

SPEECH & AUDIOLOGY

NEWSLETTER

ISSUE NO 2 | APRIL - 2020 | VOLUME 1



Office of DIVERSE LEARNER
SUPPORTS + SERVICES



5 Steps to Jumpstart At-Home Articulation Practice: A Roadmap To Success

Many of you may be thinking, "Help! I'm not an SLP!" Life at home is busy! Between juggling work, home needs, and supporting your child's learning, knowing where and how to begin at-home speech sound practice can be overwhelming. Here are 5 steps to help start your at-home articulation practice so it is easy and attainable for both you and your child. [Click here to continue reading inside.](#)

7 Tips to Improve Your Child's Social Skills



"Pragmatic" language refers to the social language skills we use in our daily interactions with others. This includes what we say, how we say it...[Click here to continue reading](#)

5 FREE Online Literacy Resources



From free books to free games! Check out these free resources that will help your child build their literacy skills. [Click here to continue reading](#)

Click to Navigate

02 - 03

[Newsletter Contributors](#)

04

[Articulation & Phonology](#)

05

[Augmentative /
Alternative
Communication](#)

06

[Fluency](#)

07

[Bilingual Corner](#)

08

[Deaf & Hard of Hearing
& Audiology](#)

09

[Central Auditory
Processing](#)

10 - 11

[Pragmatic Language](#)

12 - 13

[Language](#)

14 - 15

[Link Reference Page](#)

Newsletter Contributors



Meet Your SLP's & AuD's



▶ **Liliana Diaz-Vazquez** is a lead bilingual speech language pathologist (SLP) who works at John H. Hamline elementary school. Liliana has extensive experience serving the bilingual population. Liliana is the editor-in-chief of the newsletter. She hopes that this newsletter will provide families with the resources they need in order to ensure their child's success with his/her communication skills at home.



▶ **Samantha Black** is a speech-language pathologist who works at Leif Ericson Scholastic Academy and Farragut Career Academy. She works extensively with students ranging from PK-High School, particularly students who use AAC (augmentative and alternative communication) devices and students with ASD. She really enjoys being a part of CPS and misses her students a lot!



▶ **Cameron Smith** is a speech language pathologist at Chase Elementary School. Her areas of interest and expertise are working with the Deaf and Hard of Hearing population and early childhood language development. Before becoming an SLP, Cameron was an early childhood educator



▶ **Ryan Jagnandan** has served the students of Chicago as a speech-language pathologist (SLP) in the Back of the Yards community for six years. Her focus areas are treatment of early language delays, literacy, and functional communication skills. She misses her students and colleagues at Hedges and Hamline VERY much and hopes everyone is staying healthy and happy!

and administrator. When she is not at school or safe at home, Cameron enjoys hiking in the mountains and petting every dog she sees!



▶ **Jessica Campbell** is a speech-language pathologist who works at Louisa May Alcott elementary school and Salmon P. Chase elementary school. Jessica currently serves students with a variety of delays/disorders including ranging in severity. She has a special interest in augmentative and alternative communication and language development for children who are minimally verbal.



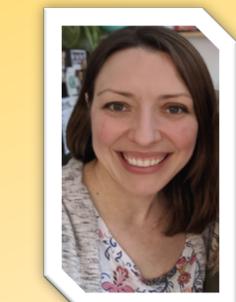
▶ **Sarah Warner** is a speech language pathologist who works at Darwin and Lincoln Elementary schools. Her areas of interest and expertise include developmental language delay, articulation, and reading disorders. She hopes this resource will help all stakeholders maximize their child's communication skills.



▶ **Gabrielle Garcia** graduated from Northwestern University with her master's degree in speech, language, and learning in 2017 and has been working as a speech language pathologist across several schools within CPS since then. She is especially interested in language development and social language. She misses her students and hopes everyone is staying safe!



▶ **Emily Klinker** is a speech language pathologist who works at Joseph Brennemann Elementary School. She has been with Chicago Public Schools for five years. Her special interests include early childhood, elementary, augmentative and alternative communication (AAC), and functional communication skills.



▶ **Vija Reed** is a speech-language pathologist who obtained her masters from Northwestern University in 2007 and has been working with CPS for the past 13 years. She has served schools throughout the entire city and appreciates being able to experience the extraordinary diversity within Chicago. She has a 4-year-old daughter and 2-year-old son that are keeping her busy, but also reminding her to pause and appreciate the little things.

Newsletter Contributors



▶ Bridget Joyce

has been employed with CPS since 2001. She joined the district following several years working in social services serving at-risk youth & adults with disabilities. After completing a Master's in Special Education, she worked as a Learning Behavior Specialist with students in grades 4-8 with learning disabilities. In 2005, she began teaching students with moderate to severe disabilities, where she continued until she completed another Master's program in

Communication Disorders. Ms. Joyce joined the SLP Department in 2009 & has consistently worked with our low-incidence/cluster programs. She has extensive training and experience in augmentative and alternative communication supports, & she enjoys training teachers & parents in easy strategies & functional communication. Her "happy place" is in the classroom with our diverse learners & fantastic teachers!



