

Goal 1: The child will establish interactive, turn taking, and imitative behaviors.

Goal 1 is appropriate for the nonverbal child, the child with low verbal skills, the resistive or frustrated child, and the child with developmental delays. Skip this goal for any child who readily interacts verbally and who demonstrates verbal imitation skills.

This goal gradually eases the child into verbal imitation tasks, a prerequisite to speech practice. You may need to do this briefly, not at all, or for longer periods depending on the child's needs. This goal will start a relationship between you and the child that helps establish trust, cooperation, and communication.

Initially, therapy may incorporate activities that facilitate joint attention and interaction. To learn to use oral language, children need experience with social interactive play, turn taking, and imitative skills. The young child with DVA may demonstrate these skills, but have low or no accompanying verbal skills. This goal takes the child through this sequence again, but adds the component of verbalization. This goal also works well with the child who is resistive, noninteractive, and speech-impaired.

Early sound production will be added to play activities in this goal, but initially there should be no communicative pressure. During this time, establish turn taking and imitation behaviors, first with actions and then with vocalizations. The child needs to build trust in you and develop confidence in his ability to communicate. Gradually increase the number of turns the child stays in an interaction.

Begin each therapy session with movement activities, and incorporate movement into each activity.

Tips

In order to develop the partnership of communication with preschool children, MacDonald and Carrol remind us to interact with the child in the following ways:

- use balanced turns: the child takes the lead, but each partner plays an equal role with neither dominating the interaction.
- be responsive: respond to the child's communications, whether verbal or nonverbal. Wait, pause, and look for continued action or communication.
- match actions and communications: start where the child is, matching your actions and communications to his rather than starting at a level that is too advanced. Then, progressively show the child new or more advanced ways to play and communicate.
- be enthusiastic and play actively with the child.

- Step 2** Give the child the *Arranging Flowers* activity sheet and have him help arrange flowers. Each time he imitates a CVCV, he gets a piece of tissue paper. When he repeats the CVCV two more times in imitation, he can scrunch it between his fingers and glue it to a flower stem. Have him do several tissue balls per stem to make a flower.
- Step 3** When the vase is full of flowers, write the target CVCVs on the vase and table and put the sheet in the child's Turtle Book for home practice.

Activity 6

- Materials** *Making Cookies* activity sheet
Playdoh
cookie sheet
spatula
small bag
Sound Picture Cards for targeted consonants
brown construction paper
black marker, tape, and glue

Action Activity

- Step 1** Form the Playdoh into balls. Use the same procedure as in Activity 2 for creating and practicing syllables and for using the Sound Picture Cards.
- Step 2** Have the child help you make cookies. Each time the child imitates a CVCV, she gets a ball of Playdoh. Have her say the CVCV once more in imitation. Then, help her flatten the Playdoh into cookie shapes using the spatula.
- Step 3** Have the child repeat the CVCV to put the cookie onto the cookie sheet. Continue to target CVCVs until all are practiced. Then, pretend to cook the cookies.

For additional practice, put the cookies into a small bag one at a time as the child imitates the CVCVs.

Activity Sheet

- Step 1** Cut out the cookies from the bottom of the *Making Cookies* activity sheet. Use the procedures from Activity 2 for creating and practicing syllables and for using the Sound Picture Cards.

If the child still can't elevate his tongue for /l/, try an alternative placement such as an interdental position. Tongue positioning can be refined once the child has better tongue control.

- Probe to see which tongue placement for /r/ is easiest for the child. If the child is unable to produce /r/, it may be helpful for him to produce another phoneme and glide into the /r/ sound. Suggested phonemes to pair with /r/ include /t, d, k, g, i/ and /y/.
- If the child can't achieve /r/ placement, try using tactile stimulation between the tongue and the points of articulation for the /r/.
- If the child persists in gliding, try a different mouth posture. For example, have the child try smiling slightly when producing /l/ and /r/ blends to reduce the tendency to round the lips for a /w/ sound.

Activity 1

Materials *Trailer Life* (Sound Group) activity sheet
crayons and pencil

Step 1 The *Trailer Life* activity sheet contains pictures of many /l/ and /r/ blend words. Tell the child about all of the things you can see in and around the trailer. Have the child color or circle the pictures of the words being targeted.

Step 2 Write target words on the page for home practice. Use the suggested target words in Appendix G or your own. You may use this page twice, once for /l/ blends and once for /r/ blends.

Activity 2

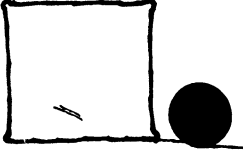
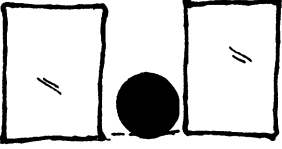

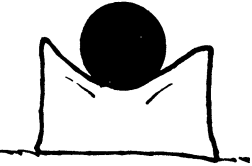

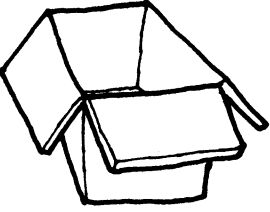

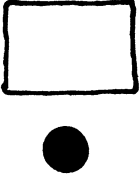
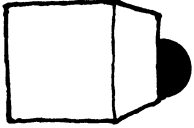
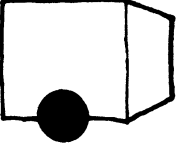
Materials *Speedy Delivery* activity sheet
8" x 11" white paper
large paper grocery bag
construction paper
scissors, crayons, glue, and tape

Action Activity

Step 1 Cut the sheets of 8" x 11" paper in half so you have 6 to 10 sheets. Write a target blend word on each sheet. Put the open grocery bag in the middle of the room.

Multisyllabic Word Pictures

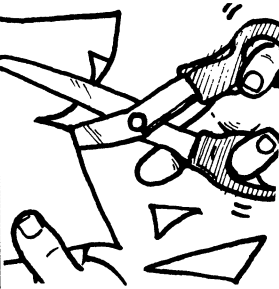
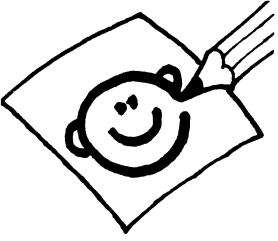


2 syllables

 <p>beside</p>	 <p>between</p>	 <p>dirty</p>	 <p>heavy</p>
 <p>little</p>	 <p>open</p>	 <p>over</p>	 <p>under</p>
 <p>in back of</p>	 <p>in front of</p>		

3 syllables

Verbs

1 syllable

 <p>cut</p>	 <p>draw</p>	 <p>eat</p>	 <p>drink</p>
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