



Talking Matters

Newsletter January 2011

www.talkingmatters.com.au

Welcome to 2011

We hope all our families and colleagues had a lovely Christmas and a great new year. Workers at Talking Matters had a good break, some going away for holidays, others relaxing at home, but all had a chance to spend some extra time with families and friends and return in 2011 refreshed and ready to try some new challenges.

This year is looking exciting already with Jess beginning as a speech pathologist in the office and schools and Keira planning for her wedding in July. We also look forward to new OT Kate joining with Natalie and offering an extended OT service.

We look forward to the return of many programs including the Speech Assistant Program with Deb, Bronnie and Raelene, as well as Ready to Read for developing literacy skills, and succeeding with reading for one on one reading support.

Thanks to all of you who have been following us on Facebook and Twitter as well as checking out the resources in Talking Matters Plus on our website. We plan to continue to bring you new information, resources and activities through these in 2011.

Our workshops will return in 2011 so check the website for details later in January.

January is a quieter time as the schools are closed so this is a good time to have an assessment or review of your child's speech and language skills. If you would like to make a booking call Jodie at the office on 82557137.

Looking forward to seeing you all again soon.

Talking Matter Team



When to see a speech pathologist

Speech language assessment is recommended when:

- A child is not using 50 words and two word combinations by two years.
- Is not using sentences with small joining words at three years of age
- A child is hard to understand at three years of age.
- A child is not using speech sounds expected for his/her age. Typical ages for sounds to develop are: **3 years** – m, n, h, p, w, d, g, y, k, f, b, t; **4 years** – sh, ch, j, l, s; **5 years** – r, v; **6 years** – z; **8 years** – th
- A child has a husky or unusual voice quality.
- A child repeats sounds, words or phrases when talking, and has done for more than six months.
- A child has difficulty listening, understanding instructions or questions.
- A child has difficulty using language to get along with other children.
- A child is having difficulties with reading, writing and spelling.
- Children who have had ongoing ear infections are particularly at risk of speech and language difficulties.
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If you are concerned about your child feel free to call us for a chat.



Top 10 things to help your child's speech

1. **Talk together every day.** The more speech your child hears the better their speech will be. Speak clearly and use the correct words for things. Try to find some uninterrupted time and just talk together.
2. **Look after your child's hearing.** Have a hearing test with a qualified audiologist if you are concerned about hearing or speech and always follow up on any ear infections.
3. **Get face to face with your child.** Ensure your child can see your face when you are talking to them. When you model tricky words or sounds make sure they can see as well as hear you.
4. **Play games with sounds.** During play, encourage sound play using speech sounds. Try car games: car - putt, putt, down a ramp - weeeeeeeeee, horn honking - beep, beep; or farm animals: baa, moo, nay, woof.
5. **Be realistic.** Be aware of the ages children typically develop sounds and what sounds to expect from your child. Typical ages for sounds to develop are: **3 years** - m, n, h, p, w, d, g, y, k, f, b, t; **4 years** - sh, ch, j, l, s; **5 years** - r, v; **6 years** - z; **7 years** - th
6. **Listen to what your child says not just how they say it.** The main reason we speak is to communicate an idea. Make sure you listen to what your child is saying and respond to that. A child who feels listened to and heard will communicate more.
7. **Be positive.** Use lots of encouragement and tell your child what they have done well. Use specific words. "I like the way you used your words to ask for that". "I like the way you tried that new tricky word". "You tried to fix that /s/ sound, well done"
8. **Recast your child's errors.** If your child makes a mistake when talking, repeat what they say, fixing the mistake to show them the right way. Use a positive tone and repeat it a few times but keep it natural. E.g. Child "I see a shish". Adult "Yes a **fish**, I see the **fish** too, a pretty **fish**".
9. **Model new words with tricky sounds.** Look at books and play games that allow you to teach your child new words with sounds your child finds tricky.
10. **Practice tricky words.** If there are important words your child has difficulty with, such as names of family members or other important people, or things that they like to talk about often, give these some extra practice. Make a list of three to five only and put them on the fridge. Add a picture for each if your child can't read. Say each word clearly for your child and ask them to try and copy you. Try each word a couple of times per day and praise your child for trying and for getting clearer.



Helping your children reach their potential

**Our workshops will be
returning in 2011**
**Check our website for
details**

Programs for 2011

- Ready to read
- Succeeding with reading
- Speech assistant program

- Individualised assessment and therapy
- Range of programs to suit families budgets
- Specialised reading instruction
- Coordinated speech, psychology and OT services
- Educational software your child will want to use
- Fun activities to support home practice
- Continuity from toddlerhood through schooling
- Practical professional training sessions with useful resources

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