

LET'S TALK ABOUT IT

== CANUTILLO ISD SPEECH AND LANGUAGE NEWSLETTER ==

MAY 2021

IMPROVE YOUR SPEECH AND LANGUAGE SKILLS

This newsletter is provided as a resource to the Canutillo community. It is not intended to diagnose or treat.



Each May, Better Hearing & Speech Month (BHSM) provides an opportunity to raise awareness about communication disorders and the role of speech-language pathologists in providing life-altering treatment.

Articulation and Phonology

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WHEN TO EXPECT YOUR CHILD TO USE THESE SOUNDS IN WORDS

English				
Developmental Articulation Norms - AGES				
4	5	7	7.5	8.5
m n k w p	k d f t y	v -ing	r l ch j /r/ blends /w/ blends /d/ blends	s z th (the) th (with)

Based on: Thompson's Speech and Hearing Assessment Battery and Best Critical Questions
90% accuracy

Spanish				
Developmental Articulation Norms - AGES				
3	4	5	6	7
m b p	k w f y t n	d g ñ r ch	x s	rr

Based on: Soriano 1987, Acosta 1993
90% accuracy

Social Communication

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HOW DOES YOUR CHILD USE LANGUAGE

- *Greet you when you say "hi"
- *Responds to your questions
- *Speaks to adults
- *Speaks to other children
- *Asks questions
- *Says "bye" when you say "bye"

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Number 20

Social and Academic Vocabulary—What's the Difference?
by Becky L. Spivey, M.Ed.

What is social language?
Social language is the simple, informal language we use when talking face to face with family members and friends. It allows us to use contemporary or slang terms like "cool," "awesome," or "kinky." We can also communicate feelings, needs, and wants using symbolic hand gestures for drink, eat, hot, cold, hurt, or tired. Social language also includes writing emails, friendly letters, and texts or texting stories.

For some, social language does not come naturally. Special needs children may need specific instruction in social language and behaviors, such as greeting people, giving and receiving compliments, apologizing, and making polite requests. They may also need instruction in understanding nonverbal language (facial expressions and body language), respecting rules of personal space, and using an appropriate tone of voice and volume for different environments. For example, some children might address a teacher in the classroom in the same tone and volume they use speaking to friends on the playground.

With exposure, practice, and instruction, social language will develop continually. Role playing, teacher and peer modeling, and viewing age appropriate videos are good tools for students to observe social language skills and behaviors. Teachers and parents can set up opportunities to use and encourage appropriate social language and behaviors with real incidents that come up in class or at home. For example, having the disubstant practice greeting or saying good morning (and good bye) to their teachers, classmates, or siblings.

What is academic language?
Academic language is different from everyday social language. It is the vocabulary students or adults must learn to succeed in the classroom or in the workplace. We use academic language to describe and comprehend complex ideas, process higher order thinking, and understand abstract concepts. Academic language is what students read in textbooks and on tests and what they hear during instruction in the classroom. Students with limited or low academic language skills are more than likely to have low academic performance in classroom settings.

Academic language can be particularly challenging for English language learners (ELLs). Teachers can ease these learners' anxiety by incorporating their cultural differences in the classroom. Sharing customs, traditions, and experiences builds relationships and acceptance among all students. ELLs will feel safe and comfort in the familiar which in turn will build self-esteem and confidence about learning.

Teachers and parents can enhance academic language and vocabulary skills using direct and indirect approaches. Having students memorize words and definitions should not be part of either approach. Memorizing lists of vocabulary words is not only boring but an ineffective practice for adding new words to students' vocabulary. Memorizing does not teach students how to use the words in context or remember them in other areas.

Teachers can help foster academic vocabulary by providing authentic experiences for students whose home life may not include much activity outside the home beyond the school day. Direct experiences include:

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El Vocabulario Social y el Académico - ¿Cuál es la Diferencia?
por Becky L. Spivey, M.Ed.

¿Qué es el lenguaje social?
El lenguaje social es el lenguaje simple, informal que nosotros usamos cuando hablamos cara a cara con miembros de la familia y amistades. Este nos permite usar términos contemporáneos o en lenguaje como "cool," "chavero," o "tipo." También podemos comunicar sentimientos, necesidades, y deseos usando gestos manuales simbólicos para tomar, comer, caliente, frío, herido, o cansado. El lenguaje social también incluye escribir correos electrónicos, cartas amistosas, y textos o adaptaciones de cuentos.

Para algunas personas, el lenguaje social no les viene naturalmente. Los niños con necesidades especiales pueden necesitar instrucción especial con el lenguaje social y comportamientos, como saludar a las personas, dar y recibir complementos, disculparse, y hacer peticiones amables. Ellos también pueden necesitar instrucción para entender el lenguaje no verbal (expresiones faciales y el lenguaje corporal), respetando las reglas del espacio personal, y usando un tono de voz y volumen apropiado para ambientes diferentes. Por ejemplo, algunos niños pueden dirigirse al maestro en el aula escolar con el mismo tono y volumen que ellos usan cuando hablan con sus amigos en el patio de recreo.

