

Read to Me

A newsletter for families and others who care about the future of young people

Volume 3, Issue 2

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Special Points of Interest in this newsletter:

- Llama, Llama Read-a-Rama Events
- "Say Yes to No" Book Discussion Groups
- How does my child hear and talk?
- What should I do if I think my child may have a speech, language or hearing problem?
- Slow Down: Child Listening



LLAMA, LLAMA READ-A-RAMA EVENTS PLANNED To help kick-off "I LOVE TO READ" Month!

The United Way of Southwest Minnesota, in conjunction with its Success by Six initiative, is pleased to bring "Llama Llama Red Pajama," a beloved Imagination Library book, to several ECFE classrooms this January.

"Llama Llama Read-A-Rama" is sure to be a fun-filled event for parents and their preschoolers! Our special guest llama will read the "Llama Llama Red Pajama" story, and there will be reading time for parents and children, as well as many fun Llama Llama activities! Also, in keeping with the "PAJAMA" theme, parents and preschoolers are encouraged to wear their pajamas! **You do not have to be enrolled in ECFE to take part in any of these events!**



We look forward to seeing you at one of the events!

Llama Llama Read-A-Rama Schedule of Events:

- Saturday, January 24, 2009** Tracy Kids World from 9:00-10:30 a.m.
- Monday, January 26, 2009** Canby ECFE and Cafetorium from 5:00-6:00 p.m. or 6:00-7:00 p.m. (please call 507-223-2003 to register for one of the Canby events)
- Tuesday, January 27, 2009** Lakeview School large gym from 6:30-7:30 p.m.
- Thursday, January 29, 2009** Marshall ECFE gym from 6:30-7:30 p.m.

MARK YOUR CALENDAR

"WILD ABOUT PARENTING"

This year's Annual Parent Education Event will be

Dr. David Walsh presenting his "Say Yes to No" Message

Tuesday, March 24, 2009 from 7-8:30 p.m.

At the Schwans Center for the Performing Arts

At the Marshall High School

The following Book Discussion Groups have been scheduled prior to the event to help you get the most out of his presentation:

- December** Lakeview ECFE began December 11
- January** Marshall ECFE began January 12
- February** Bound to Read will host a discussion on January 27
- Marshall-Lyon County Library begins February 4
- Bound to Read will host a discussion on February 24
- March** Marshall Area YMCA begins March 2 on
- Monday evening, Friday morning and Friday noon times!
- Bound to Read - After Event! March 31

Please visit our website for more details on these book discussion groups, including registration (if necessary), times, etc. http://www.unitedwayswmn.org/Wild_About_Parenting.php

Please keep your address current with United Way of Southwest Minnesota



Imagination Library books are mailed out at bulk library rates and can not be forwarded by the post office.

Call us (507-929-2273) or e-mail us (unitedway@unitedwayswmn.org) right away if your address changes. It takes 6-8 weeks for address changes to go into effect at the publisher.



United Way
of Southwest Minnesota

How Does Your Child Hear and Talk?

The development of communication skills begins in infancy, before the emergence of the first word. Any speech or language problem is likely to have a significant effect on the child's social and academic skills and behavior. The earlier a child's speech and language problems are identified and treated, the less likely it is that problems will persist or get worse. Early speech and language intervention can help children be more successful with reading, writing, schoolwork and interpersonal relationships.

The following information represents, on average, the age by which **most** monolingual speaking children will accomplish the listed skills. Children typically do not master all items in a category until they reach the upper age in each age range. **Just because your child has not accomplished one skill within an age range does not mean the child has a disorder.** However if you have answered no to the majority of the items in an age range, it is recommended that you seek the advice of an ASHA-certified speech-language pathologist or audiologist.

What should my child be able to do?

Hearing and Understanding	Talking
<p>Birth—3 Months Old</p> <ul style="list-style-type: none"> Startles to loud sounds Quiets or smiles when spoken to Seems to recognize your voice and quiets if crying Increases or decreases sucking behavior in response to sound 	<p>Birth—3 Months Old</p> <ul style="list-style-type: none"> Makes pleasure sounds (cooing, gooing) Cries differently for different needs Smiles when sees you
<p>4—6 Months Old</p> <ul style="list-style-type: none"> Moves eyes in direction of sounds Responds to changes in tone of your voice Notices toys that make sounds Pays attention to music 	<p>4 –6 Months Old</p> <ul style="list-style-type: none"> Babbling sounds more speech-like with many different sounds, including <i>p</i>, <i>b</i> and <i>m</i> Chuckles and laughs Vocalizes excitement and displeasure Makes gurgling sounds when left alone and when playing with you
<p>7 Months—1 Year Old</p> <ul style="list-style-type: none"> Enjoys games like peek-a-boo and pat-a-cake Turns and looks in direction of sounds Listens when spoken to Recognizes words for common items like “cup,” “shoe,” “book,” or “juice” Begins to respond to requests (e.g. “Come here” or “Want more?”) 	<p>7 Months—1 Year Old</p> <ul style="list-style-type: none"> Babbling has both long and short groups of sounds such as “tata upup bibibibi” Uses speech or noncrying sounds to get and keep attention Uses gestures to communicate (waving, holding arms to be picked up) Imitates different speech sounds Has one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear
<p>One to Two Years Old</p> <ul style="list-style-type: none"> Points to a few body parts when asked Follows simple commands and understands simple questions (“Roll the ball,” “Kiss the baby,” “Where’s your shoe?”) Listens to simple stories, songs, and rhymes Points to pictures in a book when named 	<p>One to Two Years Old</p> <ul style="list-style-type: none"> Says more words every month Uses some one- or two- word questions (“Where’s kitty?” “Go bye-bye?” “What’s that?”) Puts two words together (“more cookie,” “no juice,” “Mommy book”) Uses many different consonant sounds at the beginning of words

