

# Development of Receptive Language

LLP Projekt ECI2.0

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This module includes materials a) how to foster the development of children (age 0-3) in a family-oriented way and how to accompany parents and b) guidelines for professionals.



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## The Development of Receptive Language

Long before children are even able to speak, they learn to understand spoken language that they hear (mostly from their family members). Understanding spoken language (and later written language) not only involves the meanings of the words, but also the feelings, sounds, facial expressions and gestures related to them.

Early on in life, it can be particularly helpful if the child can connect language to different signals and sensory perceptions: e.g. parents point to an item, name it, show their joy and explain how to use it. Every-day items can easily be used for this.

You might have noticed that your child is sensitive to the sound of your voice, and can appear to “freeze” for a second (as they pay attention to you), if you call them or say “look“. Babies respond to “exaggerated” speech (e.g. higher pitch) more intensely. Many parents use very emotional infant-directed speech (“babytalk“).

Understanding language also means being able to understand the context of meaning: during the course of a lifetime, children learn to understand language in more and more complex structures (first they understand single words, then sentences, and then increasingly difficult grammatical structures, etc.).

Therefore, to develop receptive language skills, it is important to divide sequences and sentences into smaller parts or reinforce language by 1) making eye contact with the child, 2) approaching the child, and 3) pointing at an object, or 4) doing something together with the child.

For more subtle distinction between forms of speech, it can be helpful to support hearing or discrimination: e.g. imitating the rhythm of a drum or listening to specific sounds in nature helps a child to concentrate on acoustic signals, recognize, discriminate and imitate them.

Children and babies love repetition. They enjoy it if a story is told the same way again and again and if they can predict the next sentence, word or sound. Early on in life, receptive language mostly concerns repetition of the familiar.

Later on, receptive language development can be supported by telling or reading stories to your child, so that your child gradually increases their vocabulary.

Long before your child starts to speak, he creates a “linguistic map” of his world, which has been introduced to him, particularly by parents and family. Do not underestimate the amount of words and phrases your child learns from you in every-day life. When you are standing in the kitchen cooking, support everything you do linguistically: e.g. explain to your child everything you are doing, “now I am stirring, now I am putting salt in the water...” This will add to your child’s lexicon and to the likelihood that he will use it actively later on. However, receptive language needs a functioning auditory system, which is why in many countries, the first hearing test is undertaken shortly after the baby’s birth (the test is completely painless).

If you are concerned about your baby, for example if he barely responds to his own name or to spoken language in general, please consult a specialist (otolaryngologist) early on, so they can perform an in-depth hearing test. Remember, language is a window into the world.

**AIMS**

- RLS1 : Your baby turns his head towards the person who is talking and looks at them for at least five seconds.  
RLS2 : Your baby calms down/stops “chattering” when he hears a familiar sound.  
RLS3 : Your baby follows the lip movements of a person who is talking to him.

**ICF CODE**

- b1560  
b1560  
B140

**YOUR BABY CAN ALREADY:**

- Become scared by a sudden sound or noise.
- React to human voices.
- Stop and listen when he hears a sound.

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- Make sure that you use your baby's favorite toys.
- Maintain eye contact with your baby when doing these activities.
- Talk to your baby about what is happening when doing these activities.
- Use short sentences and simple words when talking to your baby.
- Use facial expressions, pointing and varied tone of voice during interactions.
- Make use of your baby's daily routines, such as feeding or nappy changing time for these activities.
- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- Make use of and repeat the activities that your baby likes.
- You will get more of your baby's attention if you adopt a joyful, childish and excited manner

**ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

RLS1; When your baby is playing or during times when he is not looking at you or cannot see you, talk to him with a louder voice or call his name. Observe whether he changes his behavior (looks around or stops playing etc.).

RLS2: When your baby is restless, crying or uncomfortable, talk to him before you go near him. Make sure that he hears your voice before he sees you. Observe whether he stops crying when he hears you.

