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REGISTERED SPEECH-LANGUAGE PATHOLOGISTS

Fun March Break Activities/Ideas

March Break is quickly approaching, how are you going to keep your children busy?

When your children take a break from being students, it is important as parents to become students of your child! Some children prefer and thrive from continuous structure, while others require some down time, with very little structure. Knowing what kind of approach your child prefers will determine what activities (if any) you should plan.

March break can be stressful, especially if the weather is bad! Keep reading for some of our favourite March Break ideas and activities. They will make things easier when March Break hits!

Outdoor fun:

- **Active winter lookout:** Create a **scavenger hunt** using random yard/neighbourhood items - E.g. "How many pine cones can you gather in five minutes? How many trees can you count?" etc.
- **Maple Syrup:** *Sugar Bush!* Get in touch with your hardy Canadian side!
- <http://www.stanleysfarm.com/our-sugarbush.php>

Cooking and Crafts:

- **Baking day:** Go through your old recipe boxes and let the children select 2 - 3 recipes that they want to make. Let the baking begin!
- **Making Pizza for birds!**
Make some tasty treats for your feathered friends to help them survive the rest of the cold winter!
- <http://www.cockatielcottage.net/biscuitsnbones/birds11cc.html>

Eating Out:

With March Break also comes a welcomed **break** from **routine** and perhaps a little **more eating out** at restaurants. Have you ever wondered what you can do to help keep your children occupied while you wait for a table; an interactive activity that does not require an iPad or iPhone? We have some ideas. Here are **some our favourites**:

1. **Restaurant "Eye-Spy"**
While waiting for a table everyone can take turns playing "eye-spy" in the waiting area. Makes the time go by MUCH faster!
2. **Making a "Restaurant Bag"**
Making a separate toy bag for the restaurant is key! It's important that the bag contains novel or less familiar toys, as the children will be more inclined to play with them!



Family Physician Guidelines When to Refer to SLP's



6-12 months

- No reaction to loud sounds
- No response to music or singing
- Limited or no babbling

18 months

- Does not show interest in adults or other children
- Not using any words
- Unable to point to body parts when asked

24 months

- Quiet and not trying to speak
- Difficulty pointing to named objects and pictures
- Little pretend play
- Not combining words such as 'more milk' or 'want up'

30 months

- Poor comprehension of language
- Speech is unclear to familiar members, even in known context
- Does not produce two-to-three word phrases such as 'go bath now'
- Limited progress observed from week to week

36 months

- Gap between receptive and expressive language skills becoming larger; that is parents report: "he understands everything", or "she understands so much more than she can say"
- Only saying single words, or primitive sentences
- Poor comprehension
- Speech is unclear to strangers, neighbours or relatives who do not see the child often



The Internet: the need to be more sceptical consumers!

Information isn't necessarily knowledge; knowledge isn't necessarily skill

With the new age of technology, we must become better consumers of information found on the Internet! Good, reputable research is so much more than a 10 second Google or Wikipedia search!

Legitimate research requires the individual to be a **consumer** of the information through patient **repetition**, careful **filtering**, and the **separation** of the **fabricated** versus **verified** content that is out there! There are billions of web pages published on the Internet. The majority of those are not valid, researched, or reviewed.

Below are some strategies to help you decide if the information is worth trusting:

- Is the information “**hard**” or “**soft**” research?
 - **Soft research**: usually just compiled of subjective information like opinions, testimonials, blogs, forums, etc.
 - **Hard research**: describes scientific and objective research like academic journals, government statistics, archived news, scientific and medical content, etc.

This is especially important when you are searching for information on Speech and Language therapy, diagnosis, programs, or private therapists!

- Key words to look for:
 - “**Registered**”: regulated Canadian Speech-Language Pathologists **MUST** be registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)
 - “**CCC-SLP**”: regulated American Speech-Language Pathologists **MUST** be registered with the American Speech-Language-Hearing Association

Below are some of our **favorite websites**:

- <http://www.caslpa.ca>
 - You can find helpful information or links to helpful websites
- <http://www.caslpo.com>
 - Helpful information or links to websites
 - Finding a registered Speech-Language Pathologist or Audiologist in your area
- <http://www.pqchc.com>
 - Helpful information or links to websites for children with speech and language delay
 - Programs and services in the Ottawa area
- <http://www.aphasiaottawa.org>
 - Helpful information on stroke and aphasia
 - Links to programs and services
- <http://www.parkinsons.ca/en/>
 - Helpful information on Parkinson's Disease
 - Links to programs and services
- <http://www.dys-add.com>
 - Information on Dyslexia
 - Helpful information on learning disabilities



Voice Therapy for Individuals with Parkinson's Disease

As individuals with Parkinson's disease will tell you, they experience a lot of **physiological changes** as a result of the disease. These include: *tremors, stiffness/rigidity, involuntary movements* and, *balance issues* just to name a few.