Con exposición, práctica, e integración, el lenguaje social se desarrolla continuamente. El juego de rol, el modelamiento del maestro(a) y sus compañeros, y viendo videos apropiados por edad son buenas herramientas para que los estudiantes observen las habilidades apropiadas del lenguaje social y los comportamientos. Los maestros y los padres pueden crear oportunidades para usar y fomentar el lenguaje social apropiado y comportamientos con incidentes reales que pasan en el aula escolar y en el hogar; por ejemplo, hacer que el niño/estudiante practique saludando o diciéndole a sus maestros, compañeros de clase, o hermanos buenos días (y adiós).

¿Qué es el lenguaje académico?
El lenguaje académico es diferente al lenguaje social diario. Es el vocabulario que los estudiantes o adultos deben aprender para superar en el aula escolar o en el lugar de trabajo. Nosotros usamos el lenguaje académico para describir y comprender ideas complejas, procesar el pensamiento avanzado, y entender conceptos abstractos. El lenguaje académico es lo que los estudiantes leen en los libros de texto, en las pruebas y lo que escuchan en el aula escolar durante la instrucción. Los estudiantes con habilidades bajas o limitadas del lenguaje académico son más probables de tener un promedio académico bajo en el ambiente del aula escolar.

El lenguaje académico puede ser particularmente desafiante para los aprendices

Fluency

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HOW EASY IS IT FOR YOUR CHILD TO SPEAK

- *Speaks as smoothly as other children
- *Occasionally repeats part of a word
- *Occasionally repeats whole words

Super Duper® Handy Handouts™ Number 81

What Do You Know About Stuttering?

A Parent's and Teacher's Guide to Fluency

By Keri Spivey, M.C.D., CCC-SLP

A child comes into the therapy room with his mother. He is eight years old. As his mother tells you about his stuttering, he looks embarrassed. He squirms in his seat and looks at the floor, but won't interject or express his feelings about his speech.

This particular example is real. The boy had a severe fluency disorder and was well aware of his speaking patterns. He experienced 42 instances of dysfluency while reading a 100-word passage from his school reading book. Upon close observation, you noticed that he clenched his jaw, gripped his leg, and shut his eyes when he stuttered, all classic secondary behaviors. He avoided speaking situations, including ordering for himself at restaurants and talking on the telephone.

Not all children who stutter are at this severity level. If this speech disorder is not treated properly, it can reach this level, negatively impacting all areas of a child's life including home, school, social, and emotional.

What should I know about stuttering?

Some of us will never come into contact with children who stutter. It is a relatively rare speech disorder, affecting more school-age boys than girls. Many agree that stuttering is caused by a variety of factors, including genetics, motor programming, emotional, and environmental.

Listen to the speech of those around you. You'll notice that no one has perfect speech, free of all dysfluencies. The difference between their speech and the speech of the stuttering child is the amount of tension associated with the moment of stuttering. These are the common types of dysfluencies found in both normal and disordered speech:

- **Single Word Repetition** - Repeating a single word in a sentence. (I want-I want-I want to go now!)
- **Phrase Repetition** - Repeating a phrase within a sentence. (I want-I want-I want some more juice.)
- **Syllable Repetition** - Repeating a syllable within a word in a sentence. (I love to eat ice [ice-ice] cream.)
- **Blocking** - Trying to get a syllable or sound out, but getting stuck, making no noise. (I love to eat ice [stuck] cream.)
- **Prolongation** - Holding the first sound of a word or syllable, with difficulty moving to the next sound. (Tonight I have ho—mework.)

Handy Handouts™ Number 82

¿Qué Conoces Acerca del Tartamudeo?

Una Guía para Padres y Maestros Sobre la Fluidéz

Un niño entra al salón de terapia con su madre. Él tiene 8 años de edad. Mientras su madre le cuenta a usted acerca del tartamudeo, el niño se ve avergonzado. Él se retorce en su asiento y mira al piso sin interponer o expresar sus sentimientos sobre su manera de hablar.

Este ejemplo es particularmente real. El niño tiene un trastorno de fluidez severo y conoce muy bien sus patrones de comunicación. Él sufrió 42 ocasiones de disfluidez mientras leía un pasaje de 100 palabras de su libro escolar. Bajo observación, usted notó que él aprieta su mandíbula, agarra su pierna, y cierra sus ojos cuando tartamudea, lo cual son comportamientos secundarios clásicos. Él evita situaciones de hablar, incluyendo ordenando por sí mismo en un restaurante y hablando por teléfono.