▶ Anna Daras

is a Speech-Language Pathologist with nine years of experience at CPS. She currently works at Lorca Elementary in the Avondale community, and with the City-Wide Assessment Teams in Garfield Park. Her interest and expertise in early childhood language lead her to finding her niche on the assessment teams. Anna's favorite parts about this setting include the play-based

assessments, collaboration with clinicians, and providing parents with the tools to help their children progress in the areas of speech and language.



▶ Claire Rayburn

is an SLP at Bret Harte, Jane Neil, and Horace Mann elementary schools in Chicago. This is her first year as an SLP. Her areas of interest include AAC, early childhood, and language strategies for students who are minimally verbal. Outside of speech, she loves to do yoga and spend time on the lakefront. She misses her students and families so much!



▶ Taylor Eighmy

is a bilingual SLP who currently works at Nixon, Darwin, and Avondale/Logandale Elementary Schools. Taylor works extensively with the bilingual populations at her schools and particularly enjoys working with teachers and other clinicians to provide services in inclusive settings. She specializes in early childhood evaluations, AAC and bilingual language development/disorders.



▶ Susan Moran, Au.D.

has been an audiologist with CPS for 20 years. She had 10 years of experience as a clinical audiologist prior to coming to CPS. Susan works in the DHH cluster program at Kinzie School and truly enjoys working with the Deaf and Hard of Hearing population. Working and collaborating with other clinicians to consider the "whole" child to best serve students is her favorite part of being an Educational Audiologist.



▶ Elena Rubio

Is a certified Speech-Language Pathologist who was born in Cuba and grew up in Illinois. She is passionate about serving the Latino community through work with my students and their families at Falconer and Lorca Elementary Schools. Her particular areas of interest include fluency and fluency disorders, bilingualism, language learning and literacy

development. Sending my very best wishes to all my students and their families. Please stay safe and healthy!



▶ Samantha Sophiea-Fairmont

is a speech language pathologist at Courtenay Elementary School. Samantha loves getting to support children of all ages and working with a wide range of communication needs. Her areas of interest include receptive and expressive language, fluency, articulation, phonological processing, language based learning disabilities, social communication, and AAC.

Samantha hopes everyone is staying healthy and engaged during this difficult time. She can't wait to see her students again!



▶ Lauren Clutter

is a Speech-Language Pathologist with 13 years of experience within CPS. She currently works with the amazing students at Hawthorne Scholastic Academy and Amundsen High School. Lauren's interests and expertise are with students who use AAC, language disorders, and phonological disorders.



▶ Katie Wenzlick

is a recent graduate of Rush University. She's so thrilled to be working (remotely) at Columbia Explorer's Academy and Maria Saucedo Scholastic Academy. She's continuing to expand and implement her knowledge of AAC, visual supports, and dynamic communication devices. When she's not engaged in structured storytime activities with her youngest students, she is attempting to polish up her rusty Spanish

skills! These days Katie's enjoying scenic journeys all around her refrigerator, kitchen table, desk, and couch.

▶ Nancy Gabert

is an ASHA certified speech-language pathologist. She has been a speech-language therapy provider for age groups ranging from pediatric to geriatric in school and in healthcare settings. She is currently assigned to the elementary and the high school setting at CPS. Nancy enjoys the opportunity to work with students in a wide age at CPS. Her areas of interest and expertise include phonology, language development, literacy, and assessment of speech and language disorders.

5 Steps to Jumpstart At-Home Articulation Practice

A Roadmap To Success



Many of you may be thinking, “Help! I’m not an SLP!” Life at home is busy! Between juggling work, home needs, and supporting your child’s learning, knowing where and how to begin at-home speech sound practice can be overwhelming. Here are 5 steps to help start your at-home articulation practice so it is easy and attainable for both you and your child:



Click on the Links!



[The Process of Articulation Therapy](#)

[Speech Sounds Word Lists](#)

[100 Trials for Articulation Worksheet](#)
[FREEBIE](#)

[YouTube Video for Speech Sound Cues](#)

[Practicing Speech Sounds with](#)
[Peachie Speechie on YouTube](#)

Identify Speech Sounds: Check your child’s IEP to make a list of sounds your child is working on and what position or level. For example, “S in the beginning of words in short phrases”, “L at the end of words in sentences”. Contact your child’s speech language pathologist with questions about which sounds to practice!

Gather Materials: Find a word list or picture cards that match your child’s speech sounds. Use items around the house to count how many times you practice the speech sounds. Examples include crayons, markers, coins, beans, erasers, etc. Provide a tabletop mirror so your child can watch his/her mouth while practicing!

Practice: Pick a 5-10 minute time period in your daily routine to practice speech sounds like after breakfast, before TV time, after dinner, etc. Aim to practice the sound 60-100 times.

Give Feedback: If your child cannot say a sound in isolation then we need to teach them how. Watch sound instruction videos to learn strategies for eliciting the sound. Each child will require different types of reminders for his/her sound such as where to put their lips, tongue, or teeth. When showing your child how to make their speech sound remember to sit in front of them so they can see your face, get their attention by saying, “Watch my mouth and listen”, and say their speech sound slowly and have them try it.

Praise, Praise, Praise! Making speech sounds is hard. If your child is close to a correct production, praise them! Give positive praise to make them feel successful and motivated. “Great talking!” “Good trying!” Be specific in your praise so they know what they did right and can do it again. “You did it! You caught your tongue in your teeth for that ‘th’ sound!”

