

COMMUNICATION FOR LIFE

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Special points of interest:

- ORAL MOTOR EXERCISES
- Sensory integration
- WORKSHOPS
- SUPPORT/PARENT GROUPS— INFORMATION AND CONTACT DATA
- TESTIMONIAL
- Book review

When to start Speech Therapy

Often parents have a sense that something is not right with their child's communication. The first person to ask is the child's pediatrician. Most pediatrician's have a good idea of when to recommend for speech therapy and when to give it a little time. A general rule of thumb is if your child has reached 20 months of age and is not yet using **any** words to communicate then you should consider a full evaluation by a speech therapist. Also important to consider is if the child is frustrated by not communicating well. The earlier the intervention begins the better. Speech therapists can provide services to all ages, even as young as 12 months old. No age is too

young if there is a delay in skill development. Not just speech and the idea of talking is covered by speech therapy. There is also oral motor work and feeding therapy along with structured play techniques. Some children have poor eating skills, some have minimal interaction with toys and objects in their environment and some have weakness and/or coordination deficits in the oral muscles. An evaluation by a trained speech therapist will address all these areas and



Stay informed! You are the best advocate for your child and family!

help to better determine if the child is in need of direct speech therapy intervention. At our center we are always willing to take calls from the community and answer any questions you may have regarding your child's skill. Ask for Lynn or Lori 732-761-8400.

Oral Motor Exercises

Two easy oral motor exercises that can be done with any child are horn blowing and straw drinking. Children enjoy these activities and are motivated toward them. They don't realize it's work! Sara Rosenfeld-

Johnson is a speech therapist who has packaged straws and horns in a developmental hierarchy. She publishes a catalog of many oral motor tools called **Talk Tools** you can check it out online at

www.talktoolstm.com. For straw and horn use NEVER let the child bite on the end or let the horn or straw go past the lips. Have the child blow the horn 25x in a row, and take 25 sips with the straw.

Book of the month—suggested reading

Each month we will suggest a book that other parents have found useful and that we have reviewed. We will cover many different areas and authors and ask that any of our readers please forward to us any reading suggestions. We would love to include them in upcoming editions!

This month we suggest two books dealing with thumb sucking and prolonged pacifier use. The first is "[How to stop Thumb sucking and other oral habits](#)" by Pam Marshalla, SLP \$14.95.

The second is "[David Decides About Thumb sucking](#)", by Susan Heitler, Ph.D., \$15.00. Both books are available for order through the Talk Tools catalog at www.talktoolstm.com or phone 1-888-529-2879. These books go over the myths and realities of prolonged thumb sucking and pacifier or bottle use. Pam Marshalla notes in her book that "when a child sucks a thumb, finger, or pacifier too long, it can have a detrimental effect on the child's teeth, speech, swallowing, and

social appearance." If you have been trying to get your child off a pacifier, bottle or to stop thumb sucking each of these books has easy to understand solutions that you can start using today. Enjoy!



Parent Support Groups

Contacting your local library, community center, YMCA or completing internet searches are often good ways to locate support group meetings in your area. You can reference a specific disorder (i.e., Autism, Apraxia) or simply ask for info on parent groups. Should you have any suggestions please **phone 732-761-8400** or e-mail us at lynnodell-speech@msn.com. Parent groups provide excellent support and advice for families dealing with childhood disabilities. This month we are highlighting:

Mingling Moms This is a gathering of moms with young babies 0-12 months. Mommy and baby attend luncheons and guest speakers are invited to present on current topics. You can contact the group at www.minglingmoms.com or by phone at 732-995-5301. Next, **The New Jersey Developmental Disabilities Council**, P.O. Box 700, 20 West State Street, Trenton NJ 08625. Phone: 609-292-3745 TDD 609-777-3238 Fax: 609-292-7114 Web: www.njddc.org E-Mail: njddc@njddc.org. This is a

Often talking to other parents whose children are dealing with similar delays helps the parent to feel reassured and to have hope for a bright future! Gathering information helps parents to be active members of their child's educational planning.

great contact for those seeking information on any kind of developmental disabilities. They organize many forums for presentations and open discussions.

Workshops

Each month we will provide information on parent workshops or seminars in the area as well as professional conferences. Should you know of any good ones please call or e-mail us! This month we are highlighting 3 videos



which can be rented by either parents or therapists. **1. Horns as Therapy Tools to Improve Speech Clarity**, **2. Straws as Therapy Tools to Improve Speech Clarity**, and **3. Bubbles as Therapy Tools to Improve Speech Clarity**. These videos are available for order through the Talk Tools catalog at 1-888-529-2879 or order online at

talktoolstm.com. These are easy to follow videos and help to provide an excellent basis for use of these tools in all treatment plans with children of varying diagnosis. Easy viewing at home is a bonus! And for Therapists CEU credit is available.

