

Come Talk With Me



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for Childhood Communication

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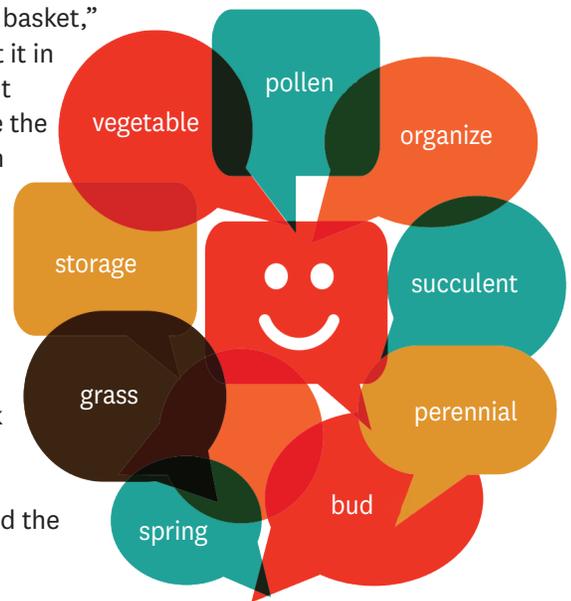


From Your Audiologist

- Teach your child how to put their hearing aids on independently by having them practice in a mirror to ensure they get the ear mold into their ear properly.
- Make sure you know the number and color of the batteries for your child's amplification: 312-Brown, 675-Blue, 13-Orange, 10-Yellow, 5-Red
- Bring in stamped padded envelopes to the clinic and we can send you batteries each month so that you do not need to come in. See our clinic bulletin for an example or call the front desk for more information. 213-764-2843

Words Matter

- This year's spring is a stark contrast to past springs. Flowers are blooming; the grass is green and our weeds are out of control! Enjoy the CA parks. Comment on what you see during your walks. Try to include these words: craneflies, path, trail, hike, weed, dandelion, poison ivy, watch out, spot, overgrown, lush, sky, to garden, to plant, and damp.
- Spring is also a time that we associate with cleaning. Clean out the old to make room for the new. Target prepositions when you ask your child to help. Examples include: "Put this in the basket," "Put it on the top shelf," "Put it in the back of the cabinet," "Put the box of old clothes beside the suitcases," "Put the shovel in front of the broom" or "Put the pink flowers in between the white ones."
- Help your child find something by describing what it's not. Instead of asking your child to find a red flower, ask your child to find the flower that is not pink or instead of saying find the caterpillar find the bug with no wings.



Parent Strategies

- During vocal play, once turn taking and imitation are well established, slightly change the sound being played with. Make the sound longer or shorter, or change the pitch. Next, you can change the sound to another sound that your child already knows how to make.
- Reward all of your child's attempts at communication. You can repeat back what they say during vocal play. If it is a directive or a request, when possible you should follow through. Offer praise. Additional comments you might make include: "You are right, that is a __," "You are telling me that you want a __," or "I heard you!"
- Model language for your child in different situations. For example, show your child what could be said as you are walking towards the slide in the park: "Remember if you are in line and someone pushes you away, you could say, 'It's my turn. Please move over.'" If your child sees children playing a game, you can remind your child that a good thing to say would be, "I want to play too. Can I join you?"



Read On!

- [The Umbrella](#) by Jan Brett
- [The Carrot Seed](#) by Ruth Krauss
- [Snow Rabbit, Spring Rabbit: A Book of Changing Seasons](#) by Il Sung Na
- [The Easter Bunny's Assistant](#) by Jan Thomas
- [Here Comes the Easter Cat](#) by Deborah Underwood
- [Fly Away Home](#) by Eve Bunting
- [Tales our Abuelitos Told: A Hispanic Folktale Collection](#) by Alma Flor Ada
- [One Yellow Daffodil: A Hanukkah Story](#) By David A. Adler



Supporting your child's literacy development

- When your child is school-age and can read independently, it is still important to read aloud with your child. When you read aloud, you are showing your child how we read language. Change the inflection in your voice when you read questions and statements that show excitement.
- Read the first chapter or two aloud to your son or daughter to get them 'hooked' on reading a new book.
- Research conducted at the University of California Santa Cruz by Massaro (2016), indicates that reading aloud is the best way to help develop word mastery (vocabulary skills) and grammatical knowledge.
- Reading aloud helps your child understand situations that they have not yet experienced. Books take your child to places that they will never go.



Let's Chat

- For the young child, target early use of the word **not** by talking about what something isn't doing. For example: "The caterpillar is **not** walking," "The plant is **not** growing" or "The mother is **not** gardening."
- As you help your child to retell events or stories from books or movies, help them to learn and use irregular past tense verbs such as: ran, drank, swam, caught, threw, said, made, went, took, came, gave, grew or found.
- For the older child, target pairing negation with words such as say, ask, tell, know that or think. For example: "The worker at Home Depot **didn't tell me** to put down fertilizer," She **doesn't think** she saw poison ivy on the trail," or "Dad **didn't say** that we have to help him mow the lawn this afternoon."

Social Stars

- When talking with your infant or toddler, watch where your child looks. You and your child want to be looking at the same toy or object as well as looking back and forth at each other. This typically occurs by 6-9 months of age.
- For families who celebrate Easter, help your child understand that the Easter Bunny comes to see all families that celebrate Easter. For families who celebrate Passover, talk with your child about how all families who celebrate Passover will have a Seder. They will all have the same meal and they will all practice the same customs.
- Children near the age of 5 will tell stories that have a main character and a sequence of events, but you may have to infer meanings during your child's storytelling. Help your child tell a story about a person or character and something that happened with the events in the right order.

