



Tots to Teens
therapy services
VOL. 4 MARCH 2022

TOTS TALK

MARCH 2022

AAC AND ME

AAC=AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

STRATEGIES FOR PARENTS AND CAREGIVERS

UPDATES

- Tots To Teens Therapy Services, Inc. birthday is coming up on April 1st.
- Attention: We will be having an AAC in-service on April 25th at 7:00 pm. Our wonderful speech-language pathologists Kristin and Londyn will be presenting.
- This month in our newsletter, we will be highlighting AAC strategies for parents and caregivers. We will also be discussing gross motor development for preschool-aged children.
- March has been an exciting month at Tots to Teens! Check out our Facebook and Instagram pages for lots of tips.
- We celebrated 2-2-22 at Tots To Teens! Our staff dressed up as twins and added their own flare to their outfits. Our clients had fun participating with us as well. See the pictures below.

Use Declarative Language:

Declarative language does not place pressure or demands on the child. Make lots of statements, comments, and observations when interacting with the child. Try your best to limit questioning. Save questions for when you really don't know the answer.

Example:

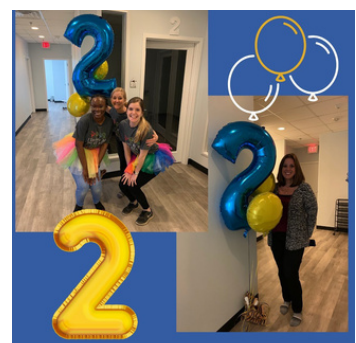
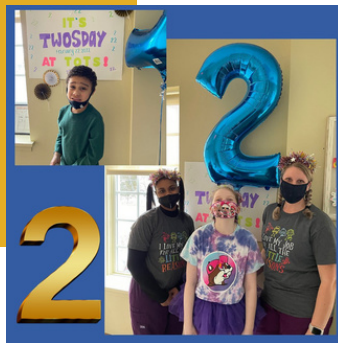
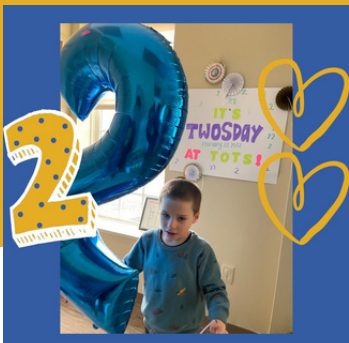
Instead of: "what are you eating for breakfast?" try: "You are eating oatmeal for breakfast" (model oatmeal on device)

Instead of: "Tell me what you want" try: "I see you getting books, let's read!" (model read on device).

Modeling

Model words on the device without expecting the child to imitate or respond. This normalizes use of the device and helps children increase language skills as well as increasing familiarity with the device. Say what you see "I see you getting shoes (model shoes on the device). It looks like you want to go outside (model outside on the device).

*Avoid telling them what they want or how they feel because we can't be sure.





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Let Them Lead

Research shows most children learn through play. Active learning can be the best way to teach children to communicate effectively. Following the child's lead and modeling on the device during preferred activities that are enjoyable to the child will increase the likelihood they will be motivated to use the device.

Respond!

Always respond to AAC use even when it doesn't seem to make sense. It's ok to respond with "I don't understand" or "It's not time for iPad now". The most important thing is to always respond!

The More the Merrier

Use the device to talk to others, not just the child using AAC. Have siblings model using the device. "Oh look it's Grandma" (model hi grandma on the device).

Honor ALL Forms of Communication

Support and place value all types of communication: gestures, body movement, signing, facial expressions, writing, pictures/choice boards. They are all part of the communication toolbox. The more tools the better!

Variety is the Spice of Life

Communication is more than requesting. Model a variety of communication functions: commenting, protesting, complaining, making choices, gaining attention, greetings, telling a joke, expressing feelings.

FACEBOOK OR INSTAGRAM:

@CARIL:BERTSEMINARS
@THEAACCOACH
@PRAACTICALAAC
@DIVERSCAAC
@RACHELMANDESI.P

WEBSITES

WWW.CARILBERTSEMINARS.COM
WWW.THCAACCOACH.COM
HTTPS://PRAACTICALAAC.ORG/
WWW.AACLINGUAGCLAB.COM





PHYSICAL THERAPY

DO YOU HAVE ANY CONCERNS ABOUT YOUR PRESCHOOLER'S GROSS MOTOR DEVELOPMENT?

3 YEARS OLD

- GO UP AND DOWN STAIRS ALTERNATING FEET WITH OR WITHOUT HANDRAIL.
- BEGINS TO HOP ON 1 FOOT
- JUMPS FORWARD 10-24 INCHES
- THROWS A BALL OVERHAND IN FORWARD AT LEAST 5 FEET
- CATCHES A LARGE BALL WITH HANDS
- BEGINS TO STAND ON 1 FOOT FOR 1-2 SECONDS
- BEGINS TO PEDAL A TRICYCLE
- JUMP FROM 12 INCHES WITH FEET TOGETHER

4 YEARS OLD

- SKIPS ON ALTERNATING FEET
- STANDS ON 1 FOOT FOR UP TO 8 SECONDS
- MASTERS TRICYCLE
- HOPS ON 1 FOOT AT LEAST 5 TIMES (BOTH SIDES)
- CAN THROW AND CATCH A BALL FROM FURTHER DISTANCES (7 FT)
- GO UP AND DOWN STAIRS ALTERNATING FEET WITHOUT SUPPORT
- WALKS FORWARDS AND BACKWARDS ON A BALANCE BEAM
- SOMERSAULTS
- CLIMBS WELL

5 YEARS OLD

- CAN RIDE A SCOOTER
- RIDES A BIKE WITH OR WITHOUT TRAINING WHEELS
- CAN SKIP AND GALLOP
- THROW AND CATCH A BALL WITH OPPOSING ARMS AND LEGS
- CAN JUMP FORWARD AT LEAST 35 INCHES WITH 2 FEET
- CAN JUMP OVER A 10 INCH HIGH OBSTACLE

RED FLAGS FOR GROSS MOTOR DEVELOPMENT

- CHILD IS NOT MEETING DEVELOPMENTAL MILESTONES
- CHILD WALKS "FUNNY"
- CHILD WALKS ON HIS/HER TOES ALL THE TIME
- CHILD IS EXCESSIVELY CLUMSY
- SOMETHING APPEARS WRONG WITH CHILD'S LEGS AND/OR FEET
- CHILD COMPLAINS OF PERSISTENT PAIN OR FATIGUE
- CHILD'S SKILLS ARE REGRESSING