



Speech and Language Telepractice

What is an Language Disorder?

Many children who receive “speech therapy” are actually working on language skills. According to the American Speech-Language-Hearing Association (ASHA), language is made up of socially shared rules that include the following:

- What words mean
- How to make new words
- How to put words together
- What word combinations are best in what situations

(http://www.asha.org/public/speech/development/language_speech.html)

Language is broken up into two categories: expressive language and receptive language.

Expressive language is how you use words to relay your thoughts and ideas. It involves having

appropriate vocabulary skills, grammar skills, and reasoning skills.

Receptive language is your understanding of what is said. It involves knowing vocabulary, listening, and processing what is told to you. Children with language disorders can have breakdowns in one or both areas of language.

Children with receptive language difficulties may express themselves appropriately, but have difficulty understanding or interpreting what is told to them. These children have difficulty following directions, remembering information told to them, or answering questions.

Children with expressive language difficulties are able to understand what is said to them, but have difficulty formulating their thoughts. These children

may have difficulty finding words they need to label or describe objects. They may have the vocabulary skills, but lack the grammar skills needed to formulate sentences correctly. They may not be able to organize their thoughts in order to make their ideas clear.

Some children have a combination of both receptive and expressive difficulties.

Turn to page 3 of this newsletter for a review of language milestones by grade level.



Contact US

We want to stay in touch with you all year. Please make a note of our email addresses and web address. If you need to contact us for any reason, please do not hesitate. **ASK US ANY QUESTIONS!! WE WANT TO HEAR FROM YOU!!**

Questions about your child and their program can be directed to their individual therapist.

Email:
Sue Grogan-Johnson, Ph.D, CCC-SLP
Assistant Professor at KSU
Telepractice Coordinator
sgrogan1@kent.edu

Robin Alvares, Ph.D., CCC-SLP
eSLP/project coordinator at KSU
ralvares@kent.edu

Jacquelyn Taylor, M.S., CCC-SLP
eSLP/project coordinator at KSU
jtaylor71@kent.edu

Leah Bechstein, M.S., CCC-SLP
eSLP at BGSU
leahdb@bgsu.edu

Rodney Gabel, Ph.D., CCC-SLP
Associate Professor at BGSU
rgabel@bgsu.edu

March

Volume 1, Issue 6

3/29/10

Special points of interest:

- ☺ Language
- ☺ Contact information
- ☺ Games, books, websites
- ☺ Developmental chart
- ☺ Recipe of the Month

Inside this issue:

Books	2
Parent Help	2
Software	2
Developmental Chart	3
Recipe of the month	4

Reader's Corner:

Books are a great tool to use to further develop language skills. When reading books, you can have your child label and describe pictures in the book. You can read the book then ask questions about the story (for example, What was your favorite part of the story?) You can have your child retell the book to you using the pictures to help them remember the story. When there are unfamiliar words, you can help your child figure out the meanings of the words based on the context.

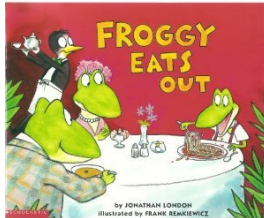
The Bored Book
By David Michael Slater



Reading level: Ages 4-8

This wordless book is filled with wonderful pictures that tell a story. Use it to have your child tell his own story.

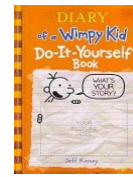
Froggy Eats Out
By Jonathan London
Reading Level: Ages 4-8



When reading this book, you can talk about cause and effect. You can also work on remembering all the things that Froggy did during dinner.

Diary of a Wimpy Kid: Do it Yourself Version
By Jeff Kinney

Reading Level: Ages: 9-12

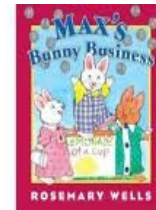


This book guides kids to make their own journal. You can sit down with your child to discuss the topics, questions, and their answers.

Max's Bunny Business

By Rosemary Wells

Reading level: Ages 4-8



This book is just one in a series of books featuring Max and Ruby. There are many pictures to label. You can talk about the actions of the different characters.

Parent's Corner

Parents are an important part of a child's success in speech language therapy.

All of the SLP's are sending home speech therapy checklists, completed work, and homework assignments. If you are not receiving them, please contact your SLP.

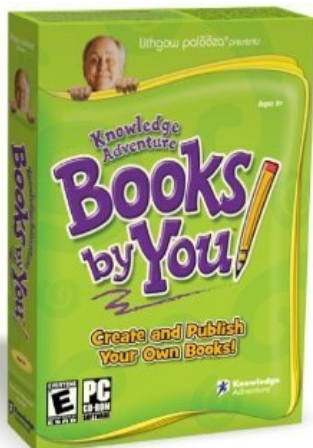
A fun activity to practice language at home is to make category books. You and your child can look through books, magazines, and newspapers to find pictures that go together, such as fruits, toys, or clothes. Cut out the pictures and glue them to a piece of paper. Then assemble the pages to make a book. Under each picture, have your child describe the object or make up a sentence using the word. Every day, you pick a new category and make a new book.. You can also go on a nature walk and talk about all the things you see outside and how they are related.



The following website, DLTk-kids.com, many different online and printable activities for kids. The activities are topic oriented. There are activities for letter recognition, holidays, seasons, and categories. The link below is to a spring concentration game. When playing this game with your child, have him describe each picture he turns over. You can also have him make up a sentence using the word he has uncovered.

