

Expressive Language Skill Review 表达性语言技能回顾

Homework: Module 5 - Teaching Appropriate Communication and Language Skills

家庭作业: 第5模块: 教授孩子合适的沟通和语言技能

Name 姓名: _____

Date日期: _____

Instructions: Read each skill and corresponding example. If your child usually exhibits the skill, check the box and move on to the next skill. If your child has had challenges developing the skill, check the box, and read the ideas for practice at home. Identify two goals for your child and make a plan to get started.

要求: 阅读每一个技能及相应的例子。如果您的孩子经常可以做到这个技能, 勾选这个框并转到下一个技能。如果您的孩子对于某一个技能有困难, 勾选相应的方框, 阅读家庭训练建议。给孩子设定两个目标, 制定一个计划开始实行。

Skill 技能	My child has had challenges developing this skill 孩子发展该技能有困难	My child can usually do this skill 孩子可以做到这个技能	Ideas to build skills at home 家庭练习建议
<p>Uses gestures and sounds to request 使用手势或者语音提出请求</p> <p>Example: Does your child use gestures to request? Does your child make sounds to request, but is not yet able to imitate words? 例如: 你的孩子使用手势提出请求吗? 您的孩子用发出声来提出请求, 但是还不能模仿词语吗?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ol style="list-style-type: none">1. During play activities, encourage your child to gesture for the items they want. 在游戏活动中, 鼓励孩子使用手势索要他们想要的物品。2. Try blocking access to items during play and give the item to the child when they make any sound (it does not have to be imitative). 在玩的时候, 尝试阻碍孩子获得, 一旦孩子发出任何语音 (不一定是模仿的), 立即把物品给他们。 <p>Comments/questions 建议/问题:</p>

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<p>Imitates words to request desired items 通过模仿词语请求想要的物品</p> <p>Example: Does your child imitate words to request desired items? 例如: 你的孩子能通过模仿词语请求想要的物品吗?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. During mealtime, try holding up the food your child wants while saying the name of the food. If your child says all or part of the word, give them the food. Slowly works toward closer and closer approximations of the word. 在用餐时间, 尝试举起您的孩子想要的食物, 同时说出食物的名称, 如果孩子说出完整的或部分词语, 则把食物给他。慢慢地将相似度朝着这个词的方向接近。 2. If your child is not able to say part of the word, give them the food item after they make any sound. Try for imitation again later. 如果您的孩子还不能说出词语的一部分, 只要孩子发出任何语音就给予他食物。过一会儿再尝试模仿。 <p>Comments/questions 建议/问题:</p>
<p>Uses spontaneous single words to request 使用自发性单个词提出请求</p> <p>Example: Does your child use gestures to request? Does your child make sounds to request, but is not yet able to imitate words? 例如: 您的孩子使用手势提出请求吗? 您的孩子通过发出语音提出请求, 但还不会模仿词语?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. When your child wants a food item, activity, or toy, withhold the item (block access) and wait for them to spontaneously request the item. 当您的孩子想要一个食物、活动或玩具, 先不给他(限制得到), 等待他们自发性地提出请求。 2. If they are not able to spontaneously say the name of the item, say the name of the item, accept a close imitation, and try again later. 如果孩子还不能自发性地说出物品的名称, 您说出这个物品的名称, 接受孩子一个近似的模仿, 并且过一会儿再尝试一次。 <p>Comments/questions 建议/问题:</p>

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<p>Uses phrases to request 使用短语提出请求</p> <p>Example: Does your child use the phrase, "I want X" to request for at least 10 items/foods? 举例: 您的孩子能使用短语“我要X”请求至少10个物品/食物吗?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. If your child is spontaneously saying a variety of words, encourage them to spontaneously say, "I want X [name of the food item]." When they do, give them the food item. 如果您的孩子能自发地说各种各样的词语，鼓励他们自发地说“我要X（食物或物品的名称）”。当他们说了则给他们食物或物品。 2. If your child is not able to spontaneously say, "I want X," give them an imitative prompt for "I want." Try for a spontaneous phrase later. 如果您的孩子还不能自发地说“我要X”，给他们一个模仿提示“我要”。过一会儿再尝试自发性短语。 <p>Comments/questions 建议/问题:</p>
<p>Uses more complex language for communication 使用更复杂的语言进行沟通</p> <p>Example: Does your child use a variety of ways to request (e.g. "May I have X?"; "It's my turn."; "Can I have this please?") and do they also describe their actions and the actions of others? 举例: 您的孩子会使用各种方式提出请求吗（例如“我可以要X吗？”“轮到我了”“请给我X可以吗？”）？他们也能描述自己的动作或者他人的动作吗？</p>	<input type="checkbox"/>	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. During naturally occurring routines, encourage your child to request using a variety of ways and expand language. Use imitation to help them but slowly fade out your imitative prompt. 在生活中发生的日常活动，鼓励孩子使用各种方式提出请求，并拓展语言。使用模仿帮助他们，但是慢慢减少您的模仿提示。 2. At play time, ask your child to describe their actions. For example, "I am building a red castle." 在玩耍时间，让您的孩子描述他的动作，例如“我在建一座红色的城堡” <p>Comments/questions 建议/问题:</p>

Based on the information you gathered on this skill review, list two tangible goals for your child related to language. Be sure the goals you set are aligned with the skill deficit you identified above. Example: "I want my child to request using 'I want X' during mealtime at home."

根据这个技能回顾表格中您收集的信息，给您的孩子列举两个和语言相关的可实现的目标。确保您设定的目标是与上面您认为孩子所缺乏的技能相关的。例如：我希望我的孩子在家里用餐时间能使用“我要X”的短语提出请求。

1.

2.

Consider how you might work on those goals at home. Make a plan to get started by answering the questions below. Implement your plan at home.

思考您在家如何完成这些目标。通过回答以下几个问题，开始制定一个计划。开始在家试行您的计划。

When will I teach this skill? 我什么时候来教这个技能?

What skills will I reinforce my child for doing (e.g. readiness, imitating, using phrases for request)?

我的孩子做到哪些技能（如：准备、模仿、使用短语提请求）的时候，我要去强化他？

Consider how you might work on those goals at home. Make a plan to get started by answering the questions below. Implement your plan at home.
思考您在家如何完成这些目标。通过回答以下几个问题，开始制定一个计划。开始在家试行您的计划。

How will I reinforce my child for these skills? 我将会如何强化这些技能?

What help (prompting, visuals, gestures) can I give my child to help them learn this skill?
我可以如何帮助孩子学习这个技能（提示、视觉化、手势）？