

# Come Talk With Me



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

Volume 3 • Issue 1 • January 2018



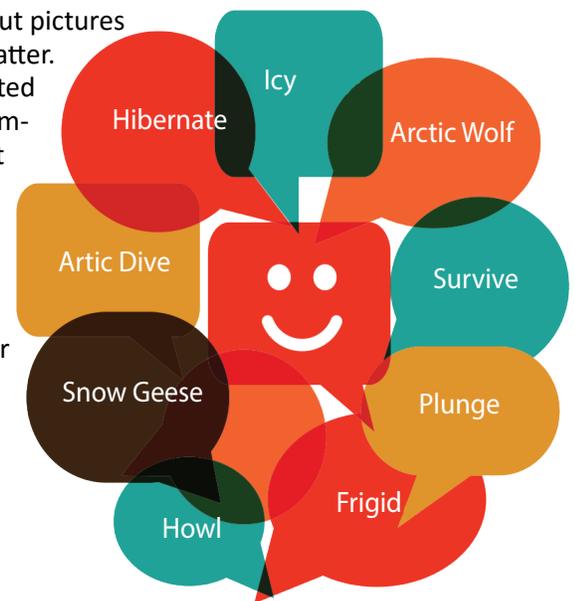
## From Your Audiologist

- Review your family's plan for hearing aid and/or cochlear implant care. The New Year is an excellent time to re-establish practices that promote good care.
- Keep your child's hearing aids and/or cochlear implants in a safe and secure place. Avoid storing them in an open area where they can be easily damaged.
- You can encourage both hearing aids and cochlear implants to be in the dry device when not in use.

## Words Matter

In the cold winter months, children frequently discuss arctic animals in their classrooms. Incorporate a trip to the library into your family's weekly activities this month. Check out non-fiction books about arctic animals. Words to target for this month's theme are: plunge, icy, frigid, arctic, dive, hunt, exist, survive, polar bear, red fox, orca, walrus, seal, Antarctica, hibernate, arctic hare, snow geese, snowy owl, beluga whale, arctic wolf, habitat, shelter, scurry, scavenger, breathe, and howl.

- For younger children, print out pictures of our January words that matter. Have your child sort the printed pictures by category. For example, group arctic animals that have four legs, animals that have two legs, and animals without legs.



- For older children, describe an item by four elements. For example, "A polar bear is an **animal**, with **white fur**, that lives in **Arctic Circle**, and eats **fish**."

## Parent Strategies

- Toddlers and preschoolers need constant supervision. School-age children gradually seek more independence. Learning to make good choices and learning self-discipline is challenging for many children. When children have limited communication abilities, making good choices and learning age appropriate self-management skills requires a great deal of parental guidance.
- Praise your child's efforts towards making good choices with specific praise. Examples of specific praise include, "I like the way that you worked to complete your homework last night. You asked me for help, and you were able to finish it by yourself." Specific praise is more effective than general praise, 'you did a good job' and got an A on your homework." Specific praise helps a child develop the internal motivation necessary to sustain effort when tasks become more difficult.



# Read On!

- Tacky and The Emperor by Helen Lester
- Whiteblack Penguin Sees the World by H.A. Rey
- Little Polar Bear and the Husky Pup by Hans De Beer
- The Three Snow Bears by Jan Brett
- Polar Bear Polar Bear Why is Your World Melting? By Robert E. Wells
- Clap Your Paws! by Kim Norman



## Supporting your child's literacy development

1. Children must practice to become better readers. In order to help your child improve his understanding of a story, set aside 2-3 hours a week for story reading. Have your child read with you. Ask your child to stop when parts of the story become confusing. Help your child summarize what the story means.
2. Struggling readers need MORE practice reading aloud, not less. Read difficult sections of the story aloud together. Stop. Discuss. Summarize what you've learned about the story's characters or the story's plot.
3. Repeat this process. Stop when sections of the story are confusing. Discuss. Summarize and link what you've summarized to earlier sections of the story.



## Let's Chat

- Encourage your child to use double-verbs in verbal descriptions. When visiting the LA Zoo or the Aquarium of the Pacific, or watching a you tube video of a favorite arctic animal, describe the animals' antics using double-verbs, i.e. "I see the whales circling and diving deep into their tank, do you?"
- Children with hearing loss often experience difficulty generalizing the use of the verb 'live.' After reading a non-fiction book about an arctic animal describe where the animal lives. By stating, "many penguins live where it is cold all of the time, enjoying the winter terrain," you'll be extending your child's environmental and grammatical knowledge.

## Social Stars

- For younger children, encourage them to announce their intentions. For example, "I go out," "I want a cookie," and "I see the penguin." This can be achieved by providing your child with your direct models for them to imitate or asking your child - "What are you doing?" or "What do you want to do?"
- For older children, encourage them to self-monitor their speech and check for their language errors by repeating back their utterances exactly the way they say it. For example, if your child says - "I goed to my friend house play video game." Repeat back your child's sentence while highlighting errors so that your child can correct their grammar - "I went to my friend's house to play video games."

