



MY VOCABULARY
&
LANGUAGE BOOK

"A Positive Way to get your Child to Talk"

NAME: _____

DATE: _____

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INTRODUCTION

This book is created by using photographs and pictures from catalogues, magazines and flyers using the words and concepts your child knows. These visual cues become the central point in the initiation of communication skills or in expanding communication skills.

Children enjoy making this Vocabulary Book and generally there is a strong feeling of ownership if your child has participated in cutting and pasting the pictures in the book.

CONSOLIDATING VOCABULARY & BUILDING LANGUAGE SEQUENCES

This is your child's vocabulary – the words that he/she uses to communicate and interact in the home and in the environment. This is your child's unique set of words and therefore, no attempt is made to provide a word list that your child should learn or follow.

The family and the environment will dictate the words the child uses and wants to use. While many words may be common to children in urban and rural settings – words that relate to food, shelter and clothing - there are significant influences from each setting that create the uniqueness in vocabulary and oral expression.

The isolated words are connected to build meaningful phrases and sentences and this framework is used to generate conversational speech patterns and “interactive” conversation

The **Communication Profile Format**, from the PARTNERS in COMMUNICATION Program, is provided to document the words your child can say or attempts to say. In addition, space is provided to record some special features of your child, e.g. the books and TV shows he/she likes; games; special friends; etc. This information provides an insight into areas to be explored for vocabulary items; vocabulary expression and for language development.

THE PROCESS

The process is to consolidate and build your child's vocabulary skills and encourage him/her to use the words to develop language sequences and structures for oral expression. The development is as follows:

1. VOCABULARY

Focus on the words the child can say or is attempting to say.

The Vocabulary Book encourages the child to respond to the visual cue spontaneously. Once this spontaneity is achieved, even with very few words, the foundation for language can be initiated with primary word-combinations, e.g. 'Hi Dad'; 'Dad(s) car'; 'Papa(s) house'; etc.

2. LANGUAGE

The simple word-combinations are developed into longer and more complex language structures.

3. ARTICULATION

While the correct production of a word is modeled and prompts provided when the child say the word, the focus on speech-sound skills is introduced only when the child appears to be confident in his speech-language skills and is more receptive to making speech-sound changes.

VISUAL SUCCESS

Acknowledging SUCCESS is very important for the child. Encourage the child to use a marker, a stamp or a sticker to record each successful response to the visual cue. This is also a record of the child's performance and establishes the foundation for future activities in the child's quest for language development and oral expression.

THE GOAL

To 'Initiate, Consolidate and Expand'

Your child's Oral Expressive Communication Skills

The objectives are as follows:

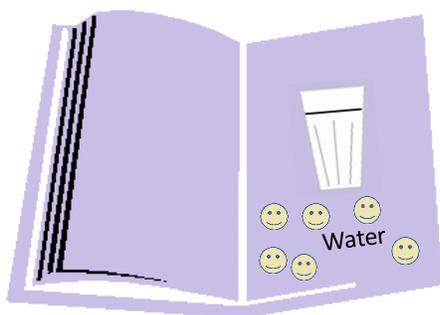
1. To give your child an opportunity to express his/her vocabulary and add new words.
Even if there is only one picture in the book and only one word your child can say - it is an accomplishment that builds your child's self-confidence and self-image.
2. To encourage your child to say the words he/she knows upon request.
This is the beginning of social-interaction - "talking with you".
3. To build your child's vocabulary.
*The words & pictures in The Talking Books are your child's vocabulary and experience.
There is no pressure to learn words your child is not using or will not use.*
4. To use the visual items to develop word combinations and language sequences.
Using the words your child can say facilitates this process.
5. To encourage the parent/s and your child to work together on a project.
Your child assists into finding pictures, pasting the pictures, coloring and/or drawing pictures for his/her Vocabulary Book
6. To build confidence and ownership of the books made
- 7.

The focus is on your child and your child's potential.

NOTE: There is no emphasis on the way your child says a word (articulation or sound production) at this time, however, the correct pronunciation of the word may be modeled and included within the informal and casual child-adult interaction.

THE BOOK

ONE PICTURE PER PAGE - SINGLE-WORD RESPONSE



Begin the Vocabulary Book with one picture or photograph per page so that the visual cue is clear and the child is not distracted with multiple pictures.

If photographs of siblings or extended family members are used, then it is valuable to write the name of the person below the photograph so that a listener who is not familiar with the child's speech pattern can acknowledge what the child had to say and model the name correctly for the child.

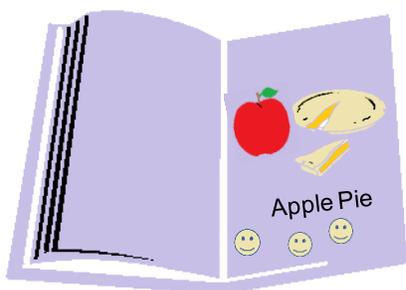
Note: Paste one picture per two opened-pages until the child is able to respond to the single picture per page to avoid contrasting cues (pictures on two pages) that may confuse the child

Use stickers to engage the child in the activity; to reinforce learning and to provide a record of learning and success and to keep the process 'interactive'.

THE EXPECTATION

1. To have your child say the 'isolated' word when he/she sees a visual cue of the word – a photograph or a picture in the 'book'.
2. To use the words your child can say to build word-combinations and sequences.

TWO PICTURES PER PAGE - TWO-WORD RESPONSE



This format places the two pictures side by side to create and develop word-combinations, e.g. "Apple Pie"; "Mom Book"; etc.

Isolated vocabulary is now being channeled into 'expressive language'

Note:

1. Use Photo Album pages so that the photographs and pictures can be moved easily to create word-combinations.
2. If there are too many vocabulary items it is best to separate the pictures into categories to keep the 'books' small and easy to manage.
3. The categories may include:
 - i. My Family & Friends
 - ii. The Foods I Like
 - iii. My Favourite Toys
 - iv. Clothing
 - v. My Room, etc.