If your child is getting frustrated or not making progress, take a break and come back to it later. Reach out to your child’s SLP if you have any questions. We are here to help!

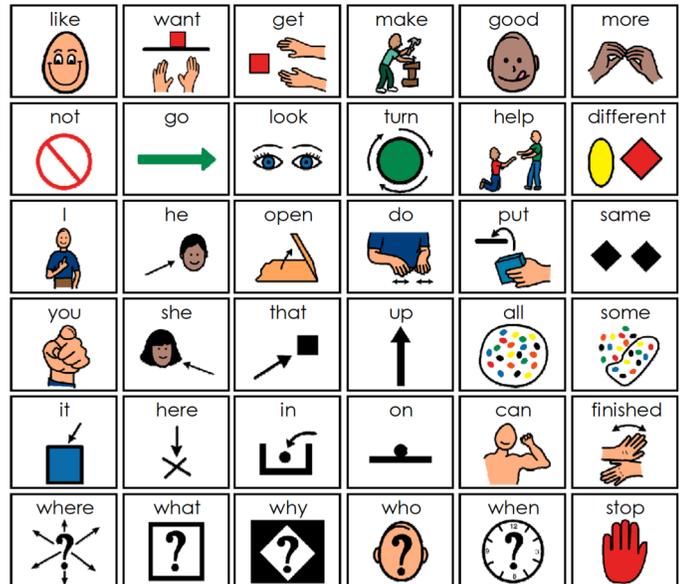
AAC Words of the Week

Using Core Words at Home

Navigating all the words, images, and technology features of your child's Augmentative Alternative Communication (AAC) system can feel overwhelming, especially with so much on your plate! This week, try taking it back to basics and use "core" vocabulary with

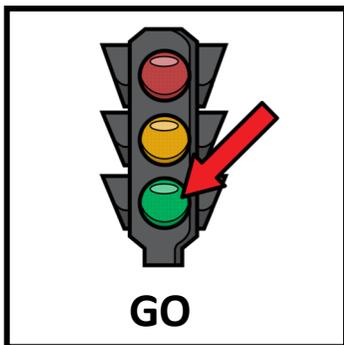
your child. Core vocabulary are the most frequent words that we use while speaking, whether it is while playing at the park, eating lunch, or reading a book together. Core vocabulary words can be used on their own or can be combined with other words to make phrases and sentences. In

speech therapy sessions at school, we often choose one or a few core words to focus on during a lesson, giving examples of the word and using it in a book or activity. See below for ideas on how to teach and use two core words at home this week!



The Picture Communication Symbols ©1981-2015 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

[Click to obtain a FREE Core Board](#)



[FREE Book for "GO" here](#)

Word #1: GO

"GO" is a great way for students to express their needs and wants, and to get and give information! When modeling "GO," make multiple opportunities to model the word by stopping and pausing throughout the activity.

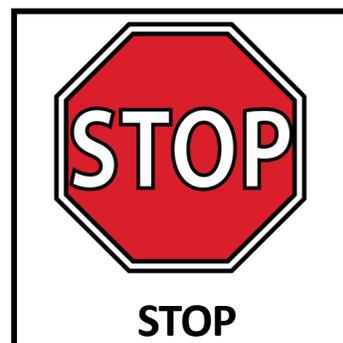
Activity: While listening to a favorite song, model "GO" when pressing play to start the song. Pause the song throughout and model "GO" or wait five seconds to give your child a chance to request "GO." Add in "Ready, set,..." to prompt your child to communicate "GO." You can also use a musical toy with an on/off switch.

[Click here for a variety of activity ideas for several core words](#)

Word #2: STOP

"STOP"! This word and symbol allows a child to express protest. This functional, socially appropriate word can provide a way to object to an action, behavior, or activity in a child's environment. "STOP" can also be used in play, in schedules/agendas, transportation, and even to ensure safety in the community.

Activity: STOP can be used along with "GO" to request a favorite movement toy or activity! STOP can also be used to end an activity. When the activity or event is wrapping up, simply use the "stop" symbol and your child's AAC along with your verbal message, "It's time to stop! We're all done!" "Stop" is a sign and symbol of safety in the community. Point out "stop" lights and signs on a walk. Talk about crossing the street safely, especially when a crossing guard holds a "stop" sign.



[FREE Book for "STOP" here](#)

[FREE "STOP" & "GO" Signs](#)

Let's Practice at Home!

Students working on fluency with their Speech Language Pathologist have been learning strategies to help them speak smoothly and build confidence for speaking in class and at home with family. These strategies are unique to each student,

but may include, "easy relaxed speech, easy onsets, slow stretched speech, or pausing and phrasing." Fluency can be confusing for kids of all ages, and may affect your child differently depending on how old they are. Allow your child to learn more about

stuttering by reviewing the resource listed under their age group. Then, your child can work on their fluency strategies while engaging in a fun activity at home!

H...h...h...ello!

Elementary Students

Resource: Click here [Sometimes I Stutter Book](#)

Activity: Egg/Box Hunt: Place questions within plastic eggs or small boxes. Have your student practice their fluency strategies while answering the questions they found in the eggs or boxes. For any non-reading students, replace the questions with pictures. Your student can explain what they see in the picture using their fluency strategies.

