

**B** **E** **S** **T**

**Building**  
**Early**  
**Sentences**  
**Therapy**



**BEST Therapy Recording Booklet**

<b>School</b>	
<b>Children</b>	



## **BEST Therapy Recording Booklet**



Use this booklet to deliver the BEST therapy sessions and record children's responses.

Each session follows exactly the same structure, only the target sentences and toys will change depending on which

**sentence sets** are being used. For each session you will need the 'agent' toys (e.g., the man, the boy etc.) and the toys corresponding to the object words in the sentence sets which will be used (e.g., for session 1 you will need set C toys including an apple, orange, carrot etc.).

Each session uses 2-3 sentence sets. Each sentence set is divided into '**input**' and '**output**' items using two different verbs, e.g., for sentence set A the **input** verb is 'laughing' and the **output** verb is 'sitting'. For the **input** (listening) sentences the adult says the target sentences, manipulates the toys and produces the PGSS sign element (if sign is being used). During the **output** (speaking) phase the children are given an opportunity to produce the target sentences and use the toys. Therefore, each session will have multiple input and output phases where the children alternate between listening to the sentences and saying them.

- **Input phase:** The children **listen** to the adult saying the sentence while looking at the adult manipulating the toys
- **Output phase:** The children take it turns to **say** the sentence and use the toys

BEST session delivery procedure

BEST sessions are designed to be delivered in groups of **3-6 children** by **one or two adults**. If you do not have three children in your setting receiving BEST, consider including children with good/typically developing language skills to make up the group rather than running individual BEST sessions with one child. We find that children are more motivated when they are in groups with their friends and there is an added advantage of hearing extra language models from the other children. **Do not include children with language and communication difficulties who have not been referred into BEST by a Speech and Language Therapist** as it may not be suitable for them. **If only one adult is running a session you may need to restrict the group sizes to 3 or 4 children to enable good group management.**

## **Recording Responses**

For the output (speaking) phase of the session where children are given an opportunity to produce the sentences you have the choice of recording their response under the target sentence or annotating the target sentence to reflect the child's utterance by crossing out missing words and adding in substituted words. In the example below Sally replaced 'the' with 'a' and missed out the word 'is', Freddie gave the correct target sentence, Angel said 'man' instead of 'boy', Peter did not respond and Joseph said "Teddy sitting on the floor". Recording children's responses can be a useful way of monitoring their progress over the course of the intervention and can be shared with parents and carers.

*Table 1: Examples of recording children's responses*

Child's name	Target sentence and Child's response
Sally	The man is sitting A
Freddie	The lady is sitting
Angel	The boy is sitting man
Peter	<del>The girl is sitting</del>
Joseph	The teddy is sitting "teddy sitting on the floor"

## BEST session delivery protocol with one or two adults

	One adult	Two adults
Introduction of noun vocabulary	<p>Sit the children in a semi-circle around a table or on the floor. Have the box or bag of toys needed for the session next to you.</p> <ul style="list-style-type: none"> <li>• Start with the ‘agent’ toys. Take each toy out of the bag/box in turn while saying “I’ve got a....” If the children do not name the object after a short gap, then name the toy. <b>Do not ask “what is this?”</b> Repeat for all toys to be used in the session</li> <li>• Repeat this step with any additional toys needed for the first set of sentences (e.g., if starting with set C introduce the apple, lolly, etc.)</li> <li>• It is not necessary for every child to label every object – if any child labels an object, repeat the word to reinforce it.</li> </ul>	No change
Input (listening) phase	<ul style="list-style-type: none"> <li>• Step 1: Adult says, “let’s see what the people are doing” (it may be helpful to remind children that this the part where they have to listen)</li> <li>• Step 2: Adult carries out the action with the toy while simultaneously saying the target sentence (for the verb ‘laughing’ you may need to make a ‘ha ha ha’ sound before saying the sentence)</li> <li>• Step 3: If using PGSS repeat the sentence while signing</li> <li>• Step 4: Repeat steps 2 and 3 until all of the sentences in the set have been presented to the children. Then move on to the output phase</li> </ul>	If two adults are delivering adult A says the sentence and carries out the action with the toys. At the same time adult B produces the signs.

Output phase	<ul style="list-style-type: none"> <li>• Step 1: Signal to the children that this their turn to say what the people are doing</li> <li>• Step 2: support <b>child 1</b> to carry out the <b>action</b> with the toys for output <b>sentence 1</b></li> <li>• Step 3: while child 1 is carrying out the action with the toys, <b>Adult</b> asks <b>child 2</b> sitting next to them “<b>what is happening?</b>”</li> <li>• Step 4: Accept whatever response is given by <b>child 2</b> and say the target sentence (“yes, the teddy is washing the apple”) If the child does not respond after a short gap say the sentence.</li> <li>• Step 5: record <b>child 2’s</b> response in the <b>therapy record booklet</b></li> <li>• Step 6: Support <b>child 2</b> to carry out the action for <b>sentence 2</b></li> <li>• Step 7: While <b>child 2</b> is carrying out the action ask <b>child 3</b> sitting next to them “<b>what is happening?</b>”</li> <li>• Continue around the semi-circle repeating steps 2-5 until all of the sentences in the set have been completed. <b>Return to the input phase for the next set of sentences. Remember to introduce any new toys and noun vocabulary</b></li> </ul> <p><b>NOTE:</b> it is not necessary for all children to respond, avoid repeating the question, demanding a response or scaffolding children’s responses. Avoid using additional verbal praise</p>	<p>If two adults are delivering adult A supports children to carry out the actions. Adult B asks children “what is happening”, records the responses and recasts the sentences</p> <p><b>Note: if using PGSS sign Adult B can provide extra PGGS support while recasting</b></p>
End of session	<p>Once the input and output phases for each of the sentence sets have been completed the session is finished. At this point you can give verbal praise or give stickers for extra motivation. You may also want to give the children some free play time with the toys for an additional reward. Remember to give the relevant homework packs to parents and carers.</p>	

