

Holman Therapy Fall Newsletter



October 2013

Speech, Language, and Literacy Therapy www.holmantherapy.com



PHOTOS FROM OUR SUMMER FIELD TRIP TO WAGNER FARM



Speech Therapist, Blair Wolf (right), with Maribel (left) and Evelyn (middle) while making butter.



Henry, pointing out something green.



Waiting in line to turn the wheel and grind the corn.

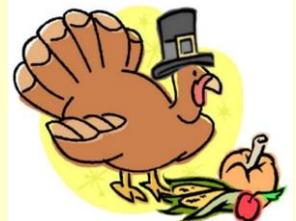


Zach (left) and Henry (right) working together.

Check out more pictures from our field trip on our facebook page.



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WHAT'S THE DIFFERENCE: TEACHING VS. TESTING?

"What color is this?" "Who is that?" "How old are you?" "Where's mom?" "What letter is this?" "Find the picture of the boy swinging." "Get the color purple."

These are all questions that I have asked the children that I work with during our sessions on multiple occasions. Additionally, these are questions that I know parents often ask to their children to test and further their knowledge. Sometimes children are able to answer these questions or follow these directions with no difficulty; for many children, these types of activities help to solidify these concepts and extra support in these areas is not required.

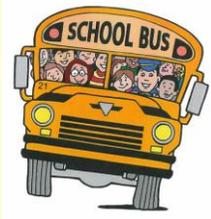
However, some of these children need more support to understand these concepts. This is where the term "teaching" comes into play. This is something that I need to occasionally remind myself to do; take a step back and work on teaching concepts rather than continually testing and re-testing the same concepts by asking a child to follow a specific direction, answer a question, or say a word/phrase. Taking the time to specifically think about how to teach some of these concepts helps me to better understand how I can support each child individually based on his or her strengths.

For example, in working with a child who is having difficulty identifying colors, sometimes drilling the questions "what color is this?" or "find purple" may not lead to success on the part of the child and may in fact lead to frustration and later aversion to these activities. This is when the concept of teaching instead of testing comes into play. At this point, we might work on matching colors. While the child is matching these colors the child's communication partner talks about these colors: "You have red. Let's find more red. I like red. Red is my favorite color. Look at that red. You found more red!" In doing this we spend more time teaching the child what the specific color is instead of repeatedly testing whether they know the color. Another activity would be to do an art activity together where the child gets to pick a color marker or crayon. When they pick a color, the communication partner provides the same verbal feedback of "You have blue. I like blue. Look at the color blue. Wow that shoe is blue." may help support them in learning the name for this color.

Here are some other ideas to increase teaching moments:

Following directions—Modeling direction following by providing yourself with a direction and following through. For example, "I need to get my bowl then get my spoon. Ok I got my bowl now I need to get my spoon. Oh great first I got my bowl then I got my spoon." Another option would be to play a game in which the child provides you with a direction and then you provide the child with a direction to follow.

Identifying letters—Completing a coloring activity where you model the correct letter while the child is coloring. "Wow look at the letter A. You're doing a great job of coloring the letter A. That's a red A. You're turn!" At this point you can ask the child to repeat the word after you while coloring together.



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Multisyllabic words—For some children, the production of multisyllabic words is hard. Often, we tap out these words and ask the child to tap with us. However, when this is not successful we can tap the word ourselves to help show what the word can sound like. Or, we can say the word with one less syllable (i.e. nana for banana), point out the mis-production “Uh oh! I missed part of the word,” and then produce the word correctly “Let me try that again. Banana.”

Identifying actions from pictures—Providing the name for the actions or doing the actions if at all possible when showing the picture. For example, if there is a picture of a boy sleep saying, “I see a boy sleeping. He’s sleeping” while closing your eyes and pretending to sleep may increase the child’s understanding of the action in the picture. Another game may be to take turns practicing the actions in pictures one at a time.

Articulation—For those working on tough speech sounds, if the child is having difficulty in knowing when he or she is producing the sound correctly vs. incorrectly, helping them to identify in your speech when you are saying it correct or not may help increase his or her awareness. For example, in working with a child so says “f” for “th” playing a game where every time they catch you in producing the sound incorrectly they can help you fix it and throw a ball into a basket.

