



Talking Tips

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

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Welcome to the monthly newsletter from Karen K Rossi, Learn To Talk Around The Clock®, Talking Tips® newsletter provided to you every month at no cost.

For this issue we will be talking about **"Following a Child's Lead."** This will undoubtedly be a very busy time for families. During times like these, it is difficult to work in special times with the children. On Card #9, "Follow A Child's Lead" in the **Language Development Knowledge Cards**, is described in this way: "Do you remember the old game, 'Follow the Leader'? In play, your child is the leader, and you are the follower...so that you are talking about what he wants to see and do. In this way you are putting words to your child's thoughts and actions."

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.

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



"The batter gets hard to stir, doesn't it? Do you want Mommy to help you stir?"

Talking Tips for parents deals with this month's theme of "Following a Child's Lead" Young children are very ego-centered. They think first about themselves and what they want to do. If you are constantly trying to impose your own ideas, you won't have a very fun time.

- **What is your role if you're letting your child take the lead?** Well, first of all, this doesn't mean that your child is the boss. You are certainly not going to follow your child in an activity that is inappropriate or one that you don't want him to do. Secondly, if your child wants to play with his favorite cars, and you keep insisting that he plays with the new toy from Aunt Martha, you are not following his lead. If you try to impose your own ideas, or even compete with him in play, neither one of you will have fun.
- **For a baby or toddler,** it always works better if you can talk and interact with a baby or toddler face-to-face so you can see first-hand what interests the child. Sometimes a baby or young child is more subtle. You may have to follow his eye gaze to see what interests him. Once you discover this, take him to the source of his interest and talk to him about it.
- **How do I know what really interests my child?** When he is playing alone, what does he choose to play with most frequently? Let's imagine that he chooses blocks. You could join him in his block play. Maybe he is just learning to stack blocks. You could take turns adding a block to the tower until it falls. Or maybe your child toddles over to the bookshelf. You could join him, sit down on the floor and read him a few books.
- **Let discovery happen.** Maybe your child has led you to a toy barn with animals to put in the stalls. Watch him for a moment and see what he will do with the barn and animals. Is he taking the animals out of the barn and playing with them? Or is he trying to put the animals in the stalls? Join him and talk about what you are doing together. "You are putting the horsie in the stall. Is that where he sleeps? Where will you put the cow? You put the cow next to the horsie." Remember to pause and give your child a chance to comment, answer your questions, and tell you his ideas.
- **If you are going to a friend or relative's house** for a holiday celebration, let him choose a few quiet toys, books, or games to take along in his own bag or backpack. When you arrive, follow your child's lead. Is he more comfortable sitting with you or playing with his toys near you for a while? Or will he willingly go with the other children? You and he will have a better time if you take his lead on this one. If he goes willingly with the others, let him go! No one wants tears when you first walk in the door, so let him become comfortable for a few minutes if necessary.
- **You have no obligation** to have your child go through his repertoire of songs, show his dance moves, or tell everyone about his baseball prowess. Putting children on the spot like this almost never works and makes you and him feel awkward. If you want him to tell about baseball, put a few baseball photos in your purse so he has something to show and talk about.



Talking Tips FOR EARLY INTERVENTION



"More bubbles? Daddy will blow more bubbles."

Your job as the Early Intervention provider with the theme of "Following a Child's Lead," is to help parents develop their powers of observation and their intuitive sense, along with what they already know about their child and what he does.

- **Help parents learn to follow their child's lead**, learning to pause and watch for signs of what interests him.
- **Help parents discover what their child likes or dislikes.** One thing I like to do to help parents recognize their powers of observation is to play the "How Do You Know?" game. "How do you know when your child wants to play?" "How do you know which are your child's favorite toys or activities?" "How do you know when he wants to play something else?" Compliment them on their powers of observation and tell them that this is the beginning of following their child's lead.
- **Coach parents in the moment to follow their child's lead in play.** Parents get out a new farm toy, but child keeps ignoring the farm toy and going after his cars. "Do you think he really wants to play with the farm now? I think he is more interested in his cars because he won't leave them alone. Why don't you follow his lead and then maybe you can drive a couple of cars over and park them in the barn to tie the two toys together?" If the parent tries to force the child to play with what he or she wants, things won't go so well. If the parent learns to follow the child's lead in play, they will get along much better.
- **Coach parents in the moment to follow their child's lead while getting dressed.** Mom is getting ready to dress the child. He is interested in his socks and is laying them on his feet. However, Mom takes them off his feet and tries to put his shirt on. "What do you think he was 'telling' you about his socks? Yes. So why don't you follow his lead and put on his socks first and talk about it with him. Then put on his shirt. I think you will get a lot more cooperation if you follow his lead."
- **Coach parents in the moment to follow their child's lead while taking a walk.** You might want to talk together before you leave about what to look for in their child. Where is he looking? How does he let you know he wants you to push the stroller some more? How does he show excitement or interest in something? How do you know if he's thirsty? Then **coach them in the moment** to notice what interests him, stop and talk about it with him, and then pause to see what he wants to do next.

