

## Syllable Shaping Homework

### STEP 1: Steps to Achieving Verbal Imitation

**Circle which step your child is currently in:**

1. Imitates actions with objects (banging blocks together)
2. Imitates communicative gestures (waving, pointing, clapping, blowing kisses, hi/bye, signs)
3. Imitates nonverbal actions with face and mouth (raspberries, tongue out, pucker for kiss)
4. Imitates vocalizations (panting, fake cough, grunting, screeching)
5. Imitates exclamatory words (uh-oh, ow, oops, vroom, wee!)
6. Verbal routines (fills in words in common songs — “Ready, set, GO!”)
7. Imitates functional single words (approximations) – Or starting to use word approx.
8. Short phrases / sentences

### STEP 2: Language Sample

***Video a language sample of your child and write down 20 utterances:***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



### STEP 3: Syllable Shapes Observed

*Circle the syllable shapes you found in your child's speech (listed in developmental order):*

V      C      CVCV      CV      V+V      VC      VCV      CV1CV2      CVC      C1V1C2V2

**Consonant = C    Vowel = V**

### STEP 4: Earliest Emerging Sounds

★ *Remember to always use an early emerging sound - or one that your child already can say when you are building syllables. Using sounds that are too difficult will add another variable of complexity and improving the syllable shape is already hard enough!*

Vowels + /m, p, b, h, d, n, k, g, w/

### STEP 5: Be One Sound Ahead

Be **one sound ahead** of your child's speech at all times.

Look back at **STEP 2** and add **one sound** to each of your child's utterances. Use earliest emerging sounds in **STEP 4** and/or the sounds your child already uses. Also be mindful of the syllable shapes. Move their word targets towards the earliest syllable shapes &/or ones they already are producing.

#### **Examples:**

- Child: "Oh!" → You model: **"Go!"** or **"O-puh" (open)**
- Child: "M" → You model: **"Me!"** or **"Mo" (more)**
- Child: "Dada!" → You model: **"Daddy!"**
- Child: "Boo!" → You model: **"Boom!"**
- Child: "Uh!" → You model: **"Up!"**



## Extra Tips!

Remember!! Breaking down the words that are high interest for your child – and slowly shaping them into their true form is the goal. We want to meet our children where they are – always! If you work at a level that is too difficult for your child – your child may shut down. If your child isn't responding – back up and make the task simpler - meaning drop a sound, or syllable or switch to a vowel instead of a consonant. Your child may be able to say some words at longer syllables shapes than others. Each word can be broken down into either an early emerging vowel sound (elongate that vowel) or consonant + vowel and can be built from there. Also on the off chance your child is obsessed with something that has an impossible name like “elephant” – you can pick an entirely different word to focus on like “eat” “go” and then model what the elephant is doing instead of naming him! Good luck!

## Examples of high-interest words broken down at various shapes:

| Word    | Early   | Build   | Closer  | Target  |
|---------|---------|---------|---------|---------|
| Open    | oh      | oh-puh  | oh-peh  | open    |
| Mama    | m       | ma      | -       | mama    |
| Outside | ow      | ow-ee   | out-ide | outside |
| Doggie  | dah     | dah-dee | -       | doggie  |
| Puppy   | puh     | puh puh | -       | puppy   |
| Eat     | ee      | ea-t    | -       | eat     |
| Ball    | buh-buh | bah     | -       | ball    |
| Go      | oh      | doh     | -       | go      |
| My turn | mah     | mah-tuh | my-tun  | my turn |
| Bubble  | buh     | buh-buh | buh-boh | bubble  |