One of the many challenges of the disease is seen when an affected person becomes much quieter, and much harder to understand, especially in loud or group settings (e.g. restaurants, parties, etc.).

Specifically, there are **4 speech intensity regulation processes** that are **impaired** in Parkinson's disease: changes in a person's larynx (e.g. vocal cords become “**bowed**” or change their shape); *changes in breathing patterns* (reduced size and force of ribcage movement during speaking); **postural changes** (e.g. hunched or stiff posture: inhibiting effective voice production); and changes in **speech movements** of the jaw and lips (giving speech a muffled impression).

Speech therapists can help with this. Natasha Bouchat-Laird, Registered Speech Language Pathologist, has developed a passion for working with individuals with Parkinson's disease and helping them **achieve** and **maintain** adequate **speech intensity** across all settings of their lives.

While completing her Master's degree in Speech-Language Pathology, she worked on a research project by Dr. Scott Adams called “**Speech-In-Noise**” which is a **multi-sensory approach** that helps to increase the speech intensity of Parkinson's patients.

So far the study has yielded pretty amazing results: **70-90%** of patients **sustain** their increase in speech intensity **6 months post treatment!** Her hope is that she can bring the Speech-In-Noise program to the Speech Voice and Language Clinic and help clients with Parkinson's disease achieve louder speech, safely and effectively. Natasha welcomes your referrals.

Continuing Education... We're always learning!



Mary-Anne Zubrycky attended the International Dyslexia Association Convention in New Orleans this past fall. The researched focused on the older struggling reader. She attended talks on how to help students with reading and spelling problems in high school and college.

Kimberly Matthews has enjoyed learning about the latest therapy techniques for voice, fluency, speech, phonological awareness and language disorders. She continues to further her professional development in order to support her clients and the communication issues they may face.

Natasha Bouchat-Laird became certified in the Hanen *It Takes Two to Talk* Certification workshop; attended a conference by Susan Barton on Dyslexia; and a Webinar on how to promote Expressive Language Development in children with Apraxia. Further, she has completed a workshop targeting the clinical treatment of patients with laryngectomy and head and neck cancer.

Bullying: Your voice has power!

Many of us under-estimate the power of our voice, especially when it comes to bullying. Unfortunately we live in a world where bullying has likely touched your family, or the family of someone you know. There are four prominent kinds of bullying:

- **Verbal bullying:** name-calling, teasing, gossip or rumour spreading, negative references to someone's religion or sexual orientation, etc.
- **Social bullying:** excluding, mobbing, public humiliation, etc.
- **Physical bullying:** kicking, punching, destruction of belongings, etc.
- **Cyber bullying:** using text messaging or social media to humiliate, intimidate, put down, or spread rumours

Facts:

- **25%** of children in grades 4-6 have **experienced** some form of bullying
- **1 in 10** children have **bullied others**
- Bullying occurs **once every 7 minutes** on the **playground**, and **once every 25 minutes** in the **classroom!**
- Bullying can **impact learning** in the following ways:
 - o **Stress and anxiety** make it **difficult** for kids to **learn**
 - o **Concentration**, which affects ability to remember things they have learned
 - o **Academic success** – bullying impacts self esteem, self-esteem is important to academic success

Bullying STOPS within 10 seconds of a peer intervening!

We have to begin by empowering children to stand up for themselves and for others: teach them that their voice has power!

Here are some **helpful strategies**:

- Recognize the **warning signs** that your child is involved in bullying
- **Open the lines of communication** with your children – you can't do anything if you don't know about it
- **Take action:**
 - o **Role play** with your child to help practice positive ways to deal with bullying (e.g. teaching assertiveness vs aggression)
 - o **Create opportunities** for your child to make new friends
 - o Help your child **report bullying**
 - o Take **action at school**

Great websites:

- <http://www.erasebullying.ca>
- <http://www.stopbullying.gov/what-you-can-do/parents/index.html>



Good Grammar Rules !

