

Developing your Child's Speech and Language Skills: Home-School Connections



Hawthorne Elementary School
Presented by Blair Hoffman, Nancy Deneny and
Stacey Hametz

Speech-Language Categories

- Language Comprehension
- Language Expression
- Pragmatics/Communication interaction
- Speech Articulation

Language Comprehension

- Important in school, as this is how children are instructed
- Understanding of language concepts and vocabulary
- Following directions
- Understanding questions



Concepts and Vocabulary

- Building knowledge through experiences and reading to your child help expand their background knowledge and vocabulary.
- Children can then build upon these skills at school.
- Children make connections from their lives to the stories they are listening to.
- These experiences help children tell stories and prepare them for writing.
- Children are able to draw pictures and write about their varied experiences at home.

Concepts and Vocabulary

Tips when talking to your child during reading and experiences:

Use details

Use specific verbs

Use strong vocabulary

Practice one new concept at a time in different situations

Everyday activities	<ul style="list-style-type: none">-Cook with your child.-Take your child around the community.-Do household chores.
Special Events	<ul style="list-style-type: none">-Talk about outings both before and after.-Take pictures and use the photos to help your child share more details about events.
Talk about your child's interests	<ul style="list-style-type: none">-Nature, preferred TV shows, favorite activities
Help your child talk about topics that you have chosen	<ul style="list-style-type: none">-Help them add to topics about everyday events.-Tell them stories about when you were a child.-Share with them something special from your day.

Concepts and Vocabulary

- Concepts vary in difficulty:

On, up, under

Between, same, different

Some, all, more, less, before, after

- Children learn concepts more quickly when they are at a level they are ready for
- Talk about concepts in a variety of situations. Select one or two new concepts. Practice them in a variety of a situations over a few weeks.

Concepts

Even when you have practiced easier concepts, it helps your child get ready for the next set of concepts both at home and in school.

Subject	Examples
Everyday school routines	-Put the blocks on the top shelf.
Reading	-What happened in the beginning of the story?
Math	-Which number is bigger? -Who has more?
Science	-How are these the same?

Following Directions

At school, students are following directions all day long. From early in the morning, they are following directions to unpack and get ready for their day. They need to follow directions during instruction, and even during less structured times like lunch and recess.

Being able to follow directions promotes their independence.

Following Directions

Directions	At Home	At School
Routine	<ul style="list-style-type: none">-Pick up your toys.-Go brush your teeth.-Get your (coat, shoes, etc).	<ul style="list-style-type: none">-Get (your coat, snack, pencil).-Take out (glue, folder, etc).-Sit on the carpet.-Line up at the door.-Clean up the legos.
Multi-step routine	<ul style="list-style-type: none">-Wash your hands and come to the table.	<ul style="list-style-type: none">-Get your paper and sit on the carpet.-Put your snack in the snack bin, put your folder in your cubby and sit at your table.
One-step directions	<ul style="list-style-type: none">-Let's make a tower.-Give me the blocks.-Put it under the bridge.	<ul style="list-style-type: none">-Circle the animals.-Draw three dots.-Find all the squares
Expanded one-step directions	<ul style="list-style-type: none">-Let's make a short tower and a tall tower.-Give me some of the small blocks.	<ul style="list-style-type: none">-Show me the one that's not red.-Color the shape above the dog blue.

Understanding Questions

In school, children answer questions to:


- clarify their needs (What do you want? What happened?)
- demonstrate their understanding and knowledge
- interact socially (What did you do this weekend? Where do you want to put the block?)

It is easier to answer questions about events happening in the here and now.

Initially children work on answering basic questions (What is that? Where is your coat?)

Understanding Questions

Hierarchy of Questions

- 
- Routine questions (What is that? Where's the..? Who is it?)
 - Familiar questions (What is the boy doing? Where is the boy going?)
 - More specific questions (What is the boy bringing on his trip?)
 - General knowledge questions (Who do you go to when you're sick?)
 - Questions that rely on background knowledge/past experiences
(What should we use to make the cookies? What did you play with on the playground?)
 - Higher level reasoning and abstract questions (Why? How? What are you thankful for?)

Language Expression

The more you understand, the more you can talk about. Everything we discussed regarding language comprehension, will set your child up for richer expressive language.



Language Expression

- Children learn to express themselves best if they are met at their level.
- Encourage and model language at the next level.

If using words is challenging...	encourage gestures and model words
If using single words...	encourage more varied words and simple combinations
If using phrases	model more varied phrases and sentences
If using sentences	Model more varied sentences and sequences of sentences to share an idea

- If your child makes errors in grammar or vocabulary use, gently repeat their sentence using the correct words.
- Children require frequent models of these targets. Practice one at a time.

Language Expression

	At Home	At School
Describing	-Talk about activities they are directly involved in (yard work : Talk about items needed, the functions of tools, who is helping, what things look like, what can we do in the leaves).	-Show and Tell -adding details to pictures -math: use descriptive words (taller, more, shapes)
Sequencing	-Talk about routines (while brushing teeth : first turn on the water, then put toothpaste on..) -Recall and talk about fun events (use words like first, next, last).	-
Narrating	-Talk about events that are happening or recently happened. -If talking about events in the past, use pictures.	-retell a story

- Use descriptive words-model, model, model!
- Use a variety of words for one concept (tired, sleepy, exhausted)
- Pictures are helpful when talking about past experiences
- Highlight/exaggerate targeted words

Social Pragmatics- language is used to interact with others

- Listening to others while interacting
 - Point out to your child when they are being a good listener
- Shared attention
 - Take turns with toys
 - Play simple, reciprocal games (catch with a ball, Zingo)
 - Begin by following your child's interests, then develop their ability to shift focus to what you are playing with
 - Point to what you're referring to (pictures in a book while reading, ingredients while cooking together)
- What you're looking at is what you're thinking about



Social Pragmatics- language is used to interact with others

- Communicating for a variety of purposes
 - (request, comment, protest, ask/answer questions, greeting, ask for information)
 - Model and provide opportunities for your child to:
 - Make requests (keep favorite objects out of reach, have a needed item missing from an activity, wait for them to ask you for help)
 - Share ideas (help talk about what they are looking at/doing)

Social Pragmatics- language is used to interact with others

- Engaging in interactions
 - Begin by having conversations about your child's interests
 - Help your child add to a topic that you bring up
 - Make a comment and wait for/help your child respond (Mommy went to the store, Daddy had lunch with Grandma today)
 - Try to extend the interaction beyond one turn

Developing these skills one step at a time will help your child to be a good listener and communicator in school.

Speech Articulation

Your child may be working on articulation and it is important to work on whatever your SLP has been working on.

But there are other things that you can also work on to set your child up for reading and writing.

Phonemic Awareness

Being comfortable with sounds is a precursor to learning to read and write.

- Let your child hear lots of rhymes: Songs (Down by the Bay), Books (The Cat in the Hat), Nursery Rhymes (Hey Diddle Diddle)
- Play word-sound games ("I spy something that begins with "Tay" -table)



Print Awareness

- Call attention to letters or signs in the environment.
- Point out words that start with the same letter as your child's name.
- Read alphabet books with your child.

Questions?