If there are any additional areas that you would like some specific activities for, please feel free to ask!

Kate Daw, M.S. CF-SLP

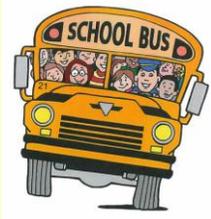


Happy Thanksgiving

Perfect books for introducing Thanksgiving to your little ones:

1. Five Silly Turkeys By Salina Toon
2. The Turkey Ball By David Steinberg
3. Ten Fat Turkeys By Tony Johnston
4. Spot’s Thanksgiving By Eric Hill
5. One Little, Two Little, Three Little Pilgrims By B.G. Hennessy
6. What is Thanksgiving? By Harriet Ziefert
7. Thanksgiving is For Giving Thanks By Margaret Sutherland
8. The Extra-Thankful Thanksgiving By Kim Watson

Blair Wolf, M.A. CCC-SLP



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Holiday Hat Activity

Your child can make his/her own reindeer hat for the holidays. Materials needed:

- Two white or brown gloves
- Brown winter hat or beanie
- Two brown baby socks

Have your child stuff the socks and gloves and sew them on the top of the hat. Option: stick in the thumb and some of the fingers to adjust the antlers. You can do the sewing yourself for toddlers and younger children.

Kathleen Holman Cascino, M.A. CCC-SLP



Newest Members of our team:

Announcing Darcy Blake Wolf

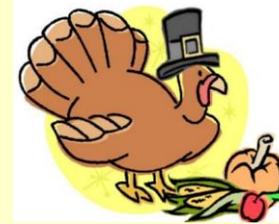


Announcing Christopher Adam Cascino





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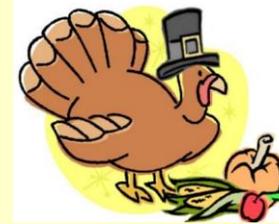
October 2013

Down Syndrome Awareness Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Join us at the Jazz Showcase to help support the Danny Did Foundation.	2 Celebrate Children's Book Week by taking your child to the library.	3	4	5
6	7	8	9 Learn more about Down syndrome and get involved. Visit upsfordowns.org .	10 It's Spina Bifida Awareness Month. Speech therapists, remember to stay current on research for treating these kiddos.	11 For Down Syndrome Awareness month, check out our Down syndrome pintrest page.	12
13	14 Check out communicationstationspeech.com for their Columbus Day speech activities.	15	16	17 Help reduce babies' exposure to second-hand smoke for Sudden Infant Death Awareness Month.	18	19
20	21	22 Fill out a volunteer form for the National Association for Down Syndrome at www.nads.org	23	24 Celebrate all life with the International Down Syndrome Coalition.	25	26 It's Rett Syndrome Awareness Month. Consider looking into Toucing Hands, Toucing Hearts tomorrow at the Schaumburg Marriott.
27 Enjoy a free pony ride at GiGi FEST! http://gigisplayhouse.org/hoffmanestates/events	28	29	30	31 Happy Halloween! Consider handing out fair trade chocolate, such as from Whole Foods.		



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November 2013

Epilepsy Awareness Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Wear purple to kick off Epilepsy Awareness Month.	2 Join the Epilepsy Foundation of Greater Chicago at the Bounce Back Dodgeball Tourn.
3 Remember to change your clocks. Happy Diwali!	4	5 Join The Danny Did Foundation at the Gale St Inn. dannydid.org/special-events/	6	7 Order a participation pack from Epilepsy Awareness Day at Disneyland: epilepsyawarenessday.org .	8	9 Get involved. http://www.cureepilepsy.org/getinvolved/
10 Look into a new foundation, Sarah's Hope, on Facebook.	11 Try a Veteran's Day speech lesson such as by teachers pay teachers	12	13 Check out the Holman Therapy pintrest page on Epilepsy.	14	15	16
17	18	19	20	21	22 Fall cleaning? Free donation pickups by the Epilepsy Foundation if you call 630-812-2460.	23
24	25	26	27	28 Happy Holidays! Thanksgiving and the First Day of Hanukkah	29	30