



Tots to Teens

therapy services

VOL. 6 MAY 2022

TOTS TALK

MAY 2022

UPDATES

- **Summer interest groups!** We will be offering summer interest groups at Tots To Teens. Please tell your therapist if your child, siblings and/or friends would be interested in joining our summer groups.
- This month in our newsletter, we will be highlighting speech therapy month and pediatric feeding disorders.
- Join us in celebrating speech month with our weekly Tot the Tiger search and find games for a chance to win an Amazon gift card! Post your weekly pictures on our Facebook group.
- May is teacher appreciation. We are so thankful for all the educators.
- **NEW:** Parent's Corner will be featured in each newsletter. If you want anything featured please e-mail: pr@totstoteenththerapy.com
- Mark your calendars for our 2nd annual Field Day on June 11th from 2:00-3:30 p.m.
- Congratulations MacAndrew family on winning the \$25 Amazon gift card for participating in the OT month contest!

FIELD DAY JUNE 11TH



TOTS TO TEENS
FIELD DAY
JUNE 11, 2022
2PM-3:30PM



COME AND JOIN THE FUN!

JOIN US (RAIN OR SHINE) FOR AN AMAZING AFTERNOON!
SPECIAL GUEST: BOBBY G. PETS
\$30 PER FAMILY. VENMO: @TOTSTOTEENS
A PORTION OF THE PROCEEDS WILL BE DONATED TO: OPERATION HEROES CONNECT

WESTRIDGE ELEMENTARY

12400 KNIGHTSBRIDGE DR.
WOODBIDGE, VA 22192

RSVP: PR@TOTSTOTEENTHERAPY.COM



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SPEECH THERAPY MONTH!

CHECK OUT OUR FACEBOOK OR INSTAGRAM PAGES TO JOIN OUR SPEECH THERAPY WEEKLY CHALLENGES AND CONTEST TO WIN A TARGET GIFT CARD.

SPEECH AND LANGUAGE THERAPY HELPS PEOPLE OF ALL AGES DEVELOP THE FOLLOWING:

- LANGUAGE DISORDERS
- ARTICULATION DISORDER
- VOICE DISORDERS
- PRAGMATIC LANGUAGE
- FLUENCY DISORDERS
- FEEDING DISORDERS

MEET OUR SLPS

Christina



Nicole



Lauren



Kristin



Jen



Kirnetta



Caressa



London



Sarah





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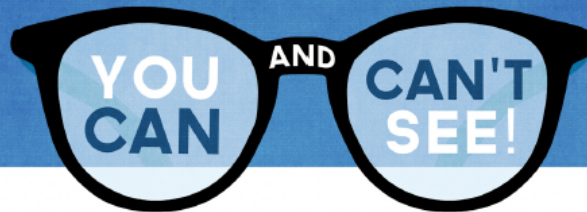
SPEECH THERAPY MONTH!



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

YOUR CHILD IS
GROWING IN WAYS

YEAR
2 to 3



HEARING & UNDERSTANDING

- Understands opposite words, such as *go-stop*, *big-little*, and *up-down*.
- Follows 2-part directions, such as "Get the spoon and put it on the table."
- Understands new words quickly.



TALKING

- Has a word for familiar people, places, things, and actions.
- Talks about things that are not in the room.
- Talks during pretend play, such as saying *beep-beep* when moving cars.
- Uses *k, g, f, t, d*, and *n* in words.
- Uses words like *in*, *on*, and *under*.
- Asks *why*?
- Puts 3 words together to talk about and ask for things.

DESCRIBE! ASK! ENCOURAGE!

How can you help your child learn?

Describe objects with different sizes, colors, and textures. Use comparison words such as *hard* and *soft*.

Ask your child to name and point to different body parts.

Encourage your child to answer questions and ask *who*, *what*, *when*, and *where* questions.

TALKING IS
TEACHING



LISTENING IS
LEARNING

Ask your child to imitate sounds he hears. Clap your hands, whistle, hum, and snap your fingers. See if he can make the same sounds.

Respond to your child even when she doesn't say all sounds correctly. Use the correct sounds in your own speech. Ask your child to repeat words when you don't understand her.

Get help if you have concerns about your child's hearing or talking.

Visit IdentifytheSigns.org for more information.



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SPEECH THERAPY MONTH!