RLS3: Bring your face to about 30cm away from your baby's face. Get his attention and play with him using facial expressions, talking to him all the while. When you change his nappy, feed or hug him, repeat these actions and allow him to follow your actions.

**USEFUL OBJECTS OR CONDITIONS:**

- Objects that will get your baby's attention. Shiny, colorful and noisy toys and accessories (earrings, necklace etc) aluminum foil (RLS 1).
- You might wear red lipstick to get your baby's attention (RLS3).

**AIMS**

RLS4: Your baby looks in the direction of a person who is talking to him.

RLS5: Your baby turns his head and looks for the source of a sound.

RLS6: Your baby stops grumbling when he hears a sound..

**ICF CODE**

b2302

b2302

b1401

**YOUR BABY CAN ALREADY:**

- Turn his head towards the source of a sound.
- Guess the routine that will follow when he sees familiar objects. For example, when he sees a bottle, he can guess that it is feeding time and gets excited, starts smiling and/or moves his hands/arms.
- Calm down when you hug him.
- Stop crying when someone talks to him.
- Enjoy voice games/chattering.

**ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

RLS4: Whenever you are out of your baby's sight, (times when he is not looking at you or you are behind his back) talk to him with a louder voice and see if he looks for you.

RLS5: Make a sound with a toy (repeat about three times) when you are at your baby's left side (behind him) and then at his right side (again behind him). Observe whether your baby turns his head or shows signs that he is looking for the source of the sound. If he has difficulty reacting to sounds, you should contact your doctor to check his hearing ability. To help him look for the sound or look in the direction of the sound, use his favorite noisy toy or any noisy object (e.g. musical box or alarm clock). First, let him listen to the sound that the object makes so that he recognizes it. Then, show him the object, go farther away, hide the object under a cloth or behind the sofa, make the sound and wait for your baby to look for the sound. If necessary, model the activity for him and look for the sound together. After you have done this, you might try hiding the object again. When you hide the object, you needn't hide it in a difficult place. Your aim is encourage your baby to look for the sound and turn himself in the direction that the sound is coming from.

RLS6: When your baby is not looking at you or cannot see you and grumbles, talk to him or make a sound with a toy or some paper. Observe whether he stops grumbling and listens to the sound.

**WHAT YOU CAN DO TO HELP YOUR BABY DO THESE ACTIVITIES**

- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- Sometimes your baby might be scared of sounds and might scream or cry. If this is the case, hug him and help him to calm down using a comforting voice.
- When you are observing your baby's behavior, be sensitive to his physiological and psychological situation. If your baby is uncomfortable, restless or crying, he may be trying to tell you that he is sleepy, hungry or sick. If this is the case, first address his needs and then try to do the activities. Make use of moments when he is smiling, making sounds or has eye contact with you.
- Take it in turns to say good bye during interactions (for example, when you go out of the room). Wait for 5-6 seconds for him to have his turn and make sure that you show your baby that you are waiting for his

**USEFUL OBJECTS OR CONDITIONS:**

- Your own, or someone else's voice.
- Objects that get his attention.
- Noisy toys, earrings, bracelets, aluminum foil.

**AIMS**

- RLS7: Your baby reacts to his name.  
 RLS8: Your baby appears to understand the words “bye bye” “mummy” and “look up.”  
 RLS9: Your baby stops, looks and hesitates when someone says “NO.”  
 RLS10: Your baby recognizes the names of family members.  
 RLS11: Your baby pays attention to other people’s conversations for a while.  
 RLS12: Your baby notices the names of objects that he sees/uses often.

**ICF-CODE**

- b16700  
 d3150  
 b16700  
 b16700  
 b1400  
 b16700

**YOUR BABY CAN ALREADY:**

- Look for the person that is talking.
- Stop grumbling when he hears a sound.
- Show interest in games that he can play with other people (i.e. booooo).
- Copy some actions (waving his hands, shaking his head) and turns his head towards sounds that interest him.