Table 2: BEST delivery procedures

## **Therapy sessions: brief overview**

Remember! It is not necessary for children to be sitting still or looking at you during these sessions. As long as they are able to hear the sentences and have an opportunity to respond they will still benefit. Only intervene or remove children from the session if they are disrupting the other children. Refer back to the **BEST delivery protocol table** for detailed guidance on how to deliver the session. Initially you may find it helpful to print out a separate copy of the table so that you have it to hand.

- Each session begins with introduction to noun vocabulary then alternates between input and output phases for each of the sentence sets used in the session. Introduce new noun vocabulary before each new set of sentences
- Remember not to scaffold or correct children's responses, children should not feel compelled to speak until they feel comfortable doing so
- Try not give verbal praise and engage in off-task discussion during the session. Nonverbal encouragement such as smiling and giving a thumbs up can be an effective way of motivating children instead

### **1. Introduction to noun vocabulary**

Familiarise the children with all the toys and vocabulary to be used in the session by showing and naming each item in turn. If needed do this before each new input phase.

### **2. Input (listening) phase**

The adult says each input sentence in the first set one by one while doing the actions with the toys (with/without PGSS). The children are not prompted or required to speak.

### **3. Output (speaking) phase**

The children take it in turns to attempt the target sentence while another child is supported by the adult to do the action with the toys.

Repeat the input and output phases for each sentence set until all sets have been completed.

## **Therapy session 1 – Sentence sets A, B & C**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set A1 (adult speaking)**

Input (adult showing and telling)	Set A1 act out and say
1	The baby is laughing
2	The lady is laughing
3	The boy is laughing
4	The girl is laughing
5	The teddy is laughing
6	The man is laughing

### **Output (child showing and telling) phase 1: Set A2 (children speaking)**

Child's name	Set A2 act out target sentence and ask child 'what's happening?'
	1: The man is sitting
	2: The woman/lady is sitting
	3: The boy is sitting
	4: The girl is sitting
	5: The teddy is sitting
	6: The baby is sitting



**Input phase 2: Set B1 (adult speaking)**

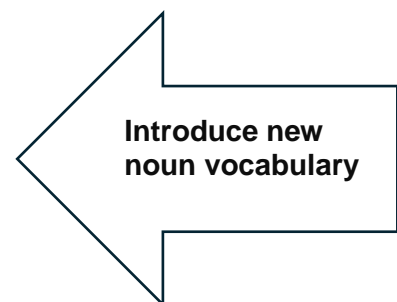
Input (adult showing and telling)	Set B1 act out and say
1	The baby is jumping
2	The lady is jumping
3	The boy is jumping
4	The girl is jumping
5	The teddy is jumping
6	The man is jumping

**Output (children showing and telling) phase 2: Set B2 (children speaking)**

Child's name	Set B2 act out target sentence and ask child 'what's happening?'
	1: The man is walking
	2: The woman/lady is walking
	3: The boy is walking
	4: The girl is walking
	5: The teddy is walking
	6: The baby is walking

**Input phase 3: Set C1 (adult speaking, children listening)**

Input (adult showing and telling)	Set C1 act out and say
1	The man is eating an apple
2	The man is eating an orange
3	The man is eating a banana
4	The man is eating a carrot
5	The man is eating a lolly
6	The teddy is eating a banana





## **Therapy session 2 – Sentence sets A, B & D**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set A1 (adult speaking)**

Input (adult showing and telling)	Set A1 act out and say
1	The baby is laughing
2	The woman / lady is laughing
3	The boy is laughing
4	The girl is laughing
5	The teddy is laughing
6	The man is laughing

### **Output (child showing and telling) phase 1: Set A2 (children speaking)**

Child's name	Set A2 act out target sentence and ask child 'what's happening?'
	1: The man is sitting
	2: The woman / lady is sitting
	3: The boy is sitting
	4: The girl is sitting
	5: The teddy is sitting
	6: The baby is sitting

**Input phase 2: Set B1 (adult speaking)**

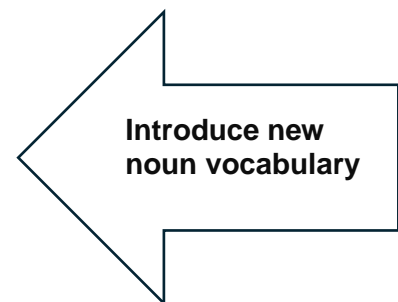
Input (adult showing and telling)	Set B1 act out and say
1	The baby is jumping
2	The woman / lady is jumping
3	The boy is jumping
4	The girl is jumping
5	The teddy is jumping
6	The man is jumping