Following a child's lead doesn't mean that parents let him do whatever he wants. There might be something that interests him that is unacceptable to the parent. Coach them to acknowledge the interest, but tell him "no" and then try to get him interested in something else or remove him from the situation if necessary.



Talking Tips FOR PRESCHOOL



"Do you want Teacher Dave to push you higher?"

Your objectives with the "Following a Child's Lead" unit are to be a more careful observer of the students in your classroom.

1. Observe and follow a child's lead to head off inappropriate behavior.
 2. Observe and follow a child's lead as an indication of what they want to do or play.
- **Observe the children as a barometer of how your activity is going.** If most of the children are actively interested in and participating in your activity/lesson, it must be going pretty well. However, if the children are wiggling, talking to one another, looking around the room, being silly, your activity is not going well. You could try to re-direct the children, but it may be too far gone and instead of continuing, it might be better to stop the activity and re-think it, and try it again another day.
 - **Observe the children and follow their lead in play.** Try to follow each child's lead to see what interests them. Once you determine the child's interest, join him and help him as you talk about what you and he are doing. Once this child is settled, move on to another child.
 - **Observe the children and follow their lead while playing outdoors.** As the children run out on the playground, watch the children carefully who hang back and see if you can determine what they really want to do. Go up to each one and acknowledge his interest, "I saw you watching the kids on the swings. Would you like to swing? Can I push you on the swing?" and so on, talking about what you are doing.
 - **Observe the children during circle time and follow their lead to regulate behavior.** You might observe one child who keeps scooting closer and closer to another child. Before this disintegrates into misbehavior, you could say to the child, "Could you move over here so I can see you better?" This totally deflates the real purpose of the child who was scooting closer, and you avoid a problem. You might observe another child who is pestering his neighbor. You can call on that child and distract his motive, "James. Could you come up here and help me find the blue circle?" Again, you avoid a problem.
 - **Observe the children during snack time and follow their lead.** Which child needs more juice? Which child wants another cookie? Which child doesn't seem to like the cookie? Which child is taking his neighbor's food? Attend to each one's needs and talk about what he needs and what you can do to help him.

Following a child's lead doesn't mean that you let him do whatever he wants. There might be something that interests him that is unacceptable in the classroom. Acknowledge the interest, but tell him "no" and then try to get him interested in something else or remove him from the situation if necessary. Developing clear powers of observation to help you follow the children's lead is a skill that will help you to become a Master Teacher.



Talking Tips FOR CHILDCARE



"Whee! Down the slide you go.
Do you want to go again?"

Your objectives with the "Following a Child's Lead" theme are:

1. Young children are very ego-centered. They think first about themselves and what they want to do. If you are constantly trying to impose your own ideas, you won't have a very fun time.
2. Observe and follow a child's lead as an indication of what they want to do or play.

■ **How do I know what really interests a child?** What does he choose to play with most frequently while he is playing alone? Let's imagine that he chooses blocks. You could join him in his block play. Maybe he is just learning to stack blocks. You could take turns adding a block to the tower until it falls. Or maybe the child toddles over to the bookshelf. You could join him, sit down on the floor and read him a few books.

■ **Let discovery happen.** Maybe a child has led you to a toy barn with animals to put in the stalls. Watch him for a moment and see what he will do with the barn and animals. Is he taking the animals out of the barn and playing with them? Or is he trying to put the animals in the stalls? Join him and talk about what you are doing together. "You are putting the horse in the stall. Is that where he sleeps? Where will you put the cow? You put the cow next to the horse." Remember to pause and give the child a chance to comment, answer your questions, and tell you his ideas.

■ **Observe the children and follow their lead in play.** Try to follow each child's lead to see what interests them. Once you determine the child's interest, join him and help him as you talk about what you and he are doing. Once this child is settled, move on to another child.

■ **Observe the children and follow their lead while playing outdoors.** As the children run out on the playground, watch the children carefully who hang back and see if you can determine what they really want to do. Go up to each one and acknowledge his interest, "I saw you watching the kids on the swings. Would you like to swing? Can I push you on the swing?" and so on, talking about what you are doing.

■ **Observe the children during circle time and follow their lead to regulate behavior.** You might observe one child who keeps scooting closer and closer to another child. Before this disintegrates into misbehavior, you could say to the child, "Could you move over here so I can see you better?" This totally deflates the real purpose of the child who was scooting closer, and you avoid a problem. You might observe another child who is pestering his neighbor. You can call on that child and distract his motive, "James. Could you come up here and show me the boy riding his bicycle?" Again you avoid a problem.