RLS12: While your baby is playing, name his pets/bottle/doll/ball that he sees or uses every day. Say “where is the cat/bottle/doll/ball?” and observe whether he looks for what he has heard. Repeat this game throughout the day.

**ACTIVITIES THAT YOU CAN DO WITH YOUR BABY**

RLS7: When your baby is playing, speak to him using your name or his carer’s name (i.e. “Look here is mom”) and wait for his reaction. After 8-10 seconds, call him by his name. Repeat this activity throughout the day. Reinforce your baby’s response to his name e.g. by hugging him (i.e. “Yes, that’s true, you are [name]”).

RLS8: When you are going out of the room, say “bye bye” to your baby and wait for his reaction. He should look at you, or move his body or lean towards you. Later, point up in the sky and say “look there is a bird” and observe his reaction. When your baby is interested in something else, say “look, mummy/daddy” and observe whether he looks for mommy or daddy. Repeat these activities throughout the day.

RLS9: When your baby tries to reach an object, which is “forbidden” or dangerous for him, say “NO” without shouting or using any other words. When you say “no”, if your baby stops reaching for the object, this means that he understood the meaning of “no”.

RLS10: When your baby is playing, say the name of another person who is in the room. For example, say “where is mommy/daddy/grandma” and watch him. If he looks for the person you named, this means that your baby recognizes this person. Repeat this activity throughout the day. If your baby has difficulty doing this, look through a family photo album with him and name the people in the photos, for example, “this is daddy, this is grandma, this is your brother” etc.

RLS11: When you are in a quiet room and having a conversation with somebody else, observe your baby. See whether he looks at you or the other person for at least 5 seconds. Repeat this activity throughout the day.

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- Sometimes your baby might be scared of sounds and might scream or cry. If this is the case, hug him and help him to calm down using a comforting voice.
- Stay close to your baby and make sure he can reach you.
- Make sure that you stand out from other things around your baby so that his attention is focused on you. Your baby will learn his social interaction skills from you, so respond to his socializing efforts and interactions in a joyful and happy manner.
- Always observe your baby and respond to his sounds, expressions or behaviors in a timely manner. This will help to teach him to interact with you and be aware of you.
- Use facial expressions, pointing and a varied tone of voice during interactions with your baby.
- When you are talking to your baby, wait for at least 5-7 seconds for him to take his turn or respond to you. Do this even if he can’t speak yet and show him that you are waiting for him.
- Make use of daily routines and turn them into a game. When you say the names of familiar objects, observe your baby’s reaction.

**USEFUL OBJECTS OR CONDITIONS:**

- Objects that get your baby’s attention.
- Toys that make a sound

**AIMS**

RLS 13: Your baby can understand simple instructions such as “give it to me, please” or “where is it?”  
RLS14: Your baby looks at a point/object that his mother/father is looking at.  
RLS15: Shows a reaction when he hears a song or a music.

**ICF-CODE**

b16700  
b1403  
b1401

**YOUR BABY CAN ALREADY:**

- React to his name.
- Recognize his family members.
- Know the names of various familiar objects

RLS13: Take an object that your baby knows the name of and wait for him to grab it. When he holds it, tell him “give it to me please” and wait for him to do so. When you say “give it to me please”, point to the object or extend your hand towards it. Alternatively you might for example say, “where is the ball?” and watch whether he looks for the ball. Observe whether he looks around and after he finds the ball, notice if your child tries to establish eye contact with you. Repeat this activity throughout the day.

RLS14: Take a picture book and talk to your baby about the pictures for at least 1-2 minutes, pointing at the pictures or objects with your fingers. For example, show him a bear and say “it is a bear, look, he has ears/mouth.” Observe whether he looks at the book or the pictures for at least for 30 seconds.

RLS15: When your baby is alone, play a song or some music that he likes. Watch his body movements and see whether he shakes or moves his body to the music. If he has difficulty doing this, be a model for him and shake your body to the music, follow the rhythm and clap your hands or make some dolls dance together.