**Output (child showing and telling) phase 2: Set B2 (children speaking)**

Child's name	Set B2 act out target sentence and ask child 'what's happening?'
	1: The man is walking
	2: The woman / lady is walking
	3: The boy is walking
	4: The girl is walking
	5: The teddy is walking
	6: The baby is walking

**Input phase 3: Set D1 (adult speaking, children listening)**

Input (adult showing and telling)	Set D1 act out and say
1	The boy is riding a cat
2	The boy is riding a horse
3	The boy is riding a bike
4	The baby is riding a bike



**Output (children showing and telling) phase 3: Set D2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The baby is smelling an apple
	2: The baby is smelling a flower
	3: The baby is smelling an orange
	4: The baby is smelling a banana
	5: The teddy is smelling a sock
	6: The teddy is smelling a carrot

**Session Notes**

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**END OF SESSION 2**

## **Therapy session 3 – Sentence sets A, B & E**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set A1 (adult speaking)**

Input (adult showing and telling)	Set A1 act out and say
1	The baby is laughing
2	The woman / lady is laughing
3	The boy is laughing
4	The girl is laughing
5	The teddy is laughing
6	The man is laughing

### **Output (child showing and telling) phase 1: Set A2 (children speaking)**

Child's name	Set A2 act out target sentence and ask child 'what's happening?'
	1: The man is sitting
	2: The woman / lady is sitting
	3: The boy is sitting
	4: The girl is sitting
	5: The teddy is sitting
	6: The baby is sitting

**Input phase 2: Set B1 (adult speaking)**

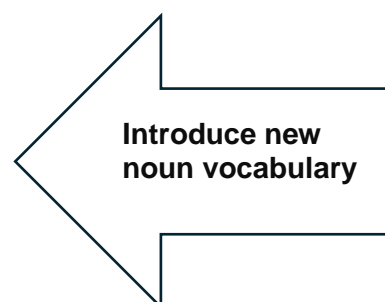
Input (adult showing and telling)	Set B1 act out and say
1	The baby is jumping
2	The woman / lady is jumping
3	The boy is jumping
4	The girl is jumping
5	The teddy is jumping
6	The man is jumping

**Output (child showing and telling) phase 2: Set B2 (children speaking)**

Child's name	Set B2 act out target sentence and ask child 'what's happening?'
	1: The man is walking
	2: The woman / lady is walking
	3: The boy is walking
	4: The girl is walking
	5: The teddy is walking
	6: The baby is walking

**Input phase 3: Set E1 (adult speaking, children listening)**

Input (adult showing and telling)	Set D1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby



**Output (children showing and telling) phase 3: Set E2 (children speaking)**

Child's name	Set E2 act out target sentence and ask child 'what's happening?'
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

**Session Notes**

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**END OF SESSION 3**



## **Therapy session 4 – Sentence sets A, B & F**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set A1 (adult speaking)**

Input (adult showing and telling)	Set A1 act out and say
1	The baby is laughing
2	The woman / lady is laughing
3	The boy is laughing
4	The girl is laughing
5	The teddy is laughing
6	The man is laughing

### **Output (child showing and telling) phase 1: Set A2 (children speaking)**

Child's name	Set A2 act out target sentence and ask child 'what's happening?'
	1: The man is sitting
	2: The woman / lady is sitting
	3: The boy is sitting
	4: The girl is sitting
	5: The teddy is sitting
	6: The baby is sitting

**Input phase 2: Set B1 (adult speaking)**

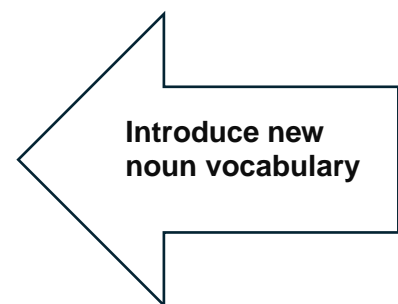
Input (adult showing and telling)	Set B1 act out and say
1	The baby is jumping
2	The woman / lady is jumping
3	The boy is jumping
4	The girl is jumping
5	The teddy is jumping
6	The man is jumping

**Output (child showing and telling) phase 2: Set B2 (children speaking)**

Child's name	Set B2 act out target sentence and ask child 'what's happening?'
	1: The man is walking
	2: The woman / lady is walking
	3: The boy is walking
	4: The girl is walking
	5: The teddy is walking
	6: The baby is walking

**Input phase 3: Set F1 (adult speaking, children listening)**

Input (adult showing and telling)	Set F1 act out and say
1	The girl is kicking an apple
2	The girl is kicking an orange
3	The girl is kicking a ball
4	The girl is kicking a cup
5	The girl is kicking a train
6	The girl is kicking a shoe
7	The woman / lady is kicking an apple



**Output (children showing and telling) phase 3: Set F2 (children speaking)**

Child's name	Set F2 act out target sentence and ask child 'what's happening?'
	1: The Woman is brushing a cat / lady
	2: The Woman is brushing a horse / lady
	3: The Woman is brushing a teddy / lady

**Session Notes**

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**END OF SESSION 4**

## **Therapy session 5 – Sentence sets A, C & D**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set A1 (adult speaking)**

Input (adult showing and telling)	Set A1 act out and say
1	The baby is laughing
2	The woman / lady is laughing
3	The boy is laughing
4	The girl is laughing
5	The teddy is laughing
6	The man is laughing

