



May is Speech and Hearing Month!

Many professionals come together during May Speech and Hearing Month to raise public awareness about the importance of early detection and prevention of communication disorders. This newsletter makes a contribution to this goal.

Here at the SVLC, we continue to strive for excellence in service delivery and are committed to ongoing learning. Here is what we've been up to!

Kimberly Matthews' interest in literacy development and language intervention for children with developmental disabilities and behavioural disorders has prompted her to complete coursework on William's Syndrome, Waardenburg Syndrome, treatment approaches for ADHD, as well as the relationship between expressive phonological impairment and literacy development.

Melissa Moloissa's enthusiasm for continued learning has lead her to attend the 2009 Canadian Association of Speech-Language Pathologists and Audiologists conference where she completed workshops in topics related to literacy development, working memory deficits, and academic performance. She also completed a course on best practice for teaching children with developmental disabilities to speak.

Mary-Anne Zubrycky's experience and skills set continue to grow! She attended the 2009 American Speech and Hearing Association Conference in New Orleans, a seminar at Galludette College in Washington D.C last month, and also completed workshops in the areas of voice disorders, Asperger's Syndrome in adults, and reading disabilities in school-age children.

Praise: Cheerleading or Misleading?



Way to go Johnnie! Woohoo, Becca! Yaye Steve! Good job Krista!

As parents, we all strive towards instilling confidence and self-esteem in our children from a very young age. We try to show support and encouragement in a variety of ways, especially through verbal or social praise. Although praising may have several advantages with regards to increasing a youngster's self-esteem, if not used appropriately, it may also be detrimental to the development of independence and confidence.

If used properly, verbal praising can encourage a child to want to do more of what he is doing well. Praising can be used to acknowledge a child's improvement in a new skill, to recognize their attempt at trying something new that may also be difficult, or to acknowledge a behavior that a child is doing well.

If praising is used inappropriately or overemphasized, it may be sending false or misleading messages to children. In their developing years, children attach a lot of importance to their parents' feedback. Their messages help create a belief pattern that may be imprinted in their minds well into their adult years.

By giving too much praise, a parent might be preparing a child to believe that they are performing to please or to seek approval, and not to improve themselves at a personal level. When outward praise is not given, these children may feel like they are not good enough. They may learn to rely on their parents' feedback to sustain their self-esteem. In addition, a parent might interfere with their child's ability to self-monitor their performances or their abilities because they rely on the judgment of a parent.

In some cases, over-exuberant praise may lead a child to sense that there is something wrong with them and that their parents are overcompensating by showering them with cheers. In other cases, over-emphasizing praise may also lead a child to believe that the way they are perceived by others is more important than the way they may feel inside.

Should caregivers abstain from praising their children? No. Positive reinforcement can be effective and beneficial as long as it is used honestly and appropriately. Consider the following strategies when giving verbal praise:

- Try to make praise specific: "You worked hard at sounding out that difficult word!" is more effective than "Great Job!" or "Woo hoo!"
- Try to be honest: If a child did not succeed at achieving a goal, acknowledge his effort and encourage him or her to try again
- Refrain from praising every positive action.
- Ensure that praise is not only used to acknowledge achievement, but also to acknowledge effort.

Nous offrons des services en français!

Des services en orthophonie sont disponibles en français pour les enfants francophones ou bilingues et leurs familles. Melissa Moloissa offre des services d'évaluation et de traitement des retards et problèmes de langage et de parole chez les enfants d'âge préscolaire et scolaire.

French Services Available at SVLC

The SVLC provides French and bilingual speech and language services to children and their families. Melissa Moloissa offers speech and language assessment and treatment services to preschool and school age populations.

Pick Our Brains – Our Top 5 Websites!



Many proactive clients or caregivers receiving speech and language therapy may wish additional information or resources to complement what has been provided by their speech-language pathologist.

A multitude of user-friendly sites can be found on the world wide web with information on speech and language development, therapy activities, helpful tips, current research, etc. With the vast amount of sites related to communication disorders, it can sometimes be difficult to find the ones that are appropriate. Below is a list of our top 5 favourite sites, which may be of interest to you!

[Zacbrowser.com](#): This new site is already a favourite among many families with children with Autism Spectrum Disorder. It provides a variety of educational, sensory, and entertaining activities suitable for the unique interests of this population!

[www.stuttersfa.org](#): The Stuttering foundation of America website provides free online resources, services and support to those who stutter and their families, as well as support for research into the causes of stuttering.

