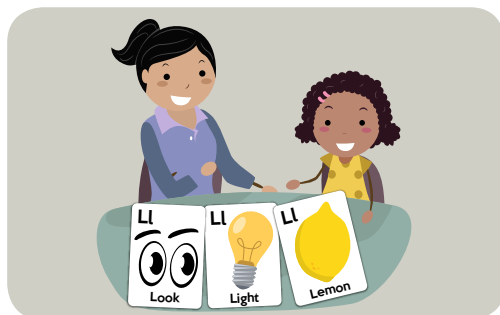


# PEDIATRIC SPEECH THERAPY NEWSLETTER



## NEW YEAR, NEW SOUNDS: HOW DO I TEACH /L/?

In order to produce the /l/ sound in words such as 'look,' 'light,' or 'lemon,' a child must place the tip of his or her tongue against the roof of the mouth behind the front teeth. Once in the correct place, a child must "turn on" his or her voice and produce the sound using a good breath. Children typically begin to develop the /l/ sound at around age 3 and master it by age 6 (George, 2012). For many children, however, /l/ is a difficult sound to produce, so speech therapists have created techniques to encourage accuracy.



**Break it down** - It may be beneficial to start practicing /l/ alone in isolation (i.e., saying /l/ without any accompanying vowel sounds). For example, repeat the /l/ sound slowly, and then encourage your child to say it back. This allows your child to hear a correct example of the sound that he or she will try to recreate. Once your child can say the /l/ sound individually, combine it with vowels to make simple syllables such as "la" "lo" and "lee." With practice, your child will be able to use the sound in words (George, 2012).

**Tactile Cues** - Children who have difficulty pronouncing /l/ may have trouble identifying the roof of their mouth as the place to put their tongue. You can place a small dab of peanut butter or frosting on the roof of your child's mouth just behind his or her front teeth. Next, instruct your child to touch it with the tip of his or her tongue (George, 2012).

**Singing** - Singing /l/ is a fantastic activity to practice articulation with your child. Sing along to songs by replacing the real words with "la, la, la, lo, lo, lo" or make up your own songs with your little one with different /l/ syllables. Do this in the car, while making dinner, or taking a walk. Little moments of practice add up (George, 2012)!



## DIALOGIC BOOK READING

Caregivers, teachers, and researchers agree reading is one of the most important foundations for academic success. Dialogic book reading, different from traditional adult-led reading, encourages a back-and-forth conversation during storytime where the child is encouraged to become the storyteller. Instead of leading the reading, the adult becomes the audience for the child (Whitehurst, 2018). This allows the child to become actively involved in the story, which increases engagement and the likelihood of acquiring academic skills.

The fundamental technique used in dialogic reading is the PEER (promote, evaluate, expand, repeat) sequence. Parents, teachers, and other caregivers can use PEER while reading to increase active involvement on the part of the child:

**Prompt:** The adult prompts the child to say something about the book.

**Evaluate:** The adult evaluates the child's response.

**Expand:** The adult expands and elaborates on the child's response.

**Repeat:** The adult repeats the prompt to help the child learn from the expansion (Whitehurst, 2018).

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# ASK A THERAPIST



## HOW DO SPEECH, LANGUAGE, AND COMMUNICATION RELATE?

Speech, language, and communication are terms often used interchangeably. While these terms frequently appear in everyday language, it is important to take note of their distinct definitions before understanding how they all relate to one another.

Speech refers to our ability to produce sounds and words. According to the American Speech-Language Hearing Association (2018), speech includes the following components:

**Articulation:** Using articulators (e.g., mouth, lips, tongue) to create speech sounds.

**Fluency:** The rhythm of speech.

**Voice:** Using breath support and vocal cords to produce speech sounds.

Language refers to the processes involved in comprehending and using communication. Language may take on different forms such as verbal language, written language, or signed language.

Communication refers to any interaction between two or more people where ideas and thoughts are shared (Communication Trust, 2018). Communication may also include nonverbal acts such as facial expressions and gestures.

Individuals may struggle with speech, language, or both. When an individual experiences these challenges, their ability to successfully communicate with others is compromised. Speech-language pathologists are trained with the tools and resources to help individuals navigate speech and language difficulties to encourage positive communication outcomes.

## APP OF THE MONTH:

### The Monster at the End of this Book

Ages 4+

#### Target Skills

Reading, Listening

#### About The App

This app encourages early reading skills and is an excellent way for parents to practice dialogic book reading with their children!