### **Output (child showing and telling) phase 1: Set A2 (children speaking)**

Child's name	Set A2 act out target sentence and ask child 'what's happening?'
	1: The man is sitting
	2: The woman / lady is sitting
	3: The boy is sitting
	4: The girl is sitting
	5: The teddy is sitting
	6: The baby is sitting

**Input phase 2: Set C1 (adult speaking)**

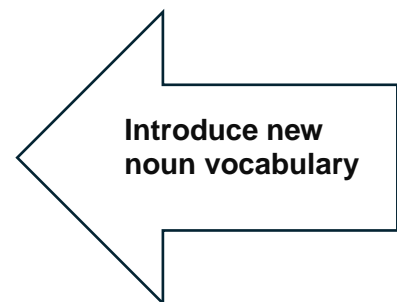
Input (adult showing and telling)	Set C1 act out and say
1	The man is eating an apple
2	The man is eating an orange
3	The man is eating a banana
4	The man is eating a carrot
5	The man is eating a lolly
6	The teddy is eating a banana

**Output (child showing and telling) phase 2: Set C2 (children speaking)**

Child's name	Set C2 act out target sentence and ask child 'what's happening?'
	1: The teddy is washing an apple
	2: The teddy is washing an orange
	3: The teddy is washing a banana
	4: The teddy is washing a carrot
	5: The teddy is washing a spoon
	6: The teddy is washing a cup

**Input phase 3: Set D1 (adult speaking, children listening)**

Input (adult showing and telling)	Set D1 act out and say
1	The boy is riding a cat
2	The boy is riding a horse
3	The boy is riding a bike
4	The baby is riding a bike



**Output (children showing and telling) phase 3: Set D2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The baby is smelling an apple
	2: The baby is smelling a flower
	3: The baby is smelling an orange
	4: The baby is smelling a banana
	5: The baby is smelling a sock
	6: The baby is smelling a carrot

**Session Notes**

<b>Session Notes</b>	
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**END OF SESSION 5**

## **Therapy session 6 – Sentence sets B, E & F**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set B1 (adult speaking)**

Input (adult showing and telling)	Set B1 act out and say
1	The baby is jumping
2	The woman / lady is jumping
3	The boy is jumping
4	The girl is jumping
5	The teddy is jumping
6	The man is jumping

### **Output (child showing and telling) phase 1: Set B2 (children speaking)**

Child's name	Set B2 act out target sentence and ask child ‘what’s happening?’
	1: The man is walking
	2: The woman / lady is walking
	3: The boy is walking
	4: The girl is walking
	5: The teddy is walking
	6: The baby is walking

**Input phase 2: Set E1 (adult speaking)**

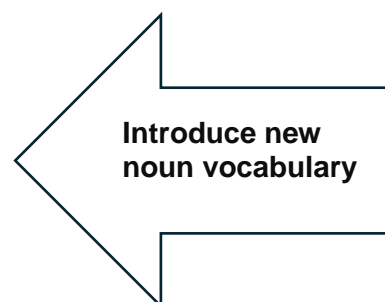
Input (adult showing and telling)	Set E1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby

**Output (child showing and telling) phase 2: Set E2 (children speaking)**

Child's name	Set E2 act out target sentence and ask child 'what's happening?'
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

**Input phase 3: Set F1 (adult speaking, children listening)**

Input (adult showing and telling)	Set F1 act out and say
1	The girl is kicking an apple
2	The girl is kicking an orange
3	The girl is kicking a ball
4	The girl is kicking a cup
5	The girl is kicking a train
6	The girl is kicking a shoe
7	The woman / lady is kicking an apple



**Output (children showing and telling) phase 3: Set F2 (children speaking)**

Child's name	Set F2 act out target sentence and ask child 'what's happening?'
	1: The Woman / lady is brushing a cat
	2: The Woman / lady is brushing a horse
	3: The Woman / lady is brushing a teddy



**Session Notes**

**END OF SESSION 6**

## **Therapy session 7 – Sentence sets A, C & D**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set A1 (adult speaking)**

Input (adult showing and telling)	Set A1 act out and say
1	The baby is laughing
2	The woman / lady is laughing
3	The boy is laughing
4	The girl is laughing
5	The teddy is laughing
6	The man is laughing

### **Output (child showing and telling) phase 1: Set A2 (children speaking)**

Child's name	Set A2 act out target sentence and ask child 'what's happening?'
	1: The man is sitting
	2: The woman / lady is sitting
	3: The boy is sitting
	4: The girl is sitting
	5: The teddy is sitting
	6: The baby is sitting

**Input phase 2: Set C1 (adult speaking)**

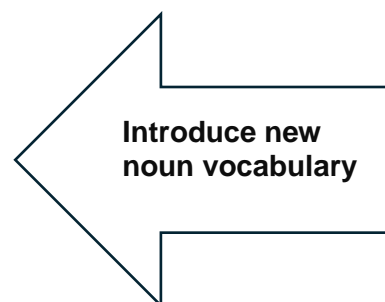
Input (adult showing and telling)	Set C1 act out and say
1	The man is eating an apple
2	The man is eating an orange
3	The man is eating a banana
4	The man is eating a carrot
5	The man is eating a lolly
6	The teddy is eating a banana

