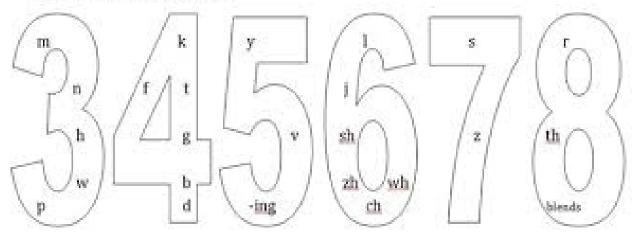


October Spotlight

Speech & Language

y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & Language
y L A Speech & L





Concerns about your child's speech?

#### **CONTACT:**

YOUR AREA EARLY INTERVENTION PROVIDER (FOR CHILDREN BIRTH TO AGE 3)

Kennedy Donovan Center 486 Worcester Street Southbridge, MA 01550

Email: EarlyInterventionSouthCentral@kdc.org

Telephone: (508) 765-0292

YOUR PUBLIC SCHOOL DISTRICT'S STUDENT SERVICES DEPARTMENT (FOR CHILDREN AGES 3+)

## Ways to Help Your Child Develop Language

Take time to listen to your child's attempts to talk. Listen to what he or she is saying, not how he or she is saying it.

Make talking enjoyable and rewarding. Praise any attempts with smiles, hugs, eye contact, listening, and so on.

Get at your child's level - both physically and emotionally - and get into the spirit of his or her play. Have fun with your child as he or she learns through play!

Take every opportunity to label things for your child, such as "This is a ..." Label things while you are feeding, dressing, or bathing your child and while walking or driving. Do not demand or require that your child repeat these after you.

Trips to the store, doctor, zoo, park, or school can be great times for language learning.

Talk about what your child is seeing, doing, hearing, smelling, tasting, and touching. Language learning happens best when you talk about what your child is experiencing at the moment.

Describe your actions while your child watches you.

Expand your child's words or phrases into short adultlike sentences. For example, if your child says, "Car go." you could say, "Yes, the car is going."

Use a lot of repetition when you are talking or playing with your child. Talk about the same objects in a variety of ways. Read to your child every day.

Use materials that can be touched, talked about, and explored. For example, let your child squeeze marshmallows while helping you bake, hold ice cubes before dropping them into a pitcher of water, or crunch leaves underfoot as you walk together.

### Ways to Help Your Child Develop Language (page 2)

Allow your child to do things by him or herself whenever possible. This will increase your child's self-confidence and give new experiences to talk about.

Teach your child to lay the game of imitation. Do this by first imitating your child's sounds and actions. Then have him or her imitate you.

Let your child lead the conversation or play.

Avoid "correcting" your child and making him or her feel he or she has failed in some way. Avoid making your child aware that there is a "problem".

Try not to expect too much or too little from your child in the way of language skills. If you expect too much, it may be frustrating for your child when he or she can't meet those expectations. If you expect too little, you may be missing opportunities to encourage your child to communicate (i.e., handing your child something before he or she requests it)

Avoid punishing or withholding to make your child communicate. do not force speech, but rather encourage its voluntary production.

Avoid comparing your child to other children (including siblings). Everyone is a unique and important individual.

Avoid asking, 'What's this?" Instead say, "I wonder what this is" or simply label the object for the child.

Don't ask your child to repeat you by saying, "Say...." Instead, model the name of the object he or she is interested in.

Avoid asking your child to "perform". Instead, follow his or her lead and encourage verbalizations through eye contact and listening.

# Upcoming Events

# Parent Cafe November 6th

Join us for coffee, tea, and conversation! November's topic will be transitions, particularly the home-to-school/ home-to-childcare transition. Registration is required as space is limited!
Childcare available



# Gingerbread STEAM Workshop

Date and Location TBA

Join us for messy gingerbread-related STEAM activities in December! We will be exploring gingerbread playdough, making cinnamon ornaments, and decorating gingerbread cookies.

Registration will be required as space is limited! Watch for the flyer COMING SOON!



Ages & Stages Questionnaires, Third Edition (ASQ-3)

Ages & Stages Questionnaireso, Social-Emotional (ASQ:SE

### AGES & STAGES:

# INTERESTED IN MORE INFORMATION ON YOUR CHILD'S DEVELOPMENT?



South County Community Partnership, offers the Ages & Stages Questionnaire to parents at any time throughout the year!

The Ages & Stages Questionnaire®, (ASQ®-3) pinpoints developmental progress in children between the ages of one month to 5 ½ years.

Please visit
https://www.asqonline.com/family/34b3c1
for access to either the ASQ-3 or the ASQSE. Families are welcome to complete
both questionnaires if desired.

For information on upcoming events, please like our Facebook page at South County Community Partnership!



### SOUTH COUNTY COMMUNITY PARTNERSHIP



SCCP is funded by the Coordinated Family & Community Engagement (CFCE) grant from the Massachusetts Department of Early Education & Care (EEC)



South County Community Partnership



@sccp oxford