Middle School

Resource: Click here. [Sometimes I Stutter Book](#)

Activity: Your student can work on their fluency strategies while reading these jokes. [Click Here.](#)

High School

Resource: Click here ["Stuttering teens achieve fluency despite stress"](#)

Activity: Practice your fluency strategies while calling a family or friend!



For more information on how you can help your child who stutters at home by building their confidence for speaking, visit the following sites:

[7 Tips for Talking to Your Child](#)

[5 Tips to Share with Parents of Preschoolers Who Stutter](#)

[A Parent's Guide to Stuttering](#)

[Suggestions for Modifying Demanding Questions](#)



How to Make Your Home Environment Better for a Child Who Stutters

You can help make your home environment better for a child who stutters by following a few simple guidelines. For one, speak slowly. While talking with a child who stutters, it is important to slow down the conversation, and make sure they don't feel rushed! A way to do this would be to pause for 2 seconds before responding to your child's question or when you comment on something your child has said. This signals

a slowing down of your (parent) response time and conversational turns. Second, try to encourage turn taking. If your family is having a conversation, make sure each person has their own time to talk without feeling pressured, rushed, or interrupted. One way to make sure your family is taking turns during a conversation is to use a "talking stick." Have one special item that is your "talking stick." Make a family rule that

only the person holding the "talking stick" item gets to talk. You can pass around the item so that everyone gets to participate in the conversation without being interrupted or rushed to finish! Finally, try to set a time everyday to work on fluency strategies. Instead of reminding your child of their strategies all day long, pick a 5-10 minute block of time where the focus is on using fluency strategies.

Being Bilingual is a Superpower!



Researchers have repeatedly proven that there are many advantages to being bilingual. Bilingualism has been shown to improve children's ability to learn new words, identify sounds, and problem-solve. Despite the many known benefits of raising children who speak more than one language, many myths continue to surround bilingual language

development. Now is a wonderful time to understand that these myths are just that, myths! Celebrate your native language, culture, and traditions as a family while your children are with you at home and empower them to become the best bilingual communicators that they can be!

More Information on Bilingualism!

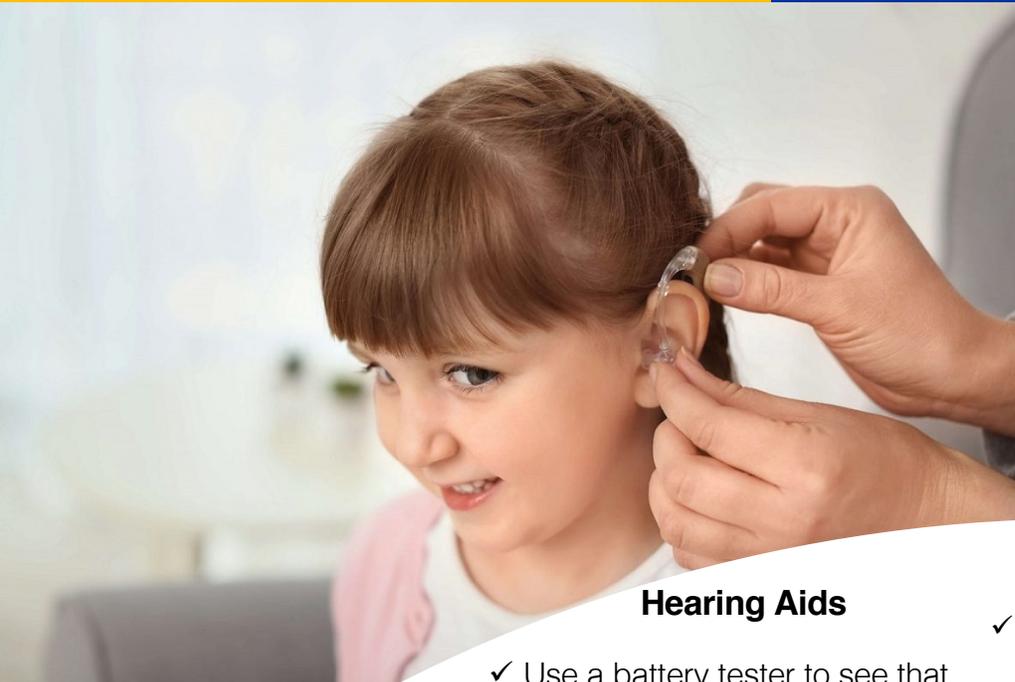
- Fellow SLPs at the HOLA blog seek to "debunk" many myths in their helpful resource "[Bilingual Myths and Facts](#)." Click the link to access!
- Bilingual SLPs discuss bilingual language development in Spanish on YouTube. Click the picture below to access!



