



Talking Tips

Monthly Newsletter from Karen K. Rossi, Learn To Talk Around The Clock®

SEPTEMBER/OCTOBER, 2012

ISSUE #020



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What ways do we talk to our children that invite interaction and communication? If a child doesn't have a need to talk, he won't.
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Coach parents to talk in ways that encourage talking. Coach the "pause."
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Think through your lessons and experiences. Are you asking open-ended questions that invite participation?
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NEW "Welcome" video on the website.

Welcome to the FREE monthly newsletter from Karen K Rossi, Learn To Talk Around The Clock®, Talking Tips®.

For this issue we will be talking about **"Creating a Need to Talk."** We will be exploring ways that encourage communication and those that do not. You may know this from your own experiences. Some presenters in meetings you have attended ask questions that only require a one-word response, and usually the response the presenter wants! We want to talk to children and ask questions that encourage thoughtful answers.

For the next few months, we are going to get our themes from the newly released **Language Development Knowledge Cards** by Karen K. Rossi, Learn to Talk Around The Clock, Inc., 2012. For the September/October 2012 issue, we are taking our lead from card #29, "Create a Need to Talk."

I want you to join the "Learn To Talk Movement" by encouraging parents to talk with their children. The more people we can encourage to talk to their children in meaningful and appropriate ways, the fewer language and listening problems we will see when children begin school. **This is the best way to reform our educational system that I know.** Children must have good listening skills, vocabulary skills, and good comprehension of questions and abstract language in order to learn to read effectively. As I have often said, "reading is spoken language written down." So join me and help all children "Learn To Talk" so they will become good readers!

Learn To Talk Around The Clock® Concepts, Inc. and this newsletter were designed to help all who are in the care of young children use routine opportunities to enrich child language and listening development. **My wish is for all children to start school ready to learn.** Learn To Talk Around The Clock® is helping by providing unique resources--in print, online, and in person — that develop improved interactions between parents or caregivers and young children.

Talking Tips FOR PARENTS



There's an old song from the 50's by Joe Jones called, "You Talk Too Much." It goes like this, "You talk too much, you worry me to death. You talk too much, you even worry my pet. You just talk, talk too much." Soooo, do YOU talk too much?

- **What do you mean?** I've been telling you to talk to your young children about everything they are doing and thinking! What do I mean? Well, yes, you need to talk to your children, but you also need to PAUSE after you talk to your child, and give him a chance to respond.
- **When you ask your child a question designed to gather information,** pause, and let your child have the opportunity to think about it and answer. Some children have longer "wait time," so you might have to wait a little longer and give them a little more time to think about their answers.
- **Rescue me!** Sometimes it's hard to let your child struggle and even fail. Some of us are "helicopter moms" (as one of the moms in our playgroup said this morning). We hover and if we think our child doesn't know the answer, we swoop down and rescue our child by giving him the answer. Now you might argue that you are giving him a "model" of what he could say. That may be true, BUT give him a chance to make an attempt to answer first.
- **Pitfall.** There is another pitfall in being the "rescue" parent. I'm sure you think you are helping, but you are essentially demonstrating to your child that he can't answer on his own. You may be holding him back, preventing him from learning to communicate for himself, and every time you ask your child to talk to someone or answer a question, he will hide behind you and hope that you will answer for him. "If a child doesn't have a need to talk, he won't."
- **What about babies?** We still need to PAUSE and give the baby a chance to respond. The response may be vocal, visual, or physical. For example, if you are playing a Knee Game with your baby and you reach the end, stop and pause. Pause. Wait to see if baby indicates by rocking his body, wiggling up and down, or vocalizing, that he wants more. If you wait and watch, he will--that is if he really wants more.
- **Good grief!** Good grief. Talk, don't talk, talk, don't talk. How are you supposed to remember? Here's a 6-step sequence to help you remember:
 1. Engage your child in a game, conversation, or activity.
 2. Do or say something that requires some kind of a response from your child.
 3. Pause and give your child a chance to respond.
 4. Model what your child was trying to say in his response.
 5. Again, pause and give your child a chance to imitate your language model (if your child is ready).
 6. RESPOND!



Talking Tips FOR EARLY INTERVENTION



Your job as the Early Intervention provider is to help parents learn how to create a need for their baby to talk.

