a/, /u/, /i/, /o/) to the farm animals as a representation. Vary the pitch, intensity, and duration of your vocalizations while manipulating the farm animals to correspond with these changes in sound. The child should pick up on these changes, however, do not force the child to vocalize. A hand cue may let the child know that you expect him to make some sounds himself.

Step 4: To imitate vowel and diphthong variety

Goals: To expand auditory attention, to increase vocabulary, to develop blowing, a prerequisite for speech production

Materials: Bubbles and wand

Procedures: Therapist, child, and parent are present in the therapy room. Show child the picture of the bubbles on the bottle and talk about the bubbles before opening them. Parent models, "Blow the bubbles." The therapist and/or parent begin blowing the bubbles. Different sizes and number of bubbles create opportunities for varied use of vowels. For example, one large bubble, "big bubble;" many small bubbles, "pop-pop-pop" and "down-down-down;" and "uh-oh." When activity is completed, say, "Wipe it up." Use enthusiasm and modeling to encourage the child to imitate repeated phrases with vowels and diphthongs.

Goals: Stimuli sounds: /e/, /ae/, /a/, and /ai/.

Materials: "Mr. Potato Head Puzzle"

Procedures: Clinician will produce the stimulus sound at 6" earshot, child will imitate (identify) stimulus and then add parts to the puzzle until completed.

Materials: Nerf ball, trash can

Procedures: After finishing the Ling 6 Sound Test, continue the activity with speech babbling. Have the child imitate /u, ae, au, i/ one at a time. The clinician should be sitting on the same side of the child's implant. Each time the child attempts the sound, have him throw the ball into the trashcan.

Materials: Red barn cut out from construction paper, animal stickers (or cut-outs of animals with tape)

Procedures: The therapist makes the vowel and diphthong sounds and the child then repeats them. For every few trials, the child chooses an animal sticker or cutout to put on the barn.

Materials: Bowling ball, pins

Procedures: After each imitation of vowel or diphthong, child may try to knock down pins.

Phoneme Level

Materials: Use Learning to Listen sounds airplane "aah," monkey, "ee," owl "ooo."

Procedures: Clinician presents sound first, then object. Use hand cue. Reinforce with "I heard that." "The monkey says 'ee-ee-ee.'" Books can be brought in to talk more about a specific Learning to Listen sounds and objects. Songs can reinforce the use of the sound, such as "Old McDonald" with each animal sound made. This activity will facilitate speech and language.

Materials: The pieces cut out for the banana split, an outline of the banana split for the child to match the pieces to, a list/knowledge of the child's spontaneous productions

Procedures: The child holds a piece to the banana split up to his/her mouth to indicate speaking. The clinician will produce a sound that the child has spontaneously produced and indicate to the child with the hand cue to say the sound. The expectations of activity can also be demonstrated with the parent. Having the child imitate a sound in order to glue down the pieces onto the paper can continue the activity.

Materials: The game Don't Break the Ice, a list of vowels and diphthongs

Procedures: The clinician will present the stimulus item for the child to imitate. After the child imitates the stimulus item then the child can knock out one block of ice.

Materials: Large ball

Procedures: Clinician/parent and child sit on the floor. Clinician/parent repeats a vowel or diphthong sound and then rolls the ball to the child. When the child receives the ball, the clinician/parent continues to repeat the sound. The child is encouraged to imitate the sound as the ball is rolled back and forth

Step 5: To imitate alternated vowels and diphthongs

Materials: The game Tic Tac Tony

Procedures: Explain to the child that she needs to imitate the sounds you are going to make. For each sound she imitates, you will give her one of the chips to be used with Tic Tac Tony. Once she has earned all of the chips, the game may be played once or twice.

Goals: Stimulus sounds: /a-u/, /o-i/, /a-i/, and /u-i/. Child will match objects according to color.

Materials: "Counting Bears with Cups"

Procedures: Use the green, blue and yellow bears. The cups will be placed in front of the child and the child will be instructed to "listen." The Clinician will produce the stimulus sound at 6", child will imitate the stimulus, and then drop the bear in the cup which corresponds to its color.

Goals: Vowel diphthong production, e.g. [a-u], [u-i], [a-i], listening

Materials: Mr. Potato Head OR felt board OR crayons and stickers

Procedures: Present 3-4 vowels or diphthongs for child to repeat, reinforced by making a picture or putting together Mr. Potato Head, after each set they get to pick a body part, felt piece, draw a picture or put a sticker on.

Materials: Bean bags, rings

Procedures: After finishing the Ling 6 Sound Test, continue the activity with speech babbling. Have the child discriminate the following sounds through imitation: /a-u/, /u-i/, /a-i/. The clinician should be sitting on the same side of the child's implant. Each time the child attempts the sound, give him a beanbag to toss into the ring.

Materials: Puzzle

Procedures: For each alternated vowel sound the child hears (e.g., [a-u], [u-i], [a-i]), the child gets to place a piece of the puzzle on the table and put the puzzle together.

Phoneme Level

Materials: Candy

Procedures: Child imitates alternating vowels, /a-u/ and /i-o/. When produced correctly, child eats piece of candy. Play "uh-oh" game. When something falls, have child pick it up. Clinician presents with hand cue. Reinforces with candy. Present at close range. Vowel alternation with other suprasegmental features and at varying distances. This activity will facilitate speech.

Materials: None

Procedures: You can sing old MacDonald had a farm, you can create silly songs, you can do drills, you can make it a game (let's see who can do the most with out messing up, make it fun. Use games stickers or crafts to reinforce the activity.

Materials: Large plastic toy car

Procedures: The child is encouraged to imitate the above mentioned sounds modeled by the clinician. Child is reinforced for imitating by being allowed to roll the toy car or by having the toy car rolled to him.

Step 6: To imitate consonants varying in manner (fricatives, nasals, and plosives). Use phonemes previously

Goals: Use phonemes previously produced, e.g. /h/ vs. /m/ vs. /b/

Materials: Paper and markers or magnetic letters placed on paper, stamps with different pictures

Procedures: Introduce sounds accompanying letter(s), lay out letters (on paper) on the table, tell child to repeat the sound you say and show you the letter(s), when correct the child can use a stamp on the piece of paper surrounding letter.

Materials: Farmer Says—See N' Say

Procedures: Therapist, child, and parent are present in the therapy room. Therapist or parent operates the See N' Say and selects an animal. The other adult points to his/her ear and says, "Listen, the sheep says 'baa.' What did it say?" Use the hand cue if necessary to encourage the child to listen rather than use visual cues. Use pause time to allow the child time to respond. Continue the activity for other animal sounds, such as 'moo,' 'bow-wow,' 'quack,' and 'hoo.' Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: Puzzle

Procedures: After finishing the Ling 6 Sound Test, continue the activity with speech babbling. Have the child imitate the /h/ sound. After every attempt, the child will receive a piece of the puzzle to put together.

Materials: Small jar, marbles, sucker

Procedures: After finishing the Ling 6 Sound Test, continue the activity with speech babbling. Have the child imitate the /m/ sound. After every attempt, the child will receive a marble in the jar. Once the jar is full, the child will get a sucker. Be certain the jar is full by the end of the activity.

Materials: Bubbles and bubble wand

Procedures: Child is encouraged to imitate the above mentioned sounds modeled by the clinician. Child is reinforced for imitating by being allowed to blow bubbles. (Blowing bubbles also encourages the lip-rounding necessary for production of many consonants.)

Phoneme Level

Materials: Paper bag, small surprises in the bag

Procedures: After finishing the Ling 6 Sound Test, continue the activity with speech babbling. Have the child imitate the /b/ sound. After every attempt, the child will get to grab a surprise from the grab bag.

Materials: Colorforms

Procedures: For each consonant (varying in manner) the child hears and imitates, (e.g., [h] [h] vs. [mmm] vs. [b][b]), the child gets to place a piece of the colorform on the colorform background.

Materials: Celery sticks, carrot cut into circles, peanut butter, raisins, toothpicks, knife, paper towels

Procedures: After each production child may put together another piece of the car. To make car use celery stick as body, attach carrot circles as wheels using toothpicks, put peanut butter onto celery and raisins as passengers.

Materials: Paper and writing utensil

Procedures: The child will draw a hangman. For each sound or pattern produced correctly, the child gets to draw a body part for the hangman. Clinician presents sound with hand cue at 6 inches, 1 ft, 3 ft, 6 ft, etc. Child must imitate the plosive /b-b-b/ or /t-t-t/ and/or pattern /m-m-m/ vs. /b-b/. Child attains success when hang man is completely drawn. This activity will facilitate speech.

Materials: Egg carton, popsicle sticks, ducks, blue paper, list of words varying in manner

Procedures: The child is given a duck on a stick to put into the duck into the pond. The clinician says the stimulus and after the child correctly imitates the stimulus item then the child can put the duck into a slot in the egg carton. With a list or if the parents have a clear understanding the parent can take turns with presenting the stimulus items.

Phoneme Level

Materials: None.

Procedures: Present the following syllables for the child to imitate, while withholding visual cues.

- /m/ /m/ /b/ /b/
- /n/ /n/ /d/ /d/
- sh, sh /p/ /p/
- /t/ /s/ /t/ /s/

This should be done following the Ling six sounds at the beginning of the session. Speech babble should not take up much of the session, but should be used diagnostically to see what information the child is hearing.

**Step 7: To imitate consonants differing in
voiced vs. unvoiced cues**

Materials: Toy bus and boat

Procedures: Therapist, child, and parent sit at table in the therapy room. The therapist models bus and boat sounds, respectively (/bc-bc-bc/) and (/pc-pc-pc/), as he/she moves the vehicle. Parent says, "Listen, I hear a bus (or boat). It goes buh-buh-buh (puh-puh-puh)." The parent then asks the child, "What does the bus do?" The child should be given time to get set to imitate the sounds of the vehicles. The child may also be given the opportunity to 'drive' the vehicles one at a time to encourage him/her to imitate the sounds. Use acoustic highlighting to emphasize the sounds that want the child to imitate. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Goals: Discriminating voiced and unvoiced phonemes, attention to task, listening skills, receptive/expressive language: dinosaurs, transportation, and/or zoo animals, production of correct phoneme

Materials: *Game Place and Trace* (36 to 48 mnths) or other game appropriate for child's age

Procedures: Present phonemes /p/ & /b/ until child has mastered this skill, then add vowel sounds. Allow the child to select an insert for his/her picture board from the game *Place and Trace*, or trace the object, or use it as a cut out in play dough as a reinforcer during this activity.

Materials: M&Ms or gummy bears

Procedures: Bring a motivational treat like M&Ms or gummy bears to therapy. Tell the child that he/she must say what you say to receive a treat. Explain to child that they must listen closely because some sounds are similar. Tell the child that some sounds look the same but sound different. These sounds feel different too because one may buzz and one may not. Let child feel your neck as you produce the cognate pairs. Practice until the child can feel and hear the difference. The child then must be able to practice producing the sounds. The child is rewarded for accurate production of the sound with a treat.

Phoneme Level

Materials: A toy cash register that has a bell that dings when the cash drawer is open; a wallet; toy money.

Procedures: The therapist presents sounds consonants varying in voiced vs. unvoiced cues and the child imitates them. If needed as a cue, the therapist can employ use of the hand cue to prompt the child to imitate. Examples of sounds include [b] vs. [p] and [t] vs. [d]. The therapist first will describe the difference between voiced vs. unvoiced (one is louder, for instance). On the table, the therapist will put a toy cash register on one side and a wallet on the other side. The child is given some toy money to "listen with." Whenever the child hears a voiced, or loud sound from the voice box, he can open the cash register and as the register "dings," he can put the money in the drawer. If he hears an unvoiced sound, or a soft one, he can quietly put the piece of money in the wallet, with no noise made. Next, the therapist varies the vowel variety (ex. [bo-bo], [pa-pa]) and the activity can continue.

Materials: Puzzle

Procedures: After each production, child may insert another piece to puzzle.

Materials: Crayons, pictures of a bus and boat

Procedures: The child colors the bus when hears /b/ and the boat when hears /p/. Clinician presents the varying sounds through drill with the hand cue or at distance behind child, /b-b-b/ for bus vs. /p-p-p/ for boat. The child must color 7/10 with correct sound association before moving on to another activity. This activity will facilitate speech.

Materials: One of the bugs from the Build A Bug or Cooties games and the parts required to assemble the bugs. List of consonants that differ in voicing

Procedures: The child is given the body of the bug to hold up to his/her ear. The clinician will produce the stimulus item for the child to imitate. The clinician says the stimulus and after the child correctly imitates the stimulus item then the child can put the body part onto the bug body. With a list or if the parents have a clear understanding the parent can take turns with presenting the stimulus items.

Phoneme Level

Materials: Bingo Markers

Procedures: Have the child imitate say "t,t,t,t," Then do the same with "d,d,d,d" and each time the child imitates the correct consonant he gets to put a dot on paper. Draw a flower stem and have the child add the petals.

Materials: None.

Procedures: Present the following syllables for the child to imitate, while withholding visual cues.

- /b/ /b/ /p/ /p/
- /t/ /t/ /d/ /d/
- /k/ /k/ /g/ /g/
- /p/ /b/ /p/ /b/
- /bi/ /bi/ /pa/ /pa/
- /do/ /ti/ /do/ /ti/

This should be done following the Ling six sounds at the beginning of the session. Speech babble should not take up much of the session, but should be used diagnostically to see what information the child is hearing.

Materials: Large plastic tub filled with water, bath toys

Procedures: Reinforcement for repeating the above mentioned sounds is for the child to place a bath toy in the tub of water.

Step 8: To imitate syllables with varying vowels and consonants varying in manner or voicing cues

Goals: Varying manner, place, voicing, or vowel variety combinations, recognition of sound-letter association (b is for "b" sound).

Materials: Magnetic tiles with letters, magnetic board

Procedures: Have tiles upside down on table. Allow child to pick up one tile to start (move up in number as skill level improves). For example, if child picks up a "b" have child repeat "bee -bow" and then have child put tiles on magnetic board.

Materials: Balloons

Procedures: Child blows up a balloon for each correct imitation of speech babble. Clinician presents speech babble with hand cue or at varying distances out of child's view. Clinician presents /da-do/, child imitates and blows up balloon. Clinician presents /mi-mu/, child does not imitate correctly and clinician tries again. Telling child "No, listen again." Child imitates correctly and blows up another balloon. Child takes balloons home as reward for listening. This activity will facilitate speech.

Materials: Syllables varying i.e. pi, pe, 10 or more 4X6 index cards covered with black construction paper, thin white strips (line on the cards/road) of paper, Toy car/truck, a garage (can be made out of a small box with a picture of a garage pasted on the front of the box)

Procedures: The clinician places the index cards as the road for the child's vehicle. The child's car is placed at the opposite end of the garage. After the child imitates the clinician's production of a syllable, then the child can move the car one index card. If needed, the clinician can make two roads. One road for the child and one for the parent may be used to model for the child what he/she is expected to do.

**Step 9: To alternate consonants varying in
place cues, first with varying vowels**

Goals: Stimulus sounds: /ma-mi/, /dae-di/, /be-bi/, and /bai-bai/.

Materials: Book, "The Three Bears"

Procedures: Clinician will read the book and point to mommy, daddy and baby bear (emphasizing suprasegmentals) throughout reading, after each presentation, clinician will point to picture and say "Is it mommy, daddy or baby bear?", child and parent will take turns answering, Mommy bear, Daddy bear or Baby bear. At the end of the book, clinician will say, "The End, say bye-bye", child will imitate bye-bye or wave bye-bye.

Goals: Discriminating consonants by place cues using such stimuli as [ma-ma], [no-no], and [go-go], identification of phonemes, animals - expanding language, presence and absence of sound, word/sound association, auditory skills: ex; Listen for the sheep, Baa. Child must pick up sheep and put into puzzle.

Materials: Sound and Sight Animal Puzzle (24 to 36 months) or other game appropriate for child's age

Procedures: Present one consonant set, then increase in difficulty; child must imitate your responses; shape utterances; reinforce by putting one puzzle piece into the puzzle

Materials: A pile of silk flowers without the stems, 2 pieces of green construction paper and tape.