**Output (child showing and telling) phase 2: Set C2 (children speaking)**

Child's name	Set C2 act out target sentence and ask child 'what's happening?'
	1: The teddy is washing an apple
	2: The teddy is washing an orange
	3: The teddy is washing a banana
	4: The teddy is washing a carrot
	5: The teddy is washing a spoon
	6: The teddy is washing a cup

**Input phase 3: Set D1 (adult speaking, children listening)**

Input (adult showing and telling)	Set D1 act out and say
1	The boy is riding a cat
2	The boy is riding a horse
3	The boy is riding a bike
4	The baby is riding a bike



**Output (children showing and telling) phase 3: Set D2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The baby is smelling an apple
	2: The baby is smelling a flower
	3: The baby is smelling an orange
	4: The baby is smelling a banana
	5: The baby is smelling a sock
	6: The baby is smelling a carrot

**Session Notes**

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**END OF SESSION 7**

## **Therapy session 8 – Sentence sets B, E & F**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set B1 (adult speaking)**

Input (adult showing and telling)	Set B1 act out and say
1	The baby is jumping
2	The woman / lady is jumping
3	The boy is jumping
4	The girl is jumping
5	The teddy is jumping
6	The man is jumping

### **Output (child showing and telling) phase 1: Set B2 (children speaking)**

Child's name	Set B2 act out target sentence and ask child 'what's happening?'
	1: The man is walking
	2: The woman / lady is walking
	3: The boy is walking
	4: The girl is walking
	5: The teddy is walking
	6: The baby is walking

**Input phase 2: Set E1 (adult speaking)**

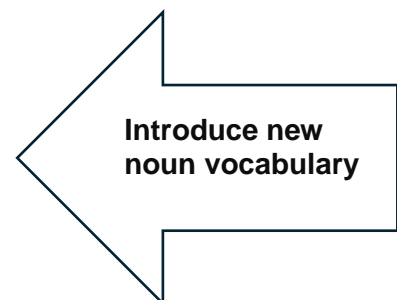
Input (adult showing and telling)	Set E1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby

**Output (child showing and telling) phase 2: Set E2 (children speaking)**

Child's name	Set E2 act out target sentence and ask child 'what's happening?'
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

**Input phase 3: Set F1 (adult speaking, children listening)**

Input (adult showing and telling)	Set F1 act out and say
1	The girl is kicking an apple
2	The girl is kicking an orange
3	The girl is kicking a ball
4	The girl is kicking a cup
5	The girl is kicking a train
6	The girl is kicking a shoe
7	The woman / lady is kicking an apple



**Output (children showing and telling) phase 3: Set F2 (children speaking)**

Child's name	Set F2 act out target sentence and ask child 'what's happening?'
	1: The Woman is brushing a cat / lady
	2: The Woman is brushing a horse / lady
	3: The Woman is brushing a teddy / lady

Session Notes

**END OF SESSION 8**

**NOW PLEASE COMPLETE DECISION  
POINT 1: BEST ASSESSMENT 1 BEFORE  
MOVING ON TO THERAPY SESSION 9**

## **Therapy session 9 – Sentence sets C, D & G**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set C1 (adult speaking)**

Input (adult showing and telling)	Set C1 act out and say
1	The man is eating an apple
2	The man is eating an orange
3	The man is eating a banana
4	The man is eating a carrot
5	The man is eating a lolly
6	The teddy is eating a banana

### **Output (child showing and telling) phase 1: Set C2 (children speaking)**

Child's name	Set C2 act out target sentence and ask child 'what's happening?'
	1: The teddy is washing an apple
	2: The teddy is washing an orange
	3: The teddy is washing a banana
	4: The teddy is washing a carrot
	5: The teddy is washing a spoon
	6: The teddy is washing a cup



**Input phase 2: Set D1 (adult speaking)**

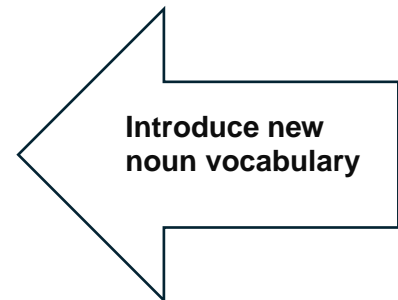
Input (adult showing and telling)	Set D1 act out and say
1	The boy is riding a cat
2	The boy is riding a horse
3	The boy is riding a bike
4	The baby is riding a bike

**Output (child showing and telling) phase 2: Set D2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The baby is smelling an apple
	2: The Baby is smelling a flower
	3: The baby is smelling an orange
	4: The baby is smelling a banana
	5: The baby is Smelling a sock
	6: The baby is Smelling. a carrot

**Input phase 3: Set G1 (adult speaking, children listening)**

Input (adult showing and telling)	Set G1 act out and say
1	The baby is putting a spoon in the table
2	The baby is putting a cup on the table
3	The baby is putting a flower on the table
4	The baby is putting a key on the table
5	The man is putting a phone on the bed



**Output (children showing and telling) phase 3: Set G2 (children speaking)**

Child's name	Set G2 act out target sentence and ask child 'what's happening?'
	1. The man is putting a spoon on the bed
	2. The man is putting a cup on the bed
	3. The man is putting a flower on the bed
	4. The man is putting a key on the bed
	5. The man is putting a phone on the bed