This information is provided by the American Speech-Language Hearing Association.
 For further information about where to get help in your area, write, call or email:
 American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852-3279
 800-638-8255 (Voice or TTY); email: actioncenter@asha.org; website: <http://www.asha.org>

Hearing and Understanding	Talking
<p>Two to Three Years Old</p> <ul style="list-style-type: none"> • Understands differences in meaning (“go-stop,” “in-on,” “big-little,” “up-down” • Follows two requests (“Get the book and put it on the table”) • Listens to and enjoys hearing stories for longer periods of time 	<p>Two to Three Years Old</p> <ul style="list-style-type: none"> • Has a word for almost everything • Uses two- or three- words to talk about and ask for things • Uses <i>k, g, f, t, d,</i> and <i>n</i> sounds • Speech is understood by familiar listeners most of the time • Often asks for or directs attention to objects by naming them
<p>Three to Four Years Old</p> <ul style="list-style-type: none"> • Hears you when you call from another room • Hears television or radio at the same loudness level as other family members • Answers simple “Who? - What? - Where? And Why?” questions 	<p>Three to Four Years Old</p> <ul style="list-style-type: none"> • Talks about activities at school or at friends’ homes • People outside of the family usually understand child’s speech • Uses a lot of sentences that have four or more words • Usually talks easily without repeating syllables or words
<p>Four to Five Years Old</p> <ul style="list-style-type: none"> • Pays attention to a short story and answers simple questions about it • Hears and understands most of what is said at home and in school 	<p>Four to Five Years Old</p> <ul style="list-style-type: none"> • Makes voice sounds clear like other children’s • Uses sentences that give lots of details (e.g., “I like to read my books.”) • Tells stories that stick to topic • Communicates easily with other children and adults • Says most sounds correctly (except perhaps certain ones such as <i>l, s, r, v, z, ch, sh, th</i>) • Uses the same grammar as the rest of the family

What should I do if I think my child may have a speech, language or hearing problem?

If you think your child may have a speech, language, or hearing problem, you can contact an ASHA-certified:

- **Audiologist** - audiologists are hearing care professionals who specialize in prevention, identification and assessment of hearing and related disorders and provide treatment, rehabilitative services and assistive devices.
- **Speech-language pathologist** - speech-language pathologists (SLPs) help people develop their communication abilities as well as treat speech, language, swallowing and voice disorders. Their services include prevention, identification, evaluation, treatment and rehabilitation.

Speech-language pathologists and audiologists work in many different types of facilities, including: clinics; colleges and universities; home health; hospitals; industry; nursing care facilities; private practices; public and private schools; rehabilitation centers; state and federal government agencies; and state and local health departments.

Communication Tips

- Talk naturally to your child. Talk about what your child is doing, and what your child sees.
- Take time to *listen* to your child. Respond to what is said so your child knows you have been listening.
- Don’t push your child to learn to talk. Accept some speech mistakes as your child develops. Don’t ask your child to slow down or repeat.
- Have your child’s hearing tested if you find you have to repeat a lot or have to talk loudly to get your child’s attention.
- Seek professional help if you’re unsure. Never wait to get help for your child if you suspect a problem. You and your family members know more about your child than anyone.
- Early identification and treatment of hearing, speech and language disorders can prevent problems with behavior, learning, reading and social interactions.



United Way of Southwest Minnesota

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**This is a special
newsletter for families
who have children
enrolled in Imagination
Library.**



Slow down: Child Listening

Ray Hull, audiology professor at Wichita State University, thinks adults would reach toddlers better if they slowed down their speaking.

The average adult speaks at a rate of 170 words per minute. However, the typical toddler can understand speech at 120 words per minute. How slow is this? Remember Mr. Rogers? Toddlers understand better at the speed of Mr. Rogers. Perhaps that is why his television show was so popular. The children could understand everything he was saying because his speed was around 124 words per minute.

Picture this scenario: Parents are busy and rushing to get in the door late from work. There are so many things to do before going to a basketball game and responsibilities are delegated. Mom or dad start giving the children multiple directions and children say they can't remember them or didn't hear them. Parents, of course, think the

kids are pulling their leg or trying to get out of doing chores. If the parents are talking at 180-200 words per minute and the children are hearing at 120—140 words per minute, 25% or more of the messages could have been lost. Perhaps children tune out adults because they can't hear them anyway.

Hull says, "Anybody who works with children will save a great deal of time if they will simply speak at a rate that children can comprehend." This can be an issue for grade school and high school students also. The typical high school student understands approximately 140-145 words per minute. Hull believes that if teachers would just slow down their rate of speech, we would have fewer learning disabilities, hearing problems and behavior problems.

So, next time a child doesn't seem to understand you, consider speaking **slower** instead of **louder**.

*United Way of Southwest
Minnesota is an
independent, local
organization working to
create lasting changes in
people's lives and the
communities in Lincoln,
Lyon, Murray, Yellow
Medicine and western
Redwood Counties of
Minnesota.*

*Learn more about United
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*While you're there,
sign up for our
free e-newsletter*

**Do you have a neighbor whose children are not registered for Imagination Library?
If they live in our service area, have them go to www.unitedwayswmn.org to register!!**