

Come Talk With Me



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for Childhood Communication

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From Your Audiologist

- If your child loses an ear mold, hearing aid, cochlear implant or a part of a cochlear implant call the manufacturer or the USC clinic immediately. 213-764-2843
- Before outdoor play, secure your child's amplification to their clothing using either a clip or the recommended retention equipment suggested by your child's audiologist.
- As the weather gets warmer wipe your child's amplification with a dust free cloth, open the battery door, remove the battery, store it in your child's dry and store container overnight.

Words Matter

- It's summer! Let's talk about all the fun things we can do outside with water in California. Words to target could include: sand, surf, float, boat, coast, swim, bury, submerge, protect, cover, umbrella, sticky, calm and rough.
- As you fill up buckets with water, sand, or seashells you can take the time to talk about whether the bucket is full or empty.
- Take a walk along the beach and collect seashells. Bring back your full bucket and sort or share your collection using words such as: one, some, all, most or a few.
- Use your beach bag to practice language. Give a verbal description of an object in your bag for your child to find. For the young child you might say, "Can you find me something yellow that you can use to dig in the sand." For the older child you could say, "Can you find me something that comes in a plastic tube and contains a greasy lotion that we put on so that we do not get a sunburn?"



Parent Strategies

- As you work to strengthen your child's auditory feedback loop, begin to use Learning to Listen sounds in turn-taking and imitating games with pause time and an expectant look for your child's response, i.e., puh puh puh for the boat, quack quack for the duck, swish swish for the fish.
- Make sure that you are singing with your child throughout the day. This can be by using familiar songs such as "The Wheels on the Bus," or by making up songs to go along with an activity or routine that you and your child frequently do together.
- Vary your talk to help your child develop flexibility in their communication skills. You might say "Before you put on your bathing suit, please put on your sunscreen," one time and then another time you might say, "Don't forget that you need to put your sunscreen on before you put on your bathing suit." You can also rephrase something your child says in another correct way so they can see that there is more than one correct way something can be said.



Read On!

- Otto Goes to the Beach by Ted Parr
- A Day At the Beach by Clarissa Flagg
- Good Night Beach by Adam Gamble
- Duck and Goose Go To The Beach by Tad Hills
- Harry By the Sea by Gene Zion
- Beach Day by Mercer Mayer
- This One Summer by Jillian Tamaki and Mariko Tamaki
- What Lives in a Shell? By Kathleen Weidner Zoehfeld
- Oceans by Yvonne Franklin



Supporting your child's literacy development

- Take a trip to the beach. Write about the ocean when you get home. Encourage your child to use the five senses, i.e. what color was the water? How did the water move? How did the water feel? What sounds did you hear? Help your child connect sensory experiences to language through writing.
- Find a shell on the beach or purchase one in a local souvenir shop. Write a fiction story together about the pretend person that lives in the shell. Maybe the pretend person comes out and grants your child 3 wishes. Write about their 3 wishes.
- Plan a picnic to take to the beach. Have your child list what is needed. to.mthat you will pack in your picnic basket.
- Pack a beach bag to take to the beach. Have your child list all of the items that should be placed inside the beach bag.



Let's Chat

- Help your early communicator talk about what someone is doing using simple phrases that have a subject, a verb and an object. For example, "The girl kicks the beach ball," "The boy scoops the sand," "The family rides in the boat."
- Help your child state a purpose more clearly by using an infinitive verb paired with the word "went." Examples include: "Mommy went to pick up dad." "My sister went to find sea-shells." "The lifeguard went to rescue the drowning person."
- When your child talks about what they will do during break or what they did, help your child identify the people they talk about more specifically by stating their relationship to your child. For example: "Jose, my cousin, will come to the beach with us," or "Sarah, my neighbor, invited me over for popsicles," or "Mrs. Trojan, my friend's mom, is going to let us bury her in the sand right now."

Social Stars

- Children need to know that different people have different minds and that different people will know different things. For example, if someone hides a toy, that person will know where they hid it, but someone who was not there will not know where the object is. One person knows and the other does not. Help your child gain this skill by talking about what you know, what they know. You can also talk about what different characters know in stories.
- Help your child to gain information using questions that start with "are" or "is." For example, "Are we going to the beach this weekend?" "Is the dog coming to the lake with us?" "Is it time to go yet?"
- Gain your child's attention and visual attention before presenting new information. Check to make sure you have achieved your goal. If you still do not have their attention, continue to work for it!