Preparation: Lay the 2 pieces of construction paper on the table, end to end. Tape them together to make one long green runner. Put one short end in front of the child so that the green stretches out away from her. This is the 'yard.' Put all of the flowers except one at the far end of the 'yard.' This is the 'garden.' Put the remaining flower down on the paper nearest the child.

Procedures: Instruct the child that she needs to use her voice to get the flower across the yard back to the garden where it belongs. Have her place her mouth close to the flower and then ask her to imitate the sounds you make: /ma-ma/ /no-no/; /bi-bi/ /go-go/, etc. Her breath will carry the flower across the yard, closer to the garden with each sound. Reinforce with praise.

Materials: Toy car

Procedures: Bring a toy car to therapy. Talk about the front and the back of the car. Then talk about the front and back of your mouth. Explain that some sounds are made in the front and some in the back of your mouth. Tell the child that sounds made at different places sound different, and that one must listen closely to hear the difference. Practice some sounds using the hand cue and ask the child to imitate. If child can't imitate you, give a visual cue and immediately go back to the hand cue. Acoustically highlight the sounds you want the child to produce.

Goals: Count the marbles the alien ate. You can feed the alien different shapes (Cheerios for circles, Chex for squares etc.). Talk about the different colors of the marbles colored pasta, Fruit Loops, or M&Ms. Prepositions in & out. Describe the alien with complex adjectives. The alien is full or empty. Expand vocabulary by feeding him specific items.

Materials: 2 liter soda bottle with the label and lid removed. Decorate the plastic, bottle to look like an alien, marbles

Procedures: Feed the alien. Have the child imitate the sounds "ba, bi, bo,," Each time the child imitates the clinician he gets to feed the alien.

Materials: None.

Procedures: Present the following syllables for the child to imitate, while withholding visual cues.

- /mi-mi/ /nu-nu/
- /p(-p(/ /ki-ki/
- /da-da/ /bo-bo/
- /gu-gu/ /di-di/
- /to-to/ /ku-ku/

This should be done following the Ling six sounds at the beginning of the session. Speech babble should not take up much of the session, but should be used diagnostically to see what information the child is hearing.

Step 10: To alternate syllables with varying consonants and same vowel, e.k., [bi], [di], [ho], [go]

Goals: Identification and discrimination, game also addresses colors, numbers, ordinal numbers, expanding vocabulary

Materials: Use the game Hi-Ho-Cherry-O (36 to 48 months) or game appropriate for child's age

Procedures: Present a set of alternating syllables, begin with two and work up to three or four, each successful attempt is rewarded by a turn at the game using the spinner

Materials: One S-shaped styrofoam packing 'worm,' 2 pieces of black construction paper, white chalk and tape.

Preparation: Cut off one curve of the 'worm' to leave a sort-of C-shaped piece. Draw little wheels and headlights on it with a pen so that it looks like a little car. Put the 2 pieces of black construction paper on the table, end to end. Tape the ends together, then draw a dashed line in the center down the length of the paper with the white chalk, to make the paper look like a highway. Draw a 'Finish' line at the far end.

Procedures: Put an end of the paper in front of the child, with the finish line at the opposite end. Put the car on the end of the paper in front of the child. Instruct him to put his mouth close to the car. Ask him to repeat the sounds you make, using his voice to send the car down the road to the finish line. Alternate syllables with varying consonants and same vowel, e.g., /bi/ /di/; /ho/ /go/.

Materials: Red jelly beans, paper with apple tree drawn on it

Procedures: Gather a list of syllable with varying consonants and the same vowel. Obtain a piece of paper with an apple tree drawn on it. Circles should be drawn on the tree that symbolize apples are filled with red jelly beans when a correct answer is given. Tell the child that you want him to listen carefully to what you say and repeat it after you. When the syllables are correctly repeated the child will receive a jelly bean. When incorrect productions are given the child will have the syllable repeated to him. If the child is still unable to produce the sound, a visual cue should be given followed by the hand cue again. When the apple tree is filled with apples the child may eat the jelly beans.

Phoneme Level

Materials: Construction paper, crayons, markers

Procedures: Child will repeat the consonants after clinician says them. After doing this, clinician and child can create a silly poem including some of the targets. For instance, these targets (/bi di, ho go/) could be used as part of the refrain. After making poem, could create silly pictures to go along with it.

Goals: Oral motor strengthening of bilabial plosives with the "puh-puh-puh," complex adjectives: the tail is soft & fluffy.

Materials: Cotton ball, a bunny figurine or outline cut out of construction paper.

Procedures: Have the child find help the tail find the bunny it belongs to. Have the child imitate your speech babble "bi, di, ho, go. Every time he imitates two or three sounds of speech babble he can to blow or "puh-puh-puh" (make the /p/ sound) the cotton ball down the path (end of the table) to the bunny.

Phoneme Level

DISCOURSE LEVEL

Step 1a: To imitate motions of nursery rhymes/songs with accompanying vocalizations.

Goal: To expand auditory attention, to attend to prosodic features of rhyming, to demonstrate understanding that language has meaning

Materials: Board Book and audiotape: *The Wheels on the Bus*, manipulatives: Fisher-Price School Bus and people

Procedure: Therapist, child, and parent sit at the table in the therapy room. The clinician and child begin by looking at and reading the book. Exaggerate and vary the suprasegmentals. When the book is finished, the parent can manipulate the school bus and the people as the therapist repeats the story. Pause to give the child a chance to respond. Play the audiotape—therapist and parent sing the song and do the motions to the song. The therapist and parent should be enthusiastic and exaggerate movements, facial expressions, and vary the suprasegmentals, such as pitch, loudness, stress, and duration. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: Tape player and tape, if desired, or nursery rhyme book.
Suggested nursery rhymes: Hickory Dickory Dock, Ring Around the Rosie.
Suggested songs: Jack and Jill, The Wheels on the Bus, Eensy-Weensy Spider, The Old Woman, The Bear Went Over the Mountain, Twinkle, Twinkle Little Star, This Old Man, Three Blind Mice.

Preparation: Teach the child the motions for the nursery rhyme or song, and the song, if he doesn't already know it.

Procedures: Make up motions to go with the song or nursery rhyme if you don't know any. Sing the song or recite the nursery rhyme and do the motions.

Goals: To imitate motions of "Where Is Thumpkin?"

Materials: None

Procedures: Clinician and parent will begin singing (Where is thumbkin, Where is thumbkin) with hands behind their back and bring out each thumb, (singing "Here I Am, Here I Am, How are you today sir....."), clinician and parent will put hands behind back again at this point in song ("runaway, runaway"). Child will join in singing and imitating the finger play, ("Where is pointer, where is pointer...").

Materials: Folder, Velcro, pictures that indicate song/nursery rhyme

Procedures: Make a folder with various song titles/nursery rhymes and descriptive pictures velcroed on the inside cover. During this activity each person will choose a song on the inside of the folder and Velcro it on the outside front cover of the folder. Everyone will sing the song and do the motions together. The child will be evaluated on his/her ability to use vocalizations along with the movements.

Goals: Imitate nursery rhymes/songs with accompanying vocalizations, numbers

Materials: Using paper plates can make 5 monkey faces, one side has monkey face with other side containing number

Procedures: Sing song "five little monkeys." While saying rhyme can make appropriate gestures and take monkey away when he falls off the bed. Repeat in same session and other sessions until child can make appropriate vocalizations.

Goals: Answer "wh" questions. "Why did the bunnies run away?" "What did the farmer do?" "What do you think the farmer said?" The hat is also a good way to signal turn taking. "I'm wearing the hat it's my turn to be the farmer. Counting bunnies or carrot erasers.

Materials: A straw hat

Procedures: *Five Little Bunnies.* Five little bunnies (Hold up 5 fingers). Hopping in the sun. (Hold up 2 fingers and make them hop). Eating all the farmer's carrots, one by one. (Hold fingers up to mouth and pretend to nibble). Here comes Mr. Farmer; (Make a scared face with a hand on each cheek.). Ooooooh, you'd better run! (Shake one finger.) Continue with four little bunnies etc. Role-play. Take turns wearing the farmer's straw hat and scaring bunnies. Incorporate suprasegmentals.

Materials: None.

Procedures: The clinician will present the following song as an activity:

"If you're happy and you know it"

If you're happy and you know it (clap your hands),

If you're happy and you know it (clap your hands),

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).

The parentheses indicate some sort of action that everyone should make. The song continues with various actions such as, "stomp your feet," "raise your hands," "pat your tummy," "make a face," "touch your toes," etc. At this point the child is imitating your actions. However, this could be used as the child advances so that the child has to listen for the action and be the first one to initiate it.

Materials: The Nursery Rhyme Listen and Learn Ball (Texas Instruments). This ball has 6 sides that play music and sing the songs to "Jack and Jill", "Hey Diddle Diddle", "Mary Had a Little Lamb", "Hickory, Dickory Dock", "Eensy Weensy Spider", and "Humpty Dumpty". The other six sides of the ball play only the music to other nursery rhymes/songs. (For further description see The New Language of Toys, Schwartz and Miller, p. 92). Props for the targeted nursery rhyme/song, i.e., for the "Eensy Weensy Spider", a toy spider is needed.

Procedures: Play the targeted song/nursery rhyme on the Nursery Rhyme Listen and Learn Ball. Introduce the props and act out the motions while singing the song. Encourage the child to imitate the motions and to vocalize.

Step1b: To identify nursery rhymes or songs

Materials: Pond on poster board with a hill backdrop, mother duck, five baby ducks

Procedures: Let the child play with the ducks while introducing sounds such as "quack". Introduce the ducks one at a time and then sing the song:

Five little ducks went out to play
Over the hill and far away
Mother duck said "quack, quack, quack, quack"
But only four little ducks came back.

Continue singing the song while taking one duck away at a time. In between verses you can discuss "where" the duck went ("over" the hill). The song can be altered to sing "went swimming", "went to _____", or "got lost".

Follow-up: Read the story of the Ugly Duckling, Visit ducks at the park.

Materials: Play hammer, nails, and workbench

Procedures: The clinician should model for the child what the hammer says (BANG or something easier "b" & "d"). The clinician and child should sing the song while hammering on the last sentence. The child's name should be used in the song.

Peter plays with one hammer, one hammer, one hammer.
Peter plays with one hammer all day long.
"Bang, bang, bang, bang, bang, bang!"

Materials: Paper bag, glue, crayons, scissors, scarecrow pattern for puppet

Procedures: Sing the scarecrow song while making the scarecrow puppet or reading a book with a scarecrow. The bag is the body and glue on the hat, arms, legs, and body. Discuss the farm and what the scarecrow's job is in the fields. Sing the song:

Scarecrow standing in the field
On a bright and sunny day,
Don't forget to do your job.
Scare the hungry crows away!

Materials: Two airplanes

Procedures: The clinician should sing the song while flying their airplane and encourage the child to do the same. Can accompany a book about airplanes or making a paper airplane.

I'd like to take a plane flight
High up in the sky.
I'd look out of my window
And watch the world go by.

Materials: None

Procedures: Sing song while following finger play instructions. Have child try to imitate and sing with the clinician.

Five little fingers on this hand (hold up five fingers).
Five little fingers on that (hold up opposite hand).
A dear little nose (point to nose).
A mouth like a rose (point to mouth).
Two little cheeks so tiny and fat (point to cheeks).
Two little eyes and two little ears (point to eyes then ears).
And then ten little toes (point to toes).
That is the way the baby grows (can say "big girl" or "big boy").

Goals: Identification of nursery rhyme will be through joining in singing and doing the correct finger play, completing parts of a chorus, or leading a nursery rhymes. Nursery rhymes: Old MacDonald Had a Farm, Bingo, and/or Ten Little Fingers.; Closed set identification.

Materials: None

Procedures: Clinician will begin singing a rhyme and child will complete the chorus (Old MacDonald had _____, everywhere a quack _____.....) and/ or ask child to begin singing "Ten Little Fingers."

Materials: Pictures of nursery rhymes, objects in nursery rhymes, nursery rhyme books, or tapes.

Procedures: Spend several sessions doing various nursery rhymes. Try to do one a session. After the child seems comfortable with the nursery rhymes lay pictures or objects of each nursery rhyme on the table and see if the child can identify the nursery rhyme. You can also make like a bingo card with the pictures and have the child put a chip on the one he hears.

Discourse Level

Goals: To expand auditory attention, to attend to prosodic features of nursery rhymes, to recognize prosodic differences, to promote increased vocabulary, to demonstrate understanding that language has meaning, to develop approximations of varied suprasegmentals, to encourage spontaneous vocalization and use of suprasegmentals

Materials: Audio tape: *Mother Goose Nursery Rhymes*, "Jack Be Nimble" and "Little Miss Muffett," Manipulatives: Small candlestick; small stool, plastic spider on a string

Procedures: Therapist, child, and parent present in therapy room. Play the audio tape of "Jack Be Nimble." Repeat the tape a few times, the clinician and parent do the actions, such as quickly jumping over the candlestick. After doing the actions while listening to the audio tape, both the therapist and parent sing along with the tape and do the actions. Play the tape again and wait to see how the child responds. Repeat with "Little Miss Muffett." After the child has been familiarized with the nursery rhymes, the props, and the actions, place the manipulatives within the child's reach and play one of the nursery rhymes so that child can choose a manipulative and do the associated actions.

This activity could be used in subsequent sessions. Other nursery rhymes and props can be introduced. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: 3 people

Procedures: The clinician and the child will stand facing one another, holding hands, and their arms raised to form a bridge. The clinician will sing the following song and do the following motions while leading the child through the motions.

London bridge is falling down, falling down, falling down,
London bridge is falling down, my fair lady.

As the song is being sung, someone is passing back and forth under the bridge. At the line "my fair lady," the bridge comes down and catches the person going through. The clinician will continue singing this verse until the child begins to imitate or hum the tune.

Materials: None

Procedures: The clinician will sing "Where is Thumbkin?" first and do the following handmotions to go along.

(Hands behind back in a fist)

Where is Thumbkin?

Where is Thumbkin?

Here I am! *(Bring out one fist and show thumb (Thumbkin))*

Here I am! *(Repeat with other fist)*

How are you today sir? *(Act as if one thumb is talking to the other thumb)*

Very well, I thank you!

Run away, *(One thumb is placed behind back)*

Run away. *(Repeat with other thumb)*

Next the child will follow along and do the motions with the clinician. If the child is having trouble with the hand motions, the clinician will help him do them as you sing the song. After the child understands and can imitate the motions, with "Thumbkin," introduce "Pointer, Tall man, Ring man, and Pinky" and continue with the same song.

Materials: Singing nursery rhymes - "Old McDonald"

Procedures: Clinician starts singing "Old McDonald." Clinician pauses for child to fill in the blank through turn taking. Example: Clinician - "Old McDonald had a farm (pause) Child - "E-I-E-I-O" Clinician - "And on this farm he had a cow (pause)" Child - "E-I-E-I-O" Animal objects can be used for hands on while completing this goal. This activity will facilitate speech and communication.

Materials: Puppets (spider, dog, monkey)

Procedures: Sing one of the following songs: *Itsy Bitsy Spider*, *Bingo* (there was a farmer who had a dog...), *Five Little Monkeys* (jumping on the bed 1 fell off and broke his head...). Have the child point to/ pick up the puppet that corresponds to the song.

Materials: The Nursery Rhyme Listen and Learn Ball (Texas Instruments). This ball has 6 sides that play music and sing the songs to "Jack and Jill", "Hey Diddle Diddle", "Mary Had a Little Lamb", "Hickory, Dickory Dock", "Eensy Weensy Spider", and "Humpty Dumpty". The other six sides of the ball play only the music to other nursery rhymes/songs. (For further description see The New Language of Toys, Schwartz and Miller, p. 92)

* a picture card illustrating each of the 6 nursery rhymes/songs listed above

(For illustrations of some of the rhymes/songs see Listening Games For Littles, Dave Sindrey)

Procedures: Condition the child's response by playing each rhyme/song on the Listen and Learn Ball while showing the associated picture card. Then place all 6 picture cards on the table. Hold the Listen and Learn Ball out of the child's sight and play one of the rhymes/songs. Have the child point to the associated picture.