Myth vs. Fact

Myth	vs.	Fact
 <p>Learning 2 or more languages is "confusing" to children.</p>		 <p>All children, even children with disabilities such as Autism or Downs Syndrome, can learn multiple languages.</p>
 <p>Children who are exposed to more than one language will be delayed compared to children who are exposed to only one language.</p>		 <p>Bilingualism does not cause language delays. Consider your child's skills in BOTH languages combined in order to obtain an accurate representation of his/her total language ability</p>
 <p>Bilingual children who mix languages have a language disorder or learning problem.</p>		 <p>Code-switching (mixing languages) is normal in both bilingual children and adults.</p>
 <p>Families should speak to their children in their "school language" even if they do not speak the language well.</p>		 <p>Families should speak to their children in the language that they are most comfortable speaking to provide the best language models possible & to encourage interaction with all members of the child's community.</p>

The Importance of Checking Your Child's Hearing Instruments at Home



Cochlear Implants

- ✓ If you have a cochlear implant “checker” for your child’s device, use it!
- ✓ Check your child’s processor each morning to make sure it is charged, batteries are working, cords are secure, etc.

Hearing Aids

- ✓ Use a battery tester to see that the battery is fully charged, and always replace low batteries.
- ✓ Use a listening tube or listening stethoscope to listen to each device your child uses. Make sure the signal is clear, free of static and distortion.

Click Here for More Resources!

[Start the Day with a LING 6 Sound Check](#)

[Learn More About Checking Hearing Aids](#)

Earmolds

- ✓ Make sure that the opening to the ear canal portion of the earmold is free of wax. Should you find wax there, simply wipe it with a damp cloth or use a wax loop or brush to remove it.
- ✓ Check that the earmold tubing is free of moisture. If you see moisture, detach the earmold from the hearing instrument and use an earmold blower to dry it. If the earmold has a vent, blow the air through that opening too.
- ✓ Look closely to see that the earmold and tubing do not have any cracks or tears that could lead to feedback (whistling or squealing). Your audiologist can replace any damaged tubing easily. A torn earmold will need replacing.

How to Use Acoustic Highlighting

When speaking to your child who has been identified with a hearing impairment, acoustic highlighting is an easy, effective strategy made of slight changes while speaking. For example, while at an event with loud noises and conversations, someone may introduce themselves and say, “My name is Stacey.” A person responds, “Hi Tracey” and you reply, “Not Tracey – my name is Ssssstacey” while prolonging and bringing attention to the /s/ sound. By stressing and

extending the /s/ sound, you gave specific information to tell the difference between the names Stacey and Tracey. In this situation, acoustic highlighting was used. Acoustic highlighting can help improve overall listening and language skills, children hear the difference between speech sounds, and become aware of speech mistakes especially if they are working on articulation (see articulation section in the beginning of the newsletter!). Acoustic

highlighting helps to break up parts of a message so that your child can more easily process the information auditorily!

You can do this by:

- ✓ **Bringing attention to important words or sounds by changing your tone of voice**
- ✓ **Pausing before and after important words or sounds**
- ✓ **Say a keyword slightly**

louder or softer than the rest of a sentence

- ✓ **Say the word more slowly and extend the sound they may be missing, for example “Oh you see the ssssstar!”**

CAPD Activity Suggestions

If your child has a diagnosed Central Auditory Processing Deficit these games can be therapeutic and fun for the whole family!
[Click here to learn more about CAPD](#)

Some games include:

Scrabble®, Bop- It®, Catch Phrase®, S, Rummikub®, Twister®, Battleship®, Boggle®, Mad Gab®, Twister®, UpWords®, The Simon Game®, Scattogories, Clue, Wheel of Fortune

Video game systems, including the Wii®, and Dance Mat video game

Sing-along CDs –Schoolhouse Rock!

Model building, chess and card games
 Charades, Password, Bananagrams and hangman, telephone game, rhyming games, start-stop games (e.g., Red Light - Green Light)

& sound recognition games (e.g., the student says a word that begins with the last sound of your word: caT –Tack, doG – Gum).

Listening for sounds around

you. Have your children close their eyes and sit or lie quietly and listen carefully to the sounds around them. There are so many household sounds that never really get our attention: the dishwasher, coffeemaker, hairdryer, footsteps, doors opening/closing. Just listen and count how many sounds you hear in a given time period and have kids name them. Game: Kids take turns making sounds for their siblings to hear within the home.

Shaking sounds. Place small hard items such as stones, dried beans, coins, salt, or rice into small containers or jars with covers. Have the child identify the contents through shaking and listening.



Now Listen Up!

During this quarantine, do you find yourself wishing your children listened better? I know I do! If your child has been identified with an auditory processing disorder or a diagnosed hearing impairment, he or she can benefit from experiences to build attention and identification of sounds within the home and outdoor settings. And invite the siblings to participate. These activities can help ALL children to develop the very important, but often undervalued, skill of listening.

Recorded sounds. Sounds can be found or recorded on iPads or phones. Play a variety of sounds and ask your child to name them. Planes, trains, cars, children playing, and animals are some of the sounds that children enjoy hearing and labeling. Game: If you have sound puzzles (transportation, animals, etc), block the child's view and activate a space in the puzzle. Have them guess which sound by placing the puzzle piece and see if it matches the sound you activated.

Everyday sounds. Behind a barrier (i.e. box, scarf, book, etc) make sounds with everyday items such as silverware, velcro, crumpling paper/tin foil, snaps, zippers, etc. If the child can't guess based on sound, give language clues about function, size, or shape.

