

**Step one: model the words** – use them in context, e.g. when you are doing craft activities, when you are playing in the home corner or at the dinosaur table, when you are looking at a dinosaur book, etc. so the child can hear the word and see what it refers to.

**Modelling words is VERY important as they need to hear it and see what it means to learn it. Understanding is first, then using it.**

**Step two:** test to see if the child understands the words, e.g. show them two pictures or objects - a picture/object of the word you are testing and a different picture/object. For example,



cold



hot

and ask them, “Show me cold” or “Which one is cold?” Record answers on the outcome measurement sheets.

**Step three:** test to see if the child can say the words. For example, Show them a picture / object, e.g. winter words: **icy**



Ask the child, “What’s this?” If they can’t tell you, offer them a choice, e.g. “Is it raining or is it icy?” record that they can or can’t tell you when you offer them a choice. **If they can’t tell you, go back to the modelling stage (step one) and give them more time hearing this word in context and then follow step 2 and step 3. Don’t rush the steps.**

Try to elicit the word in context, e.g. if one of the words you have been modelling is sticky, touch the glue and say, “Yuk! It’s really \_\_\_\_\_” leave a pause for the child to fill. If they don’t say the word, prompt them by, for example, starting the word, “It’s really sti....” If they can’t use the words, go back to the first stage.

**You can do this with vocabulary:**

- **In craft activities**, e.g. making snowman cards: 1. sticky (glue), 2. soft (cotton wool), 3. round (body and head), 4. buttons (eyes), 5. Face. Model the words while you do the activity (step one). Look at the card with the child later on in the day and model them again – see if you can do this again later in the day, and then test understanding the next day or two days later depending on when you think the child is ready to be tested at step 2. You might think they need more modelling and that is fine, model for as long as the child needs to hear the words and see what they mean.
- **In music activities**, e.g. 1. Hop 2. Stamp your feet 3. Clap your hands 4. Turn around 5. Rub your tummy. (you can do movements, body parts, actions, e.g. stand next to the table, stand behind me, sit under the table, etc.)
- **On the activity tables**, e.g. dinosaur vocabulary to model on the dinosaur table, words to model at the home corner, etc. (The therapist is making you some!)
- **When you look at books**
- **About your topic, e.g. Winter.**
- **Snack time**, e.g. 1. Pour 2. Cut 3. Wipe 4. Spill 5. Soft. **You can do it with anything!**

<b>I can understand .....</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			
<b>4.</b>			
<b>5.</b>			

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<b>1.</b>			
<b>2.</b>			
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<b>4.</b>			
<b>5.</b>			

<b>I can say .....</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
1.			
2.			
3.			
4.			
5.			

<b>I can say .....</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
1.			
2.			
3.			
4.			
5.			

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