Sensory Integrative Disorders Thank You Capable Kids Pediatric Center 15 School Road east, Suite 3 Marlboro NJ 07746



Not all children with learning, developmental or behavioral problems have underlying sensory integration issues impacting their performance. But there are certain indicators that can signal a caregiver that such an underlying disorder might be present. The following are a few of the more common symptoms and signs of sensory integration dysfunction: **overly sensitive to touch, movement, sights or sounds**— such as withdrawal when touched, avoidance of

textures on clothes or food. **Under Sensitivity to sensory stimulation**— may seek out intense experiences such as body whirling or crashing into objects. **Activity level unusually high or low**— either constantly on the move or slow to activate, some children fluctuate from one extreme to the other. **Coordination Problems**—gross or fine motor activities such as sports or coloring are difficult, have more than their fair share of spills, scrapes and bruises. **Poor**



organization of behavior— may be impulsive or distractible, lack of planning in approaching tasks, difficulty adjusting to new situations. **Poor self concept**— does not feel quite right, may appear unevenly motivated, lazy or just plain bored. If a problem is hard to see or understand parents and children may blame themselves. Family tension, poor self concept, and a general feeling of hopelessness may prevail. Call Jaime OTR/L SI Certified 732-308-9900 for more info!



Testimonial

My son started with Lynn when he was just over two years old. We came to her 1x/wk in addition to early intervention services for speech 2x/wk. Lynn's professional, but child oriented approach & knowledge of techniques has really complimented our EI services. She identified other techniques & protocols to employ with our son & we went

from signing to single words in 6 months! I'm ecstatic to report we're into sentences now & a lot of our concentration is in articulation—yes, just articulation—we're really approaching the top rung of the speech ladder! I know we still have a lot of work ahead of us & we're

heading into the public school system now that my son is 3 yrs, but we've come such a long way & we have Lynn to thank for a lot of it! Brenda and Zachary

Each month we would like share with our readers a testimonial from one of our clients! We love working with the kids and their families and it's so nice to share in the joy of all that hard work!

Oral Motor Info—Contacts—Websites and more!



Often parents and professionals search the web for information and can become frustrated trying to narrow it down. We hope to provide assistance in focusing these searches! Following

is a list of sites we have found useful for obtaining information and learning about products/tools.

- www.ed.gov/offices/osers (clearinghouse on disability issues, office of special education & rehabilitative services)
- www.geocities.com/Heartland/Village/9021 (kid power, a family support center for CP and other disabilities. It includes mailing lists & pen pal for children with disabilities and the caregiver's community)
- www.Autism-society.org
- www.aamr.com (american assoc. mental retardation)
- www.apraxia.org

Lynn's Speech Therapy Center

15 School Road East, Suite 3
Marlboro, NJ 07746

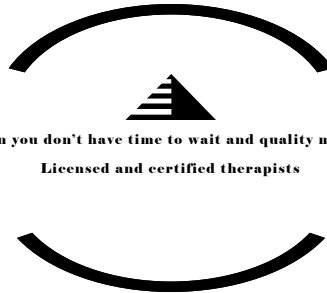
Located next to the Goddard School
2 blocks southeast of Rt. 79
one mile South of Rt. 520

Phone: 732-761-8400
Fax: 732-761-8401
Email: Lynnodellspeech@msn.com

We're on the web!

www.Lynnspeechtherapycenterinc.com

Lynn M. O'Dell-Pateman Created the private practice of Lynn's Speech Therapy Center in order to provide direct and immediate services to families on a one-one basis. This center has a strong belief in the use of oral motor intervention as the primary basis for all treatment plans. Without the underlying muscle work children often linger in therapy for years longer than they need to. It is our goal to provide oral-motor based therapy combined with traditional speech therapy to improve children's speech and language skills faster allowing them to graduate from therapy in half the time. At our center there is never a waiting list, we work with every family to schedule timely evaluations. We encourage any one from the community to call 732-761-8400, or E-Mail us at lynnodell-speech@msn.com with any questions or concerns. Ask for Gina Testa, Senior Speech Language Pathologist, or for Lynn we're happy to talk!



When you don't have time to wait and quality matters
Licensed and certified therapists

PARENTS SPEAK

Question: *I have been having trouble getting my child to practice his speech homework. Do you have any suggestions as to how to get children to do their speech practice at home?*

Answer: Often parents are frustrated that the child has success with techniques in session but then does not participate for the parent at home. As parents we need to have that moment when we see the hard work pay off!! First, you should know that as a parent you are the one the child most likes to control so you are the one they try out the "NO" on. In our last newsletter we recommended the book "1-2-3 Magic". Pick up this book if you feel you need a technique to gain more control over the child's behaviors.

We believe that consistency is an integral part in getting your child to participate in home carryover exercises. We recommend to make this part of a routine that gets completed everyday, mealtime, brushing teeth, bath time etc.. Even if the child refuses every time, stick to the routine and keep your own attitude upbeat. It is also important to reinforce every bit of progress that is made. If your child refuses to participate everyday, when he first allows you to do just one exercise, reinforce it!!! Make a big deal out of it, and immediately provide the verbal feedback that you are happy with the performance. He/She may complete 15 of a targeted exercise in therapy but it may take many small

steps to work up to that at home. It is also very important not to reinforce the bad behaviors. For example, if you promise your child he can have a special snack or watch a special video after he completes his speech work, do not give it to him if he did not participate or perform the way you wanted. It usually helps to keep a very motivating item that the child only receives when he completes his speech work readily in sight. Then when you get the performance you are looking for immediately provide the object. Please don't always think of speech practice as "work" make it fun! Do it indirectly without the child knowing he is working. Practicing a sound or using new vocabulary can be incorporated into games or car rides.