Step 2: To identify the last word of a passage (applies only to children enrolled in formal reading programs)

Materials: A Picture book several items on a page, sentences with the target word at the end of the sentence

Procedures: The clinician will tell the child a story based on the pictures in the book. The child will point to the object, character, or part of the picture that was stated at the end of the sentence. Once the child identifies the word stated at the end of the sentence then he/she can hear the next page or turn to the next page. The clinician may need to model the expectations for the child.

**Step 2a: To answer common questions
with abundant contextual support.**

Materials: Book; Guess What?

Procedures: Clinician will give child three clues about each animal and child will identify animal. (Clinician: what is yellow, has webbed feet and quacks? Child: A duck or Is it a duck.)

Materials: Picture cards illustrating one nursery rhyme/song (see Listening Games For Littles, Dave Sindrey); props for each rhyme/song

Procedures: Read a card and use the props to act out the scene. Repeat for each card. Then describe one of the scenes from the story and have the child point to the corresponding picture. The child can use the props to act out the scene for reinforcement.

Step 3: To follow a story illustrated by a series of 3 or 4 pictures and to then identify the picture that corresponds to a segment of the story.

Goals: To demonstrate comprehension through audition, to expand auditory attention, to develop problem-solving and organizational skills

Materials: Book: Moonlight: Follows a little girl as she gets ready for bed, reproductions of 4 of the segments of the book.

Procedures: The therapist and child sit next to each at the table in the therapy room. The therapist looks at the book with the child before reading the story—using acoustic highlighting to enhance audibility of the spoken message. After reading the story, the therapist places the four reproductions in front of the child and tells an abbreviated version of the story using the pictures. The therapist describes a picture to the child and the child identifies the picture that corresponds to that description. Throughout this activity the clinician uses the hand cue to encourage listening rather than watching. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: A short story with 4 pictures (Sequencing Games and Language Activities from Academic Communication Associates has paragraph-length stories and 4 pictures to be cut out and sequenced, or you can use "Auditory and Verbal Sequencing" by Jean Gilliam DeGaetano); also, crayons, scissors, tape, an envelope, and laminating sheets.

Preparation: Copy the story and pictures, cut out and color the pictures, then laminate the pictures and the story. Tape the envelope to the back of the story for storage of the pictures.

Procedures: Set out the 4 pictures. Read part of the story to the child and ask him to show you which picture shows that action. Continue until he has identified all 4 pictures. Then, read the whole story at one time and sequence the pictures.

Discourse Level

Goals: Recalling sequence of the story, auditory memory, association of auditory information with visual cues, attention

Materials: Tell a story about a familiar routine such as getting up in the morning, going to bed at night, feeding a pet, etc., Use 3 to 4 pictures depicting events of the story

Procedures: Hold cards and as you tell the story. Place the card relevant to what you are saying in front of the child. Repeat story with cards on the table. Mix up cards and have the child put cards in order. Review story again. Ask child to identify picture with the part of the story you give.

Goals: Follow a story illustrated by a series of 3 or 4 sequenced pictures and to then identify the picture that corresponds to a segment of a story. Could also target language goal by having child look at pictures after you have told the story and have them retell what happened with each picture. Could increase difficulty by taking the picture away and having the child retell the story.

Materials: Polaroid's of each step of the story, piece of birthday cake

Procedures: Create a short story about how a child's birthday cake was ruined when their dog came through and knocked the cake out of Mom's hands. Take pictures with a Polaroid depicting each section of the story you will tell. As you tell the story place each picture on table in front of the child. Put the pictures in left to right order as you read the story. After you have finished, tell the child you want him/her to point to the picture that demonstrates the part of the story you are going to repeat to them. Reward child's ability to point to correct pictures by giving him or her a piece of birthday cake.

Materials: 3 or 4 sequenced story picture cards that go with an unfamiliar story

Procedures: The therapist reads a story, broken up into 3 or 4 parts, depending on the child's abilities. The therapist reads a portion then shows the corresponding pictures, one at a time, on the table. When all the pictures are out after the entire story has been read, the therapist can recall a certain part of the story and the child can choose the correct corresponding picture.

Discourse Level

Goals: Follow a story illustrated by 3 to 4 cards and then pick out card that corresponds to segment of the story

Materials: Cards that illustrate one part of "five little monkeys" (cards can be found in Listening for Littles)

Procedures: After child has mastered vocalizations and is familiar with the song "five little monkeys," this activity can be used. Retell the story placing one card down at a time. Have child retell story placing one card down at a time. To increase difficulty of this activity, use sequence cards that tell story that is not as familiar to child.

Materials: Pictures of the clinician on a trip, story segments that correspond with the pictures selected

Procedures: The clinician will use four pictures from a trip to tell the child a story. As the clinician tells the story he/she places the picture down on the table. After telling the story about each of the pictures then the clinician will restate segments of the story in random order for the child to identify.

Step 4: To identify an object from several related descriptors (closed set)

Goals: Vocabulary, auditory memory, intelligibility (if child is describing), Can use this activity to introduce new vocabulary. Review pictures first, then continue with procedures.

Materials: Use a set of photographs, manipulatives, magazine pictures, symbolic representations, etc. (vary vocabulary)

Procedures: Lay stimulus items on table. Explain directions to the child. Identify object that you are describing. Use two to three sentences to describe object use, etc. Have child identify or request clarification. Clarify, if still having difficulty, use additional descriptive information. If child unable to identify, give phonemic cues. OR If child is more advanced: Include yourself and parent in game. Take turns describing the objects and guessing which one.

Goals: To identify an object from several related descriptors (closed set), use of auxiliary verbs.

Materials: Learning to Listen Objects, and a Game; "Twenty Questions"

Procedures: Clinician will use the learning to listen objects for this activity. (Clinician: What is different colors, people ride in them, they can have 2 doors or 4 doors, and they make this noise "beep-beep"? Child: "Is it a car") Will provide two descriptors initially. After child identifies object he can briefly manipulate it.

Materials: Everyday objects, prizes

Procedures: Gather objects that are used on a daily basis such as a toothbrush, cup, spoon or pillow. Begin activity by laying 2 objects on the table before the child. Describe one object while using a hand cue to cover your mouth. If they are correct in their identification they can put their object in a paper bag. If they fill the bag with objects that were correct answers they will receive a prize. To increase difficulty the set could be increased to 3 or 4 objects.

Discourse Level

Goals: To expand auditory attention, demonstrate comprehension of single descriptors, demonstrate understanding that language has meaning, expand ability to categorize, to encourage enjoyment of books

Materials: Book: Brown Bear, Brown Bear, What Do You See?, Props: Animals or pictures of animals with colors that match the animals in the book.

Procedures: The therapist and child sit side-by-side at the table in the therapy room. The clinician reads the book to the child acoustically highlighting the colors of the animals and encourages the child to point to the colors. After reading the book, the clinician places the animals (objects or pictures) in front of the child and discusses each of the colors and types of animals. The therapist says, "Point to the brown bear,..." The therapist goes through all the animals' colors randomly. The child should receive enthusiastic positive reinforcement from the therapist and parent to increase motivation and attention to task.

Materials: Objects from your kitchen cabinet (cereal box, cookie book, etc.)

Procedures: The child is the clerk and the clinician is the customer. The clinician will tell the child several descriptors for the child to identify what food product the clinician want to buy. The parents can participate by asking for their own food items.

Materials: Book What Am I? and cut-outs of the fruit used in that book.

Procedures: First discuss different kinds of fruit and talk about how to describe them. Then lay the cut out on the table and read the book (it's a riddle book) and see if they can figure out which fruit you are talking about. You can make this open set by not laying the picture out or talking about the fruit first.

Materials: There Was An Old Lady Who Swallowed a Fly, prop picture of an old lady (a hole should be cut for her mouth) (see Listening Games For Littles, Dave Sindrey); prop pictures of a fly, spider, bird, goat, cat, dog, cow, horse (see Listening Games For Littles, Dave Sindrey)

Procedures: Read the story. Place all the animal pictures on the table. Describe an animal (the sound it makes, where it lives, what color it is, etc.). The child will point to the corresponding animal picture. The child can then "feed" the animal to the old lady.

Discourse Level

**Step 5: To follow a conversation
with the topic disclosed**

Materials: Sequencing cards (used for conversation).

Procedures: Clinician places each card face down. Each sentence varies in pattern and duration. Clinician presents close to child's best hearing/implanted ear with hand cue.

Ex. Clinician - "The boy is climbing up the slide." (Clinician places first card face down.) "Time to go down!" (Clinician places next card face down.) "Weeee!" (Clinician places last card face down. Clinician reviews each card in sequence keeping them face down.) "Show me 'Time to go down.'" (Child points to 2nd card.) "Show me 'The boy is climbing up the slide.'" (Child points to 1st card.) "Show me 'Weeee!'" (Child points to last card.) Clinician turns over first card with picture face up and repeats: "The boy is climbing up the slide." Clinician turns over next card with picture face up and repeats: "Time to go down!" Clinician turns over last card with picture face up and repeats: "Weeee!" Clinician - "Now you tell me the story." (Child repeats the story as clinician did.) Clinician can also ask child about ordinals. "Show me which happened first, next, last." (in shuffled order) This activity will facilitate speech, language, and turn-taking/communication.

**Step 6: To answer questions about a story
with the topic disclosed.**

Materials: Book; The Very Quiet Cricket

Procedures: Prior to clinician reading the story, clinician will inform child that after listening to the story he will be asked questions about it. Clinician will read book to child and ask questions throughout the story. Clinician will instruct child to "listen" throughout the reading and "acoustically highlight" some information.

Materials: Any short story, like "Where the Wild Things Are" by Maurice Sendak.

Procedures: Read the story to the child and ask him specific questions about events in the story.

Materials: Pictures of shapes on a paper that the child can circle with different colors of crayons.

Procedures: Clinician presents beside child's best hearing ear/implanted ear (later at greater distances.) Use hand cue. Use acoustic highlighting when repetition needed. Clinician - "Circle the star." (Child responds by circling the correct shape.) Clinician - "Put a dot on the square." (Child responds appropriately.) Clinician - "Draw a circle." (Child responds appropriately.) This can also be used with more than two critical elements by telling the child which color crayon to use to complete the request, e.g. "Circle the triangle with the yellow crayon." This activity will facilitate auditory memory and cognition.

Materials: Book: Old Black Fly

Procedures: Read the story, Old Black Fly. Have the child answer questions, "What was the fly doing?" "What happened to the fly?" "What was mother doing?" "Why did the baby cry?" "What did the baby do with the cake?"

Materials: A good imagination on the part of the therapist to tell stories!

Procedures: The therapist can tell an original story that begins with something real, possibly including the child. The story can be realistic or a little more imaginative. The therapist then asks the child questions about the story. See example following for a child named Bobby, who may be working on several language concepts. Depending on the level of the child, the therapist can shorten the story or add more details.

Skills: to answer questions about a story with the topic disclosed; language (number concepts of many, few, two, three, ordinal numbers first and second), pronouns (he, she, they), absurdities (can elephants hide under beds? Can animals talk with humans?)

Bobby's Day at the Zoo

One day Bobby and his Mom went to the zoo to visit the animals. This was Bobby's first time going to the zoo. It was Mom's second time. Bobby and his Mom walked around the zoo and saw many animals. There were monkeys and giraffes. Bobby's favorite animal was the elephant. He told the elephant that he wished she could come home with him. Then it was time for Bobby and his Mom to go home.

That night when Bobby went to bed, he felt something moving under his bed. When he looked under his bed, he saw the elephant from the zoo! The elephant told Bobby that she wanted to visit Bobby at his home because he visited her home at the zoo. Bobby wanted to keep the elephant, but he knew that she was too big and would eat too much! So the next morning, Bobby and the elephant walked back to the zoo together. The elephant let Bobby ride on her back! When they got to the zoo, Bobby slid down the elephant's trunk and patted her on the head. "I'll miss you, Bobby!" she said. Bobby waved and said, "I'll come visit you!"

Questions:

Where did Bobby and his Mom go?

What did Bobby tell the elephant when he first saw her at the zoo?

What happened when Bobby went to bed?

Why couldn't the elephant live with Bobby and his Mom?

Do you think an elephant can really talk?

Can an elephant hide under a bed?

Have you ever gone to the zoo?

What animals are at the zoo?

Materials: None.

Procedures: Hopefully this activity can be completed within the same semester or year as the other activities involving farm animals. The clinician should make up a story about visiting a farm. Various sensory descriptions should be included such as the smells, how the animals felt, etc. All elements of farm life should be included, not just the animals one can see. Talk about the kind of work the farmer does and what time they have to get up on a farm. Introduce new vocabulary such as stall, trough, plough, harvest, etc. Focus on a few specific aspects to contain the story to a few minutes. Ask the child specific questions like, "what time did the farmer get up that morning?" Give the child verbal praise for correct answers and reinforce that s/he listened well.

Step 7: To recall details of a story (topic disclosed).

Goals: Auditory memory, vocabulary, markers such as next, then, etc., "wh" questions, sequencing

Materials: Utilize structure of a familiar book and make up own story. For example, The Napping House, Where the Wild Things Are, etc. Can use sticker reinforcement for questions answered correctly, use of clarification skills, etc.

Procedures: Tell story. Ask child if they have any questions about the story. Ask if they would like to hear it again before answering questions. Ask questions about the details of the story.

Materials: None

Procedures: Tell a story about a recent trip you went on. Make this a vary informal activity. After you have told the story, casually ask some questions about the story. This activity should be informal so that the child doesn't feel like he's being drilled with questions.

Goals: Recall details of a story with topic disclosed, can fit into any language activity by choosing corresponding book

Materials: Book of various lengths depending on child's age and ability

Procedures: Read book with child instructing him to listen carefully because he will be retelling story when finished reading. When finished reading, have child retell story.

Materials: The book Curious George Plays Baseball by Marget and H.A. Reys or a book of clinician's choice, questions based on the book

Procedures: Read the story to the child, then let the child retell the story. After the child has told as much as possible go back through with the pictures to retell the story to add any information the child may have left out without the pictures.

Step 8: To sequence the events of a story (topic disclosed)

Materials: Any short story, like "One Fine Day" by Nonny Hogrogian.

Procedures: Using either a short story you've just read to the child or else an event that the child is familiar with, ask her to tell what happened first, next, and last.

Materials: Goodnight Moon by Margaret Wise Brown, drawn pictures of the different things the bunny says goodnight to during his bedtime ritual.

Procedures: The clinician will read Goodnight Moon to the child paying close attention to all that the bunny does while getting ready for bed. Read the story a second time and each time the bunny tells something else goodnight, pull out your picture that coincides. When finishing with the story this time, put the book down and discuss what the bunny says goodnight to then have the child sequence the pictures.

Materials: A story to tell, pictures to correspond to the story

Procedures: The therapist tells the child a story and the child can retell it by putting pictures about the story in order and telling the story. The therapist and child can make a book with the pictures so that the child can take it home and tell the story to his parents.

Goals: Answer "wh" questions. What's it for? What do you do with a kite?

Materials: Book: The Wind Blew, props: newspaper, hat, scarf, and a kite.

Procedures: Read the book and have the child retell the story. The child can use the props to retell the story. Work on what happened 1st, 2nd, 3rd. Then you can make a kite out of construction paper.

Materials: None.

Procedures: Make up a story about going to the airport to pick up a friend. Most likely the child has not been to an airport, or does not remember the intricacies of finding someone. Be sure to make each step very clear. First you had to find a parking space near the area where the plane came in. Then you looked at the t.v. monitors inside to see at which gate the plane was arriving. You were early, so you got a muffin to eat because you did not get to eat lunch. You went to the gate and waited for your friend until she came. Then you had to go pick up her luggage, etc. The point is not to get the child to repeat the story so don't have them tell you all of the events. Ask them what you did first. Then give a few multiple choice questions such as "did I find out which gate the plane would be at, or get a muffin first?" Finally end by asking what you did last.

Materials: Recipe from The Animal Cookbook by Mary Buckman (Each recipe consists of 6 pictures which explain and illustrate how to prepare the recipe.) Make 2 copies of the recipe - use one to read from and cut the 6 pictures from the other; ingredients required for the recipe (ingredients are listed on the page before the pictured steps. The ingredients are common and the preparation is simple.)

