

Come Talk With Me



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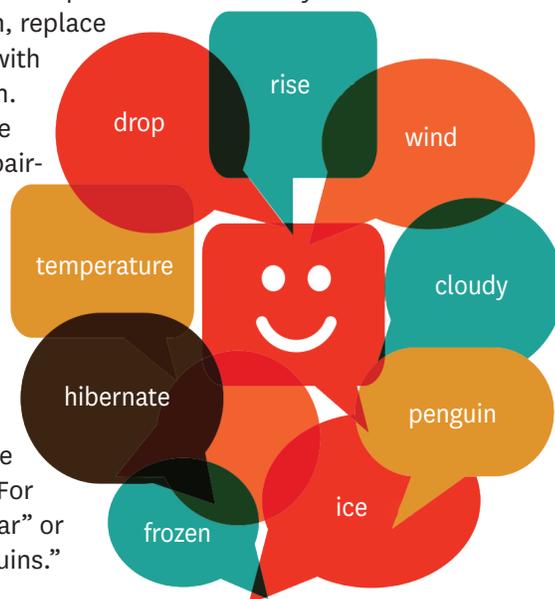


From Your Audiologist

- Check the expiration date in your battery inventory. Recycle batteries that are expired and replace with new ones.
- Describe sounds around the home as soft sounds and loud sounds. Keep track of the types of sounds your child hears and share this information with your audiologist.
- When listening to music, help your child to identify the tempo or rate of music as fast or slow. When singing familiar songs with your child, change the tempo of the song and have your child match your rate.

Words Matter

- Build your child's vocabulary by making connections between objects. For example: bear is to cave as a fox is to den, or hat is to head as glove is to hand. When we help a child develop associations between words, we help support the child's developing memory of the new word as well as providing an opportunity to increase general knowledge.
- Another strategy to increase your child's vocabulary is teaching your child words that mean the same, synonyms. Keep in mind the words your child knows and when you are talking with them, replace words that they already know with words that may be new to them. Build their understanding of the new word by using context or pairing it with a familiar word to help define the new word.
- Help develop your child's descriptive skills by targeting qualitative (descriptive concepts) and quantitative (number concepts) adjectives. Make sure to use more than one adjective to describe objects. For example: "one brown, fuzzy bear" or "black and white, playful penguins."



Parent Strategies

- In order to help teach your child to imitate speech sounds, make sure that you are imitating their vocalizations as well. When your child makes a sound, you can say the same sound making sure to match the sound, duration, intensity and pitch. Children learn by example and if they see that mommy and daddy are constantly mimicking their sounds, they too will begin to do the same.
- Children need to have sufficient information to learn. We can do this by acoustically highlighting the sound, word or concept we are targeting. For short sounds we may do this by: repeating the sound (for ball we might say b-b-b-all), stretching out a sound (for bus we might say bussssss), whispering the word if the targeted sound is voiceless, emphasizing the target (The rabbit is **in** the mitten) or pausing before the target (I see a....polar bear).
- When your child does not understand something you or someone else has said, help them to use a communication strategy. A good one to use would be, "Can you say that in a different way?"



Read On!

- [The Snowy Day](#) by Ezra Jack Keats
- [The Mitten](#) by Jan Brett
- [Waiting for Winter](#) by Sebastian Meschenmoser
- [Footprints in the Snow](#) by Cynthia Benjamin
- [The Jacket I Wear in the Snow](#) by Shirley Neitzel
- [The Snow Queen](#) by Hans Christian Anderson
- [Stone Fox](#) by John Reynolds Gardiner
- [Amazing Grace](#) by Mary Hoffman
- [A Picture Book of Martin Luther King](#) by David Adler



Supporting your child's literacy development

- Build knowledge of writing by helping your child understand that we write to share information with others. Encourage your child to draw a picture to share an idea. Have your child draw a picture to represent playing with a holiday Christmas or Hanukkah gift and mail it to a relative in an addressed envelope. The picture represents a story that can be told and retold.
- For a child with written word knowledge, help your child label each of their drawings with the written word. This would be a good time to share the pen. If your child can write letters sounds within the word, have them do it and then you can write the rest of the word and/or the words that they do not know.
- For the older child, help them to write a letter of thanks for a gift received. Consider adding an introduction, a body and a conclusion. Help your child address the envelope.



Let's Chat

- For the young child, work on their ability to express the relationship between two concepts by using two word semantic combinations to talk about an object and an action or action to an object. As you model the simple sentence of “the penguin walks” or “throw the snowball” you would expect to hear your child say “penguin walk” or “throw ball.”
- Increase your child's ability to share two ideas in one sentence by combining verbs. “The penguin swims and waddles,” “The saucer spins and slides.”
- Put together embedded phrases in the same sentence. When doing this we are increasing the number of verbs included in your child's utterance in a different way. One way to do this is to use the verbs: think, know, realize, guess, bet, suppose or suspect. “I think the bear hibernates in a cave and he sleeps all winter,” “I bet she will wear gloves and they will keep her hands warm,” “I know the sun will come out today and the temperature will go up.”

Social Stars

- Children are often asking their parents if they can continue an activity instead of cleaning up or moving on to a non-preferred activity. Help your child request continuation of an activity with a question such as: “Can I read a little longer?”
- Model how to offer another person a compliment. Show your child how they can tell one of their peers, “I really like your sweater, is it new?” or “I love your picture, it is really nice.” Additionally, teach your child to recognize when someone else give them a compliment and help them to say, “Thank you,” in return.
- As your child increases their ability to have meaningful conversations, they will need to learn how to end a conversation appropriately. Model the phrases they can use to politely do this. For example: “I am really enjoying our conversation, but I need to go soon, can we continue to talk another time?” or “I would love to hear more about this another time, but I apologize, I need to go to class.”