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- When you are watching your baby's behavior, be sensitive to his physiological and psychological situation. If your baby is uncomfortable, restless or crying, he may be trying to tell you that he is sleepy, hungry or sick. If this is the case, first address his needs and then try to do the activities. Make use of moments when he is smiling, making sounds or has eye contact with you.
- When you are interacting with your baby, take turns and wait at least 5-7 seconds for him to respond to you.
- Regularly observe your baby's actions.
- Respond to your baby's sounds, facial expressions and behavior in a timely manner. This will help to teach him to interact with you and be aware of you.
- Use facial expressions, pointing and a varied tone of voice during interactions with your baby.
- Play is one of the most important ways to interact with your baby.

**USEFUL OBJECTS OR CONDITIONS**

- Music, songs.
- Familiar people.
- Familiar objects, such as a bottle, doll, spoon etc.

AIMS	ICF
RLS 16: Your baby reacts to expressions of emotion.	b1670
RLS 17: Your baby fetches familiar objects when someone verbally asks him bring them.	b16700
RLS 18: Your baby can recognize and understand the names of some parts of the body.	
RLS 19: Your baby can identify some items of clothing.	b16700

#### YOUR BABY CAN ALREADY:

- Wave his hands to say “bye bye”.
- Play games such as boo-whoooo when instructed verbally.
- React to the question “where” (i.e. “where is your nose” etc).
- Look at objects/people when they get his attention.
- look at a point/object that his mother/father is looking at.
- Show interest in a picture that someone names for about 30 seconds

. RLS 16: When your baby looks at your face, respond to him with a facial expression that is different to his own. Be consistent with your expression and make sure you don't change it. For example, if your baby tries to reach something that he is not allowed (i.e. a vase on the table etc.), look at him with an angry expression (as if you are saying NO). Observe whether your baby takes his hand away or stops trying to reach the object. Later, try other expressions (happy, angry, shocked etc). If your baby doesn't react to your expressions, read a book together and make comments about the expressions on the faces of the people in the pictures. For example, “look he is crying, he is sad, he is angry” etc.

RLS 17: Ask your baby to fetch some objects that he knows the names of (he doesn't have to repeat the names verbally) and make sure that the objects are not in his sight. For example, ask him to bring his father's slippers from the other room. Here the aim is to ask him to bring an object that he knows. Repeat this activity with different objects, e.g. if you need an umbrella to go out.

RLS 18: Ask your baby to identify different parts of his body. Use simple and short sentences such as “where is your nose?” or “show me your nose.” Observe whether he can identify at least three different parts of his body. If he has difficulty doing this, together with him, name the parts of your body, his body or a doll's body.

RLS 19: Ask your baby to show you his clothes. For example, “show me your shoes.” Repeat this activity with different clothes that you use often. If he doesn't join in with the activity, name your clothes while you are doing the laundry or tidying your wardrobe. For example, “this is a t-shirt” or together name the clothes worn by people in picture books.

#### WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- When you are watching your baby's behavior, be sensitive to his physiological and psychological situation. If your baby is uncomfortable, restless or crying, he may be trying to tell you that he is sleepy, hungry or sick. If this is the case, first address his needs and then try to do the activities. Make use of moments when he is smiling, making sounds or has eye contact with you.
- When you are interacting with your baby, take turns and wait at least 5-7 seconds for him to respond to you.
- Regularly observe your baby's actions.
- Respond to your baby's sounds, facial expressions and behavior in a timely manner. This will help to teach him to interact with you and be aware of you.
- Use facial expressions, pointing and a varied tone of voice during interactions with your baby.
- Play is one of the most important ways to interact with your baby.
- Care about your baby's actions as much as whether he gives the correct answers to the activities

#### USEFUL OBJECTS OR CONDITIONS:

- Familiar objects that your baby will know, which you often use at home. Objects that will not break, can be carried easily and do not contain small pieces.