Procedures: Read the steps of the recipe to the child. Have the child follow the steps to make the food (child may need assistance). Have the child sequence the picture cards in the correct order.

Step 9: To retell a story with the topic disclosed, recalling all the details in sequence

Materials: No materials needed for this activity

Procedures: The therapist and child sit side-by-side at the table in the therapy room. The therapist tells the child a short imaginative sequential story about a favorite topic of the child. For example, if the child loves 'Sesame Street' and swinging, the clinician could tell a short story about Bert and Ernie going to the park to play on the swings. The therapist acoustically highlights certain words (e.g., then, next, after) to emphasize the sequence of the story. The child then retells the story. Enthusiasm and positive reinforcement by the therapist and parent are highly rewarding to a child and are important factors in keeping the child motivated and remaining on task.

Materials: The Three Bears, Popsicle stick figures of the characters (Mama bear, Papa bear, Baby bear, Goldilocks)

Procedures: The clinician will retell the story of The Three Bears using the stick figures. While telling the story the clinician should be certain to emphasize the characters by altering her voice. After telling the story, have the child retell the story using the same figures.

Materials: House/school with boy, girl, and dog.

Procedures: Clinician will tell a 5-6 sentence story with props. Child will retell the main events of the story with props. This can be an activity to use when working on he/she.

Ex. Clinician - "It was a sunny day." (Place sunshine on top of school.) "The little girl went to school. She liked to swing. Swing swing swing." (Move girl to swing and place her in swing.) "The boy went to school. He liked to read. He read a book." (Move boy to library.) "The teacher taught the students. She liked to talk. She talked and talked." (Move teacher to front of class.) "The dog came and watched. He watched the children all day." (Move dog to playground.) "Now you tell the story." (Child attempts to tell story with props.) This activity will facilitate language, speech, and cognition and communication.

Step 10: To make identification based on several related descriptors (open set).

Goals: Auditory memory, vocabulary, phonemes, syllable shape

Materials: Words within child's vocabulary. (use a variety of syllable shapes), Have parent also give descriptors.

Procedures: Give two to three descriptors of the word you are trying to elicit. Give child chance to respond (wait time). Give additional descriptor if child isn't able to come up with word.

Materials: Up to 10 pictures of objects familiar to the child.

Procedures: Tell the child 3 or 4 descriptive facts about one object without saying which one. Don't show the pictures right away. If the child can say what the object is, let him hold the picture. If he doesn't know, put 3 of the pictures on the table for him to choose from. If he still doesn't know, give another clue until he's successful. Continue with the rest of the pictures and clues.

Materials: Corduroy by Don Freeman, picture cards with the following expressions: sad; excited; surprised; afraid; loved; happy

Procedures: Read the story Corduroy through one complete time. The second time the story is read, discuss how Corduroy was feeling when different things happened to him. Finally, close the book and ask how Corduroy felt at the following times:

- When Lisa could not buy Corduroy
- When Corduroy rode on the escalator
- When Corduroy knocked over the lamp
- When Lisa came back to buy Corduroy
- When Lisa sewed on Corduroy's button
- When Lisa gave Corduroy a big hug

Use the picture cards to answer each of the questions. To take this a step further, have the child identify how he would feel if he were Corduroy and these things happened to him.

Discourse Level

Materials: Stack of boxes, each one with a toy in it, or a toy train with a box on the back of each train car with an object in each box

Procedures: The therapist reads a set of clues about each object and the child has to deduce what the object is. Once the child guesses the object, he can open the box (if using the stack, he opens the top box first; if using the train, he opens the box in the first car to begin with).

Materials: Mystery Box with objects inside.

Procedures: Clinician will describe object and child must listen to descriptors to decide what object the clinician is describing. Clinician will use hand cue and present close to best hearing/implanted ear. Ex., Clinician - "It is an animal. It is large and gray. It eats peanuts. You see it at the circus or zoo. It has a long trunk." Child guesses. (Elephant) And looks into the mystery box to discover an elephant. This activity can continue with other objects. Children love the suspense of the game. The activity will facilitate language and cognition.

Materials: Bag/box, objects

Procedures: Place several objects in the bag/box with out he child seeing the objects. The clinician will put his/her hand into the bag/box and describe what is in the clinician's hand. Use the objects size, color, shape, and function to aid in the child's ability to identify the object. Then take turns with the parents in describing some of the objects. As the child guesses the object he/she can put the object into a their treasure box. Then if the clinician wanted the child could tell about the objects to the clinician.

Materials: Any object you wish to describe. Fisher Price Animals (horse, pig, cow)

Procedures: I spy something that is brown, has a long tail and eats hay. I spy something that is short, pink and plays in the mud.

Discourse Level

Materials: None.

Procedures: Play "I spy - in my head." In normal "I spy" the object is within view, but that closes the set. Therefore, the clinician thinks up something that is not in the room, and gives the child several good descriptions of it. Remember that we're not trying to make this too tricky for the child so "it's blue and goes fast" is not good. An example is "it's a fruit that monkey's love, and you have to peel it." Difficulty level should of course, depend on the child. The child and the clinician can take turns to give the child some control over the session.

Step 11: To follow a conversation of an undisclosed topic

Goals: Follow conversation of an unclosed topic, could relate to language goals depending on topic

Materials: Story to tell child could be of trip, your day, etc.

Procedures: After telling story, have child answer questions about it. If child is having difficulty the clinician can give child cues to select correct answer.

Step 12: To retell a story about an undisclosed topic, recalling as many details as possible.

Goals: Recalling sequence of story. Recalling important details in story. Recalling more auditory information. May also address markers such as next, then, finally, before, after, etc. May incorporate new vocabulary

Materials: Tell a story (consider interests of the child; topic could be about dinosaurs, the circus being in town, a family pet, etc.) (begin with a short paragraph, then increase length to increase difficulty), Video camera (Use as reward, positive reinforcement, etc.)

Procedures: Tell the story. Tell story again and intermittently ask "What happened next?" Review story. Ask questions about the story. Review the story again. Have child tell story. Use the camera to record.

Step 13: To process information while listening with competing stimuli (live voice with taped competing stimuli)

Materials: Book, tape recorder, tape with noise such as cafeteria (anything with talking in the background)

Procedures: Tell child that he must listen to story with other noise in room. Tell child story while tape is playing. Turn tape off and have child answer questions about story.

Materials: The "Guess Who" game and a radio.

Procedures: For the Guess Who game, each person gets a board full of about twenty different cartoon faces. Each person gets a card with a face on it and that is their person. The two people then take turns asking each other yes/no questions, such as "is your person a boy/male?" Depending on the answer the person can eliminate certain faces and flip those cards down. This is done while listening to the radio. Classical music would probably be the easiest to work through, then talk radio (because children usually ignore the news and such), and finally popular music that they like would be most difficult.

SENTENCE LEVEL

Step 1: To identify familiar stereotypic phrases or sentences

Materials: Toddler-aged doll with a bed, food and drink, eating utensils, and bathing supplies; a list of stereotypical phrases and sentences suggested by the parent

Procedures: Therapist and child sit side-by-side at a low table and parent sits across from them. Discuss activities and goals with parent prior to session. Ask the parent to come up with several phrases that are used in their home. All props are set up at the table. The doll is 'sleeping,' and all other supplies are set up. In the course of the activity, the therapist says the following phrases (supplied by the parent) and the parent models identification of phrases by acting them out so the child understands what to do. 'Good morning,' 'Time to get up,' 'Wash your face,' 'Brush your hair,' 'Please, put it in the garbage,' 'Throw it away,' 'Give it to me, please,' 'Thank-you,' 'It's all gone,' 'Bye-bye,' and others as desired. Use gestures, facial expressions, and varied suprasegmentals, such as stress, duration, pitch, and loudness. Repeat phrases and have the child identify phrases by acting them out using the props. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Materials: None

Procedures: Ask the child to stand up. Give the child commands she must listen to and obey: sit down, stand up, blow Mom a kiss, turn off the light, shut the door, turn on the light, wave bye-bye, come here, stop, sit down...

Goal: Following single-step commands.

Material: Toys: phone, stuffed dog, baby doll ; Game

Procedures: Clinician will say a sentence and child will do whatever the sentence indicates. Sentences: Close the door. Say thank you. Wave bye-bye. Answer the phone. Pat the doggie. Kiss the baby.

Sentence Level

Materials: Photographs or picture cards with pictures of stereotypic phrases (see below)

Procedures: The therapist can put out a field of two to four pictures, depending on the child's abilities. The therapist can then say the stereotypic phrases and the child chooses the corresponding photograph or picture card.

Photograph/Picture Card	Corresponding Phrase
Messy room	Time to clean up!
Milk spilling	Uh, oh!
Parent waking up a child	Good morning!
Parent making dinner and an empty table	Set the table.
Child in bed	Night, night!

Materials: Child answers questions through drill or completes art project when phrase or sentence identified correctly.

Procedures: Clinician asks, "How are you?" (Child answers "I am fine.") Child gets to paste a petal on the flower made out of construction paper. Clinician asks, "How old are you?" (Child gets to paste another petal for each correct answer.) Other questions: "What is your address?" "What is your phone number?" "Where do you live?" Sentences should be a part as well, e.g. "Have a seat." "Open the door." "Turn on the light." The child will feel successful once the flower has been completed pasted onto the construction paper. This activity will facilitate audition, language, and speech.

Materials: Doll house staged with various activities taking place in each throughout the house.

Procedures: The house will display different people doing common phrases and sentences that the child should know. The clinician will say common phrases or sentences such as "bed time" "time to eat" "I am hungry" and the child must identify the area of the house that represent the phrase.

Materials: Fisher Price people (man, woman, farmer, girl, boy, fireman, doctor, postal carrier etc.)

Procedures: Use the Fisher Price people to act out common situations. Mommy is going *to the store*. The boy is *in the car*.

Sentence Level

Materials: Puppet; picture cards (each illustrating a stereotypic phrase) Have parents list stereotypic phrases used at home and then illustrate these phrases or use the pre-made cards in Cochlear Implant - Auditory Training Guidebook by Dave Sindrey.)

Procedures: Teach the stereotypic phrase associated with each picture card. Then put a group of the cards on the table. Introduce the puppet and tell the child that he is very hungry and wants to eat some of the cards. When the clinician/parent names a stereotypic phrase, the child points to the associated picture card and then feeds it to the "hungry" puppet.

**Step 2: To recall two critical elements in a message.
Following single-step commands.**

Materials: None

Procedures: "Simon Says" game: Clinician says, "Simon says clap your hands". "Simon says touch your nose". etc.

Materials: Set of objects, such as animals.

Procedures: Tell the child you want him to follow some directions and then ask him to repeat what you said. For example, ask him to hand you the cow, the horse, and the pig. Then ask which items you asked him to hand to you, have him give them to you, then go on to the next direction.

Goal: Adjective plus noun

Materials: On a file folder with a 3X3 grid and matching cards, draw objects such as a cup, ball, and toy across the top; draw adjectives down the side such as wet, broken, and dirty; make cards for dirty cup, wet cup, and broken cup - make similar cards for the other objects you chose

Procedures: Lay all the cards in front of the child with the grid and talk about the vocabulary which has already been taught that will be used. Identify those across the top and down the side. Ask the child to find the "dirty ball" and put it in it's place on the grid. Continue with all of the cards.

Goals: Two critical elements, thematic vocabulary, two element verbal expression.

Materials: Scenes such as an ocean, desert, and zoo on poster board with scenery (no people), press and peel unisets, or felt board with materials

Procedures: Discuss one scene at a time. Talk about what animals or people could be there and discuss the scenery that is on your poster board. Instruct child to draw a person or animal somewhere on the scene (ex. draw a rattlesnake below the rock) or put the rattlesnake figure below the rock. The child should then instruct the clinician to do the same somewhere on the scene. Continue until all pieces are on the scene.

Sentence Level

Materials: Cootie game (or favorite game) for reinforcement; a set of prepared sentences each of which contain two critical elements

Procedures: Therapist and child sit side-by-side at the table and parent sits across from them. The game is on the table. The hand cue is used by the therapist and parent to promote listening rather than watching. Explain to the child that you (clinician, parent, and child) will play the game after responses to questions. The therapist presents simple phrases and sentences with the critical elements in final position and then asks the child or the parent to recall two critical elements from each. (The parent can also present the stimulus to the child or the therapist). The therapist and parent model the desired type of response. For example, "The book is *on the table*." Ask "Where is the book?" "She wore a *pink dress*." Ask "What did she wear?" "Eat a *cookie*." Ask "What should you do?" Use acoustic highlighting and vary suprasegmentals to emphasize critical elements. Enthusiasm and positive reinforcement encourage the child to stay on task and remain motivated. Participation by both therapist and parent can also be very motivating to the child.

Materials: Farm animals manipulatives game

Procedures: Collect early skill-builder manipulative games. There is one with farm animals in different colors and sizes. Have one of the animals in different colors and sizes laying out on the table. Instruct the child to give you animals with statements that require the child to recall 2 critical elements. For example, 'Give me the small red pig.'

Materials: Items such as transportation items, animals, etc. of various colors

Procedures: Using carrier phrase such as "give me _____," have child give you object.

Materials: A box with a slot in the top/ toy mailbox, Valentines with simple decoration that are different or envelopes that have been decorated with stickers or stamps

Procedures: The clinician has different shaped and colored valentines/ letter. The child is given the description of one of the letters using only two critical elements to describe the valentines/letter that the child is supposed to put into the box/mail box.

Sentence Level

Materials: a shoe box w/ slits cut in it for the craft sticks, craft sticks, glue, pictures of vegetables or flowers

Procedures: Plant a garden. Have the child find the carrot. Then glue it on(the stick). Proceed to plant the carrot in the garden. If the child does not know the names of vegetables try using colors of flowers. Use counting as well.

Materials: Objects - ball, cube (for square), triangle, and rectangle - in each of the following colors - red, blue, yellow, and green. A box in each of these four colors with the four shapes cut out of the top.

Procedures: Determine the field based on the abilities of the child. Ask for one of the objects using two critical elements, i.e. "Give me the blue square." If the child gets it right, they get to place the object in the same colored box through the correct hole in the lid. This not only reinforces the concepts of color and shape, but also fine motor skills. The clinician then places another object on the table to make the field complete and the cycle begins again.

Goals: Colors, shapes, increasing utterance length

Materials: Paint kit with sponges of different shapes, paper

Procedures: Review colors and sponge shapes with the child. Then instruct the child to "paint a [color] [shape]." For example, paint a red heart. Next, allow the child to instruct you on what to paint.

Variations: To work on expressive language skills or increasing utterance length, allow the child to choose his/her own shape and color provided that he/she tells you what he/ she is doing.

Materials: Pictures of shapes on a paper that the child can circle with different colors of crayons.

Procedures: Clinician presents beside child's best hearing ear/implanted ear (later at greater distances.) Use hand cue. Use acoustic highlighting when repetition needed. Clinician -"Circle the star." (Child responds by circling the correct shape.) Clinician- "Put a dot on the square." (Child responds appropriately.) Clinician- "Draw a circle." (Child responds appropriately.) This can also be used with more than two critical elements by telling the child which color crayon to use to complete the request, e.g. "Circle the triangle with the yellow crayon." This activity will facilitate auditory memory and cognition.

Materials: Barn and animals

Procedures: Bring out the barn and review the different animals with the child. Next, review different prepositions with the child (in, on top of, under, next to) using one of the animals. Then, play with the child and instruct him to "put the [animal] [preposition] the barn. For example, "the horse goes on top of the barn." As always, take turns, allowing the child to be the instructor.

Variation: You can do the same activity using a paper drawing of a barn and pictures of animals. In this activity allow the child to glue the animals in the various positions. Moreover, you can increase the critical elements ("Put the dog and the pig in the barn." Or, "put the dog or the pig in the barn", etc.

Materials: Animal figurines

Procedures: Review the animals with the child. Then, review different action words with the child by manipulating the animals. Good verbs to act out with the animals are the following: walking, running, rolling, flying, jumping. Once the child understands the verbs, play a "game" where you instruct the child on what animal does what action ("the dog rolls") and then, the child instructs you.

Materials: paper with outlines of different animals, crayons

Procedures: Review animals and colors with the child (when necessary). Then, instruct the child "the [animal] is [color]." For example, "the cow is black." The child should then color the animal accordingly.

