

# SESSION 11

AT HOME

SAMPLE

## SPEECH AND LANGUAGE SESSION FOCUS

## LABELING

On the surface, labeling can be seen as simply the naming of objects. Indeed, a parent is happy when they ask a child, “What is this?” and get the appropriate response. However, parents can also grow frustrated when they ask a child to say a word many times without success (“Say ‘dog.’ Dog. Bow-wow, say it.”).



Parents normally love the process of teaching words, and we as interventionists need to teach them how to do it effectively. The more that a child hears the name of an object, the more likely they are to say it. The home environment provides everything that is needed to make this interaction more successful.

## TODAY’S PLAN

The first part of naming an object is knowing what an object is called. Parents should be encouraged:

- To name objects in the house in front of the child.
- Not to expect a child to name everything immediately.
- To be a good role model by frequently naming things.
- To celebrate when a child identifies an object with words like “this” and “that.”

The second part of naming includes practice saying the names of objects.

Parents should:

- Begin by naming objects that are meaningful to the child.
- Ask the child to name objects that they need or really want.
- Request the words that a child is already using.

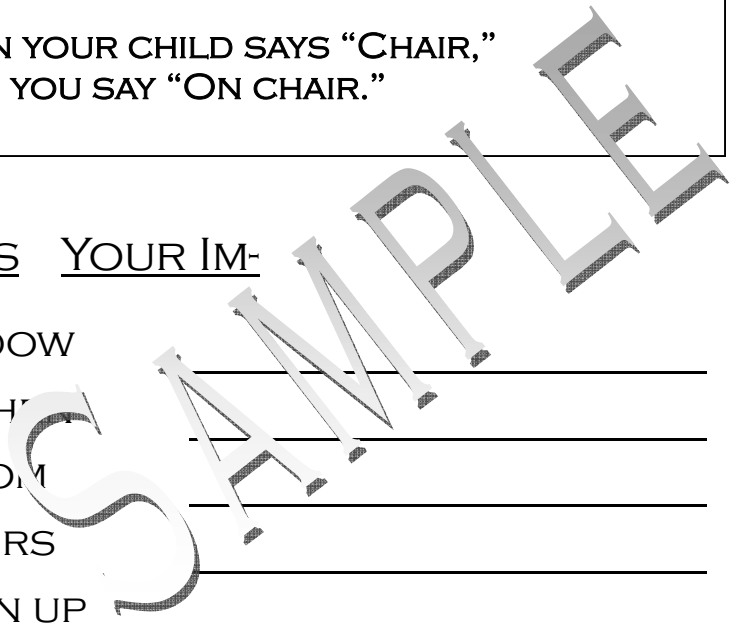
SAMPLE

<p><b>S</b><sub>IGN</sub></p> <p><b>M</b><sub>ODEL</sub></p> <p><b>I</b><sub>MITATE</sub></p> <p><b>L</b><sub>ABEL</sub></p> <p><b>E</b><sub>XPAND</sub></p>	<p>USE THESE SIGNS AND WORDS TOGETHER.</p> <p>SIT      GET UP      TV</p>
	<p>USE SIMPLE PHRASES.</p> <p>“OPEN DOOR”    “IN YOUR ROOM”</p>
	<p>IMITATE SOUNDS, SIGNS, WORDS, AND GESTURES THAT YOUR CHILD USES.</p> <p>IMITATE BRUSHING YOUR TEETH.</p>
	<p>NAME OBJECTS IN YOUR CHILD’S ENVIRONMENT.</p> <p>“STOVE”    “COUCH”</p>
	<p>ADD WORDS TO WHAT YOUR CHILD SAYS.</p> <p>WHEN YOUR CHILD SAYS “CHAIR,” YOU SAY “ON CHAIR.”</p>

IMPORTANT WORDS    YOUR IM-

DOOR  
 PAPER  
 CHAIR  
 SOFA  
 TABLE

WINDOW  
 KITCHEN  
 ROOM  
 STAIRS  
 CLEAN UP



<p><b>S</b> SEÑALAR</p> <p><b>O</b> FRECER MODELOS</p> <p><b>N</b> OMBRAR</p> <p><b>R</b> EPETIR</p> <p><b>Í</b> MITAR</p> <p><b>E</b> XTENDER</p>	<p>JUNTE SEÑAS Y PALABRAS.</p> <p>SENTAR LEVANTAR LA TELEVISIÓN</p>
	<p>DIGA FRASES SENCILLAS.</p> <p>“ABRE LA PUERTA” “EN LAS ESCALERAS”</p>
	<p>NOMBRE OBJETOS EN EL AMBIENTE.</p> <p>“ESTUFA” “SOFÁ”</p>
	<p>REPITA SONIDOS, SEÑAS, PALABRAS, Y GESTOS QUE USA SU NIÑO.</p> <p>IMITA SU NIÑO CUANDO SE CEPILLA LOS DIENTES.</p>
	<p>AÑADA PALABRAS A LO QUE DICE SU NIÑO.</p> <p>CUANDO SU NIÑO DICE “SILLA” USTED DIGA “EN LA SILLA.”</p>

PALABRAS IMPORTANTES

SUS

LA COCINA  
 LA SILLA  
 LA MESA  
 LA CUCHARA  
 EL CUCHILLO

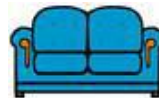
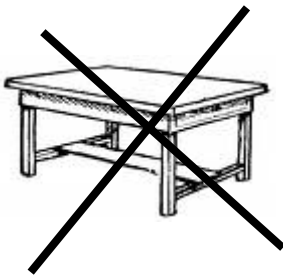
LA VENTANA  
 EL SCA  
 EL PLATO  
 EL TENEDOR  
 EL CUARTO

# AT HOME / EN LA CASA

# 11.3

TAKE TURNS CHOOSING EACH OBJECT AND THEN LET THE CHILD FIND IT IN THE HOUSE. CROSS EACH OBJECT OUT AFTER YOU FIND IT.

TOME TURNOS BUSCANDO CADA OBJETO Y PIDA QUE SU NIÑO LO ENCUENTRE. TÁCHELO DESPUÉS DE ENCONTRARLO.




SAMPLE


# SIGNS / SEÑAS



**I want**  
**Quiero**



**Get Up**  
**Levantarse**



**Television**  
**Televisión**