<b>Session Notes</b>	
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**END OF SESSION 9**

## **Therapy session 10 – Sentence sets D, E & H**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set D1 (adult speaking)**

Input (adult showing and telling)	Set D1 act out and say
1	The boy is riding a cat
2	The boy is riding a horse
3	The boy is riding a bike
4	The baby is riding a bike

### **Output (child showing and telling) phase 1: Set D2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The baby is smelling an apple
	2: The baby is smelling a flower
	3: The baby is smelling an orange
	4: The baby is smelling a banana
	5: The baby is smelling a sock
	6: The baby is smelling a carrot

**Input phase 2: Set E1 (adult speaking)**

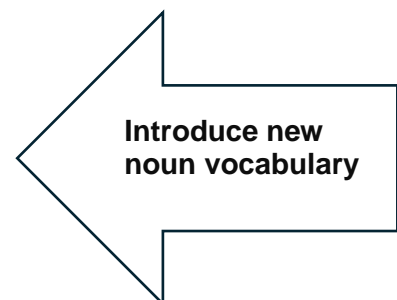
Input (adult showing and telling)	Set E1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby

**Output (child showing and telling) phase 2: Set E2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

**Input phase 3: Set H1 (adult speaking, children listening)**

Input (adult showing and telling)	Set H1 act out and say
1	The man is pouring milk into the cup
2	The man is pouring milk into the shoe
3	The baby is pouring milk into the box



**Output (children showing and telling) phase 3: Set H2 (children speaking)**

Child's name	Set H2 act out target sentence and ask child 'what's happening?'
	1: The baby is pouring juice into the cup
	2: The baby is pouring juice into the shoe
	3: The baby is pouring juice into the box

**Session Notes**

**END OF SESSION 10**

## **Therapy session 11 – Sentence sets E, F & I**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set E1 (adult speaking)**

Input (adult showing and telling)	Set E1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby

### **Output (child showing and telling) phase 1: Set E2 (children speaking)**

Child’s name	Set E2 act out target sentence and ask child ‘what’s happening?’
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

### **Input phase 2: Set F1 (adult speaking)**

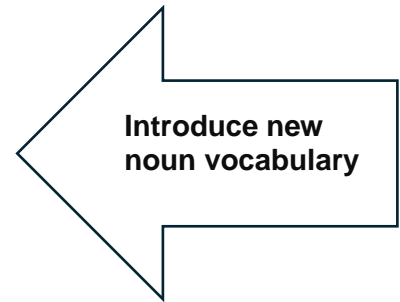
Input (adult showing and telling)	Set F1 act out and say
1	The girl is kicking an apple
2	The girl is kicking an orange
3	The girl is kicking a ball
4	The girl is kicking a cup
5	The girl is kicking a train
6	The girl is kicking a shoe
7	The woman / lady is kicking an apple

**Output (child showing and telling) phase 2: Set F2 (children speaking)**

Child's name	Set F2 act out target sentence and ask child 'what's happening?'
	1: The woman / lady is brushing a cat
	2: The woman / lady is brushing a horse
	3: The woman / lady is Brushing a teddy

**Input phase 3: Set I1 (adult speaking, children listening)**

Input (adult showing and telling)	Set I1 act out and say
1	The man is putting a spoon on the bed
2	The man is putting a cup on the bed
3	The man is putting a flower on the bed
4	The man is putting a key on the bed
5	The baby is putting a phone on the bed



**Output (children showing and telling) phase 3: Set I2 (children speaking)**

Child's name	Set I2 act out target sentence and ask child 'what's happening?'
	1: The baby is pouring juice into the cup
	2: The baby is pouring juice into the box
	3: The baby is pouring juice into the shoe

**Session Notes**

**END OF SESSION 11**

## **Therapy session 12 – Sentence sets G, H & I**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set G1 (adult speaking)**

Input (adult showing and telling)	Set G1 act out and say
1	The baby is putting a spoon on the table
2	The baby is putting a cup on the table
3	The baby is putting a flower on the table
4	The baby is putting a key on the table
5	The man is putting a phone on the table

### **Output (child showing and telling) phase 1: Set G2 (children speaking)**

Child's name	Set G2 act out target sentence and ask child 'what's happening?'
	1: The man is putting a spoon on the bed
	2: The man is putting a cup on the bed
	3: The man is putting a flower on the bed
	4: The man is putting a key on the bed
	5: The man is putting a phone on the bed



**Input phase 2: Set H1 (adult speaking)**

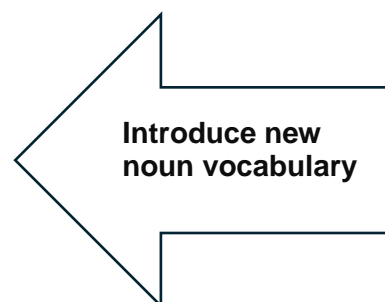
Input (adult showing and telling)	Set H1 act out and say
1	The man is pouring milk into the cup
2	The man is pouring milk into the shoe
3	The baby is pouring milk into the box

**Output (child showing and telling) phase 2: Set H2 (children speaking)**

Child's name	Set H2 act out target sentence and ask child 'what's happening?'
	1: The baby is pouring juice into the cup
	2: The baby is pouring juice into the shoe
	3: The baby is pouring juice into the box