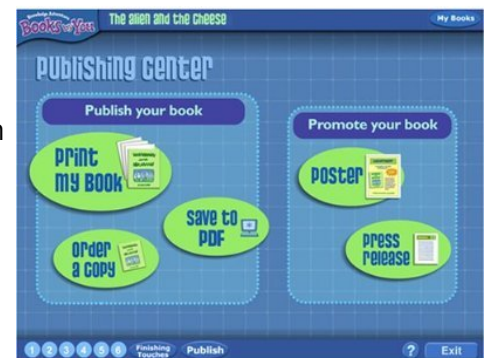
<http://www.dltk-holidays.com/spring/memory/index.htm>

Software Sites: Knowledge Adventures Books by You



This a great computer activity recommended for children ages 8 and up. Using this software, your child can create and "publish" his own book. Your child picks a story and answers a series of questions in order to make a chapter book. Once the questions are answered, a chapter of the book is created that can then be edited.

When the book is complete, have your child summarize the story and print out his "masterpiece" to share with others.



What is “Normal” Language Development? (1997-2010 American Speech-Language Hearing Association)

Accessed from: <http://www.asha.org/public/speech/development/communicationdevelopment.htm>

Kindergarten

Receptive

- Follow 1-2 step simple directions in order
- Listen to and understand stories read to him
- Follow a simple conversation

Expressive

- Understood by most people
- Answer simple yes/no questions
- Answer simple wh- questions
- Retell a story
- Participate in a conversation

First Grade

Receptive

- Remember information
- Respond to instructions
- Follow 2-3 step directions in order

Expressive

- Answer more complex yes/no questions
- Tell and retell stories in logical order
- Express ideas with a variety of complete sentences
- Use most parts of speech correctly
- Ask and answer wh- questions
- Stay on topic and take turns in a conversation
- Give directions
- Start conversations

Second Grade

Receptive

- Follow 3-4 step directions
- Understand direction words
- Answer questions about grade-level stories

Expressive

- Use increasingly complex sentence structure
- Clarify and explain words and ideas
- Give 3-4 step directions
- Use oral language to inform, persuade, and entertain
- Stay on topic, take turns, and use appropriate eye contact

Third Grade

Receptive

- Listen attentively in group situations
- Understand grade-level material

Expressive

- Speak clearly with appropriate voice
- Ask and respond to a variety of questions
- Participate in conversations and group discussions
- Use subject-related vocabulary
- Summarize a story accurately
- Explain what has been learned

Fourth Grade

Receptive

- Listen to and understand information presented by others
- Form opinions based on evidence
- Listen for specific purposes

Expressive

- Use words appropriately in conversation
- Use language effectively for a variety of purposes
- Understand some figurative language
- Participate in group discussions
- Summarize and restate ideas
- Organize information for clarity
- Use subject area information and vocabulary
- Make effective oral presentations

Fifth Grade

Receptive

- Listen and draw conclusions in subject area learning activities

Expressive

- Make planned oral presentations appropriate to the audience
- Maintain eye contact and use gestures, facial expressions, and appropriate voice during group presentations
- Participate in class discussions across subject areas
- Summarize main points
- Report information gathered in group activities

Additional information can be found by visiting:
<http://www.asha.org/public/speech/>

Kent State University

Telepractice Pilot Project
Speech and Hearing Clinic
A104 Music and Speech Building
Kent, OH 44721

Phone: 330-672-0250
Fax: 330-672-2643
E-mail: sgrogan1@kent.edu

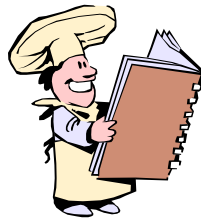
Bowling Green State University

Telepractice Pilot Project
Communication Sciences and Disorders
242 Health Center
Bowling Green State University
Bowling Green, OH 43403

Phone: 419-372-7168
E-mail: rgabel@bgsu.edu



Recipe of the Month



Each month we include a kid-friendly recipe for you to try with your children.

You can easily incorporate language development into cooking. You can tell your child the steps to complete the recipe and ask him to tell you what needs to be done. You can also talk about how the ingredients are the same or different. You can talk about how different ingredients feel and look.

This month's recipe comes from www.kraftrecipes.com. Check out this site for more delicious recipes:

<http://www.kraftrecipes.com/recipes/easter-bunny-pudding-desserts-53227.aspx>

Bunny Pudding

Prep time: about 10minutes

Total time: 15.

Makes: 4 servings

Ingredients:

2 cups cold milk
1 pkg. (4-serving size) Jell-o
Vanilla Flavor Instant Pudding
8 CAMEO Crème Sandwich
cookies
8 each jelly beans and gum
drops
8 pieces black string licorice,
cut into thirds
Decorating icing and gels

Directions:

1. Pour milk into medium bowl
2. Add dry pudding mix
3. Beat with wire whisk for 2 minutes
4. Let stand 5 minutes
5. Spoon evenly into 4 dessert dishes
6. Refrigerate until ready to serve
7. Insert 2 cookies into 1 side of each dish to make the "bunny ears"
8. Decorate with candies, licorice, and decorating icings and gels as desired for the faces.



Nutrition Information

Serving Size:	1 dessert dish
Calories:	350
Total fat:	8 grams
Cholesterol:	10 mg
Sodium	520mg
Total Carbs:	65 grams
Sugar:	44 grams
Protein:	5 grams