Variations: You can make this activity more difficult by adding more instruction, such as "the tiger has black spots."

Materials: Toy cash register; play money; items for a "store" (i.e. balls of different colors and sizes, plastic vegetables, etc.)

Procedures: The "customer" (clinician/parent) tells the "cashier" (the child) what she would like to buy. (The child must get the item for the clinician/parent.) The two critical elements asked for could be...

* 2 nouns (i.e. "I want the tomato and the cucumber.")

* adjective and noun (i.e. "I want the red apple.")

* number and noun (i.e. "I want three balls.")

Make sure the child is familiar with the vocabulary presented.

Sentence Level

Materials: Props for a nursery rhyme (i.e. For "Little Miss Muffet"- doll, spider, spoon, bowl)

Procedures: Have the clinician/parent use the props to act out the nursery rhyme. Repeat the nursery rhyme using the props but allow the child to complete as much of each phrase as he is able.

Step 3: To recall three critical elements in a message

"House of Stamps"

Goals: Three critical elements. Thematic vocabulary (home, people).

Typical phrases. Prepositions.

Materials: Stamps of people/animals, poster board house with rooms and furniture drawn in the rooms

Procedures: Show the child the stamps and the rooms in the house. Instruct child on which stamp to use and which room in the house it needs to go. For example, "put the dog on the bed" or "put the daddy in the bedroom".

Materials: Worksheets: pictures and letters

Procedures: Clinician will ask child to color, circle, underline or complete partial drawings of an object. (ie. Circle the letter "A". Color the apple green. Put an "x" on the turtle.)

Materials: Farm animals manipulatives game

Procedures: Use the same early manipulative game as above in Step 2 that has the farm animals. In this activity you will lay out all of the animals in different sizes and colors. The child must listen and give the correct animal. For example, you may say 'Give me the small, green cow.' The child must be able to recall 3 critical elements in order to give the correct animal.

Materials: Baby doll with props (ex., bath time and feeding time props)

Procedures: The baby doll "whispers" something to the therapist (pretend that the baby whispers what she wants). The therapist then tells the child what the baby wants and the child acts on that. For example, the therapist can say, "Oh, the baby wants to drink milk, get washed, and go to sleep and the child would then get the bottle and give it to the baby, then get the washcloth to clean the baby, then lay the baby down to sleep.)

Sentence Level

Materials: Paper decorated eggs

Procedures: The clinician will hide the eggs in various places in the room or outside. Hide two different eggs in each spot. The clinician will use a sentence containing three critical elements to tell the child where to find the eggs. Once the child has found the eggs the child must listen to the clinician to know which egg to pick up first. If the child identifies the correct egg then the child may get both eggs if not then the child gets one egg and the clinician gets one egg. The child's goal is to obtain all the eggs. The clinician should use repetition containing acoustic highlighting to aid in the child's success.

Materials: 2 cups of Cheerios, 1 cup of peanuts, $\frac{1}{2}$ cup of sunflowers seeds, $\frac{1}{2}$ cup of raisins, 1 cup of M&Ms, dry measuring cups, bowl, mixing spoon, small bags or cup to put the chicken feed in.

Procedures: Read the book Rosie's Walk by Pat Hutchins. Have the child make a snack of "chicken feed" by following your directions. If the child is able have him measure the ingredients. Tell the child to "get the Cheerios, raisins, and M&Ms." Then pour the all of them in the bowl and stir. Get a cup and fill it with chicken feed. Then give the cup to me. This book has a lot of prepositions in it. You and the child can go on your own walk around the center/school. Practice going around, over, past, and through the playground or rooms in the center. You can have the child recall 3 critical elements during the walk. Go under the table. Go around the chair once.

Materials: A piece of big paper cut in the shape of a kite, various shapes cut out of different colored paper, glue, and string

Procedures: Give the child the kite. Then lay out the shapes on the table (you can lay out as many as you want at a time). Then ask the child to get the various shape. Ask them to get the blue square, the red triangle, and the green circle, or just simply ask them to get a square, a triangle, or a circle. This activity can be as hard or as easy as possible. You can use this activity with all critical element tasks.

Sentence Level

Step 4: To answer questions about a picture, a book, a set of pictures or a set of objects.

Materials: Family photos

Procedures: Parents will bring in photos and clinician will ask child questions about the pictures. (ie. Who is this? What holiday is it in this picture? What's the doggie's name?, etc.)

Materials: Easy theme readers (transportation/tales & rhymes) available from Teacher Created Materials Inc.

Procedures: Read the book to the child and discuss what has happened every two pages for review by asking WH?'s. After the story is completed, ask the child to tell what happened in the book and have them draw (retell) what happened.

Goals: To expand auditory attention, to increase spontaneous verbalization, to increase utterance length with correct grammar and sequence, to expand vocabulary, to understand question forms

Materials: Book: One of the child's favorite books, for example: Curious George Goes to the Aquarium

Procedures: Therapist and child sit at the table in therapy room and parent sits across from them. The book is on the table. The therapist, child, and parent discuss the book before the clinician reads the book to the child. The hand cue is used throughout the activity by the therapist and the parent to promote listening rather than watching. After the book has been read to the child, the therapist or parent asks the child questions about the book using key words at the beginning, middle, and end of the questions. The therapist and parent also take turns answering questions to provide a model for the child. For example, "Who went to the aquarium? George's friend wears what color hat?" "What did George feed the seals?" Use acoustic highlighting give child cues for key words. Enthusiasm and positive reinforcement encourage the child to stay on task and remain motivated.

Sentence Level

Materials: Tape player, tape recording of questions and directions.
Counting bears and cups.

Preparation: Record on the audio tape directions for the child to follow concerning putting bears in cups. The child must first know the 5 colors of the bears and their cups.

Procedures: Play the tape for the child and have him follow the directions. For instance:

- Put 2 green bears in the blue cup
- Put 4 yellow bears in the purple cup
- Put 3 blue bears in the red cup
- Put 4 green bears in the purple cup
- Put 5 purple bears in the green cup
- Put 2 yellow bears in the red cup
- Put 5 blue bears in the yellow cup
- Put 5 red bears in the red cup
- Put 2 green bears in the green cup
- Put 2 red bears in the yellow cup
- Put 4 yellow bears in the blue cup
- Put 5 purple bears in the yellow cup
- Put 2 green bears in the green cup
- Put 2 green bears in the yellow cup
- Put 3 red bears in the green cup

You should end up with:

Red cup: 5 red, 2 yellow, 3 blue

Blue cup: 4 yellow, 2 green

Yellow cup: 2 red, 5 blue, 2 green, 5 purple

Green cup: 3 red, 2 blue, 2 green, 5 purple

Purple cup: 4 yellow, 4 green

Materials: The book I Went Walking By Sue Williams, characters from the story on a popsicle stick, egg carton with slots in the top the size of the popsicle sticks

Procedures: The clinician will read the story to the child. Each character from the story is placed in order in the egg carton. The child will then be asked various questions about the characters from the book.

Sentence Level

Goals: Expanding vocabulary, recalling description, function words, building critical elements

Materials: Fishing equipment OR beach items OR picnic basket items, etc.

Procedures: Begin with 3 or 4 items. Allow the child time to explore items. Talk with the child about them. Tell child, to listen carefully as you tell him something important about each item and that he will be asked questions regarding it. Then, give 2-3 sentences for one item. Then ask one question about that item. Move on to next item. To increase difficulty, present info on all the items, then ask questions.

Materials: The Very Busy Spider by Eric Carle, pictures of all the animals that come to talk to the spider

Procedures: The clinician will read The Very Busy Spider pull out each picture that goes along with the story at the appropriate time. After reading and discussing the story together, the clinician will ask the following questions. (The pictures can be left out in front of the child):

- What was the spider making? (web)
- When did he start making his web? (morning)
- What animal is in all of the pictures besides the spider? (fly)
- Would the spider go play with the animals? (no)
- Why? (too busy spinning his web)
- What did the spider catch in his web? (fly)
- Did the spider answer the owl? (no)
- Why? (he fell asleep)
- Name as many animals in the story as you can. Cover the cards (horse, cow, sheep, goat, pig, wolf, cat, duck, rooster, owl.)

Materials: The Napping House by Audrey Wood

Procedures: The clinician will read The Napping House to the child and ask the following questions:

- What was everyone doing in the house? (sleeping)
- What was Granny sleeping on? (cozy bed)
- What animal was hiding in all the pictures? (mouse)
- Do they all sleep piled up all night long? (no)
- Would you like to sleep like that at night?
- What did Granny do to the bed? (broke it)
- At the end of the story was anyone sleeping? (no)

Sentence Level

Materials: Books (If You Give a Mouse A Cookie, The Grouchy Ladybug, etc.)

Procedures: The therapist reads the book to the child and then asks questions about the content and main idea of the story.

If You Give A Mouse a Cookie Questions:

What will a mouse want if you give him a cookie?

Why does the mouse need a pair of scissors?

Why does the mouse need a nap?

What does he use the crayons for?

Materials: Sequencing cards or Mr. Potato Head.

Procedures: Clinician places cards on table face up and asks the child questions. Clinician uses hand cue and presents questions beside best hearing ear/implanted ear. Questions can be presented at greater distances later. Clinician-"Where is the girl?" (Child replies "She is on the slide.") "What is she doing?" (Child replies "She is playing/sliding.") "What is she wearing?" (Child replies "She has on a yellow shirt and red pants.") "When does she go down the slide?" (Child replies "She goes down last.") "When does she climb up the slide?" (Child replies "She climbs up first.") This activity will facilitate language through he/she, questions and ordinals.

Materials: Book: Harry the Dirty Dog, a spoon, instant chocolate pudding, milk, measuring cup, bowl, dog outline (Harry)

Procedures: Read the book, Harry the Dirty Dog. After reading the book ask questions about the story. Why did Harry hide the scrubbing brush? What is the scrubbing brush for? What did Harry do during the day? Why did Harry need a bath? After discussing the story have the child follow directions and make chocolate pudding. Once the pudding is made, spoon a small amount onto the child's outline of Harry. Let the child make Harry dirty by finger painting with the pudding. After the child is done talk about his dirty hands. What should you do now? (Wash them) Why? (because they're dirty.)

Materials: Toy barn with animals. The following objects (or pictures of the objects) to go with the following animals:

Horse: carrot, saddle, brush

Sheep: grass, sweater (wool)

Chicken: corn, feathers, eggs

Pig: trash, mud

Procedures: The clinician will tell the child things about each of the animals while providing visual stimuli. In a conversational way the clinician will present the following things:

A horse likes to eat carrots. You can feed him by putting the carrot in the palm of you hand and keeping your hand open (demonstrate). People can ride horses, but first we put a saddle on his back to protect him and us. Horses love to be brushed. This helps keep their coat, or hair, shiny and clean.

Sheep love to eat grass, in fact they are kind of like little lawn mowers because you never have to mow the area where a sheep lives. His hair is very special and we call it wool. This is very warm and in the winter time the farmer gives the sheep a short hair cut, but he keeps all the hair and we make things like sweaters and hats out of wool to keep people warm too.

Chickens like to eat corn off of the ground. They are covered in feathers, not hair. Girl chickens lay eggs. Sometimes these eggs have baby chicks inside. These eggs stay on the farm until the baby chick hatches from the egg. But sometimes the egg doesn't have a baby chick inside. These are the eggs that go to the store where we can eat them.

Lots of people think pigs eat trash, but that's not true. Pigs eat lots of things mixed together to help make them fat. People also think pigs are dirty because they roll around in the mud all of the time. Well they are dirty from the mud, but that is to help protect their skin and keep them cool when the sun is really hot.

The child then answers questions about the pictures such as "what do sheep like to eat?" or "what keeps a pig's skin cool when the sun is hot?"

Materials: Use a book, or a picture scene like the what's wrong scenes or the story building scenes.

Procedures: Have the child look at the book or picture and answer questions about them.

Sentence Level

Materials: Any book, Dr. Seuss books are great (rhyming words)

Procedures: Read a story with your child. Ask yes/no and "wh" (who, what, where, why) questions. After you read the story, ask the child "what happened?" As the child develops his/her skills at answering general question, start expecting him/her to remember more details.

Materials: Picnic basket; paper bowls and cups; thermos of water, etc.; plastic forks and spoons; snack foods (raisins, cereal, cookies)

Procedures: Ask the child "wh"-questions and other basic questions while setting up for and having a picnic.

- * "What's that?" (point to foods)
- * "What do you do with that?" (point to fork, spoon, etc.)
- * "What do you use that for?" (point to thermos, basket)
- * "Where's the _____?" (i.e. hide an item at bottom of the basket)
- * "What color is the _____?"
- * "How many _____ are there?"

Step 4a: To identify common phrases...directions, and questions on audiotape

Materials: Tape-recorded directions for child to follow with objects/props for child to manipulate.

Procedures: Clinician places tape recorder close to child (later at greater distances) and plays message. "Put the girl in the swing." (Child puts child in swing or repeats the direction.) "Pick up the cards." (Child picks up the cards or repeats.) "Push the chair under the table and turn off the light." Directions can be as simple as two critical elements or much more difficult, e.g. "Drive the car over the bridge, but first eat a piece of candy." This activity will facilitate auditory memory and language.

Step 5: To answer common questions student mastered in #4 about a disclosed and familiar topic without pictorial cues

Materials: None. See activity for step 4 involving farm animals.

Procedures: Ask the child if he remembers talking about the farm and the animals that live there last week. Then review information given last week, although this time all information is given verbally, like a story, with no visual aids. Ask the child similar questions to the ones asked the previous week. Some questions can be the same, but try to change the wording of some of the questions to ensure that the child fully comprehends the subject.

Materials: None

Procedures: You can talk to the child about any thing (a trip, a pet, a family member, a favorite toy or etc.) After talking to the child begin to ask some questions about the topic in a conversational way.

Step 6: To recall four critical elements in a message to follow multi-element directions. To sequence a series of events.

Materials: Magnetic manipulatives of varying colors, sizes and categories. Magnetic board.

Procedures: Clinician will ask child to complete specific instructions. All items will remain on the board until entire activity is completed. Each task builds on the previous task. (ie. Put the red car behind the blue car. Put the man beside the blue car. Put the house over the red car. Put the tree on the right of the house, etc.).

Goals: To expand auditory attention, to develop four-item auditory memory, to process four critical elements of information, including adjectives, nouns, verbs, prepositions, and numbers, to sequence events without pictures, to expand vocabulary, to develop descriptive language, to understand question-response form

Materials: A favorite game used for reinforcement; a set of prepared stimulus sentences that each contain four critical elements.

Procedures: Therapist and child sit side-by-side at the table and parent sits across from them. The game is set up on the table. The hand cue is used by the therapist and the parent to promote listening rather than watching. Explain to the child that both the therapist and the parent will participate in all aspects of the activity, that is presenting the sentence, answering the questions, and playing the game. Further explain to the child that a turn in the game may be taken with a correct response to a question and also if one of the players hears and corrects a wrong answer. The therapist and the parent should occasionally sabotage their answers with an incorrect response to encourage the child to attend to all responses. The clinician or parent will present a sentence that contains at least four critical elements. The child will be asked in question form to recall the four critical elements which are at the ends of the stimulus sentences. For example, "The book is on the big brown table." Ask "Where is the book?" "Billy's mom wore a big purple straw hat." Ask "What did Billy's mom wear?" Use acoustic highlighting to emphasize key words and phrases. Enthusiasm and positive reinforcement encourage the child to stay on task and remain motivated.

"Celery Sailboat"

Goals: Sequencing/following directions, Thematic vocabulary (food, transportation).

Materials: Celery, peanut butter (or cream cheese), lettuce leaf, raisins, toothpick, wax paper, plastic knife

Procedures: Have all materials ready and tell child that you are going to make a sailboat. Instruct him to spread peanut butter in the celery, use the toothpick as a mast and place the lettuce on for a sail, then place three/four raisins in the boat for people, and finally eat the boat.

Follow-up: Sequencing at home with recipes.

Goals: Expanding vocabulary, expanding auditory memory, steps reinforced by activity.