Hide and Seek with Sound. Have your children hide and the seeker listens for them to make sounds to help locate the hiding places. Vary the volume of the sounds, soft and getting louder as the game goes on.

What is Pragmatic Language?

“Pragmatic” language refers to the social language skills we use in our daily interactions with others. This includes what we say, how we say it, our non-verbal communication (eye contact, facial expressions, body language, etc.) and how appropriate our

interactions are in a given situation. A pragmatic language disorder is a significant deficiency, which is not consistent with the child’s chronological age in using or understanding language in social situations.



7 Tips to Improve Your Child’s Social Skills

Inferring Emotions at Home

Inferring emotions in other people is a pragmatic language skill that helps us communicate better at home, at school, at work, and in the community each day. It influences the way we approach and respond to people. In order to infer

emotions, we have to use clues from what we can observe (the person’s facial expressions, body language, actions, and words) and what we already know about emotions (what might cause specific emotions or how we like to be

treated when we have strong emotions) to figure out what is not being directly said. This is an abstract skill and can be difficult for children with pragmatic language disorders. **You can practice these skills at home. Try it out below!**

1. **MODEL** correct greetings & farewells whenever possible
2. **TALK ABOUT BODY LANGUAGE.** For example, encourage them to face their listener, give them an appropriate amount of space, & make appropriate eye contact
3. **DISCUSS APPROPRIATE REACTIONS.** Teach your child how to appropriately ask for items they want, & discuss appropriate reactions when wants or needs are not met immediately
4. **ENCOURAGE POLITE FORMS & MANNERS** throughout everyday tasks. Model the use of “please,” “thank you,” and “you’re welcome” whenever possible.
5. **USE SCRIPTS & SOCIAL STORIES** to teach explicit language for a variety of situations
6. **PLAY BOARD GAMES** to practice turn-taking; an important skill needed for reciprocal conversation
7. **WATCH MOVIES MOVIES & READ BOOKS.** Ask your child how the character may be feeling at the moment by saying “What’s in their thought bubble?”

1 Model throughout your daily routine. Model how to recognize feelings in others & respond appropriately. For example, “I can see that your sister is playing alone & she has a frown on her face. I think she feels sad.”

2 Read Together, ask your child how characters feel throughout the story, what clues they can use to figure it out, & what made the character feel that way. Relate the story to your child’s similar experiences by asking what makes them feel that way.

3 Scavenger Hunts: Write or draw a list of emotions together, then find characters with each emotion in books, magazines, or videos.

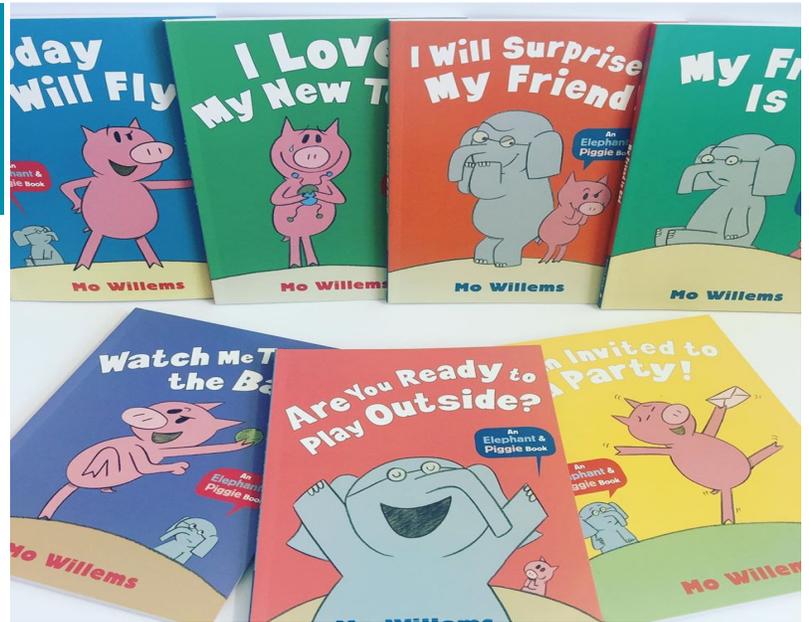
4 Pretend Play: While playing, pretend to have different emotions & give your child opportunities to ask how you feel, figure out why you feel that way, & decide how to respond appropriately.

5 Act out Emotions: Play games such as Charades or Simon Says with directions to act out different emotions.

6 Emotion Songs: You can adapt songs to include emotion words as in the song, “If You’re Happy & You Know It.”

Tips for Using Books to Practice Conversational Skills with Your Child

Reading and sharing books together can be a fun way to practice conversational skills with a child. Popular books can easily be used for younger children. Speech-Language Pathologist, Rebecca Eisenberg, MS, CCC-SLP shared pragmatic language coaching tips on ASHA Leader Live using books from the Elephant and Piggie series by author Mo Willems. Check out the tips she provided.



[Check out the Elephant & Piggie books here](#)

Turn Taking in

Conversation: Elephant and Piggie have simple and lively conversations. The conversation is related to a specific topic and flows easily between the characters. Read an Elephant and Piggie book. Role play an Elephant and Piggie conversation after reading the book to practice maintaining conversation.