1. Remind parents and older siblings not to talk for the young child, instead of encouraging or allowing the child to talk for himself.
 2. Coach parents in the moment and say, "Now pause and wait to see if he will attempt to say or do something."
- **Define this for families.** "Creating a need to talk refers to the practice of allowing your child to talk for himself to tell you what he wants (Card #29, Language Development Knowledge Cards)." For a baby or young child, this "talk for himself" doesn't have to be words. It can be many forms of early pre-verbal language.
 - **But it works!** Many families have figured out that their lives go along quite smoothly if they anticipate every need their child has, and meet that need before the child fusses or becomes frustrated. It may work, but if families do everything for the child, he doesn't need to talk. Parents, grandparents, babysitters, and "older siblings may think they are helping, but sometimes talking for the child or doing everything for him really holds him back, preventing him from learning to communicate for himself. If a child doesn't have a **need** to talk, he won't" (Card #29, Language Development Knowledge Cards)."
 - **We don't want families to stop talking.** Coach your families so they understand that we still want them to practice all the wonderful things they are learning to say, just to pause first. "Okay, now pause for just a moment and wait, wait, wait to see what he will do. Look, he's waving his arms and kicking his feet happily as if to say, 'I liked that. Do it again.' Now follow that up with the language you were going to model for him." Dad says, "Do it again, Daddy." Teacher says, "Perfect! Great job, Dad. Does that make sense now?"
 - **Make sure families remember** that we want communication to be pleasurable for the young child. Coach families not to set up a tug of war with their young child by withholding whatever the child wants until the child is crying or fussing. Coach them to remember that for the baby or toddler, physical movement indicating "more" or "I like that" is enough for now. If the baby waves his arms and kicks his feet indicating he wants "more," that is sufficient and then the parent can model language, "Max wants more applesauce. You like applesauce. Here it comes. More applesauce for Max."

Remember, if the parent meets all the child's needs automatically, without letting the child "tell" the parent that he wants something, the parent is taking away the child's need to talk. **If the child doesn't have a need to talk, he won't.**



Talking Tips FOR PRESCHOOL



Your objectives with the "Create a Need to Talk" unit:

1. Think seriously about what you can do to create a need to talk throughout your daily schedule and routines.
2. Think further about what you can do to stimulate more sophisticated language by asking open-ended questions, inspiring predictions, using meaningful descriptive language.

Let's talk a little about how we can challenge children to use their brains. How can we structure lessons and transitions so children don't just go through the motions, but have to think!

- **Think about the themes and experiences you plan on the basis of substance** and not just because it is a cute activity written up in the leading teacher magazine. Don't get me wrong, I'm all for cute activities just as much as the next person, but I have never been able to plan that way. Here is what I suggest:
 1. First you must know the students in your class--their strengths and challenges,
 2. Then determine the concepts you would like to teach in the short term,
 3. Next determine what "themes" would allow you to teach these concepts and provide opportunities for the children to practice these concepts
 4. Then plan the appropriate language and vocabulary the children need to talk about these concepts
 5. And finally conduct the activity, using the planned language and vocabulary yourself, and providing the children the opportunity to practice this language and vocabulary in hands-on activities.
- **Think about the transitions between activities.** What can you do to incorporate smoother transitions through the use of planned strategies?
 - "All the girls wearing jeans may go to the table."
 - "Name 1 zoo animal and you may line up at the door."
 - Questions for their "tickets" to move to the next activity: "How many brothers do you have?" Or "What is your middle name?" Or "What is your address?"
 - Incorporate the concepts and language you have targeted: "Tell me something that bounces but is not a ball." Or "Tell me three things you can do with a spoon." Or "Finish this sentence, 'A person who bakes is called a _____.'"
- **Learn as much as you can** about child concept and language development, small and gross motor development, and social skills development. Then work really hard to apply this knowledge in evaluating your students and planning your teaching. This is really the only way you can become a master preschool teacher.



