Talking Matters

Goal: concept 'in & out'

To develop the ability to understand and then use the concept words 'in' and 'out'.

The concepts 'in' and 'out' are amongst the first concepts a child develops. It is best to teach the two concepts tpgether to compare the difference between the concepts. By learning these concepts your child will beable to understand instrustions and will be useful for your child as they begin to use more descriptive language.

Understanding the concepts in/out:

- Understanding a concept comes before a child can use a concept. Therefore, we need to ensure the child can understand the concept we are teaching before they can use it.

- Begin with a real experience of the concept e.g. use a box and talk about putting toys in and out of the box "put the doll <u>in</u> the box" or "take the truck <u>out</u> of the box" etc.

- Once your child has mastered this, move onto pictures or photos. Beginning with the adult sorting objects or pictures into either 'in' or 'out' categories, whilst modeling the concept word.

- Next the child sorts objects or pictures, while the adult models the concept word. For example, using pictures of a dog in a kennel and a dog out of a kennel etc. and ask them to sort the pictures whilst saying "dog in/dog out".

- Next the child sorts and imitates what you say.

- Then the child sorts and says the concept word by himself. If he/she is not correct, model the correct word and ask them to copy you.

- Finally the child practices the structure in information carrying words games or barrier games.

Talking Matters Speech Pathology   **www.talkingmatters.com.au**

Below are some ideas to use in everyday situations (remember frequent practice is the key):
to your child when you are packing things away, for example putting toys in a toy box.
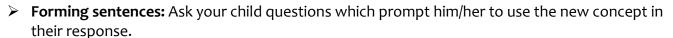
- Make a collage with your child, sticking on 'in' and 'on'   pictures of things you find in junk mail, magazines or print off of the internet.

- Look at items you find in the environment and commenting on where they are for example "look at girl in the cubby house and the other girl out of the cubby house". By making sure you have a 'in' and an 'out' item to compare you will avoid confusing your child.

- Find the song "Hokey pokey" and get your child to dance to the song and highlight the use of 'in' and 'out'.

Using the concepts in/ out:

Once your child is able to understand the concepts in/out the next step is for your child to use the concepts in their language.

Step 1
  ➢ **Imitation:** Have your child repeat the phrase containing the target concept after you.
          e.g. Adult "This dog is in the kennel, where is the dog"

  ➢ **Forced choice:** Present the child with two choices and encourage him/her to say the correct answer.
          e.g. Adult "Is this bird <u>in</u> or <u>out</u> of the birdcage?"

  ➢ **Sentence completion:** Have your child complete a sentence starter which you provide.
          e.g. point to the dog. Adult "this dog is…"
            child "in the kennel"

  ➢ **Forming sentences:** Ask your child questions which prompt him/her to use the new concept in their response.
          e.g. point to the dog whilst saying "Where is the dog?"

  At this point your child is able to spontaneously use the concept in/out. Encourage their use of this structure in barrier games with 'in' and 'out' concept. Reinforce their use of the concepts 'in' and 'out' when they are giving you instructions in the game.