When and why to use intonation in

conversation: Mo Willems uses many exclamation points, bold words and italic words to express the emotions and feelings of Elephant and Piggie. For example, in the book, "We are in a Book," Elephant jumps up and down and says "THAT IS SO COOL!" Ask, "Is Elephant whispering or shouting? How do you know?" Talk about when and where a soft or a loud voice would be used. Make sure to use appropriate intonation related to the story when you are reading the book.

Interpreting Body

Language: Elephant and Piggie express themselves well through body language. Talk about how the character's body language shows how he is feeling. For example, talk about how Elephant is jumping up and down, he must be excited! Piggie is crying, he must be sad. This is a good time to ask questions and to model language.

Expanding and maintaining a topic

within a conversation: Elephant and Piggie have long conversations in each of their books. Talk about how the characters maintain a topic. Talk about how they keep a conversation going. Determine if Elephant and Piggie use questions, comments, etc. to keep a conversation going.

Discussing Emotions: Elephant and Piggie have intense feelings and emotions in this series which provides an opportunity to review emotion vocabulary. Talk about how the characters are feeling and why. Elephant is confused about wanting to share his ice cream with Piggie in the book, *Should I Share My Ice Cream?* Discuss what "confusion" means. Relate it to an experience you or your child has had recently.

Reading and sharing books together can be a fun way to help build a child's conversational skills. **The Chicago Public Library** has online eBooks available that you can read and share with your child. You can learn more about eBook checkout and checkout a book to use with your child by visiting the Chicago Public Library website.

[Click here → Chicago Public Library E-books](#)

Using Toys & Play to Grow Language!

Did you know that the items you already have at home are some of the greatest tools to help your child grow their language skills? There is NO need to buy anything new! Here are a few tips for using household items and toys for at-home speech therapy practice:

Toy Cars

(vocabulary, verbs/action words, expressive language)

Label! These toys have so many parts; wheels, doors, seats, windows, etc. Emphasize the vocabulary as you play, for example: "let's play with the CAR!"; "the TRAIN can go fast!" or "the BUS is yellow!"

Make silly sounds! Vehicles make all kinds of noises such as beep beep & vroom vroom. These environmental sounds are attention-grabbing & fun for children, which can help keep them engaged in play & expose them to more language.

Model words/phrases such as "oh no!", "stop!", "go!" "again!" & "more!" while staging car crashes, which are highly engaging for children. After a few "crashes", pause and wait for your child to ask for "more" either verbally or by pointing or looking at you!



Stuffed Animals

(Labeling, pragmatics, following directions, pretend play)

Pretend Play: model language while playing with the bear by feeding it ("time to EAT") putting it to bed ("night night! Shh!"), or by giving your child instructions to follow, such as "the bear is cold! Can you put the hat on it?"

Teach body parts: name the body parts on the animal as you point to them ("these are his eyes! He uses them to see!"). Have your child point to different body parts on the stuffed animal and on him/herself



Books

(WH questions, vocabulary, following directions, literacy)

"Read" the pictures: the illustrations are just as important as the text in children's books! Pre-readers can name or describe things they see or even narrate what is going on. Pre-verbal children will benefit from hearing you describe things as you point to pictures.

Ask questions: "What is he doing? Is she at home or at school? Is it daytime or nighttime; how can you tell?"

Model action vocabulary: TURN the page, OPEN the book, read MORE! Making reading an interactive experience for your child can help them develop a love for the whole book experience, even long before they can read!



Household BINGO

(following directions, understanding descriptions)

Make your own! Use tape to make a large bingo card on the floor (25 squares arranged in five vertical columns and five side to side rows).

Use home items. Pick different items around the house (shoe, pencil, cup, ball, etc.) and place them in the spaces.

Using index cards or little pieces of paper, write the description or function of each item (e.g., "you can write with it" for pencil, "it has words and pages" for book), fold them up, and place them in a bowl. To mark the boxes, you can use rolled up socks, or bean bags.

Five marked boxes in a row wins! (5 vertical, 5 horizontal, or 5 diagonal)

Tip Center: Did you say FREE?!

1

[Vooks Books](#)

Vooks is offering a one month FREE trial for parents; great for Pre-k and early elementary

2

[The Literacy Shed](#)

Here you can find tons of fun academic games and teaching ideas for elementary age kids.

3

[Unite for Literacy](#)

Here you can find English & Spanish e-books for Pre-K and early elementary aged kids.

4

[Language Milestones](#)

This website provides tips and information about your child's communication skills by age.

5

[Imagination Stories with Dolly Parton](#)

Dolly Parton reads bedtime stories that have been carefully chosen for their appropriate content

Get Moving During These 3 Language Activities!

Finding ways to move and get some exercise may be difficult right now while we need to stay at home. Adding movement to language activities can help your child be more engaged and motivated to work on their skills!



[Click here to read this article: The Importance of Movement in Speech & Language Therapy](#)

Work on Descriptive Language during a Scavenger Hunt

Set up a scavenger hunt by hiding any objects/pictures around your home. When your child finds one of the items, have them describe it to you and include as many details as possible! You can ask them the following questions to help them expand their descriptions:

- What group/category does it belong to?
- What does it do/what do you do with it?
- What does it look like (color, shape, size)?
- What is it made of?
- What parts does it have?
- Where can you find it?
- What else do you know about it?