Talking Tips FOR CHILDCARE



Your objectives with “Create a Need to Talk” are:

1. It’s been said that the best way to have a conversation is to listen first, so always pause and listen to what the children have to say.
2. Explore routines throughout the day and build in more opportunities for children to talk and/or make requests.
 - When children come to the center in the morning, give them two-three choices of activities. When they make a choice, if they only point or pick up the activity they want, give them a language model, “You want to play with the puzzle. Can you tell me, ‘I want the puzzle.’?” Then pause and wait for the child to make an attempt. The important thing is that the child hears your language model.
 - At mealtime or snack time, instead of setting the children’s places ahead of time,
 - have the children ask for their cups, napkins, milk and cookies,
 - set places ahead of time when you’re in a hurry, but “forget” to put the cups on the table so the children have to ask,
 - give children jobs to pass out the cups, the napkins, and the cookies, and
 - have children ask for the number of cookies they want, one, two, or three.
 - When it’s time to play, join the children in play and when possible, follow their lead instead of telling them what to do. Follow their directions, sometimes doing something wrong so they have the opportunity to correct you.
 - Be careful of asking too many questions to encourage talking. Sometimes the children don’t understand the questions and so they just echo your question because they know you want them to say something but they don’t know what to say.
 - Inappropriate ways to encourage talking would be to withhold foods or things, to tickle a child to get him to laugh and talk, or to take or grab his things away in an attempt to get him to talk or protest.
 - When transitioning from one activity to another, ask the children to tell you something as their ticket to go:
 - What is your middle name?
 - How many brothers and sisters do you have?
 - Do you have a pet?
 - When going outside to play, stop the children at the door to ask them what they plan to do on the playground. When they try to tell you, quickly model the language for them, “You will play in the sandbox. Have fun.” Or, “You will play with Jack on the swings. Let me know if you need a push.”



RESOURCES



When reading books to children, just as with other times of the day, don't do all the talking! Give the children opportunities to make predictions, talk about what happened, and more. Below are some books that lend themselves naturally to this.

Kid's Books:

[If You Give a Mouse a Cookie](#) by Laura Joffe Numeroff and many of her other titles are books that can be acted out, anticipated, and discussed.

[Brown Bear, Brown Bear](#) by Bill Martin and Eric Carle. See if they can remember which animals come next.

[Mouse Paint](#) by Ellen Stoll Walsh is another book that is fun to use as the "recipe" to follow for a hands-on experience.

[The Very Hungry Caterpillar](#) by Eric Carle is another book that can be predicted, sampled, and discussed.

[Llama, Llama, Mad at Mama](#) by Anna Dewdney is fun to read to young children because they can relate to Llama Llama's feelings and may be able to discuss times when they were mad at their mamas. You could also talk about more appropriate ways to behave when you're angry than Llama Llama did when he threw everything out of the shopping cart.



WHAT'S NEW!



New Products

TALKING TIPS®
A series for families for use by physicians and other professionals.

Based on pediatric well-child visit schedules.

There is ample research to demonstrate that verbal interactions between families and their babies provide the vocabulary and language foundation for reading and academics. At the request of a Pediatrician, we designed listening and spoken language handouts that correspond to well-child doctor's visits to supplement those developmental handouts they already provide (i.e. at 2 weeks, 2 months, 4 months, 6 months, etc.). Language and vocabulary development in young children is found to directly impact success in reading and pre-academics during Kindergarten. This is a critical developmental issue and with Learn To Talk Around The Clock Talking Tips handouts, physicians and other professionals can begin an on-going conversation about vocabulary and language development beginning at birth and continuing through the preschool years.

There are 13 different versions (preemie through age 5) that come in pads of 50 each. Each flyer gives families things to do at home during regular routines that encourage the development of good vocabulary and language skills in their baby. Available in English and Spanish. (Spanish will be available some time in early 2013.) Personalized information can be imprinted in the yellow color block on the left side of each page for an extra charge.

Set of 13 Versions - 50 Sheets/Pad 179.00/set
Reorder Pads 15.00/pad

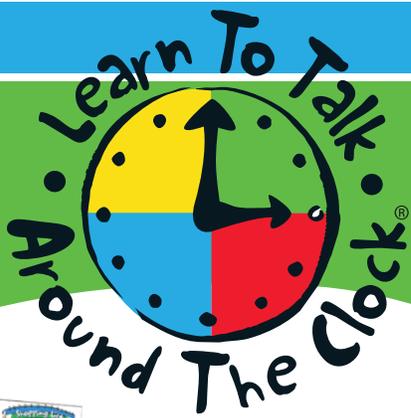
KNOWLEDGE CARDS®
52 Ways to Talk to Young Children

This deck of cards was designed to help all who are in the care of young children learn the terms that define the appropriate ways we should talk to young children.