**Input phase 3: Set I1 (adult speaking, children listening)**

Input (adult showing and telling)	Set I1 act out and say
1	The man is putting a spoon on the bed
2	The man is putting a cup on the bed
3	The man is putting a flower on the bed
4	The man is putting a key on the bed
5	The baby is putting a phone on the bed



**Output (children showing and telling) phase 3: Set I2 (children speaking)**

Child's name	Set I2 act out target sentence and ask child 'what's happening?'
	1: The baby is pouring juice into the cup
	2: The baby is pouring juice into the box
	3: The baby is pouring juice into the shoe

Session Notes

END OF SESSION 12

**NOW PLEASE COMPLETE DECISION  
POINT 2: BEST ASSESSMENT 2 BEFORE  
MOVING ON TO THERAPY SESSION 13**

## **Therapy session 13 – Sentence sets D, E & J**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set D1 (adult speaking)**

Input (adult showing and telling)	Set D1 act out and say
1	The boy is riding a cat
2	The boy is riding a horse
3	The boy is riding a bike
4	The baby is riding a bike

### **Output (child showing and telling) phase 1: Set D2 (children speaking)**

Child's name	Set D2 act out target sentence and ask child 'what's happening?'
	1: The baby is smelling an apple
	2: The baby is smelling a flower
	3: The baby is smelling an orange
	4: The baby is smelling a banana
	5: The baby is smelling a sock
	6: The baby is smelling a carrot

**Input phase 2: Set E1 (adult speaking)**

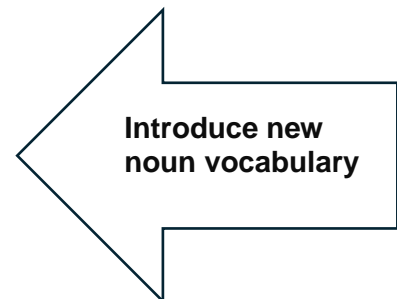
Input (adult showing and telling)	Set E1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby

**Output (child showing and telling) phase 2: Set E2 (children speaking)**

Child's name	Set E2 act out target sentence and ask child 'what's happening?'
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

**Input phase 3: Set J1 (adult speaking, children listening)**

Input (adult showing and telling)	Set J1 act out and say
1	The girl is giving a ball to the baby
2	The girl is giving a banana to the baby
3	The girl is giving a phone to the baby
4	The girl is giving a lolly to the baby
5	The boy is giving an apple to the baby



**Output (children showing and telling) phase 3: Set J2 (children speaking)**

Child's name	Set I2 act out target sentence and ask child 'what's happening?'
	1: The boy is giving a ball to the woman/lady
	2: The boy is giving a banana to the woman/lady
	3: The boy is giving a phone to the woman / lady
	4: The boy is giving a lolly to the woman / lady
	5: The boy is giving an apple to the woman / lady

**Session Notes**

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**END OF SESSION 13**

## **Therapy session 14 – Sentence sets C, F & K**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 2: Set C1 (adult speaking)**

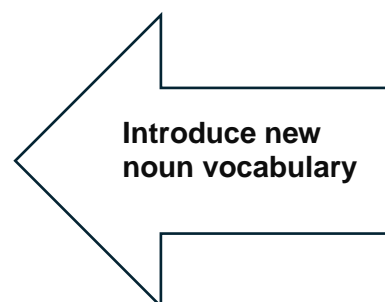
Input (adult showing and telling)	Set C1 act out and say
1	The man is eating an apple
2	The man is eating an orange
3	The man is eating a banana
4	The man is eating a carrot
5	The man is eating a lolly
6	The teddy is eating a banana

### **Output (child showing and telling) phase 2: Set C2 (children speaking)**

Child's name	Set C2 act out target sentence and ask child 'what's happening?'
	1: The teddy is washing an apple
	2: The teddy is washing an orange
	3: The teddy is washing a banana
	4: The teddy is washing a carrot
	5: The teddy is washing a spoon
	6: The teddy is washing a cup

### **Input phase 3: Set F1 (adult speaking, children listening)**

Input (adult showing and telling)	Set F1 act out and say
1	The girl is kicking an apple
2	The girl is kicking an orange
3	The girl is kicking a ball
4	The girl is kicking a cup
5	The girl is kicking a train
6	The girl is kicking a shoe
7	The woman / lady is kicking an apple

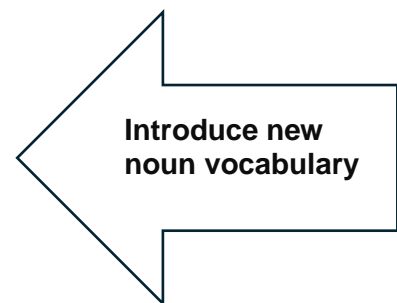


**Output (children showing and telling) phase 3: Set F2 (children speaking)**

Child's name	Set F2 act out target sentence and ask child 'what's happening?'
	1: The woman is brushing a cat / lady
	2: The woman is brushing a horse / lady
	3: The woman is brushing a teddy / lady

**Input phase 3: Set K1 (adult speaking, children listening)**

Input (adult showing and telling)	Set K1 act out and say
1	The girl is throwing a ball to the woman / lady
2	The girl is throwing a ball to the man
3	The boy is throwing a ball to the baby



