



# Talking Matters

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**Newsletter November 2010**

**[www.talkingmatters.com.au](http://www.talkingmatters.com.au)**

## Getting into term four

The school holidays seemed to pass very quickly and it is hard to believe that we are now well into the last term of the year. Things have been busy at Talking Matters as we prepare for 2011.

Keira and her partner Matt have returned from a holiday in England and Italy. They had a great time and it is even more exciting that they officially celebrate their engagement in November. We hope to be able to share some photos soon.

Carla and Joanne went to a Mindfulness workshop to learn some strategies for working with relationships both within families and workplaces. They are developing these skills further by attending another workshop in November which looks at techniques for helping with parenting relationships in more detail. We hope these techniques will be helpful in our work with families and children.

Joanne presented a session on autism to nurses from Child and Youth Health. They were a very positive and energized group and we look forward to working together further to support families with young children.

We are looking at running our Talking Matters workshops again in 2011. With the increase in our OT services we did not have a suitable space this year but are finalizing arrangements for a larger and more comfortable location for next year. We plan to run the more popular sessions again as well as add some new topics so watch our website for details.

The website is continuing to develop and the content changes and grows regularly. The plus section of the website has activities and information on a range of issues relating to children and communication. We have now made the families section open to anyone, not just Talking Matters clients so you may wish to share it with your friends and family members with children. The education section is also open to anyone so it may be useful to share with your child's teacher or child care worker. See it at

<http://plus.talkingmatters.com.au/>

The blog on our website had lots of activity ideas through the school holidays. New information will begin each weekday from this week including information on child development, recent research, therapy ideas and common questions. If you have a topic or question you would like covered email it to our office at [office@talkingmatters.com.au](mailto:office@talkingmatters.com.au)

Thanks to all those families who are following us on facebook and twitter. We hope to keep you up to date with what is happening for children's communication, learning and literacy.

Talking Matters Team



## Speech sound development

Children take time to develop the full range of adult speech sounds. They begin at birth or even before by listening to the sounds of the speech around them. They practice these sounds through babbling which begins at around 5 months with a range of sounds from all languages and develops more and more to sound like the language the child hears as they refine their sound system. By 12 months the first real words appear. By two years most of a child's speech can be understood by their parents and by three years by a stranger.

Typical ages for sounds to develop are:

3 years – m, n, h, p, w, d, g, y, k, f, b, t

4 years – sh, ch, j, l, s

5 years – r, v

6 years – z

8 years – th



Sometimes things such as ear problems, developmental delay, prolonged illnesses or inherited factors can effect the child's development and use of speech sounds. Children may develop more slowly than expected, may not follow the typical pattern, may have difficulty with a particular sound or group of sounds or may leave sounds out of words altogether.

Children who have difficulty developing speech sounds are at increased risk of developing difficulties with learning to read, write and spell. They may also experience frustration, expressive language difficulties and difficulties developing social skills due to their difficulty communicating. Individualised speech therapy sessions are effective in developing children's speech sounds. If you know a child who has difficulty with speech sounds a formal speech pathology assessment is recommended. For more information see our website.

# Parents helping speech development

Children need to become familiar with sounds, words and sentences by 'listening and learning' before they can try to imitate. Children will need differing amounts of time to 'listen and learn' before trying. Some will copy a model quickly, others will need to hear the sound, word or sentence many more times before they are ready to try.

To give your child the best possible model;

- Speak clearly
- Use short, easy to understand sentences
- Be a good listener and use eye contact while speaking

Use facial and body gestures to support what you are saying and make your message clearer.



When your child starts to speak;

- Keep modelling
- Their speech won't be perfect as they are still learning. As they practice, their attempts will get closer to the adult way of saying things
- Use modelling to help your child correct their errors. In this case let your child hear how the word should be produced without pointing out his error. Children who constantly have their errors pointed out will often stop trying.
- Don't expect your child to repeat after you when you model, let them 'listen and learn'
- Try to repeat the corrected word multiple times to speed the rate of learning

Your model might sound like this

eg: Child: toap  
Parent: Yes, soap. Let's get the soap, here's the soap



## Helping your children reach their potential

Workshops are returning in 2011

Topics planned include:

Speech and language

Literacy

Phonological awareness

Play

And more!

Our group sessions for:

social skills,

literacy

school readiness

communication skills

will return in 2011

Watch the website for details

- Individualised assessment and therapy
- Range of programs to suit families budgets
- Specialised reading instruction
- Coordinated speech, psychology and OT services
- Educational software your child will want to use
- Fun activities to support home practice
- Continuity from toddlerhood through schooling
- Practical professional training sessions with useful resources

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