

The TALK Team

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Amy J. Bennett, M.S., CF-SLP
Speech-Language Pathologists

Sarah Marx
Operations Manager

Upcoming Events

Burlingame Tree Lighting Ceremony

The city of Burlingame would like to invite you to the Annual Holiday Tree Lighting Ceremony on Friday December 2nd. The ceremony will take place at 5:30pm at Burlingame City Hall. Come out and celebrate the beginning of the holiday season!

Join Santa and friends at the San Francisco Zoo

The San Francisco Zoo invites families and children of all ages to a special holiday event. On December 10th from 11:00am to 1:00pm, enjoy a great brunch with eggs, sausage, waffles and all the fixings, fruit and more while you visit with Santa and his reindeer and participate in fun holiday activities. Visit <http://www.sfzoo.org/announcements/santaandfriends> for more information and ticket availability.

Spread joy with homemade cards

The San Francisco Children's Art Center is offering a holiday card-making family workshop on December 4th and 10th. Participants will have the opportunity to create a wonderfully unique set of handmade greeting cards, using printmaking, collage, and a variety of other art materials. Snacks and beverages provided, as well as envelopes for your cards. Look online at <http://www.childrensartcenter.org/> for more information and to register.

TALK: Sound Waves Issue 06 December 2011



Teaching and Assessing Language for Kids

1209 Howard Avenue, Suite 203, Burlingame, CA 94010
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Teaching and Assessing Language for Kids

Sound Waves

Parent Discussion Group

TALK's Parent Discussion Group is held on the third Wednesday of every month. These sessions alternate between lunch time (11:30am – 1:00pm) and evening (5:30pm – 7:00pm). TALK brings in guest speakers to talk about a variety of areas including other pediatric professionals (OTs, PTs, Music Therapists), marriage and family counselors, developmental psychologists, etc. The next session will be held at TALK on:

January 18, 2011

5:30pm to 7:00pm

Nicole MacDonald

Certified Herbalist

Nicole is the owner of The Neighborhood Herbalist, a private practice in San Carlos that provides herbal therapy for physical, mental, emotional and spiritual ailments. She will discuss herbal therapy for children and will also help parents to create and take home a unique herbal tincture for their child.

This event is provided at no cost to families, and free childcare will also be provided onsite to the first five children to be registered. Please contact Sarah Marx to reserve your spot. All families are encouraged to attend!

Upcoming Dates

February 15th – 11:30am to 1:00pm

March 21st – 5:30pm to 7:00pm



Highlights of 2011 and looking forward to 2012 Elizabeth Ho, CCC-SLP

As we head into the New Year, it is exciting to look back at the growth and development that TALK has undergone during 2011. This year has been filled with new faces, new spaces and exciting events.

At the beginning of this year, TALK had a team of five speech-language pathologists.



As you can see from the picture above, we have now grown to a team of ten! We have been so excited to add

dedicated and passionate speech-language pathologists to the TALK team.

In May, TALK participated in the Bay Area AUTISM SPEAKS walk to raise money and awareness for families affected by Autism Spectrum Disorders.

The TALK team had fun providing games and free speech and



language screenings at the event. We were excited to help raise money for such a great cause, and together with our families we raised \$1250. Our T-shirts for the event showcased art by one of our clients; we "Walked the walk, and talked the TALK".

December 2011

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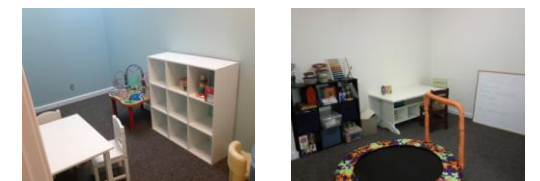
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As we have grown, we have been able to use our entire office to provide space for a variety of sensory equipment, social groups and parent training programs.



We have also hosted several successful Parent Discussion Groups throughout the year and look forward to more topics in the new year. Thank you to all the parents and professionals who have participated!

As we look forward to 2012, we are excited to continue in our learning as a team and to develop new programs and treatment approaches for our clients. We are also looking forward to starting up two Hanen Parent Training Programs in the new year: *It Takes Two to Talk* and *More Than Words*. Stay tuned for information sessions starting in January 2012.

As we head into the holiday season, all of us here at TALK wish you a very happy holiday with family and friends, and best wishes for 2012!



TALK Tips for Feeding and Speech

Help your child understand what you say! Use the following strategies to modify your language so that it is easier for your child to understand your meaning and respond appropriately.