SPEECH PRACTICE ON-THE-GO & AT HOME

Car rides to the grocery store or your morning commute provide many opportunities to practice language and articulation skills in a fun and easy way. Get in the habit of practicing every time you're in the car to establish a routine of consistent speech and language practice. Providing your child with fun, engaging activities in the car is a great way to make practicing target skills more enjoyable.



SEQUENCING: Prompt your child to sequence the events for the day by using transition words. For instance, "first, we will go to the library. Then, we will go to the park." In addition, you can sequence the event before pulling out of the driveway.

COMPARING AND CONTRASTING: Practice identifying similarities and differences between 2 vehicles or houses. For instance, "that house has a red door and this house has a brown door. Similarly, both houses have windows."

VOCABULARY: You can also discuss new vocabulary words like: construction, intersection, traffic, pedestrian, engine and more!

FOLLOWING DIRECTIONS: At each red light, give your child a 2-step direction to follow. For example, "clap your hands, then touch your nose."

RECALLING EVENTS: Prompt your child to recall events from their day, even if it is as simple as, "Tell me about your favorite part of the day." If your child responds with one word, encourage them to elaborate.

DESCRIBING: Practice describing the items that you see on the way to your destination by playing "I Spy." You can encourage your child to tell you the category, function, parts, etc. Also, you can describe an object and have your child guess the object.

CATEGORIZING: Encourage your child to list items in the category you name (i.e., transportation, restaurants, plants, thing you see at the park, things in the sky, etc.)

FIGURATIVE LANGUAGE: As you're listening to music on the radio, discuss the figurative language that you hear in the songs.

WH-QUESTIONS: Ask your child a variety of wh- questions (who, what, when, where, why) and encourage them to ask you questions about your day. For example, "Who did you play with at recess? What did you eat for lunch? When is your library book due?"

ARTICULATION: You can also create a sound book. Help your child make a book of words and pictures that contain his/her target sound. For example, put one target word on each page and review the book while driving to school or the grocery store.



PEDIATRIC FEEDING DISORDER AWARENESS MONTH

PICKY EATERS VERSUS PROBLEM FEEDERS

PICKY EATERS

- decreased range or variety of foods; will eat at least 30 different foods
- foods lost due to “burn out” because of a food jag are usually re-gained after a 2 week break
- able to tolerate new foods on plate; usually can touch or taste a new food (even if reluctantly)
- eats at least one food from most food texture or nutrition groups (e.g. purees, meltables, proteins, fruits)
- frequently eats a different set of foods at a meal than the rest of the family (typically eats with the family)
- will add new foods to repertoire in 20-25 steps on Steps to Eating Hierarchy
- sometimes reported by parent as a “picky eater” at well-child check-ups

PROBLEM FEEDERS

- restricted range or variety of foods, usually less than 20 different foods
- foods lost due to food jags are NOT re-acquired after taking a break, often resulting in a decreasing number of foods in a child’s repertoire
- cries and “falls apart” when presented with new foods; complete refusal
- refuses entire categories of food texture or nutrition groups (e.g. hard mechanical, meats, vegetables, soft cubes)
- almost always eats different foods at a meal than the rest of the family (often doesn’t eat with the family)
- adds new foods in more than 25 steps on the Steps to Eating Hierarchy
- persistently reported by parent as a “picky eater” across multiple well-child check-ups



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PARENT'S CORNER



LOGAN INVITES YOU TO:

ASF WALK **BE A
GAME
CHANGER** 2022

SATURDAY, MAY 21, 2022
Mason Neck State Park
..... **Lorton, VA**
Registration begins at 10am

JOIN OUR TEAM!

Help us raise awareness and much needed funds to change the lives of those with Angelman Syndrome (AS)!

Virtual and in-person registration options available.

 **ASF Walk Washington, DC**  **dghannigan2013@gmail.com**



**PWS AWARENESS
MONTH FACT #1**

PWS affects one in
15 - 20,000 births



**PWS AWARENESS
MONTH FACT #2**

Prader-Willi syndrome
affects all races and
genders equally



**PWS AWARENESS
MONTH FACT #3**

Doctors Prader, Willi, and Labhart
discovered PWS in 1956 based on the
clinical features of nine children. Since
1956, diagnosis has been confirmed
through genetic testing as early as a few
days after birth.



**PWS AWARENESS
MONTH FACT #4**

There are three genetic causes of PWS:

- Uniparental Disomy
- Deletion
- Imprinting Defect