Materials: Small pot, dirt, spade, water, seeds, label

Procedures: Describe process of planting a seed. Child will be able to do so after you have discussed it. (Another activity could be used to pick the type of seed to plant, for example: voicing /p & b/ using bean and pea seeds). Let child follow the directions you have given him. Correct steps if necessary. When activity is complete, ask child to repeat back the directions for planting a seed.

Materials: Paper with a grid drawn (6 blocks total), crayons, a divider to place between the clinician and the child

Procedures: The clinician places the barrier between she and the child. The clinician then explains to the child that she is going to give instructions to draw different pictures on the paper and at the end, the clinician and the child's paper should look similar. The carrier phrase for the entire activity is "In the first (second, third, etc.) box draw a . . ."

The directions include:

- One red circle
- One blue heart
- Five purple ants
- Three orange turtles
- Two brown trees
- Seven red triangles

Materials: Early skill builders manipulatives game

Procedures: Use the skill builder manipulatives game again that contains farm animals. This game also comes with several mats depicting scenes from farms also. In this activity, you should have all of the animals in different colors and sizes and one of the mats with a farm scene. The child must listen and completed the command given to them. For example, one may say, 'Put the blue duck in the pond.' The child must listen carefully to do the right thing.

Materials: Some sort of barrier, crayons or markers, construction paper.

Procedures: Turn the multi-step directions into a barrier game. Have child create a picture while giving directions and the clinician also creates the same picture. Compare pictures when finished.

Materials: Wood Assemble Object, the parts of the wooden object can be decorated with a marker, use a variety of colors, symbols (Xs, stripes, hearts, dots, . . .)

Procedures: The clinician will give the child directions containing four or more critical elements. The child must recall the instruction in order put together the object and learn its identity. After modeling for the parents how to give the instructions then they can take the instructions home and alter them in order for home work.

Materials: Various clothing items (shirts, pants, hats, belts, shoes, etc.) in different colors, patterns, and textures. Be sure to limit the items to a reasonable amount for the child to sort through.

Procedures: The clinician is going to instruct the child to put on various clothing articles by giving directions with four critical elements. For example "Put on a plaid shirt and brown pants." Lay the clothing out so that each item is visible and accessible to the child. To make this more of a game to the child, time the activity. Determine a time that will set the child up for success. Do not make the time so short that the child never finishes or begins putting on clothes without listening. If the clinician is so inclined, s/he can allow the child to tell him/her what clothes to put on - just make sure that you can fit into the clothes before you do this!

Sentence Level

Materials: A piece of paper cut into the shape of a fish, some shapes cut into various other shapes in different colors, some with silver (tin foil) on them and some with out. With this activity you could use the accompanying book, The Rainbow Fish

Procedures: Make a Rainbow fish. Have the shapes laid out on the table. Tell the child to get the shape using four critical elements. This activity can be adapted to various critical element task.

Step 7b: To follow open-set directions/instructions

Materials: None

Procedures: The clinician will lead the child in a game of Simon Says. The child can only do what the clinician says if it is preceded by the phrase, "Simon says. . ." The following is a list of directions that can be included in the game:

- Tap your head twice
- Stick out your tongue
- Give me a pat on my back
- Clap your hands 5 times
- Close your eyes and stick out your tongue
- Pull your ear and blink your eyes

Materials: Construction paper that is divided into boxes, crayons

Procedures: Clinician will give child directions such as "put a circle in the first box." The child must follow the directions while creating pictures.

Step 8: To recall specific elements in a sentence by answering questions (open-set – topic disclosed)

Goals: Auditory memory, identification, expansion of vocabulary, could focus on a particular weakness of the child within these sets

Materials: Discuss book you just read, a place you visited (circus, fair, store, etc.)

Procedures: After each sentence in the story, ask the child a specific question about the sentence. For example: The sentence might be I went to the store and bought a purple shirt, blue pants and a green hat. Then you might ask, "What color were the pants?" etc. OR Make up one sentence at a time, i.e. not a story.

Materials: None

Procedures: Tell the child about an event in your life, with specific details on the environment, and then ask him questions about the event you just related to him.

Step 9: To answer questions about an undisclosed but familiar topic

Goals: To expand auditory attention, to process descriptions, to develop the ability to discuss a familiar topic by including critical elements, to develop appropriate suprasegmental features (prosody, duration, loudness, and pitch), to increase the length of utterance using correct grammar and syntax, to understand question forms

Materials: Sticker page and stickers as reinforcer

Procedures: Therapist and child sit side-by-side at the table and parent sits across from them. Discuss activity and goal with parent prior to session. Ask parent about a favorite familiar topic of the child. The therapist must familiarize self with the topic before discussing it with the child. Explain to the child that he/she will receive a sticker for each correct answer and for each correctly identified wrong response. The clinician or parent asks broad, generalized questions before becoming more specific. Both the therapist and the parent should also answer questions and occasionally respond with obviously incorrect answers. Toward the end of the activity allow the child to ask a few questions about the topic. Use acoustic highlighting to emphasize key words and phrases. Enthusiasm and positive reinforcement encourage the child to stay on task and remain motivated.

Goals: Auditory memory, expanding vocabulary (ex: grocery store, can talk about less familiar fruits and vegetables), phoneme development using acoustic highlighting, clarification skills

Materials: Talk about a trip to the library, going on a field trip, going to the grocery store, etc.

Procedures: Tell the story in a conversational manner. Ask questions periodically throughout the conversation.

Goals: Answer questions about undisclosed but familiar topic, answer "wh" questions, etiquette when talking on the phone, turn taking

Materials: Phone, either real or pretend

Procedures: Make a pretend phone call to child and ask him questions about his school day, favorite movie, or his last therapy session. Can increase the difficulty of listening by using real phones and familiar/unfamiliar speakers.

Sentence Level

Materials: None.

Procedures: Have the child answer questions about school such as:

- What's the name of your school?
- What grade are you in?
- What kinds of people work at a school?
- Do you have a favorite subject?
- How many times a day do you get to play on the playground?
- What's your favorite kind of thing to eat at school?

It is best not to ask questions in a drill manner because the child will likely become quickly bored. It may help to begin telling about your school experience and throw in a question every once in a while. Or you could ask questions throughout another activity. In any case the conversation should seem natural as you assess the child's ability to understand and respond to questions.

**Step 10: To repeat accurately sentences
that have high predictability**

Materials: Repetitive book, such as Brown Bear, Brown Bear by Eric Carle

Procedures: The therapist reads the story to the child and encourages the child to begin telling the story. Because the story is so repetitive with different animals named each time, the child can easily predict the next page.

Materials: Toys that allow you to drop something into container, game such as Jenga

Procedures: After child repeats sentence to clinician may drop toy into container or take turn with Jenga.

Step 11: To process information while listening to competing stimuli. (Live voice with taped competing stimuli)

Goals: Auditory memory, learning to process the signal and blockout background noise, critical elements

Materials: Audio player, cassette tape with a recorded conversation; manipulatives, paper and crayons/markers, etc.

Procedures: Play tape player at a distance and move closer to the child until you reach a distance that is challenging to the child. Begin with simple exercises like: Draw a red circle, OR put the bunny on the bed, etc. Continue making items more complex and requiring more auditory memory. Make activity more complex by playing a game, recounting a story or having a conversation while tape is playing.

Materials: Tape recorder, tape of someone reading.

Procedures: While playing the tape of someone else's voice reading a short story, read 10 sentences to the child. The child should repeat each sentence after you.

Materials: Art project to make binoculars during "jungle week" or cooking project to make and decorate cupcakes during Valentine's/Christmas. Art project will require cardboard from center of toilet paper, green construction paper, glue, string, hole puncher.

Procedures: Clinician will place taped competing stimuli on floor next to child while clinician presents directions for project beside best hearing ear/implanted ear. Child follows the directions of each sentence and clinician can repeat sentence. Clinician says, "Cut the construction paper in half. Put the glue on one piece of construction paper." (Child completes the request.) Wrap the construction paper around the roll. Put the glue on the other piece. Wrap the other piece around the roll. Punch two holes at the end of the first roll. Now punch two holes at the end of the other roll. Put the string through the holes. Tie the ends of the string in a knot." Child may require help with this activity, such as having the construction paper pre-cut, putting a mark where each hole should be punched, and threading the thread through the holes. This activity will facilitate audition and language.

Sentence Level

Goals: Colors, shapes, and numbers. Identifying critical elements.

Prepositions.

Materials: A tape of ocean sounds, a tape player, short stacks wooden train (Discovery Toys), a barrier of some kind

Procedures: Make a train. Place a barrier between you and the child. Have the same number of colored blocks on each side of the barrier. Put the red triangle on the train. Get the blue circle and put it on the train etc. When you are finished, remove the barrier and see if the child's train looks like yours.

**Step 12: To process information while
listening with competing stimuli
(taped voice with taped competing stimuli)**

Materials: A taped version of If You Give a Mouse a Cookie by Laura Joffe Numeroff, pictures drawn of different scenes throughout the book

Procedures: The clinician will tape record herself reading If You Give a Mouse a Cookie with competing noise in the background. She will then play it for the child to listen to. Once the child is finished listening to the story the clinician will give the child the different pictures from the story. The child will then sequence the pictures and explain what happened during the story.

Materials: Copy a page from a coloring book or activity worksheet, a tape recorder, blank audio cassette with verbal directions that correspond to the worksheet/coloring book page

Procedures: The child listens to the audio cassette, which has directions on it in a taped voice (ex., color the cat purple, circle the dog, put an "x" on the tree). For competing stimuli, the therapist can play a radio in the background that has either music or a talk radio program on it.

Sentence Level

WORD LEVEL

Step 1a: To identify/imitate approximations of “learning to listen” sounds varying in suprasegmentals and vowel context at the end and then in the middle of a sentence

Materials: Car and airplane, train and bus, horse and cow.

Procedures: Play with the toys and make their sounds. (a) Have the child repeat the sounds in isolation. (b) Say, “The car says ‘beep, beep.’ What does the car say?” Pause and wait for her response. (c) Say, “The car says beep, beep and the airplane says ‘ah.’ What does the car say?” Pause and wait for her response. Do the same with the other two sets.

Goals: To expand auditory attention, to identify that a sound has a specific meaning, to encourage listening to suprasegmentals and vowel information, to develop approximations of varied suprasegmentals, to encourage spontaneous vocalization, to encourage spontaneous use of suprasegmentals

Materials: A box containing the following objects: Airplane, train, ambulance, pig, monkey, owl, and doll baby

Procedures: The therapist and the child sit side-by-side at the table in the therapy room. The box containing all of the objects is under the table out of the child's sight. The clinician chooses an object, holds it under the table, and introduces the object's sound before placing it on the table. For example, the therapist points to his/her ear and says, “Listen, ‘oo-oo-oo,’ I hear a train. Do you hear a train?” The train is placed on the table in front of the child. The therapist models, “oo-oo-oo” and waits for the child to respond. Then, “I hear a train, ‘oo-oo-oo’” and pauses to wait for child's response. Then, “I hear a train, ‘oo-oo-oo.’ Do you hear a train?” and waits for the child's response. The “learning to listen sounds” are presented using varied and exaggerated suprasegmentals, such as stress, duration, pitch, and loudness. This format can be modified according to the child's attention. Enthusiasm and positive reinforcement encourage the child to stay on task and are highly motivating.

Word Level

Goals: Sound/word associations, identifying object by sound, vocabulary expansion

Materials: Puzzle with items of transportation, book with farm animals ("Farm Animals", "The Farm Counting Book", "Good Morning Farm", etc.) and matching manipulatives, incidental learning through various activities (uh-oh, it's hot/cold, up, round and round, etc.)

Procedures: Use the puzzle, take out pieces and give board to child, starting with a choice of two, describe one of the two, child must identify the right piece you are talking about, (Get the airplane, it flies in the sky, aaah, aaah). To increase difficulty, increase choices until child can pick out object from whole set. Talk about the farm animals (manipulatives), and their sounds. Read book, ask child about the farm animals, see if they can identify then using the appropriate learning to listen sound, with appropriate suprasegmentals.

Goals: Child will produce the indicated sound, then identify the pictured object.

Materials: Cards with pictures of targets, Game; Memory

Procedures: Stimulus cards will be turned face down on table, clinician, child and parent will take a turn. The objective of the game is to match the pictures of the stimulus item. Clinician will begin activity. Clinician will turn over one card (ie. pig), produce the stimulus sound (oink, oink), then identify the item (pig). Clinician will then turn over a second card, trying to match the first card, she will again produce the stimulus sound then produce target word. If cards match clinician keeps the pair, if cards do not match they are turned face down again and remains in the same location. Next person will take his turn and complete task as indicated above.

Materials: "Learning to listen toys"

Procedures: Have "learning to listen" toys on table in front of child. Use hand cue to cover mouth and produce sounds of one the learning to listen sounds. Activities with these sounds would have been completed previously so child is familiar with them. Child must pick up correct toy by listening. After they pick up correct toy they must imitate the sound you made in order to put the toy away.

Word Level

Goal: To identify "round and round" as being associated with wheels.

Materials: Wheels on the Bus illustrated by Sylvie Kantorovitz Wickstrom, toy school bus, toy cars and trucks (small)

Procedures: The clinician is to introduce the learning to listen sound "round and round" for wheels. First the clinician is going to read Wheels on the Bus and really emphasize round and round. Then, sing the song and play with the toy bus and make the wheels go "round and round." The objective for this lesson is to associate wheels with "round and round" as much as possible. Finally, place several of the toy trucks and cars in front of the child and push the car around the table saying "round and round." From time to time pick up the car/truck and spin the wheels and say "round and round."

Goals: To identify "ow" as being associated with falling down.

Materials: Five Little Monkeys Jumping on the Bed, popsicle sticks made into monkeys, shoe box with slits in the top so the sticks can stand up

Procedures: The clinician will read Five Little Monkeys Jumping on the Bed to the child in a sing-songy voice. Each time one of the monkeys falls off the bed respond verbally, "ow" to emphasize this learning to listen sound. After reading the story through one time, pull out the shoe box with the stick monkeys. This time retell the story and let the child pull one monkey out at a time and when he hits his head be sure to say, "ow." Repeat this activity several times to allow the child time to understand what is being expected.

Goals: To identify "sh" as being associated with being quiet.

Materials: Polar Bear, Polar Bear, What Do You Hear?, pictures of the animals in the story

Procedures: The clinician will read Polar Bear, Polar Bear, What Do You Hear? After the key phrase "Polar Bear, Polar Bear, What Do You Hear" the clinician will pause and say "sh" as if to indicate to be quiet and listen to hear what noise the animal makes. Bring out the picture that matches the book and dramatize what he hears. After going through the book, retell the story just using the pictures (be sure to say "sh" and appear to be listening after "polar bear, polar bear, what do you hear?" each time.)

Word Level

Goals: Identify/imitate suprasegmentals of learning to listen sounds, turn taking

Materials: Objects representing learning to listen sounds small in size, and boxes or eggs—anything you can hide objects in

Procedures: Hide objects in boxes. Take turns picking object, shaking it and when you hear it say "I hear it!" Open box, make sound that represents object and then after child imitates sound bring object out for child to play with. Go around table taking turns opening boxes.

Materials: The objects that correspond with the Learning to Listen sounds.

Procedures: Using the learning to listen objects, have the child ID which one is being said at the end of a sentence. When the child correctly ID's the one being said he/she can put the object in its home.

Materials: The learning to listen sounds, car, airplane, owl

Procedures: Introduce each object as you take it out of a bag. Then say the airplane goes "ah." The car goes "beep, beep." The owl says "hoo, hoo." The airplane says (let the child fill in the sound.) "The car says____." "The airplane goes_____ in the sky." "The car goes____ down the road." "The owl says_____ at night."

Step 1b: To identify one, two, and three syllable words in isolation, at the end, and then in the middle of a sentence

Goals: Using targets incorporate spelling in goal. This activity is best for an older child.

Materials: Journal (preferably with a Disney character or anything the child likes on the front of it).

Procedures: Clinician will dictate a word, followed by a sentence to child and parent. After writing the sentence the child should read it back. Parents are encouraged to help with reading and writing if needed. This activity will also utilize turn taking, child will do dictation also. This personal journal can also be used as the child's daily planner or for AVT notes/lessons outside of therapy. Parents should also be encouraged to use a journal, not only for this exercise.

