

Come Talk With Me



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



From your Audiologist:

- For best listening, check the quality of the cables and the connection between the cables and the processor of your child's implant/s. If needed, contact your cochlear implant manufacturer for replacement parts.
- Schedule an appointment with your managing audiologist to review connectivity to FM systems, iPads and/or computers, to support listening and language development.
- Ask your audiologist for a copy of your child's most recent audiogram to take to your upcoming IEP meeting.

Words Matter

- What things are used for – When talking about household vocabulary, it is a great time to talk about what things are used for: chairs are for sitting, beds are for sleeping, floors are for walking, kitchen counters are for preparing food, showers are for showering, stairs are for going up and down, door knobs are for turning, refrigerators are for keeping food cool.
- Parts/whole – Once your child demonstrates knowledge of a new household item and its function, it's time to start talking about all of its parts. For example, once your child knows what a lamp is, you can start talking about how the lamp has a lampshade, a light bulb and switch. Once a child knows what a door is, you can start talking about how the door has a knob, hinges, and a lock. A couch has cushions, pillows, arms and legs. Don't stop at the name of the item — keep going!
- As your child's vocabulary of household items grows, so will the opportunity for you to give your child directions that allow him or her to show off a new understanding of things around the home. You can ask your child to put things on specific items of furniture, get things from a specific room or clean up certain items in the house. For example, ask your child, "Please go put your blanket on top of something you can sleep on in your bedroom," instead of saying "put your blanket on your bed."
- Everyone's home is different, everyone has different things in their homes and different children find different things interesting. Pay attention to what your child interacts with on a daily basis and start there. Here is a list of words you may introduce your child to: bedroom, bed, end table, rocker, crib, changing table, window, curtains/blinds, clock, pictures, door, bathroom, toilet, sink, drawers, shower, bathtub, shower curtain/door, mirror, living room, couch, sofa, coffee table, rug, carpet, lamp/light, TV/television, bookshelf, closet, toy box, kitchen, fridge, counters, oven, stove, table, chairs, cabinets, freezer, tile, garage, washing machine, dryer.



Parent Strategies

In the home is a perfect opportunity to think about your daily routines. What are all the steps you do when going to bed? Brushing teeth? Making dinner? Getting ready to go out? Doing laundry? Cleaning the house? Do you include your child as an active participant in each of these routines? If so, that is great! Be sure to think about what household vocabulary you can target and what routine phrases you can use during these daily routines so that you gain another opportunity to share language with your child. If you aren't including your child in these routines yet, think about how you can have your child be your helper so you can get started!

This will be a great month to work hard to use precise vocabulary to give your child more opportunities to hear common household vocabulary. Challenge yourself to NOT use the words, "it," "here," or "there." Instead of saying, "put it over there," think about saying, "Put **your cup** up on the **counter**," or "Take **your doll** over to the **couch**."

Most things in your home make some sort of sound. Each day, take your child on a listening walk around your house to talk about the sounds. How do your feet sound different on the tile vs. the carpet? What does the cabinet door sound like when you shut it? How about the bathroom fan? Does your oven have buttons on it and do they make a sound when you push them? Do you have a door that slides shut rather than swings shut that sounds different?

When it's time for bedtime, add one more step to your routine. Go around the house and say "good night" to five different household items each night. This is an excellent way to review vocabulary.



Be A Social Star

- Children love going on a hunt. You can play the game "I spy" with your family, taking turns who spies and who finds. This is a fun way to get everyone involved and keeps children interested.
- Playing games with the family is a great way to learn about rules, turn taking, social expressions. Play games in the living room or at the family table to get everyone talking in your house! Fun early games could include: Go Fish, bowling, playing ball, age appropriate board games and Hide-and-Go Seek.



Read on!

We celebrate Read Across America During the Month of March.

Good book recommendations to support the development of rhyming skills:

- **Oh Say Can You Say?**
by Dr. Seuss
- **Hop on Pop**
by Dr. Seuss
- **Fox in Sox**
by Dr. Seuss
- **There's a Wocket in My Pocket**
by Dr. Seuss
- **The Napping House**
by Audrey Wood
- **Goodnight Moon**
by Margaret Wise Brown
- **Matilda**
by Roald Dahl



- When reading with your child, help them identify rhyming words by matching ending sounds.
- Talk about the story with your child and make connections to your child and your child's home when reading aloud.
- Identify problems and solutions in stories by using the "think aloud" strategy. An example would be, "I am thinking that if one more animal climbs on top of grandma, the bed might break."
- Dr. Seuss books provide us with a great opportunity to remind young readers that we read from left to right and from the top of the page to the bottom of the page. You can use the "think aloud" strategy here too. An example, "I'll start reading here too."



Let's Chat

As we work on using simple sentence structures, we can talk about where things are using words such as: next to, on top of, under, behind, near, between, etc. Use them in sentences!

When completing daily routines with your child, talk about what you are both doing at once by using the word, "while." "I am wiping up the counter, **while** you are putting the dishes in the sink."

You can also add complexity to your child's language by giving the reason you are doing something. "I am sweeping the floor, **because** it is dirty." "I am sitting on the sofa **because** I am feeling tired."

You can add even more vocabulary and increase your child's sentences by talking about what you are using. "I am wiping down the table **with** a sponge." "I am vacuuming the floor **with** a vacuum."