RESOURCES



Kid's Books:

Dewdney, Anna (2012). [Llama Llama Zippity-Zoom!](#) (Llama Llama Board Books) Viking Juvenile Publisher; Brdbk edition

More Llama Llama Board Books:

[Llama Llama Hippity-Hop!](#) (Llama Llama Board Books)

[Llama Llama Wakey-Wake](#) (Llama Llama Board Books)

[Llama Llama Nighty-Night](#) (Llama Llama Board Books)

DK Publishing (2008). [Tabbed Board Books: My First Words: Let's Get Talking!](#) (Board Book).

More Tabbed Board Books:

[My First Animals: Let's Squeek and Squawk!](#) (Board Book)

[My First Things that Go: Let's Get Going!](#) (Board Book)

[My First Busy Day: Let's Get Learning!](#) (Board Book)

all from DK Publishing.

Hiatt, Fred (1999). [Baby Talk.](#) Margaret K. McElderry, publisher.

Hill, Eric (1980). [Where's Spot?](#) Warne Publishing.

More Spot books:

[Good Night, Spot.](#) (2004)

[Spot Loves His Mommy](#) (2006)

[Spot Goes to the Farm](#) (2003)

[Spot Loves His Daddy](#) (2005)

[Spot Goes to the Beach](#) (2005)

Hindley, Judy (2006). [Baby Talk: A Book of First Words and Phrases.](#)

Candlewick Publishers.



WHAT'S NEW!



Talking Tips, A Family Series

I am very proud of our new **Talking Tips, A Family Series** of handouts for physicians to give to parents at well-child visits. I hope by creating more awareness of appropriate ways of talking to babies and young children, we will reach more and more families as the word spreads. **If everyone on the newsletter mailing list would agree to share this information with 5 pediatricians, that would be 5000 physician contacts and that could become thousands of families!!**

Gift Giving

The "Promises" book is a charming book for parents or grandparents of babies and young children with many, many suggestions for "Mommy Talk" and "Daddy Talk." I am pairing it with my Grandson Jack's favorite lullaby CD by Jewel for a wonderful gift duo that costs only \$30 and is appropriate for gift-giving. **Buy a couple ahead of time for the soon-to-be parents in your family or circle of friends.** Order Item #005CD on the included order form.

karen@learntotalk.com

"Like" our Website on Facebook

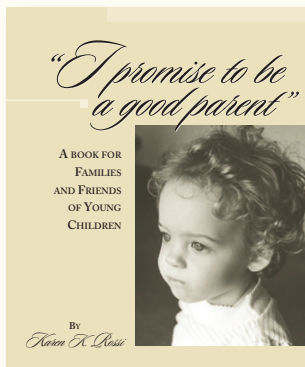
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Language Development Knowledge Cards

The **Language Development Knowledge Cards** are fun, have a multitude of uses, and are reasonably priced. Shop today!

<http://www.learntotalkaroundtheclock.com/products.php>





RESOURCES & ORDER FORM

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



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

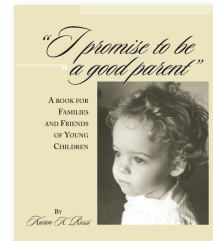
Basic Kit 105.00

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

Item #005CD

"Promises" Book + CD 30.00



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.

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.

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. Personalized information can be imprinted in the yellow color block on the left side of each page for an extra charge.

Item #007

Set of 13 Versions - 50 Sheets/Pad 179.00/set

Item #008

Reorder Pads 15.00/pad





Telephone Orders:

402.981.7847



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 (includes over 96 skill level folders)	\$205.88		
#002	Childcare Basic Kit (includes 4 themed workbooks, 10 awareness bracelets and 1 poster)	\$105.00		
#003	Childcare Question Section Supplement Pack (4 themes each, max of 10 Packs per Childcare Basic Kit please)	\$20.00		
#004	Childcare Bracelet Pack (order 1 per Question Section Supplement Pack ordered)	\$15.00		
#005	I Promise To Be A Good Parent – Book A Book for Families and Friends of Young Children	\$15.95		
#005CD	I Promise To Be A Good Parent – Book/CD Gift Set	\$30.00		
#006	Knowledge Cards 52 Ways to Talk to Young Children	\$23.95		
#007	Talking Tips – A Series for Families (Set of 13 versions [preemie through age 5] in pads of 50 each)	\$179.00		
#008	Talking Tips – Pad Reorder (Indicate in the "Quantity" Column which pad(s) you are reordering)	\$15.00/Pad		

PAYMENT INFORMATION:

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

Thank you for your order!