Goals: Identifying one, two and three syllable words in the middle of the sentence, critical elements, could also work on color, size, etc., vocabulary.

Materials: Fruit and vegetable manipulatives (Macmillan manipulatives have a box of these with a produce stand picture to put the manipulatives into), different color/size baskets/containers, each could represent a syllable pattern (1, 2, or 3).

Procedures: Explain and give examples of syllable shape before beginning. Explain that they are to put the object into the corresponding basket. Present sentence, ex: "Place the banana in the basket it belongs." Or, "Take a pear out of the basket."

Materials: Brown Bear, Brown Bear, pictures of animals(of various syllables)

Procedures: Read Brown Bear, Brown Bear to child. Animals seen by brown bear in story may be changed so that you may have 1, 2, or 3 syllable words. After reading, present the words in isolation, at the end and middle of sentence. Pictures of all of the animals should be in front of the child. He/she will point to correct picture after the words were given in isolation, at the end and middle of the sentence.

Word Level

Goals: To demonstrate recognition of her name, to demonstrate discrimination of one vs. two vs. three syllables, (e.g., Mom/Dad vs. Sally vs. Miss Debra), to produce the syllables in her name

Materials: Colorful plastic beads and a plastic string

Procedures: Therapist and child sit side-by-side and parent sits across from them at the table in the therapy room. Explain to the child that each time she hears a name called she should look at that person. Explain further that each time she is correct she can place a bead on the string. Both the therapist and parent will use the hand cue to encourage the child to listen rather than watch for visual cues. The therapist and parent begin by randomly saying the names in isolation. For example, "Mom," "Sally," and "Miss Debra." They can then alternate randomly saying the names in isolation; at the end of a sentence, "I see ____;" and in the middle of a sentence, "I see ____ at the table/in the chair." Clinician and parent can move to different distances and angles when presenting stimulus. Use acoustic highlighting in sentences to emphasize the names. Give lots of positive reinforcement to help keep the child motivated.

Materials: Very Hungry Caterpillar, construction paper, pictures of various foods

Procedures: Read the Very Hungry Caterpillar. Make a "caterpillar" from the bag with an opening for a mouth and various colors of construction paper circles for the body, draw antennas on the bag. Instruct child to listen and pick what the caterpillar wants to eat (he wants a hamburger, ice cream, plum). Feed caterpillar.

Materials: Objects that represent learning to listen sounds

Procedures: Place 3 to 4 objects on table. At first just say name of object and have child give you object. Then to expand, you can use a carrier phrase that places object name into the end or middle of sentence.

Word Level

Materials: Animals placed in front of child.

Procedures: Clinician reviews each animal with the child, 3 at a time with 3 varying patterns. The clinician presents with hand cue and beside best hearing ear or implanted ear. The horse is presented first, talk about the horse, play with the horse with the child. Then present the turtle, talk about the turtle, play with the turtle. Lastly, the clinician presents the elephant, talks about the elephant, plays with the elephant. Then the clinician places all three of the animals on the table in front of the child and asks the child to get the turtle. Once the child picks the turtle, the clinician tells him to put it in the box. The clinician can let the parent have a turn first to model desired outcome. Clinician proceeds with other two animals as with the elephant. Words can later be presented at end and in the middle of a sentence. This activity will facilitate language and speech.

A list of animals with one, two, and three syllables:

horse	turtle	elephant
pig	zebra	kangaroo
cow	donkey	antelope
dog	rabbit	anteater
cat	monkey	grizzly bear
sheep	giraffe	crocodile
bird	turkey	gorilla

Shapes can be used:

star	circle	triangle
------	--------	----------

Fruits can be used:

grape	apple	banana
peach	orange	apricot
plum	raisin	cantaloupe
prune	cherry	honeydew
pear	grapefruit	nectarine
date	mango	pineapple

Word Level

Materials: Pictures (Clown, elephant, horse, tiger, acrobat, tightrope, ringmaster, fire, dogs. . .), 3 circles to represent the 3 rings of the circus (can be cut from paper), a sentence for each objects to fit into the end of the sentence and one for the words to fit into the middle of the sentence.

Procedures: Using a circus theme the child will have to choose the correct object to put in the three ring circus. The pictures/objects should differ in syllableness.

Materials: Picture cards representing the following items:

cat, dog, cup, bee, train, bed

chicken, bottle, glasses, Barney, fingers, flower

telephone, kangaroo, hamburger, pajamas, coloring, basketball

Procedures: Picture cards are presented in threes, containing one picture from each group (1, 2, and 3 syllables).

To show that the child can identify these words in isolation the clinician begins with the following carrier phrase - "Show me the (pause) _____."

To show identification at the end of a sentence the clinician would say, "Where is the _____?" without pausing.

To show identification of the word in the middle of a sentence the clinician would say, "I can't find the _____, where is it?" without pausing between phrases.

All of this is done while withholding visual cues.

Materials: Dolls or stuffed animals, play food-cake, grapes, hot dogs, french fries, banana, ice cream cone

Procedures: Set up a picnic with your child and the dolls. Introduce all of the foods, one at a time. Then, set out three foods at a time that all have a different number of syllables (cake, french fries, ice cream cone). Request a different food item to eat. Take turns with the child, so that he/she can express his/her wants as well. Remember this is a good activity to target pronouns and possessives (I, he, she or his plate, etc.)

Step 2: To identify words having the same number of syllables but different vowels/diphthongs and consonants in isolation, at the end and then in the middle of a sentence

Materials: Animal objects: cat, goat, and sheep. Three medium-sized plastic cups of same color (non-transparent).

Procedures: The stimulus items will be placed under a cup, the cups will be rotated around several times and then the clinician, child or parent will guess which cup a specific item is under. Clinician lifts up the cup to look. If the person guesses correctly he takes a turn, if not, go to the next person. For example: Clinician: "Sheep". "Where is the Sheep"? Parent: "Sheep". "Where is the Sheep"? "The sheep is under the second cup". Then it is the Parent's turn to select the item to be found. Parent rotates the cups. Parent: "Goat". "Where is the Goat"? Child: "Goat". "Where is the Goat"? "The goat is under the first cup". Then the child takes his turn and uses the same procedure. Clinician and parent should begin activity to teach child the activity.

Goals: Identifying 1 word syllable shape; could address critical elements simultaneously

Materials: Use photographs, manipulatives

Procedures: Discuss and talk about the manipulatives or photographs on the tables. Set up for 3 or 4 items at a time. Present a sentence with stimulus item at the end. "show me the car" "point to the bug", "give mom the cow," etc.

Goals: Syllables, auditory memory, vocabulary, typical phrases (please pass the mustard)

Materials: Picnic baskets, blanket, various foods (pretend or real)

Procedures: Set up the picnic on the floor with food in the baskets. Instruct child to listen for what you want to eat - burger, mustard, ketchup, hotdog. Decrease/increase set size as appropriate. Allow child to tell you what they want. Pretend to eat and clean-up.

Follow-up: Go on a picnic and ask for different foods that you want with phrases such as "please pass the..", "I would like to eat..."

Word Level

Materials: Zoo uniset with animals or felt board

Procedures: Discuss with child what can be seen at the zoo. Place animals known by the child into the closed set (decrease/increase set size with unknown/known vocabulary as appropriate). Ask the child to put different animals in the zoo (ex. giraffe, penguin, zebra). Allow child to play with animals. It is best to pair this activity with a book or craft activity.

Materials: Construction paper, glue, scissors, magazines, string

Procedures: Select several magazines with pictures of spring. Have child cut out various pictures that they like of spring. Cut out a diamond shape from construction paper. In order to glue their pictures onto a diamond shaped kite, they must listen to which of their pictures they are to use. The clinician instructs the child as to which pictures to glue onto the kite.

Materials: File folder with a box cut out in front and stapled down the side, the clinician should staple a piece of saran wrap inside to make it look like a window, thematic pictures that are the same in the number of syllables

Procedures: The window folder should be completed. Pictures can be from coloring books that need to be colored as you create your scene or they can be from magazines. The clinician should instruct the child what pictures need to be placed in the scene. The child can instruct the clinician what to add also.

Materials: The following objects: Book, car, pig

Procedures: The therapist and child sit side-by-side at the table and parent sits across from them. The three objects are placed on the table in front of the child. The clinician requests the child to choose the correct object by naming the object in isolation. For example, the therapist says, "Pig..." After the child can correctly identify the objects in this manner, the therapist and/or the parent can use the following carrier phrases, "Give me the ___," and "Give the ___ to me." The objects should be requested in random order in the three different contexts. Encourage getting set to listen by using acoustic highlighting to emphasize the requested object. Be enthusiastic and use positive reinforcement to encourage child to stay on task and remain motivated.

Word Level

Materials: Pictures/objects that represent 1 syllable words

Procedures: Gather toys/pictures that represent 1 syllable words. A theme like animals should be chosen. Read words in isolation, at the end and middle of sentences to child. The child must pick up or look at the correct object.

Materials: Dollhouse with furniture (bed, chair, rug, couch, light/lamp, couch, shelf). Note: furniture should be monosyllabic words for this exercise.

Procedures: The therapist can lay on the table a field of 3 items in front of a doll house. The therapist tells the child what furniture to put in the house. For example, "Our house needs a bed" or "Put a rug in the house." Note: this can also be done with a colorform set or a baby doll and props.

Materials: Farm animals, barn, bucket

Procedures: Introduce the toys one by one. This is a dog, what is it? This is a cat, what is it? This is a horse, what is it? This is a goat, what is it. Then say, "Give me the horse." "Give me the goat." "Give me the dog." "Now put the dog in the barn." "Put the cat in my hand." "Put the horse in bucket."

Materials: Book-"Moo, Cow, Moo!", duck, horse, cow, pig

Procedures: Read the book "Moo, Coe, Moo" with your child. Be sure to take time to identify the animals and their sounds while reading. Next, bring out the animals (one at a time) that were in the book. Have the child identify the animals in isolation by picking out the animal that you name in the field of 4 animals. Then, as the child progresses, have the child identify the animal when prompted at the end of a sentence ("I want the [animal].") Finally, when appropriate, progress to presenting the animal name in the middle of a sentence. You can set this up by putting a barn on the table and instructing the child "put the [animal] in the barn." (Or, take the [animal] out of the barn. This is also good for targeting in/out.)

Word Level

Materials: None

Procedures: Stand in the therapy room with the child. Demonstrate to the child you acting out different verbs (walk, run, jump, sit, fly (stand with arms out to side, and lean from side to side), roll) while standing in place (would have to roll on floor to demonstrate roll). Then, say a word and the child has to act it out. Take turns with the child on giving and receiving the instruction. Then, expand to giving the instruction in sentences where the target is at the end of a sentence ("I want you to walk.") and later, in the middle of the sentence ("You should walk in place.")

Materials: Book-"Brown Bear, Brown Bear", manipulatives/pictures of animals in book and other animals or items of interest (examples: cars, trucks, boats, etc.)

Procedures: Read Brown Bear, Brown Bear with your child. Then introduce the animals from the book one at a time. After reviewing the animals, you can present the other manipulatives/pictures. Then, line several objects/pictures on the table and have the child identify what the brown bear sees. You can go through the animals he sees in the book and then start adding other objects (For example, "Brown bear brown bear what do you see? I see a boat looking at me.")

Variations: This activity works well when using objects/pictures of words with a particular sound in order to target that sound. (For example, if your child has difficulty with /k/, use words like cake, corn, comb, etc.)

Word Level

Materials: The Farmer Says - See N' Say toy (Mattel); picture cards of the following animals: sheep, dog, duck, frog, horse, pig, cow, bird, cat

Procedures: Use the picture cards to train the animal vocabulary words. Place 3 picture cards (or more depending on the child's level) on the table. Isolation level: Clinician/parent names an animal and child picks the corresponding card. End of a sentence: Clinician/parent asks, "Where's the ____?" Middle of a sentence: Clinician/parent tells child "Pick the ____." For all 3 positions, child is reinforced for correct responses by being allowed to pull the string on the toy to hear the sound made by the targeted animal. Three animals (coyote, rooster, turkey) are pictured on the See N' Say toy but will not be addressed in this activity because they are not one-syllable words.

Step 3:

(a): To identify words in which the initial consonants are the same but the vowels and final consonants are different in iso/end/mid

(b): To identify words in which the final consonants are the same but the vowels and initial consonants are different in iso/end/mid

Stimulus Items:

(a): *ball, bike, bird, bear; cow, car, cat; horse, hat; ring, rope; cake, coat; milk, mop; dog, dad; fish, fries; pear, peach; cake, corn, rice, roll; chip, cheese*

(b): *food, card; truck, book; man, pen; sheep, cup; map, cape, pup; poor, star, deer; tool, pole, mail; pot, feet, cat; pine, bone, corn; sad, bread, kid; bat, pot; fan, pen; cup, man; book, lock; lime, iam; juice, nuts; ham, aum; soup.*

Materials: Objects of stimulus items. Keep them in a bucket.

Procedures: As you pull each object out of the bucket, tell the child what each is called. Tell the child, "I'm going to say the names of some objects. When you hear me say a word, point to that object." Name each of the 12 objects. Next, use the carrier phrase, "Point to the _____" to get the child to name each one. Lastly, take the bucket and ask the child to put each object away by saying to him, "Put the _____ in the bucket."

Materials: Sets of paired objects

Procedures: Using a visual barrier, the therapist and the child each have the identical sets of objects. The therapist gives instructions using prepositions to the child, which includes two to three objects (see below for examples). Both the therapist and the child move the objects where they should be and the barrier is removed. The child can then see if he has placed the objects in the correct places, comparing his with the therapist's. Examples of Statements: "Put the ball between the cat and the rope." "The car is driving next to the bike." "The cat is going to sit on the bike and ride on top of the rope."

Word Level

Materials: Objects in front of the child or pictures of objects with marker/crayon/pen.

Procedures: Clinician presents words in middle of a sentence, requesting the child to follow the clinician's directions. Acoustic highlighting is used when need repetition, along with hand cue and close presentation to ear. Clinician places a pan, phone, and cane in front of the child and makes requests. Clinician: "Put the pan under your chair. Put the cane in the trash. Put the phone on the chair." OR Clinician places picture of bows, trees, pies in front of child and makes requests. Clinician: "Draw a circle around the trees. Put an X on the pies. Color the bows." This activity will facilitate speech and language.

Materials: A picnic basket and blanket, several picture cards (or the actual object) of the stimulus words.

Procedures: The clinician introduces that they are going on a picnic but they have to decide what to bring. The clinician presents the objects/ cards as they are paired above. Depending on the abilities of the child, the clinician will ask for the objects in isolation, at the end or in the middle of a sentence. When the child picks the right object he gets to put it in the picnic basket. This would be particularly good if the clinician could plan a good bit of the other activities with a picnic theme.

Materials: A picture card for each stimulus word; a plastic yogurt container with the lid made into a face and a hole cut for the mouth

Procedures: Clinician/parent places one pair of picture cards on the table at a time. Isolation level: Clinician/parent names one food out of the pair. The child points to the appropriate picture. End of a sentence: Clinician/parent asks, "Where's the _____?" Middle of a sentence: Clinician/parent tells child to "Put the _____ in." The child is reinforced for each correct response by feeding that food to the "face".

Materials: Puppet; a picture card for each stimulus word

Procedures: Clinician/parent places one pair of picture cards on the table

Word Level

at a time. Isolation level: Clinician names one food/drink from the pair. The child points to the appropriate picture. End of a sentence: Clinician asks, "Where's the _____?" Middle of a sentence: Clinician tells the child to "Put _____ in." The child is reinforced for each correct response by feeding that food to the puppet.

Step 4: To identify words in which the initial and final consonants are identical but the vowels/diphthongs are different in iso/end/mid

Stimulus Items:

*Cat, coat, cut; **pet, pot**; boat, bite; **dot, date**; map, mop; **goat, gate**; big, bag, bug; **bead, bed**; bat, beet, boat; **cat, kite**; dog, dig; **hat, hot**; sell, seal; **pin, pen**; bag, big; **rice, race**; tell, tall; **ball, bowl, bell**; sheep, ship, shop; **cap, cup, cop**; book, bike, back; **tear, tear**; mall, meal*

Materials: Pictures cut out from magazine, stimulus set of words, glue, construction paper

Procedures: Present and discuss all the pictures. Present two pictures. Present sentence with stimulus item at the end. Ex: "The boy is taking a bite." When child identifies the correct picture, have him repeat sentence. Ask him to identify other picture, come up with a sentence together. Use the first picture to begin collage after each set.