[www.speech-language-therapy.com](#): Created by Dr. Caroline Bowen, an experienced clinician and researcher, this is one of the most visited sites by parents, teachers, and clinicians, which provides a variety of free resources, including articles, therapy ideas, developmental charts, etc.

[www.pgchc.com/firstwords/](#): Developed by the First Words Speech and Language Initiative, this bilingual website provides a wide range of information regarding the screening, assessment, and intervention processes. They also provide information on early detection of communication-related disorders.

[www.dys-add.com](#): Bright Solutions for Dyslexia, Inc. shares the most current information on dyslexia research, as well as assessment and intervention strategies. This site also offers free video webcasts.

Detecting Early Autism Warning Signs



Studies have shown that the earlier autism is diagnosed, the more effective that early intervention will be. More and more, pediatricians are being encouraged to look for signs of autism that can be detected prior to 18 months of age. Often times, these signs may not be readily apparent during a routine medical checkup. Physicians are encouraged to seek out as much information as possible from caregivers regarding the child's development, especially social/emotional, communication, and behaviour.

Here are some warning signs to look out for:

4 – 6 months

- Limited reaction to bright colours, movement, and objects
- Does not turn towards sounds
- Does not show interest in people's faces
- Does not relate to parent with real joy
- Does not smile frequently while playing with caregiver
- Does not coo or babble when happy
- Does not cry when unhappy
- No response to music or singing

9-12 months

- Limited smiling and laughing while looking at caregiver
- Lack of back-and-forth exchange of smiles, loving faces, and other expressions
- Lack of back-and-forth exchange of sounds with caregiver
- Lack of exchange back-and-forth of gestures (e.g. giving, taking, and reaching)
- Limited use of gestures to get needs met, like giving, showing, reaching, waving, and pointing
- Lack of engagement in peek-a-boo, patty cake, or other social games
- Does not make sounds, like "ma," "ba," "na," "da," and "ga"
- Does not turn to the person speaking when his/her name is called

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 initiating production of words
- Difficulty pointing to named objects and pictures
- Little pretend play

30 months

- Poor comprehension of language
- Speech is unclear to family members, even in known context
- Few or no words
- Does not produce two-to-three word phrases

36 months

- Poor comprehension of language
- Only saying single words
- Speech is unclear most of the time to familiar people, even in known context

Every child's brain is malleable and early detection and intervention allows for improvement at a young age.

A Car Journey into Language!

With the approaching summer months comes excitement for family trips but not without concerns for the lingering “Are we there yet?” chants repeatedly sung by children during long car rides! Thankfully, there are plenty of ways to turn a tiresome road trip into a fun adventure of exploring language as you travel to your destination! Here are some tips to get you started:

Get Organized Before You Leave

- Borrow books from the library that highlight different points of interest along your route and different aspects of your destination and vacation activities
- Pack a bag with pads of paper, pencils, markers, books, audio books, music CDs, and maps, and prizes

These supplies will be used throughout your travels as a foundation for language-learning activities.

Snack Time Fun

- During snack breaks, have fun thinking of other foods in the same food group. This will improve categorization skills and expand vocabulary



Sharpen Early Literacy Skills

- Play the “Alphabet Game”. Starting with the letter ‘A’, look for each letter in road signs, billboards, and license plates.
- Play a sound-blending game. Say words syllable-by-syllable, and see who can guess the whole word first. For example, ‘ba-na-na’ and ‘e-le-phant’ are great words to get you started!
- Award prizes or points for each success

Roadside Stops

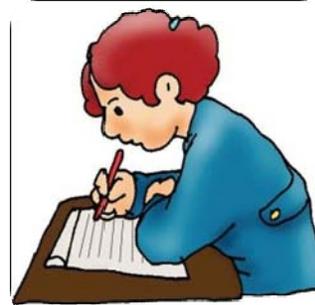
When you make a pit stop, there are a variety of activities that can keep your children entertained.

- Journal writing. Encourage your children to write in a journal or draw a picture to describe places that they’ve been, things that they’ve seen, or their favourite activity so far. For the younger child, they can draw the picture then tell you about it, and you can write a sentence or two to help capture their memorable moments!
- Play “I Spy”. This activity will improve listening skills and help your child to learn to be specific when describing an object. You can try a variation on this popular game by using a tourist map to find destinations or fun places to stop along your route.
- Collect a keepsake from each stop you make. These can include newspapers, brochures of local attractions, restaurant menus or hotel business cards. These items can be used when creating a scrapbook of your vacation when you arrive home.

Add Music to your Travels

- Sing songs with repetitive lines and actions to expand your child’s vocabulary. The actions paired with words can help your child to more easily remember the new words!