Some of us cringe when we hear someone mispronounce or misuse a word. Many of us can feel embarrassed or even become nervous when we realize that we are uncertain of how to use certain words.

In recent years, use of proper grammar has declined, especially among youth. But young people conversing with each other or on their cell phones do not have a monopoly on poor grammar.

Grammatical mistakes are becoming so main stream that we hear them on television and radio. These errors come from journalists, interviewers, politicians and actors to name a few.

If you do not know the precise grammatical rule, test out your sentence using only the word or similar word-forms that seem to cause confusion. Then try to derive the rule. Here are some examples.

Me and my wife went to The Senators' game last night.

Would you say me went to the game? No, it is I, a nominative first person pronoun. I is always used second in a list of people. My wife and I, my brother and I, John and I, etc.

Him and I love sushi! *The speaker got the I right and in the correct position, but would you say him love sushi? No, he loves sushi, so, He and I love sushi. Him, requires a preposition: to him, from him, by him, for him, etc.*

Dr. Smythe, Dr. Jones and myself arrived at the scene in the Emergency Room. *Would you say, myself arrived? No, I arrived. Myself arrived at the scene? No. I arrived at the scene. So, Dr. Smythe, Dr. Jones and I....*

If you have any questions, you can always ask Professor MacDonald and myself. *Is it ask I? No, ask me? Yes. If you have any questions, you can always ask Professor Macdonald and me.*

We should have went with our first instinct. *We should have gone. The presence of the helping verb, "to have", requires, gone. We should have driven (not, drove), we should have seen (not, saw), we should have taken, (not, took). We should have come, (not came) etc.*

You and Matt did really good on the Social Studies test today. *Verbs always require an adverb, not an adjective, which modifies a noun. You feel well, you danced well, you skated well. You two did really well.*

There's two things I have to say about that. *Verbs always have to agree in number with the nouns. There is one thing, or there are two things, (there're is usually used in speech only and not in writing).*

Having your grammar corrected can feel insulting; especially by someone you do not know well. But a gentle reminder to children and teenagers is doing your parental duty. And, according to Dear Abby, a boss would always be doing employees a tremendous favour to remind them of the importance of good language when they present themselves and for career advancement. Let us give our young people the best chances to speak as well as possible. Good communication skills and good form are always empowering.



How to Refer

- Call: (613) 820-4722 ext. 1 or fax (613) 820-7097
- Provide the individual's **name, phone numbers and reason for referral**. We will make the initial appointment.
 - Physicians should give the **original** referral to the patient, as they will need it for their insurance.
 - Patients can also arrange for services **directly**, without a physician's referral.

Visit us Online @ www.speechvoice.ca

Getting to Us

WE WELCOME YOU TO OUR CLINIC, LOCATED CONVENIENTLY IN GREENBANK HUNTCLUB CENTRE, NORTH OF HUNT CLUB, JUST 5 MINUTES SOUTH OF THE QUEENSWAY, ACROSS FROM THE POLICE STATION, ON THE WEST SIDE OF GREENBANK ROAD.

WHEN ARRIVING AT THE GREENBANK HUNTCLUB CENTRE, PARK NEAR THE SIDE OF THE SUBWAY RESTAURANT AND ENTER THE OFFICE COMPLEX THROUGH THE TWO GLASS DOORS FACING GREENBANK ROAD LABELLED 250-B.

Driving Directions from the 417:

- Exit Pinecrest/Greenbank
- Turn South, drive 5-6 lights
- Turn right at Greenbank Hunt Club Centre (Metro Grocery Store) (we are across from the Police Station)
- Park near side of Subway restaurant
- Enter double glass doors, use elevator or stairs
- We are at the end of the hall in Suite 228

Driving Directions from Hunt Club:

- Turn North (away from Barrhaven toward 417)
- Drive ½ a block
- Turn left at Greenbank Hunt Club Centre (Metro Grocery Store) (we are across from the police station)
- Park near side of Subway restaurant
- Enter double glass doors, use elevator or stairs
- We are at the end of the hall in Suite 228

Contact Us:

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