No todos los niños que tartamudean están a este nivel tan severo. Si este trastorno del habla no es tratado apropiadamente, el tartamudeo puede llegar a este nivel, impactando negativamente todas las áreas de la vida del niño incluyendo su hogar, la escuela, social y emocionalmente.

¿Qué debo saber acerca del tartamudeo?

Algunos de nosotros nunca estaremos en contacto con niños que tartamudeen. El tartamudeo es un trastorno relativamente raro, afectando a más niños que niñas de edad escolar. Muchos están de acuerdo que el tartamudeo es causado por varios factores, incluyendo genéticos, programación motriz, emociones y el ambiente.

Escuche a las personas en su alrededor hablando. Usted notará que nadie tiene una manera de hablar perfecta, libre de toda disfluidez. La diferencia entre el habla de ellos y el del niño con tartamudeo es la cantidad de tensión asociada con el momento del tartamudeo. Estos son tipos comunes de disfluidez encontrados en ambos el habla normal y el disordenado:

- **Repetición de una palabra** — Repitiendo una palabra en una oración. (Yo-Yo-Yo-Yo quiero ir ahora!)
- **Repetición de Frases** — Repitiendo una frase dentro de una oración. (Yo quiero-Yo quiero-Yo quiero-más jugo!)
- **Repetición de Sílabas** — Repitiendo una sílaba dentro de una palabra en una oración. (Yo quiero sujar el be-be-be bebe!)

Language

Sp Adobe Spark

HOW WELL DOES YOUR CHILD COMMUNICATE

Between three and four

Milestones

- Can tell a story
- Has a sentence length of 4-5 words
- Has a vocabulary of nearly 1000 words
- Names at least one color
- Understands "yesterday," "summer," "lunchtime", "tonight", "little-big"
- Begins to obey requests like "put the block under the chair"
- Knows his or her last name, name of street on which he/she lives and several nursery rhymes

Activities to encourage your child's language

- Talk about how objects are the same or different
- Help your child to tell stories using books and pictures
- Let your child play with other children
- Read longer stories to your child
- Pay attention to your child when he's talking
- Talk about places you've been or will be going

Between four and five

Milestones

- Has sentence length of 4-5 words
- Uses past tense correctly
- Has a vocabulary of nearly 1500 words
- Points to colors red, blue, yellow and green
- Identifies triangles, circles and squares
- Understands "In the morning", "next", "noontime"
- Can speak of imaginary conditions such as "I hope"
- Asks many questions, asks "who?" And "why?"

Activities to encourage your child's language

- Help your child sort objects and things (ex. things you eat, animals. . .)
- Teach your child how to use the telephone
- Let your child help you plan activities such as what you will make for Thanksgiving dinner
- Continue talking with him about his interests
- Read longer stories to him
- Let her tell and make up stories for you
- Show your pleasure when she comes to talk with you

Between five and six

Milestones

- Has a sentence length of 5-6 words
- Has a vocabulary of around 2000 words
- Defines objects by their use (you eat with a fork) and can tell what objects are made of
- Knows spatial relations like "on top", "behind", "far" and "near"
- Knows her address
- Identifies a penny, nickel and dime
- Knows common opposites like "big/little"
- Understands "same" and "different"
- Counts ten objects
- Asks questions for information
- Distinguished left and right hand in herself
- Uses all types of sentences, for example "let's go to the store after we eat"

Activities to encourage your child's language

- Praise your child when she talks about her feelings, thoughts, hopes and fears
- Comment on what you did or how you think your child feels
- Sing songs, rhymes with your child
- Continue to read longer stories
- Talk with him as you would an adult
- Look at family photos and talk to him about your family history
- Listen to her when she talks to you

MEET OUR CANUTILLO ISD SPEECH TEAM

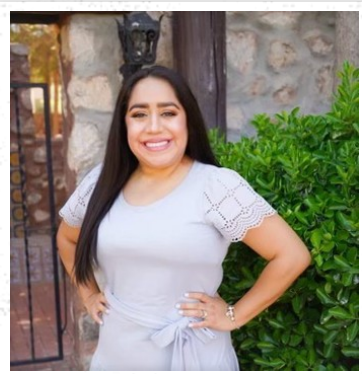


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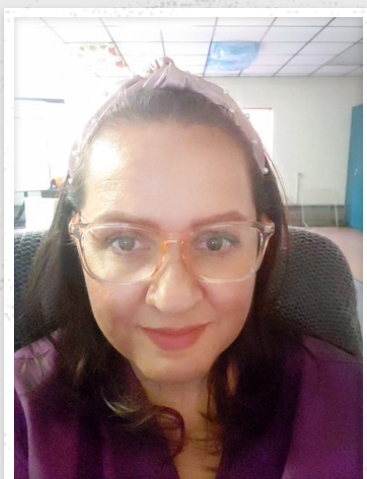


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