

italics.

Make sure you have a choice of 2-3 items for each word in italics.

- Ask the child to make something do an action on an object.
 - "Make ____ [verb] on the ____".
 - Eg. "make the *doll jump* on the *plate*".
 - Make sure you have a choice of 2-3 items for each word in *italics*.
- You need:
Teddy and doll
Plate and cup and bed
- (place words—on, in, under, next to)
- Ask the child to put something somewhere
 - in relation to an object. "Put the ____ [preposition] the ____".
 - Eg. "put the *teddy under the bed*".

(sɹɒm ʒuɪɔp)

Verbs

You need:
Teddy and doll
Plate and cup and bed

Propositions

(place words—on, in, under, next to)

- You need:
Teddy and doll
Plate and cup and bed

Ask the child to make something do an action on an object.
 "Make ____ [verb] on the ____".
 Eg. "make the *doll jump* on the *plate*".
 Make sure you have a choice of 2-3 items for each word in *italics*.

2 key words

Body parts

You need: Yourself!

- Get the child to point to different body parts on either you or himself/herself.
- Use names not pronouns, eg. "where's John's foot?", "where's Tracey's nose?".
- This can also be done with a teddy or doll.

Listen carefully...

nose?”. This can also be done with a teddy or doll.

You need:
Teddy and doll
Plate and cup and bed

Eg. "put the *teddy* on the *bed*".

Make sure you have a choice of 2-3 items for each word in *italics*.

3+ key words

- Increase the number of key words in the instruction.
- Each key word has to have 2-3 choices.
- Key words you can vary are:
 - objects
 - people
 - verbs
 - prepositions
 - colours
 - size.
- Only increase the number of key words when the child is comfortable with the previous level.

You need:
Your choice of items.

Where's the....?

- Put a selection of 4-5 objects in front of the child.
- Ask the child to find one of them.
- This can be done with:
 - animals
 - objects
 - toys
 - food
 - clothes
 - vehicles
 - any category
 - a mixture of categories.

You need:

Your choice of items