Goals: Using the following stimulus words: cat, coat, goat, gate, big, bug, etc.

Materials: Picture cards, rubber stampers and pads

Procedures: Two picture cards will be turned face up (initial and final consonants in targets should be same. ie. cat and coat). Clinician will present a stimulus word. Child will be instructed to imitate the word. If he identifies the correct word he gets a stamp. Clinician will then produce a sentence which may or maynot be the same stimulus word previously presented. Child should repeat the sentence. (ie. Clinician: Coat Child: Coat. Clinician: The cat is furry. Child: The coat is furry. The child stamps his sheet after one or two responses regardless of accuracy of response, but only allow him to exchange stampers or choose between stampers based on correct response. This way the child continues to be reinforced, but receives positive reinforcement with correct response.

Materials: Pictures of objects

Procedures: As you put each picture on the table, tell the child what they represent. Tell the child that you are going to name the pictures and you want her to point to the one you name. You may only want to put out 10 at a time. After she points to each picture, ask her to "Point to the ____." Then, ask her to hand each picture to you by saying, "Please put the ____ in my hand."

Goals: To expand auditory attention, to recognize spoken words based on vowel/diphthong differences in a small closed set, to identify common nouns, to encourage spontaneous vocalization

Materials: Groups of objects or pictures of objects

Procedures: Therapist and child sit side-by-side at the table and parent sits across from them. One group of objects (boat/bat/beet) is placed on the table in front of the child. The clinician requests the child to choose the correct object by naming one of the objects in isolation. For example, "boat." After the child can correctly identify the objects in this manner, the therapist and/or the parent can use the following carrier phrases, "Please point to the ____," and "Give/Hand the ____ to me, please." Request the objects in random order in the three different contexts. Emphasize the requested object by using acoustic highlighting. Be enthusiastic and use positive reinforcement to encourage child to stay on task and remain motivated.

Materials: Pictures, glue, construction paper

Procedures: Take pictures of objects of 1 syllable words whose initial and final consonants are same. The only difference is in consonants. Glue the two pictures on a piece of construction paper. Say the word. Have child point to picture. If unable to do so follow eye gaze. Say "Where's the cook/cake?"

Materials: Puppet, minimal pair cards/photographs whose words have identical initial and final consonants but differ with the middle vowel/diphthong.

Procedures: The therapist lays out a field of two or three minimal pair cards in front of the child. The therapist says one of the words and the child picks the correct picture card (ex. Book vs. bike). The child then feeds the card to the puppet.

Word Level

Materials: Picture that has target words contained in drawing, crayons

Procedures: First, go over picture and find all targets so that child is familiar with picture and can reduce time of trying to find object. When clinician calls out target word, child can color in picture.

Materials: Cut fish out of paper. Put a paper clip at the mouth of the fish). Make a fishing pole using a stick with string attached to the end and a magnet attached at the end of the string. Make a pond using blue paper in the shape of a pond/child pool. Use picture cards with the stimulus words.

Procedures: The clinician has the fish in the pond and the child has a fishing pole. The child has to listen to the stimulus being presented verbally in order to know which fish to get out of the pond.

Materials: Picture cards of stimulus words.

Procedures: The picture cards are taped around the room in their respective pairs. Above each pair is a color card. The child picks a card with a color on it from the table. They go to the appropriate picture pair and there the clinician asks for one of the cards. Depending on the abilities of the child the target word appears in isolation, at the end or middle of a sentence. The cycle continues until they have completed all of the pairs. Now the parent and the child make up a silly sentence or story with all of the pictures they have "won".

Step 5:

(a): To identify words in which the vowels and final consonants are identical but the initial consonants differ by three features – manner and place of articulation and voicing in iso/end/mid

(b): To identify words in which the vowels and initial consonants are identical but the final consonants differ by three features – manner and place of articulation and voicing in iso/end/mid

Stimulus Items:

(a): *mouse, house; ten, men; top, mop; phone, bone; corn, horn; can, man; fish, dish; clown, down; one, gun, sun; box, fox; bye, tie; feet, meat; bear, chair; rose, hose; jail, pail; cat, mat; kite, knight; bed, head*

(b): *comb, coat*

Materials: 5 pairs of words differing in initial consonants by 3 features, picture representations of the words mounted on cardboard

Procedures: Talk about the words represented. Play a matching game, identifying the two words that are alike EXCEPT for the initial sound.

Materials: Pictures of words are placed in front of child. Child is requested to pick up the card and repeat the word through drill.

Procedures: Clinician presents the word with hand cue beside the child's ear (then at distance). Acoustic highlighting is used as well as repetition if necessary. Child responds by picking up card of word they have heard and repeating the word. This activity will facilitate speech.

Materials: Objects of the stimulus words

Procedures: From a field of ten the clinician will ask for one object from each of the rhyming pairs. The target word will be in isolation, at the end or in the middle of a sentence depending on the abilities of the child. After the clinician has half of the objects s/he should make up a silly story about the objects, give them back to the child, and let the child ask for objects.

Step 6:

To identify words in which the vowels are final/initial consonants are identical but the initial/final consonants differ by two features:

- 1) manner and place (voicing in common)
- 2) manner and voicing (place in common)
- 3) place and voicing (manner in common)

Stimulus Items:

- 1) *moat, goat*
- 2) *man, pan*
- 3) *boat, coat*

Materials: Make your own rhyming word bingo game so you can control the target words

Procedures: Play rhyming word bingo and have child search for correct word on his bingo card.

Materials: Take copies of a train and place the picture on the back

Procedures: Using picture cards with the initial position differing both in place and in manner, manner and voicing, and place and voicing. Each pair is part of a train that every time the child chooses the correct card they get to match it of the completed train picture. Minimal pairs can be used to determine the stimulus items, the pictures can be taped to the back of the train pieces/cars.

Step 7

(a): To identify words in which the vowels and final consonants are identical but the initial consonants differ by one feature – manner of articulation in iso/end/mid

(b): To identify words in which the vowels and initial consonants are identical but the final consonants differ by one feature – manner of articulation in iso/end/mid

Stimulus Items:

(a): *hat, mat, bat, fat, cat; nose, clothes; hand, man; sail, mail; boat, coat, goat; chick, stick; house, mouse; red, head; ring, wing; meat, beet; moat, boat; dine, nine; dot, knot; dock, knock; share, chair; shop, chop; ship, chip; whale, mail; night, light; bead, weed*

(b): *bell, bed; man, mad; wig, wing; stem, step; plane, nlate cash catch; road rose; hone howl; kiss kit*

Materials: Barrier activity with divider (line drawing of a house, car, grass, sun and a tree). Stimulus items (cut out)

Procedures: Each person will give instructions. All barrier games should be identical at the end of the exercise. Clinician: Cat, put the cat in the house. Child repeats the directions and performs task. Child: Cat, put the cat in the house. The cat is in the house. Child: Bat, put the bat in the house. Clinician: Bat, put the bat in the house. The bat is in the house. Clinician: Coat, put the coat in the car. Child: Goat, put the goat in the car. The goat is in the car. Repeat the directions again acoustically highlighting the target word. Clinician: Coat, put the cooat in the car. Child: Oh, coat, put the coat in the car. The coat is in the car. When child doesn't correct the target acoustically highlight the target word and the erred word.....cccoat and ggggoat.

Word Level

Materials: 10 pictures or drawings to represent the words; a bucket; Lego blocks for reinforcement.

Procedures: With the Legos nearby, tell the child the words that represent the drawings. Tell her you want her to point to each one as you name it and you will give her 2 Legos for each one to build with after the activity. Name the objects and give her Legos for each one. Then say, "Point to the _____" for each one. Then say, "Put the picture of the _____ in the bucket." Be sure to give her Legos for each and let her play with them for a few minutes.

Materials: Bingo picture cards, Bingo pieces

Procedures: Child will play BINGO during this activity. Bingo picture cards with items will be placed on table and child will put Bingo piece on picture when hears the word, then repeat the word. Clinician presents the word beside best hearing ear (then at a distance) with hand cue. Acoustic highlighting used as well as repetition.

Clinician: "I see a bat." (Child places piece on correct picture.) "I see a mat." (" " " " " ") This activity will facilitate audition and speech.

Materials: Envelopes, M&Ms or any small candy, pictures the following words: Bat-mat; fat-rat; sat-cat; house-mouse; wing-ring; chick-stick

Procedures: Open each envelope and pull out the picture and tell the child what it is. Then have the child identify the pictures. Next have the child put an M&M on the picture that you say. "Put the M&M on the house." Then remove the M&M. Next have the child put the picture back in the envelope. "Put the chick in the envelope."

Materials: Cookie sheet; 10 magnet strips (1 inch) with adhesive backings; a picture card illustrating each stimulus word.

Procedures: Before therapy session, put one magnetic strip on the back of each picture card. (May want to laminate cards first.)

Clinician/parent puts one pair of cards on the table at a time. Isolation: Clinician names one word from the pair and child points to the appropriate picture. End of a sentence: Clinician tells the child to "Find the _____." Middle of a sentence: Clinician tells the child to "Put _____ on (the cookie sheet)." The child is reinforced for each correct response by being allowed to "stick" the picture on the cookie sheet.

Word Level

Materials: Wooden spoon; one magnet strip (1 inch) with adhesive backing; 10 small paper clips; a picture card illustrating each stimulus word

Procedures: Before therapy, attach the magnet strip to the flat side of the wooden spoon. Also, attach a small paper clip to each picture. Place one pair of cards on the table at a time. Isolation: Clinician names one picture from the pair and the child picks up the corresponding picture by placing the magnet (on the spoon) on the paper clip. End of a sentence: Clinician asks child "Where's the _____?" Child picks up the picture using the spoon. Middle of a sentence: Clinician tells the child to "Pick the _____ up." Child picks up the picture using the spoon.

Step 8:

(a): To identify word in which the vowels and initial consonants are identical but the final consonants differ by only one feature – voicing iso/end/mid

(b): To identify word in which the vowels and final consonants are identical but the initial consonants differ by only one feature – voicing iso/end/mid

Stimulus items:

(a): *bus, buzz; cop, cob; lock, log; dock, dog; cart, card; bag, back; bad, bat; pat, pad;*

(b): *dime, time; fan, van; C, Z; Sue, zoo; face, vase; jeep, cheap; coat, goat; beach, peach; van, fan; toe, doe; peas, bees; time, dime*

Materials: Drawings of stimulus words, the game Hold the Phone.

Procedures: Tell the child the words that represent the drawings. Tell her you want her to point to each one as you name it and you will give her a disk from the game so that she can play after the activity. Name the objects and give her a disk from the game for each one. Then say, "Point to the _____" for each one. Then say, "Put the picture of the _____ in the bucket." Be sure to give her a disk for each and allow her to play a game of Hold the Phone after the activity.

Materials: Pairs of objects or pictures of objects

Procedures: The therapist and child sit side-by-side at the table and parent sits across from them. A pair of objects/pictures (van/fan) is placed on the table in front of the child. The clinician requests the child to choose the correct object by naming the object in isolation. For example, the therapist says, "van." After the child can correctly identify the objects in this manner, the therapist and/or parent can use the following carrier phrases, "Please point to the _____," and "Give/Hand the _____ to me, please." The objects should be requested in random order in the three different contexts. Emphasize the requested object by using acoustic highlighting. Be enthusiastic and use positive reinforcement to encourage the child to stay on task and remain motivated.

Word Level

Materials: Rhyming dictionary (this helps to come up with stimulus words if you do not have a stimulus book); two copies of each picture stimulus card; plastic toy garbage can; puppet or decorated box with a slit/opening in the top

Procedures: The therapist puts one set of cards on the table (ex. coat and goat) and says one of the words. The child then picks the card he hears. Then the therapist can replace the card the child took with an identical one. The therapist says one of the words again and the child picks the card that he hears. If he has a match of two cards in his hand, he feeds the match to the puppet or puts the matched set in the box. If he does not have a matched set in his hand, he feeds the two unmatched cards to the trash can.

Materials: Pictures that rhyme on a paper that can make a small book, cover/back of the book, string to hold the pages together

Procedures: The clinician will have made prior to the session pages with pictures on the pages. There should be two pages that rhyme. Let the child pick out the cover that he/she would like to have. With two pages on the table at a time the child must listen to the stimulus in order to know what page to put into the book first. At the end the child has a book to take home and practice listening to the rhyming to see if the parent is saying it correctly.

Materials: Pictures of the following: bag-back; mouse-mouth; cat-calf; far-farm. Get the self-stick magnet strips and put them on near the top of the picture. Small fishing pole (a stick with a magnet attached to the end of a string will do).

Procedures: Introduce the pictures. Have the child fish for the picture he hears. Then say "Fish for the cat." "Fish for the farm." After the child has caught all of the fish, have him "Put the mouse in the pond etc."

Materials: Pictures of the following: duck-truck; fan-van; goat-coat;

Procedures: Beanbag toss. Tape each picture on a small beanbag. Then the child throws the bean bag into a big basket. The clinician says, "Toss the duck." "Toss the fan etc." After all the beanbags have been tossed the child can, "Get the van and put it on the table."

Word Level

Materials: Boxcar, picture cards of words such as bat/bad, cap/cab, back/bag, coat/goat, pat/bat, sue/zoo, etc.

Procedures: Review the picture cards with the child. Instruct the child to drive over the picture you say. Take turns with the child, so the child can practice expressively discriminating between the similar words.

Step 9:

(a): To identify words in which the vowels and final consonants are identical but the initial consonants differ by only one feature – place of articulation iso/end/mid

(b): To identify words in which the vowels and initial consonants are identical but the final consonants differ by only one feature – place of articulation iso/end/mid

Stimulus Items:

(a): *key, tea, knee, bee; mouse, house; book, cook, hook; cat, hat, bat, fat; mop, hop, pop, top; goat, boat; goal, bowl; door, boar; ball, doll; pipe, type; pen, ten; pill, till; B, D*

(b): *cat, cap, cab; mat, man, map; rat, ran, rag; bat, back; plane, plate; sheep, sheet; dock, dot*

Materials: Minimal pair cards/photographs/pictures, a decorated shoe box with a slit cut in the top

Procedures: The therapist lays out a field of two or three minimal pair cards in front of the child. The therapist can either say a word in isolation or in phrases (depending on the level of the child) and the child picks the correct card. Once all the cards in each minimal pair set are chosen, that set can be taken and the child can put them in the box.

Materials: Target word with paper clips attached, magnet

Procedures: When therapist says word, have the child pick up target word with magnet.

Materials: Pictures of words, styrofoam cup, jellybeans

Procedures: Obtain pictures of pairs of words in which vowels and initial consonants are identical, but the final consonants differ by only 1 feature - place of articulation. Put 2 pictures in front of child and say the word that describes the picture. Child points to picture of word they heard. If correct, they receive 5 jellybeans. If the child fills small Styrofoam cup with jellybeans, they may eat them.

Word Level

Materials: Chutes and Ladders.

Procedures: The clinician presents each word with hand cue beside best hearing or implanted ear/Acoustic highlighting and repetition can be used. The clinician presents a sentence, e.g. "I bought a goat from my dad." The child repeats the sentence with emphasis on the word "goat" and then gets a turn with the game. The competitive nature of most games will encourage the child to listen closely so that he/she can get a turn. After the child correctly identifies the word, the child gets a turn being the therapist and makes a sentence for the clinician to repeat. Then the clinician gets a turn at the game (if repeated correctly.) This intensifies the competitiveness of the game. This activity facilitates audition and speech.

Materials: A grid of sixteen picture cards

Procedures: The pictures are set up in a 4 x 4 grid (if the child needs a smaller set reduce it to 3 x 3). The child gets to play a game of Bingo, where the clinician uses the target word either in isolation, at the end or in the middle of a sentence. He then puts a chip on the picture. The child is trying to get four chips across, down, or diagonally. Several games can be played because each time is new and in random order.