1) Say Less

Simplify what you say! Use short, clear labels or sentences so that your child hears the most important information.

2) Stress

Exaggerate key words and put them at the end of your sentences. This makes them stand out. Use FUN words that grab your child's attention by the way they sound (e.g. zooooom!).

3) Go Slow

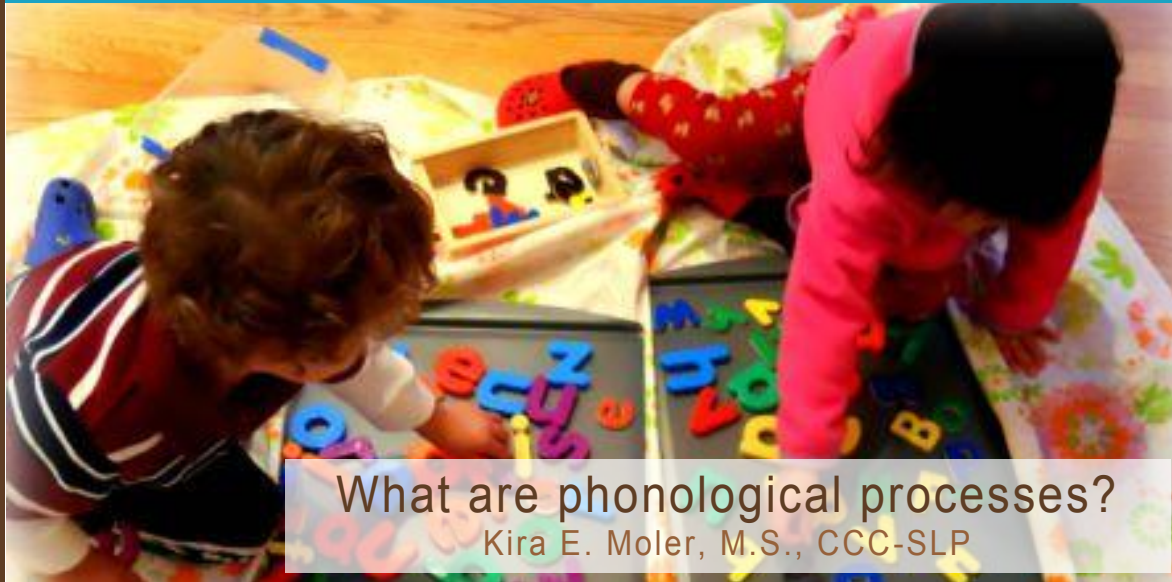
Pause between words or phrases to give your child time to process what he hears and come up with a response. Keep your speech natural so that your child hears the natural rhythms and intonation that go along with different meanings.

4) Show

Help your child to understand by combining your words with visual cues. These could be pictures, actions, objects or the printed word.

5) Repeat Often!

The more times your child hears a new word, the faster they will learn its meaning!



What are phonological processes?

Kira E. Moler, M.S., CCC-SLP

Phonological processes are techniques used by children to simplify speech when attempting to produce adult words. A phonological disorder is a speech sound disorder that affects entire classes of sounds rather than individual sounds. For example, a child may substitute all sounds made in the back of the mouth, like "k" and "g", for those in the front of the mouth, like "t" and "d" (e.g.,

saying "tup" for "cup" or "das" for "gas"), even though the child may be able to produce all sounds correctly in isolation. When a child uses many different processes or uses processes that are not typically present during speech acquisition, intelligibility may be impaired. The advantage of using a phonological processes approach to speech therapy is that the SLP can identify error patterns and then

target these patterns to remediate more than one sound at a time. Most phonological processes are seen in normal speech acquisition; however, there is an age range for each process for which children typically outgrow these processes and learn to produce them in the correct adult targets. Here are some examples of phonological processes and when they should be eliminated from a child's speech:

By three years of age, the following processes should no longer be seen:

Syllable Deletion	"elephant" → "efant" "animal" → "amal"
Velar Fronting	"pig" → "pid" "car" → "tar"
Palatal Fronting	"sheep" → "seep"
Final Consonant Deletion	"duck" → "du" "elephant" → "elepha"
Reduplication	"puppy" → "pupu" "water" → "wawa"
Prevocalic Voicing	"pig" → "big" "elephant" → "elevant"

By five years of age, the following processes should no longer be seen:

Cluster Reduction with /s/ blends	"snake" → "nake" "school" → "cool"
Depalatalization	"dish" → "dit" "show" → "tow"

By four years of age, the following processes should no longer be seen:

Cluster Reduction	"bread" → "bed" "plan" → "pan"
Epenthesis	"blow" → "buhlow" "snake" → "suhnake"
Gliding	"rabbit" → "wabbit" "lion" → "wion"
Stopping	"van" → "ban" "zebra" → "debra"
Final consonant devoicing	"pig" → "pick" "bed" → "bet"
Deaffrication	"cheese" → "sheese" "bridge" → "briz"

All children will exhibit at least some of these processes as they develop speech and language. If you have any concerns about your child's use of phonological processes, please speak to a Speech-Language Pathologist.

