

Come Talk With Me



a monthly newsletter produced by
USC Caruso Family Center
for Childhood Communication

Volume 1 • Issue 5 • June 2016

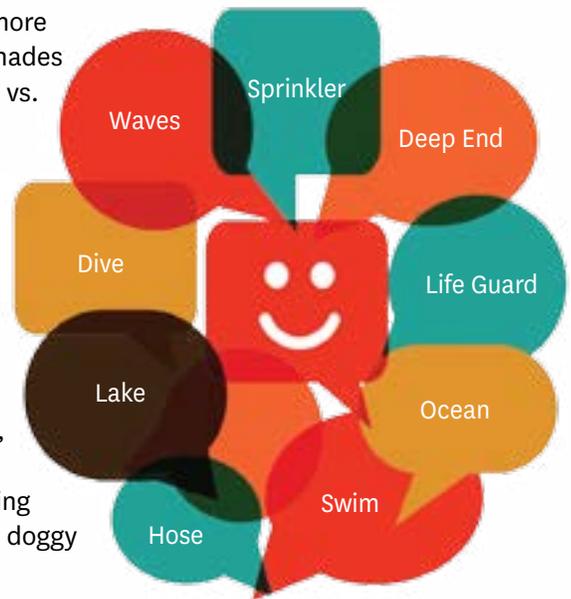


From Your Audiologist

- Experiment with your child's water resistant technology or accessories. Have fun talking about what they hear and how it sounds!
- If your child does not have a waterproof option, talk with your audiologist about your child's amplification's water resistancy and how much water play you and your child can do with their amplification on.
- Make sure that you remember to do a daily listening check using the Ling 6 sounds to make sure they are hearing with each individual ear.

Words Matter

- Comparing and contrasting are skills that children use to talk about how things can be the same and/or different. You can compare and contrast: pool vs. ocean, 2 children's swimsuits, or fish vs. octopus. Comparing and contrasting the movie Finding Nemo with the new movie, Finding Dory will help transfer these skills to stories, which is a skill children need for reading comprehension. Compare and contrast the settings, characters, plots, conclusions and your opinions of the movies.
- Think about how you can use more specific vocabulary to target shades of meaning. For example: drip vs. gush, soak vs. douse, frigid vs. cold.
- Be mindful of the words you know your child knows and make sure to use different words that carry the same meaning.
- Other good words related to water include: salt water, cold, hot, fresh, spray, faucet, pool, puddle, river, shallow end, diving board, edge, float, sink, wade, doggy paddle and kick.



Parent Strategies

- A recent study from Northern Arizona University found that parents use the most words per minute when reading books. They use the 2nd most number of words when playing with hands-on toys such as puzzles or blocks. Parents use the least number of words when playing with electronic toys. We know that the number of words a child hears directly influences their language and cognitive outcomes. Use this information as a reminder to play with your child using toys that cannot turn on. Remember, it is always an option to take out the batteries and play with the toy without the sounds!
- Busy hands, busy ears! Challenge yourself to keep your phones and other electronics away when you are engaging with your child. If you are off your phone, you will have the opportunity for more meaningful interactions with your child that will help develop their communication skills. For little babies, more interaction will likely help them to keep their hearing aids or cochlear implants on for longer periods of time than if they are not engaged with an adult.



Read On!

- Water Water Everywhere by Mark Rauzon and Cynthia Overbeck Bix
- All the Water in the World by George Lyon
- Water Dance by Thomas Locker
- I Am Water by Gene Marzollo
- Ten Little Fish by Audrey Wood
- The Hidden Messages in Water by Masaru Emoto
- Island of the Blue Dolphins by Scott O'Dell
- A Drop of Water by Gordon Morrison



Think about looking at non-fiction books related to water this month

When reading with your child....

- Do you have a library card? If not, go to your neighborhood library with a document supporting proof of residence and apply for a free library card.
- Go to the library every week. You can check out books, attend summer reading programs, find toddler story times or participate in other activities that the libraries may have. They will have a calendar of events for you to review at the front desk.
- As you select different books at the library, help your child select the “just right” books. This means using the “5 finger rule.” If you can count 5 or more words on the page that your child does not know, then the book may be too difficult. Try to find another one with less than 5 unfamiliar words per page.



Let's Chat

- When we can string together more than one adjective, we can provide more specific information about what we see or know. For example, “The cool, wavy water feels nice” or “The still, bright blue water looks beautiful” or “The big, slippery, green fish swims in the water.”
- Adding clauses is another way to support children’s understanding and use of complex language structures. This month, let’s think about using “when” clauses. “When we have no school, we go to the beach,” “When it’s hot, we play in the water,” “When we’re outside in the sun, we need to put on sunscreen.”
- Children need to be able to use and understand pronouns to follow a conversation and comprehend what they read or what is read to them. Focus on subject pronouns this month. “I want to go outside,” “It is swimming in the water,” “She is wearing a green swimsuit,” “We are going to the park,” “They are having fun on the swing,” “You can help me cut the watermelon.”

Social Stars

- Think about shaping your child’s statements and needs into questions. Focus on using the question stems, “Can I....” and “May I....” during the summer. When you are out in public places with your child it is important that they ask for permission rather than running ahead to what they would like to do.
- You will have more opportunities to watch your child interact with other children because they are not in school. As they work on their sharing and turn taking skills, it is not only important to work on the phrase “Thank you” but also work on the phrase “You’re welcome” as well.
- Encourage your child to be considerate of their peers. For example, if someone falls or accidentally gets splashed in the face, help your child to ask their friend, “Are you ok?” “Do you need help?” or to say, “I’m sorry.”