Memory Skills for the Classroom



Your patient reports that her son is having learning issues in the classroom; however you know that he is very bright, has a good vocabulary, and can figure out the most complex puzzles. Her daughter’s last report card showed that she is not paying attention or following directions in the classroom; however, she always cooperates with household routines, understands everything you say to her, and doesn’t appear to have attention issues. Your patient has been investing countless hours with his 5 year-old’s ABC’s at home, but he still doesn’t know how to write out the alphabet. If you’ve noticed any of these concerns, there may be some working memory impediments to learning.

Working memory is the ability to hold and manipulate information in the mind for a short period of time. It plays a very important role in early childhood and is linked to learning achievement for language development, literacy, and math.

Studies have shown that children who have better working memories have better learning potentials. They can memorize and use new words easily, remember and use longer sentence structures, and follow complex instructions heard in the classroom. Many children with learning difficulties have been identified as having poor working memory capacities. As a result of poor memory, they have a difficult time following instructions in the classroom, following a lesson, participating in classroom discussions, or even giving presentations.

Teachers often describe these children as appearing lost in their thoughts, disruptive, or unmotivated. Many of them are unaware; however, that these maladaptive behaviours are very likely a result of poor memory skills which affect their ability to participate effectively in the classroom.

Learning progress can be improved by reducing working memory demands in the classroom and following certain strategies:

- Give brief and simple instructions broken down into separate steps
- Check if the child can remember instructions.
- Provide frequent repetition of instructions
- Reduce sentence length for activities involving sentences
- Use external memory aids, such as acronyms, pictures, word-for-word definitions, which can be written on cue cards
- Remind the child of crucial information for the particular phase of multi-step instructions that take place over extended period of time
- Ask the child to repeat back instructions
- Develop self-help strategies in the child, such as, encouraging the child to ask for forgotten information and training in the use of memory aids

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.
 - Self-referrals are always welcome.

Visit us Online @ www.speechvoice.ca

Getting to Us

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

WHEN PARKING IN GREENBANK HUNT CLUB CENTRE, PARK NEAR THE SIDE OF THE SUBWAY RESTAURANT AND ENTER THE OFFICE COMPLEX BY ENTERING TWO GLASS DOORS LABELLED 250-B.

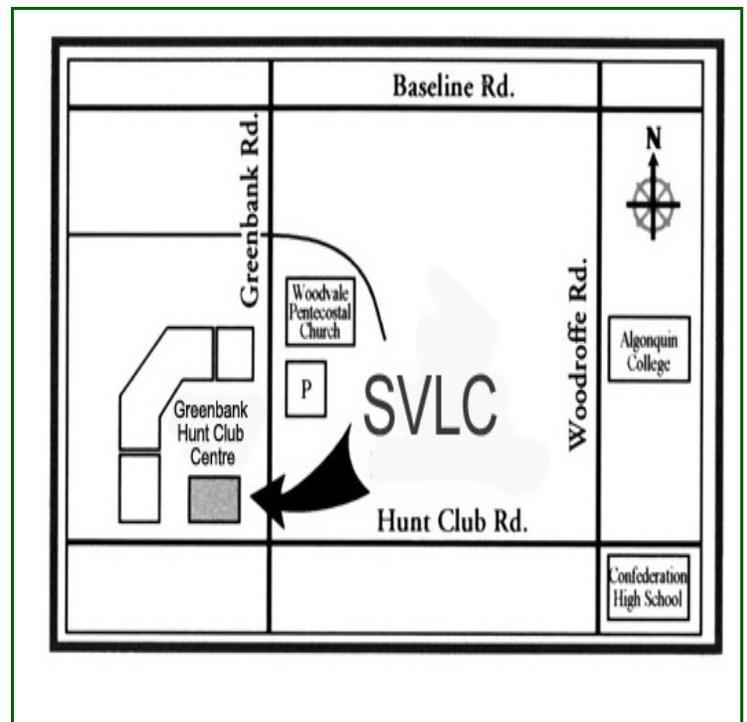
FREE UNLIMITED PARKING

Driving Directions from the 417:

- Exit Pinecrest/Greenbank
- Turn South, drive 5-6 lights
- Turn right at Greenbank Hunt Club Centre (METRO), across from the police station
- Park near side of the 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 Road:

- Turn North (away from Barrhaven toward 417)
- Drive ½ block
- Turn left at Greenbank Hunt Club Centre (METRO), across from the police station
- Park near side of the 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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Quote for May



"Speech is power: speech is to persuade, to convert, to compel"

Ralph Waldo Emerson, poet