**AIMS:**  
RLS 20: Your baby watches a person's facial expression for clues.  
RLS 21: Your baby understands commands and verbs such as "sit", "stand up" etc.

**ICF CODE**  
b1670  
b1670

**YOUR BABY CAN ALREADY:**

- Follow one-step instructions (= 1 piece of information)
- React to facial expressions of emotion.
- Identify two or more parts of the body parts on pictures of people.
- Fetch objects that he knows the names of when asked verbally to do so.

**WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES**

- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- When you are watching your baby's behavior, be sensitive to his physiological and psychological situation. If your baby is uncomfortable, restless or crying, he may be trying to tell you that he is sleepy, hungry or sick. If this is the case, first address his needs and then try to do the activities. Make use of moments when he is smiling, making sounds or has eye contact with you.
- When you are interacting with your baby, take turns and wait at least 5-7 seconds for him to respond to you.
- Regularly observe your baby's actions.
- Respond to your baby's sounds, facial expressions and behavior in a timely manner. This will help to teach him to interact with you and be aware of you.
- Use facial expressions, pointing and a varied tone of voice during interactions with your baby.
- Play is one of the most important ways to interact with your baby.
- Care about your baby's actions as much as whether he gives the correct answers to the activities

RLS 20: Observe your baby while you are with someone else. For example, when you go to someone else's house and your baby wants to play with something that doesn't belong to him, watch whether he looks at that person's facial expression for permission to play. Also observe whether he demonstrates this behavior in different environments. If he does not, get his attention by saying "look, she doesn't want you to take the doll/vase (etc)" "look, she is angry." Then, wait for 5-7 seconds for him to look at the other person's face and say to your baby " I wonder if she lets you take the doll/vase (etc), look at her face."

RLS 21: Use verbs such as "sit" and "stand up" and watch whether your baby follows the verbs with the correct actions. Do this activity when your baby is not currently doing the action. For example, when your baby is sitting down or walking around, ask him to stand up. Repeat this activity throughout the day. If it appears that your baby doesn't understand the meaning of the verbs, name the verbs whenever you or he do the corresponding actions, or read a book together and name the actions. For example, say "look, you are sitting", "let me sit too", "look the man in the picture is sitting" etc.

**USEFUL OBJECTS OR CONDITIONS:**

- Familiar objects that your child knows and you often use at home; objects that will not break, can be carried easily and do not contain small pieces.
- Picture cards, newspaper cuttings with pictures of single objects.
- Toys.

AIMS:  
RLS 22: Your child points to five or more objects in a picture when someone asks him to identify the objects.  
RLS 23: Your child follows two-step instructions (first – then)

ICF CODE  
b1670  
b1670

#### YOUR CHILD CAN ALREADY:

- Follow simple one-step instructions.
- React to expressions with emotions.
- Identify two or more parts of the body parts in pictures of people.
- Fetch objects that he knows the names of when asked to do so

RLS 22: Show your child pictures of objects that he knows. Each picture should contain one object. Place three different pictures in front of him and say “show me the shoes.” Wait for five seconds. If he shows you the shoes, remove this picture and ask for another object (for example, “show me the glass”). Do this activity with five different objects (if your child has difficulty doing this, do the RLS 12 first). If your child has difficulty pointing at a picture of an object, start by showing him the real object instead of a picture. For example, ask him to show you a real pair of shoes. Make sure that you do this activity while you are playing with your child. If your child is successful in doing RLS 12 but struggles with this activity, take a picture book or cards and name the objects that he sees every day. You may also take pictures of objects, stick the pictures onto the real objects and repeat the activity throughout the day.