This same activity can be used to work on a variety of language skills! You can work on answering questions by hiding question cards or having your child answer a question before searching for the next item. You can practice following directions by giving your child instructions to find hidden items (e.g., "First walk to the kitchen, then look under the counter").

2

Work on Following Directions & Play Simon Says

Give your child one-, two-, or even three-step directions to follow (e.g., "Simon says make a cow noise", "Simon says clap your hands then jump")! Your directions can include different movements or different language concepts that your child is working on (e.g., descriptions, functions).

Work on Sequencing & Prepositions with an Obstacle Course

Build an obstacle course using toys and items around the house. Before starting, go through the sequence of events and have your child describe the obstacle course (e.g., "First you crawl through the tube, then you hop in each square, finally you step on each pillow without touching the floor.") Encourage them to use prepositions like "in the tube", "on top of the box", or "under the table".

3

LINK REFERENCE PAGE

Page in Newsletter	Title of Resource	Direct Website
Page 4	The Process of Articulation Therapy	http://mommyspeechtherapy.com/wp-content/downloads/forms/artic_therapy_process.pdf
Page 4	Speech Sound Word Lists	https://mommyspeechtherapy.com/?page_id=55
Page 4	100 Trials for Articulation Worksheet	https://www.teacherspayteachers.com/Product/100-Trials-for-Articulation-Freebie-for-Speech-Therapy-4381874
Page 4	YouTube Video for Speech Sound Cues	https://www.youtube.com/watch?v=omA9TDtC88M&amp=&t=196s
Page 4	Practicing Speech Sounds with Peachie Speechie	https://www.youtube.com/channel/UC13M4ASYG2k6kNjA5zyR1QQ
Page 5	Free Core Board	http://www.project-core.com/36-location/
Page 5	Free Book for “GO” core word	http://tdvox.web-downloads.s3.amazonaws.com/MyToBiiDynavox/Go%20Go%20Go.pdf
Page 5	Activity Ideas for Several Core Words	https://www.aacandautism.com/assets/uploads/Core_Word_of_the_Week.pdf
Page 5	Free Book for “STOP” core word	http://tdvox.web-downloads.s3.amazonaws.com/MyToBiiDynavox/Stop%20Said%20the%20Cop.pdf
Page 5	STOP & GO Signs	https://www.teacherspayteachers.com/Product/FREE-Stop-Yield-Go-and-Slow-Signs-4091087
Page 6	Sometimes I Stutter Book	https://www.stutteringhelp.org/sites/default/files/Migrate/sometimes_stutter.pdf
Page 6	Jokes	https://drive.google.com/file/d/1wFjEmqux5Hek_IXsbz4G8e_5d1DkHb2Q/view
Page 6	Stuttering Teens Achieve Fluency Despite Stress	https://www.youtube.com/watch?v=zWWwCVtWh-c
Page 6	7 Tips for Talking to Your Child	https://www.stutteringhelp.org/content/parents-school-aged-children

LINK REFERENCE PAGE

Page in Newsletter	Title of Resource	Direct Website
Page 6	5 Tips to Share with Parents of Preschoolers who Stutter	https://leader.pubs.asha.org/doi/10.1044/5-tips-to-share-with-parents-of-preschoolers-who-stutter/full/
Page 6	A Parent's Guide to Stuttering	https://www.superduperinc.com/handouts/pdf/51_Stuttering.pdf
Page 6	Suggestions for Modifying Demanding Questions	https://www.mnsu.edu/comdis/isad8/papers/coleman8/modifyingquestion.pdf
Page 7	Bilingual Myths & Facts	https://www.teacherspayteachers.com/Product/Bilingual-Myths-and-Facts-English-infographic-2811563
Page 7	Bilingual Language Development YouTube Video	https://www.youtube.com/watch?v=XXfrSBURgK8
Page 8	LING 6 Sound Check	https://cid.edu/wp-content/uploads/2016/05/CID-LING-SIX-SOUNDS.pdf
Page 8	Checking Hearing Aids Video	https://www.youtube.com/watch?v=Ytlh3CXh6Zs
Page 9	Blog on CAPD	https://blog.allaboutlearningpress.com/auditory-processing-disorder/#_a5y_p=2218263
Page 11	Elephant & Piggie Books	http://pigeonpresents.com/books/
Page 11	Pragmatics with Elephant & Piggie ASHA Leader	https://leader.pubs.asha.org/doi/10.1044/becca-eisenberg-elephant-and-piggie/full/
Page 11	Chicago Public Library E-Books	https://chipublib.overdrive.com/library/kids/collections/featured/3
Page 13	Vooks Books	https://www.vooks.com/parent-resources
Page 13	The Literacy Shed	https://www.literacyshed.com/
Page 13	Unite for Literacy	https://www.uniteforliteracy.com/
Page 13	Language Milestones	https://identifythesigns.org/communicating-with-baby-toolkit/
Page 13	Imagination Stories with Dolly Parton	https://imaginationlibrary.com/good-night-with-dolly/
Page 13	The Importance of Movement in Speech Language Therapy	http://homesweetspeechroom.blogspot.com/2016/07/the-importance-of-movement-in-speech.html