

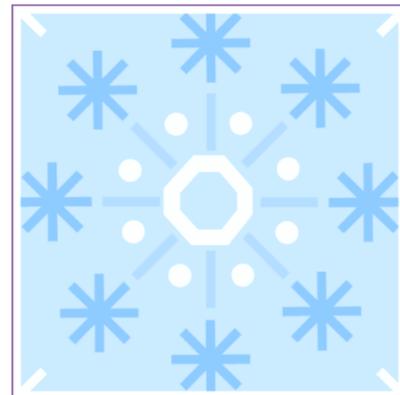
Holman Therapy

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The speech therapists at Holman Therapy Inc. have teamed up with a Board Certified Behavior Analyst (BCBA) from Autism Home Support Services to submit a proposal to present at a speech-language pathology conference. This proposal underlines the importance of working as a team to best meet the needs of children with autism spectrum disorder. Our hope is that through this presentation, SLPs and BCBA's will better understand (1) what each discipline brings to the table, (2) how we can support each other, and (3) strategies that we can use to best meet the needs of the families that we are working with. We will keep you updated as to whether our presentation gets accepted. It would be a fantastic opportunity for us to work more closely with other disciplines in order to best serve our families.

Introducing Cait Kirkpatrick, our new intern!

Cait comes to us after a professional friendship with Kathleen that sparked her interest in speech and language. Cait first met Kathleen when the 18 month old twins that she nannied for were matched with Kathleen for speech therapy. For the next 18 months they saw each other twice a week in speech sessions and Cait was so inspired by the wonderful work of Kathleen and growth in her kids she witnessed sitting in the sessions, she is now a full-time student at Elmhurst College in preparation for grad school to pursue a Masters in Speech and Language Pathology! She has 5 years of nannying experience, including time spent with multiples and with children from birth to school age, and she has always found the most satisfaction from having strong communication with children; whether reading a baby's cues and seeing the peace that a baby has when getting everything it needs,



Upcoming Events

February 6

Illinois Speech-Language-Hearing Association Conference

February 14

Valentine's Day!

March 20

First Day of Spring!



a quick conversation with a toddler about what is going on in their world today or a lasting relationship that allows her to see how effective and thoughtful communication contributes to a child's overall well-being. Her experiences and perspective bring a new dimension to the team and we're so excited to experience the mutually beneficial relationship. Cait is eager to gain confidence in her abilities, hone her instincts and to extend her lesson planning skills to the team!

Using multiple modalities of communication to increase children's brain development and language skills

By Kate Daw, M.S. CF-SLP

Kathleen, Blair and I all attended the American Speech-Language-Hearing Association's annual conference a few months ago. Between the three of us we participated in lectures about cleft lip and palate, stuttering, speech sound development, swallowing, feeding, apraxia of speech, and many more. With each of our clients in mind we learned much that we would love to share with you.

There was one lecture that stood out in particular to Kathleen and me: "Bridging Neuroscience to Clinical Skills in CAS (Childhood Apraxia of Speech) and Other Speech Sound Disorders" presented by Nancy Kaufman and Martha Burns. Martha Burns is a neuroscientist who has conducted extensive research to better understand how the brain functions related to speech sound production and speech sound disorders. During her portion of the lecture, she mentioned that when gestures and visual cues are combined with language there is an increase in the brain's ability to change and form new connections allowing children to better learn. As speech language pathologists we are continually using multimodal communication techniques to help children communicate as much as possible. These take the form of verbal language production (saying "bubble), sign language (signing "bubbles"), using pictures to communicate (gesturing for a communication partner to look at a picture of bubbles to request more bubbles), using a communication device (pushing "more" or "go" on a communication device to request for more bubbles), and often a combination of these techniques (signing "more" and saying "bubbles" or signing "more" and gesturing for a communication partner to attend to a picture of "bubbles). The use

In the Community

Baby Signs, SIGNS, SAY & PLAY

Held at the Glenview Public Library beginning March 15. A certified ASL instructor will meet Saturdays from 11am-12 and teach vocabulary with songs and play activities. No registration necessary, just drop in.

Kohl's Museum New Mom's Group

New moms can meet at Kohl's Museum in Glenview on Mondays. No membership needed and free!

Gigi's Playhouse Have a Voice 2014 Gala

Dinner, cocktails, music, silent and live auction all celebrating a new year of achievement and belief! Visit gigisplayhouse.org for more.

of all of these techniques together strengthens the brain's ability to adapt and learn more about language. As such, this lecture further supports all of our and your hard work in supporting your child in communicating.

Using a combination of sign language, verbal production, gestures and picture exchanges increases not only your child's ability to effectively communicate with you; but you are also helping to further develop their brain for more language. So, if your child prefers to use the sign "more" instead of saying "more," that's ok! We encourage you and your child to use what communication strategies work best for him/her. To encourage more communication using any modality throughout the day we recommend:

- Placing preferred toys/items into containers so that your child can ask for you to "help," "open," or "give" them items. Encourage them to use the words that they have but also gesture for you to get the container for them and sign those words that they might not have.
- Modeling communication by repeating specific words/signs/picture exchanges. For example, when eating lunch, model "eat" "food" and "more" using what strategies work best for your child.
- Allow your child to fill in words in familiar phrases such as Ready, Set, "go" leaving a pause for the child to say "go," sign "go," press "go" on a communication device, or give you a picture of "go."
- Allow your child to help you finish books or songs by leaving a pause. For example, in Brown Bear, allow your child to finish the words in the book by singing "I see a white dog looking at...." Allowing time for your child to communicate "me" in whichever modality works best. You can also allow a pause after each page and wait for your child to gesture that he or she wants to continue reading.

As always, please feel free to give us a call if you have any questions about how to best support your child's speech and language development!

A Fun Valentine's Day Craft



You'll need two of the same size yellow hearts, a small pink heart, two tiny pink hearts, a yellow oval, a black pipe cleaner and black paper for the stripes and eyes.



Glue the black eyes, stripes and antennae to the front of your oval! When dry, glue two yellow hearts to the back, to create the wings. Attach pink hearts and pick a cheesy Valentine's saying to finish! Then deliver to your nearest sweetheart! Happy Valentine's Day!