RLS 23: Place 3-5 toys that your child knows the names of in front of him (car, doll, spoon, plastic cup, dolls bed etc) and give him two related instructions. For example, “please take the doll and put it in its bed” or “please put the spoon in the glass and stir it.” Wait for about five seconds for him to respond after every instruction and only help if necessary. If your child is successful in doing this, encourage him to follow three different instructions. If he has difficulty following two-step instructions, first work on one-step instructions such as “please give me the doll” or “please put the spoon into the glass.” Then try with two-step instructions. When doing these activities, make sure that you continuously name the actions that you and your child are doing. For example, “I took the book, you gave me the spoon” etc..

#### WHAT YOU CAN DO TO HELP YOUR BABY WITH THESE ACTIVITIES

- Make sure that you have a quiet, peaceful and undisturbed atmosphere when doing these activities.
- When you are watching your baby's behavior, be sensitive to his physiological and psychological situation. If your baby is uncomfortable, restless or crying, he may be trying to tell you that he is sleepy, hungry or sick. If this is the case, first address his needs and then try to do the activities. Make use of moments when he is smiling, making sounds or has eye contact with you.
- When you are interacting with your baby, take turns and wait at least 5-7 seconds for him to respond to you.
- Regularly observe your baby's actions.
- Respond to your baby's sounds, facial expressions and behavior in a timely manner. This will help to teach him to interact with you and be aware of you.
- Use facial expressions, pointing and a varied tone of voice during interactions with your baby.
- Play is one of the most important ways to interact with your baby.
- Care about your baby's actions as much as whether he gives the correct answers to the activities

#### USEFUL OBJECTS OR CONDITIONS:

- Familiar objects that your child knows and you often use at home; objects that will not break, can be carried easily and do not contain small pieces.
- Picture cards, newspaper cuttings with pictures of single objects.
- Toys.

**AIMS**

- RLS 24: Your child can identify small parts of the body.  
RLS 25: Your child knows the name of key family relations.  
RLS 26: Your child is able to relate objects to their relevant verbs.

**ICF CODE**

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b1670-16700  
b1670-16700

**YOUR CHILD CAN ALREADY:**

- Follow one-step instructions.
- Follow two-step instructions.
- Know commonly used verbs such as “come, give, sit”.

RLS 24: Ask your child to show his “elbow, finger and knee.” Observe whether he can show at least three body parts every time you ask. If he has difficulty with this, be a model for him and identify and name small body parts on his body, your body or a doll’s body.

RLS 25: Ask your child to show you who is “grandma, grandpa, auntie, uncle”. Observe whether he points at them or if he looks at them. If he has difficulty with this, take a family photo album and look at the pictures together, teaching him the names of family relations. For example, “this is your grandpa, this is your auntie” etc.

RLS 26: Put some real objects (spoon, ball etc) or some objects which represent real objects (plastic cup, bed etc) in front of your child. Make sure you place three different objects together each time. Ask him “which one do we use for eating?” “Which one do we use for drinking?” and wait for five seconds. Observe whether he is able to give the correct answers by saying “spoon, cup”. If he has difficulty doing this, explain the actions when you are using the objects. For example, when about to eat some food, say “let’s eat our food with a spoon” or “let’s drink water from the cup”. You can get his attention by making this activity more fun and you can teach him to understand the relationship between the object and the verb. For example, you could put a doll and a spoon in front of your child. Then you could put a dolls bed in front of you and surprise your child by asking “should the doll sleep in the bed or should the spoon go to sleep?” Your child will learn this quickly when you perform these activities during playtime.

**WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES**

Playing with your child is one of the most important ways to interact with him. During playtime, you can ask the functions of objects; for example by giving your child a doll and a comb and asking “what can we do with the comb?” and follow on from this by performing the activity for RLS27.

Take turns when you play with your child, waiting for at least 5-7 seconds for him to respond.

While you are waiting for your child to start an interaction with you or respond to your requests, make him feel that you are completely focused on him with your eyes, face and hands and that you are waiting for his response.

Do not ask one question straight after another, (i.e. “where is this? Where is that?”) as if you are questioning your child. Be friendly with him and make your requests through games. Repeat the activities later if he doesn’t respond and try not to be too insistent with him.