**Output (children showing and telling) phase 3: Set K2 (children speaking)**

Child's name	Set K2 act out target sentence and ask child 'what's happening?'
	1: The boy is throwing a banana to the woman/lady
	2: The boy is throwing a Banana to the man
	3: The boy is throwing a Banana to the baby

Session Notes

**END OF SESSION 14**

## **Therapy session 15 – Sentence sets E, C & L**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 2: Set E1 (adult speaking)**

Input (adult showing and telling)	Set E1 act out and say
1	The boy is kissing a cat
2	The boy is kissing a horse
3	The boy is kissing a teddy
4	The boy is kissing a baby
5	The girl is kissing a baby

### **Output (child showing and telling) phase 2: Set E2 (children speaking)**

Child’s name	Set E2 act out target sentence and ask child ‘what’s happening?’
	1: The girl is hugging a horse
	2: The girl is hugging a teddy
	3: The girl is hugging a baby
	4: The girl is hugging a cat

### **Input phase 2: Set C1 (adult speaking)**

Input (adult showing and telling)	Set C1 act out and say
1	The man is eating an apple
2	The man is eating an orange
3	The man is eating a banana
4	The man is eating a carrot
5	The man is eating a lolly
6	The teddy is eating a banana

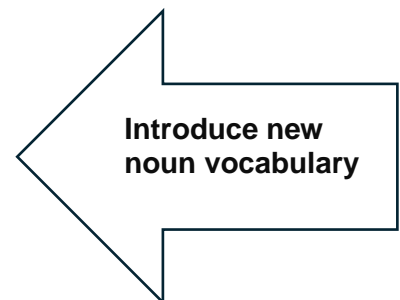


**Output (child showing and telling) phase 2: Set C2 (children speaking)**

Child's name	Set C2 act out target sentence and ask child 'what's happening?'
	1: The teddy is washing an apple
	2: The teddy is washing an orange
	3: The teddy is washing a banana
	4: The teddy is washing a carrot
	5: The teddy is washing a spoon
	6: The teddy is washing a cup

**Input phase 3: Set L1 (adult speaking, children listening)**

Input (adult showing and telling)	Set L1 act out and say
1	The girl is giving a ball to the woman / lady
2	The girl is giving a banana to the woman / lady
3	The girl is giving a phone to the woman / lady
4	The girl is giving a lolly to the woman / lady
5	The boy is giving an apple to the woman / lady



**Output (children showing and telling) phase 3: Set L2 (children speaking)**

Child's name	Set L2 act out target sentence and ask child 'what's happening?'
	1: The boy is throwing the ball to the woman/lady
	2: The boy is throwing the Ball to the man
	3: The boy is throwing the ball to the baby

**Session Notes**

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**END OF SESSION 15**

## **Therapy session 16– Sentence sets J, K & L**

For this session you will need the ‘agent’ toys plus the object toys for **sentence set C**.

Before the session starts familiarise the children with the toys and noun vocabulary you will be using during the session.

For more details see the overview on page 5.

### **Input phase 1: Set J (adult speaking)**

Input (adult showing and telling)	Set J1 act out and say
1	The girl is giving a ball to the baby
2	The girl is giving a banana to the baby
3	The girl is giving a phone to the baby
4	The girl is giving a lolly to the baby
5	The boy is giving an apple to the baby

### **Output (child showing and telling) phase 1: Set J2 (children speaking)**

Child’s name	Set J2 act out target sentence and ask child ‘what’s happening?’
	1: The boy is giving a ball to the woman / lady
	2: The boy is giving a banana to the woman/lady
	3: The boy is giving a phone to the woman / lady
	4: The boy is giving a lolly to the woman / lady
	5: The boy is giving a lolly to the woman / lady

**Input phase 2: Set K1 (adult speaking)**

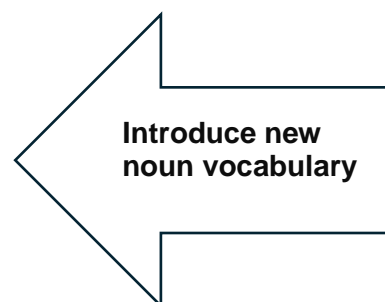
Input (adult showing and telling)	Set K1 act out and say
1	The girl is throwing a ball to the woman / lady
2	The girl is throwing a ball to the man
3	The boy is throwing a ball to the baby

**Output (child showing and telling) phase 2: Set K2 (children speaking)**

Child's name	Set K2 act out target sentence and ask child 'what's happening?'
	1: The boy is throwing a banana to the woman / lady
	2: The boy is throwing a banana to the man
	3: The boy is throwing a banana to the baby

**Input phase 3: Set L1 (adult speaking, children listening)**

Input (adult showing and telling)	Set L1 act out and say
1	The girl is giving a ball to the woman / lady
2	The girl is giving a banana to the woman / lady
3	The girl is giving a phone to the woman / lady
4	The girl is giving a lolly to the woman / lady
5	The boy is giving an apple to the woman / lady



**Output (children showing and telling) phase 3: Set L2 (children speaking)**

Child's name	Set L2 act out target sentence and ask child 'what's happening?'
	1: The boy is throwing the ball to the woman/lady
	2: The boy is throwing the ball to the man
	3: The boy is throwing the ball to the baby

**Session Notes**

**END OF SESSION 16**







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<https://research.ncl.ac.uk/best>