Introducing Natalie and Amy, the newest members of the TALK team!



Natalie Hole, M.S., CF-SLP, an innovative and animated speech-language pathologist, recently earned her Master's in Communication Disorders from California State University Northridge. Her academic clinical experiences include: early intervention and general clinic at the Language-Speech and Hearing Center at California State University Northridge, cognitive rehabilitation therapy in an outpatient traumatic brain injury facility, and a public elementary school. During her undergraduate studies, Natalie worked as a behavioral therapist and developed a passion for working with children. Natalie believes therapy should be fun and is dedicated to finding the right tools and tasks to keep the child motivated and engaged. Welcome Natalie!

Amy Bennett, M.S., CF-SLP recently moved from Boston to the Bay Area. Having completed her Master of Science degree from Boston University, she has a wide range of academic clinical experience including Tufts Floating Hospital for Children, an outpatient pediatric rehabilitation center, and a public elementary school. Prior to returning to graduate school, Amy spent a year teaching English as a second language to elementary school aged children in Thailand. She also gained experience in early intervention with children on the autism spectrum, utilizing techniques of both Floortime-DIR and Applied Behavioral Analysis. Amy is a creative and patient therapist, who works to make therapy both meaningful and motivating for children.



SLP Question of the Month

Q: What is pragmatic language and how do we assess it?

Pragmatic Language is the term used to describe the ways that we use language to interact with other people and the world around us. It is not just the words and sounds that we produce, but how we use those words and sounds to communicate. Pragmatic language is an essential skill for starting and maintaining peer and family relationships.

Assessment of pragmatic language focuses on several different areas:

1) Does the child use language for different functions? Asking for things and protesting are two functions that most children master right away. Gathering and sharing information and greeting others are also early communicative functions. Children need to be able to use language for all of these goals.

2) Does the child use language to interact appropriately with others? For some children,

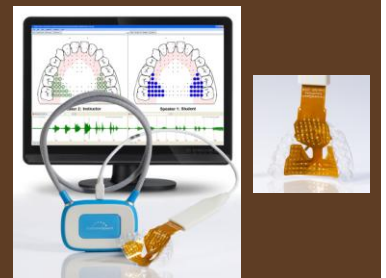
having a conversation with another person is hard work! Maintaining eye contact and appropriate personal space are both essential to having a good conversation. Children also need to listen to what is being said in the conversation and be able to respond and ask questions to keep the interaction going. For some children, thinking about the other person first in the conversation is difficult. All of these components are needed to have a good conversation and support a relationship.

3) Does the child play appropriately and use language in play? For young children, play is work! Imaginative play with dolls, food, cars and trains is a great context for exploring language and interacting with peers. Working on play scripts and the vocabulary used in play can help make these interactions more meaningful for all involved.

If you have questions about your child's pragmatic language skills, feel free to speak to your SLP!

NEW AT TALK: The Palatometer

TALK recently purchased a Palatometer, which we are excited to implement with clients who are working on articulation goals. The Palatometer system is made of three components that work together to provide visual feedback of tongue position and contact in the mouth. Both the client and the therapist wear a custom-fit Smart Palate that senses all tongue to palate contact and lip closures. Specialized software creates visual feedback of these contacts in real-time so that the client can modify their articulation to match that of the clinician.



The visual feedback also allows the clinician to pinpoint exactly where the client is having difficulty and make progress much faster. We are excited to implement this new technique with our clients! Please speak to Alexia Mazzone or Sarah Lopez for more information about how this technology could benefit your child.

THERAPIST'S CORNER

Lydia and Elizabeth

Did you know that Lydia and Elizabeth are both singers? Lydia has been a singer for most of her life and currently sings in the San Francisco Chorale as a Soprano.

Elizabeth is also a soprano and has been singing in choirs since she was three years old! She loves singing everything, from classical to sacred to pop. Lydia and Elizabeth both acknowledge singing as one of the things that got them interested in the voice and in speech.