**USEFUL OBJECTS OR CONDITIONS:**

- Familiar objects that your child knows and you often use at home; objects that will not break, can be carried easily and do not contain small pieces.
- Picture cards, newspaper cuttings with pictures of single objects.
- Toys.

**AIMS:**

RLS 27: Your child understands the meaning of a term that describes a location.

RLS 28: Your child understands the meaning of "one each".

**ICF CODE**

b1670-16700

b1670-16700

**YOUR CHILD CAN ALREADY:**

- Follow one-step instructions.
- Follow two-step instructions.
- Understand common verbs such as come, give, sit

RLS 27: Take some notes relating to your child's understanding of the terms "under" "on top of" "in front" "behind" throughout the day. Ask your child, "put your shoes under the table or under the bed" and wait for five seconds for him to do this. Later you might say "please put your shoes in the cupboard where shoes belong" and again wait for five seconds. Repeat this activity three times and each time ask different questions and take note of how he responds. Later, work on the terms "in front of" and "behind". Give him an object and say "put this in front of mommy/daddy" and wait for five seconds for him to do this. Then say "put this behind mommy/daddy" and again wait for five seconds. If your child has difficulty doing this, help him to understand these concepts by using pictures or through play. For example, when you are playing with your child, say "look, I put my car behind your car" or "look, I put two Legos in front of you" or "guess what I have behind me." This activity might depend on your child's perception skills. You might start by looking for things "under the table" or "under the bed" and later use the term "in front of".

RLS 28: Place some objects in front of your child. Make sure that he can hold them in his palm. Then say "please give me one" and wait for five seconds. Later, say "please give me two" and again wait for five seconds. Observe whether he gives you the correct quantities. If your child has some difficulty doing this, work on developing his understanding of the terms while you are playing with him or during daily routines. For example, say "please put one sugar into my tea" or while you are laying the table you could say "put one more spoon on to the table".

**WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES**

- Playing with your child is one of the most important ways to interact with him. During playtime, you can ask the functions of objects; for example by giving your child a doll and a comb and asking "what can we do with the comb?" and follow on from this by performing the activity for RLS27.
- Take turns when you play with your child, waiting for at least 5-7 seconds for him to respond.
- While you are waiting for your child to start an interaction with you or respond to your requests, make him feel that you are completely focused on him with your eyes, face and hands and that you are waiting for his response.
- Do not ask one question straight after another, (i.e. "where is this? Where is that?") as if you are questioning your child. Be friendly with him and make your requests through games. Repeat the activities later if he doesn't respond and try not to be too insistent with him.

**USEFUL OBJECTS OR CONDITIONS:**

- Familiar objects that your child knows and you often use at home; objects that will not break, can be carried easily and do not contain small pieces.
- Picture cards, newspaper cuttings with pictures of single objects.
- Toys of real objects such as shoes, bed, doll.

**AIMS**

RLS 29: Your child can identify verbs that relate to objects in a picture.

RLS 30: Your child understands the meaning of verbs that are often used.

**ICF CODE**

b1670-b16700

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**YOUR CHILD CAN ALREADY:**

- Understand the functions of real objects. For example, he knows that we comb our hair with a comb or we eat food with a spoon.
- Understand objects related to a verb..

RLS 29: Put some picture cards in front of your child. The cards should illustrate real objects (spoon, ball etc.) and be big and clear enough for your child to see them clearly. For this activity, you can also use newspaper cuttings of pictures of single objects. Use pictures which represent real objects. (Comb, ball, soap, toothbrush etc.) Take three pictures in one go and ask your child "which one do we use for combing our hair?" "Which one do we use for washing our hands?" etc and wait for five seconds for him to respond. Observe whether he is able to give the correct answers. If your child has difficulty, try to work on RLS26 first. Once he is successful in the doing the first stage, you might then (for example) show him a picture of a comb, then show him a real comb and ask him "what do we do with a comb?"