## Dialogic Book Reading Continued...

For example, an interaction using the PEER sequence might look like this: a parent and child are reading words on a page accompanied with a picture of a ladybug. The parent points to the ladybug and says, "What's this?" (prompt) to which the child responds "Bug!" The parent then says, "You're right (evaluation), that's a red and black ladybug" (expansion).

Finally, the parent repeats the prompt by asking, "What is it?" and praises the child for expanding their original answer to "ladybug." Using the above sequence, adults can expose their children to multiple opportunities to learn through social engagement and acquire improved language skills.



It can be difficult to think of appropriate prompts to use throughout a story. To make this easier, caregivers may remember the CROWD acronym:

**Completion prompt:** "If you give a mouse a \_\_\_\_\_" (cookie).

**Recall prompt:** "What did the mouse want after getting a cookie?" (milk).

**Open-ended prompt:** "Why do you think the mouse thought of milk when he hung his picture on the refrigerator?" (He knew that the milk was inside the refrigerator).

**"Wh" question prompt:** "What did the mouse need when he wanted to take a nap?" (Blanket and pillow).

**Distancing prompt:** "The mouse drinks milk when he's thirsty. What do you like to drink when you're thirsty?" (Folsom, 2017).

The open-ended and distancing prompts may be the most difficult for children to respond to, but they are particularly important for children learning to move beyond simple one- and two-word utterances and telegraphic language (i.e., language comprised of only a noun and verb such as "mouse drink"). These prompts also help children connect things they learn in books and school to the real world.

Ultimately, research shows dialogic reading is an excellent approach to improve a child's language and comprehension (Folsom, 2017). A speech-language pathologist is a great resource to turn to for more information and tips about dialogic reading.

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# SPEECH THERAPY SPOTLIGHT

## Debbie S. Lombardi, AuD, CCC-A/SLP

Debbie Lombardi is the owner and provider at Premiere Speech and Hearing with offices in Collegeville and Lancaster. Debbie has a license and certification to practice audiology and speech language pathology. She has worked in a variety of settings but loves private practice and the attention and care she can provide to the patients. Debbie provides services to both children and adults. She has expertise in the area of childhood speech and language development including articulation, language, auditory processing and aural rehabilitation. Audiologic areas of expertise include diagnostic evaluations, hearing aid fitting and service and assistive listening technology. Debbie is a member of the American Speech-Language-Hearing Association. In 2019 she will serve as the VP of Publications for the Pennsylvania Academy of Audiology.



## Kristin Park, MS, CCC-SLP

Kristin Park is a certified and licensed clinical Speech-Language Pathologist. Kristin has had clinical experience in a variety of settings, but has extensive experience with childhood expressive and receptive language, fluency, and articulation disorders. In addition, she has expertise in the areas of cognitive rehabilitation, verbal apraxia, oral motor planning, and voice assessment and treatment. Kristin works with infants, school-age children and adults. Recently, Kristin completed a certification in the LSVT Loud program that is designed to treat patients with Parkinson's disease and other neurologic conditions. She is a member of the following organizations: American Speech-Language-Hearing Association and Pennsylvania Speech-Language-Hearing Association.



## Testimonials

*"My experience for years has been nothing but excellent. Very knowledgeable and efficient."* – Joe

*"I have had a great experience with the people at this office. They are a great bunch of people. Love it here."* – Cathy

*"My son has been a client here for 2 year and we have seen an incredible improvement in his speech. Sue Levy makes therapy fun and exciting, and my son loves coming here!"* – Jen

Would You Like Additional Copies of this Newsletter to give as a **FREE** Resource?



**If so, email Debbie at:**

[dlombardi@PremiereSpeechHearing.com](mailto:dlombardi@PremiereSpeechHearing.com)  
Please include the address of your office & how many additional copies you would like.



**Concerned About Your Speech or Hearing?**

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for a free consultation  
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## About Premiere Speech & Hearing: *Hear. Communicate. Live.*

Premiere Speech and Hearing provides superior services in a personalized, convenient, and caring environment. Our educated and experienced Doctors of Audiology and Speech-Language Pathologists are dedicated to the evaluation and treatment of hearing loss, tinnitus, speech, language, voice, fluency and cognitive disorders. Our efforts are designed to provide patients and their loved ones with advocacy, education, prevention, and rehabilitation services. As we say, the goal is to *"Hear. Communicate. Live."*

**Contact Premiere Speech & Hearing at [www.PremiereSpeechHearing.com](http://www.PremiereSpeechHearing.com) or call (610) 454-1177**



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- LSVT Loud Provider



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It helps us know we are doing a good job.



### Contact Us Today!

Do you have thoughts or feedback? If so, we would love to hear from you.  
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