Intended Audience: families, parenting groups, Mommy and Me groups, college classes for teachers and speech language pathologists, childcare facilities, and more! Use them as traditional flashcards, or look inside for some fun games to play, as well! The deck of 52 Knowledge Cards comes in a clear plastic case.

23.95





RESOURCES & ORDER FORM

By Karen K Rossi, M.A., LSLS Cert. AVEd.



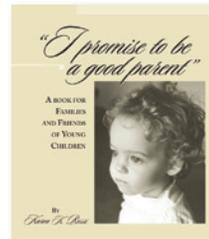
**LEARN TO TALK AROUND THE CLOCK®
A PROFESSIONAL'S EARLY INTERVENTION TOOLBOX®**
There are many helpful resources in the Toolbox for professionals to use with families of children who are deaf or hard of hearing, and for families of children with a variety of language-learning issues. At the core of the materials are Signature Behaviors in Language and Listening development. Parents learn how to implement these distinctive behaviors while interacting with their children in meaningful activities throughout the day. Order your Toolbox today and make your professional life much easier and effective.

**Item #001
Toolbox** 205.88
Check www.agbell.com/bookstore for A.G. Bell member discounts.



LEARN TO TALK AROUND THE CLOCK® AT CHILDCARE®
Rossi's childcare program is based on a unique self-study format for users to complete. Childcare providers quickly identify the interactive skills they need to practice. Then they find the coordinating practice area with age-appropriate suggestions for infants through preschoolers. This product is intended to be used with *all* children in childcare. This is perfect for professionals who are working with a child at a childcare facility or babysitter. The materials can also be adopted by childcare facilities and introduced through provider workshops.

**Item #002
Basic Kit** 105.00
**Item #003
Question Supplement** 20.00
**Item #004
Bracelet Pack** 15.00



**I PROMISE TO BE A GOOD PARENT®
A book for Families and Friends of Young Children**
With this book, Rossi hopes to encourage the family to spend more time at home enjoying everyday routines with their young children. Even these simple events can be important in the life of a child for building strong relationships, listening and spoken language. Through the Ten Promises introduced in the book, families can find pleasure in everyday activities. This book would be a wonderful gift for families of all children—typically developing or with special needs.

**Item #005
"Promises" Book** 15.95



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52 Ways to Talk to Young Children**
This deck of cards was designed to help all who are in the care of young children learn the terms that define the appropriate ways we should talk to young children. Intended Audience: families, parenting groups, Mommy and Me groups, college classes for teachers and speech language pathologists, childcare facilities, and more! Use them as traditional flashcards, or look inside for some fun games to play, as well! The deck of 52 Knowledge Cards comes in a clear plastic case.

**Item #006
Knowledge Cards** 23.95



**TALKING TIPS®
A series for families for use by physicians and other professionals
Based on pediatric well-child visit schedules.**

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**Item #007
Set of 13 Versions - 50 Sheets/Pad** 179.00/set
**Item #008
Reorder Pads** 15.00/pad



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Website or Email Orders:

www.learntotalkaroundtheclock.com

or email learntotalk@cox.net

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ITEM	DESCRIPTION	UNIT PRICE	QUANTITY	SUBTOTAL
#001	A Professional's Early Intervention Toolbox <i>(includes over 96 skill level folders)</i>	\$205.88		
#002	Childcare Basic Kit <i>(includes 4 themed workbooks, 10 awareness bracelets and 1 poster)</i>	\$105.00		
#003	Childcare Question Section Supplement Pack <i>(4 themes each maximum of 10 Packs per Childcare Basic Kit please)</i>	\$20.00		
#004	Childcare Bracelet Pack <i>(order 1 per Question Section Supplement Pack ordered)</i>	\$15.00		
#005	I Promise To Be A Good Parent <i>A Book for Families and Friends of Young Children</i>	\$15.95		
#006	Knowledge Cards <i>52 Ways to Talk to Young Children</i>	\$23.95		
#007	Talking Tips – A Series for Families <i>(Set of 13 versions [preemie through age 5] in pads of 50 each)</i>	\$179.00		
#008	Talking Tips – Pad Reorder <i>(Indicate in the "Quantity" Column which pad(s) you are reordering)</i>	\$15.00/Pad		

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\$400.01+ or international orders.....	please call 402.981.7847 for a price quote

Thank you for your order!