RLS 30: Use some basic verbs in a range of different and unusual situations and observe your child's reactions (i.e. take, give, sit, come etc.) Observe whether he understands the verbs when you use them in unusual situations. For example you could use the verb "run" when your child is walking around. If your child is already running, it might not be clear whether he is running because of your instruction, or because he just wants to run. This game might surprise your child. You can also involve your partner in the game with your child and together play a game of giving unusual instructions

**WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES**

- Playing with your child is one of the most important ways to interact with him.
- Take turns when you play with your child, waiting for at least 5-7 seconds for him to respond.
- While you are waiting for your child to start an interaction with you or respond to your requests, make him feel that you are completely focused on him with your eyes, face and hands and that you are waiting for his response.
- Do not ask one question straight after another, (i.e. "where is this? Where is that?") as if you are questioning your child. Be friendly with him and make your requests through games. Repeat the activities later if he doesn't respond and try not to be too insistent with him

**USEFUL OBJECTS OR CONDITIONS:**

- Familiar objects that your child knows and you often use at home; objects that will not break, can be carried easily and do not contain small pieces.
- Picture cards, newspaper cuttings with pictures of single objects.
- Toys of real objects such as shoes, bed, doll.

**AIMS**

RLS 31: Your child understands the meaning of “big” and “small”.  
RLS 32: Your child understands verbs related to locations

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**YOUR CHILD CAN ALREADY:**

- Follow one-step instructions.
- Follow two-step instructions.
- Understand the functions of real objects. For example, he knows that we comb our hair with a comb or we eat food with a spoon.
- Understand objects related to a verb
- Understand common verbs such as come, give, sit.
- Understand the terms used to describe locations.

RLS 31: Prepare three sets of toys or objects. Make sure that they are different sizes ( balls, glasses, pots etc.). For example, place a small and a big ball in front of your child and ask him three times “show me the big one” , “show me the small one”. Later do this activity with the other objects. Wait for five seconds every time you ask him a question. If your child has difficulty, you can introduce this skill using picture cards, books or through play. When teaching him these concepts, you can either teach him big and small at the same time, or one after another, depending on your child’s perception skills. For example, during meal time, you might say “this plate is big” “that plate is small” or you might also say “your plate is big”, “my plate is not.”

RLS 32: Prepare two empty boxes to introduce the activity to learn the terms “inside/outside” and “under/on top”. Take a cube or some other object that your child can name and put it inside one of the boxes. Put another cube next to the empty box. Then ask him to give you the cube that is “inside” the box. Wait for five seconds. Then ask him to take the cube “outside” the box. Wait for five seconds. Repeat this activity three times, adding the terms “under/on top”. Make sure that you do not always use the same location. For example, instead of using “inside” three times, alternate between asking for inside/outside. You can repeat this activity any time using different location terms. If your child has some difficulty with this activity, you might introduce these terms during play or with pictures. For example, when playing with your child, you could say “I put sugar inside the tea” “you put the doll on top of the sofa” “what is under the cloth?” You can teach the terms one by one or a couple of them at the same time, depending on your child’s perception skills

**WHAT YOU CAN DO TO HELP YOUR CHILD WITH THESE ACTIVITIES**

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- Take turns when you play with your child, waiting for at least 5-7 seconds for him to respond.
- While you are waiting for your child to start an interaction with you or respond to your requests, make him feel that you are completely focused on him with your eyes, face and hands and that you are waiting for his response.
- Do not ask one question straight after another, (i.e. “where is this? Where is that?”) as if you are questioning your child. Be friendly with him and make your requests through games. Repeat the activities later if he doesn’t respond and try not to be too insistent with him

**USEFUL OBJECTS OR CONDITIONS:**

- Familiar objects that your child knows and you often use at home; objects that will not break, can be carried easily and do not contain small pieces.
- Picture cards, newspaper cuttings with pictures of single objects.
- Toys of real objects such as shoes, bed, doll.