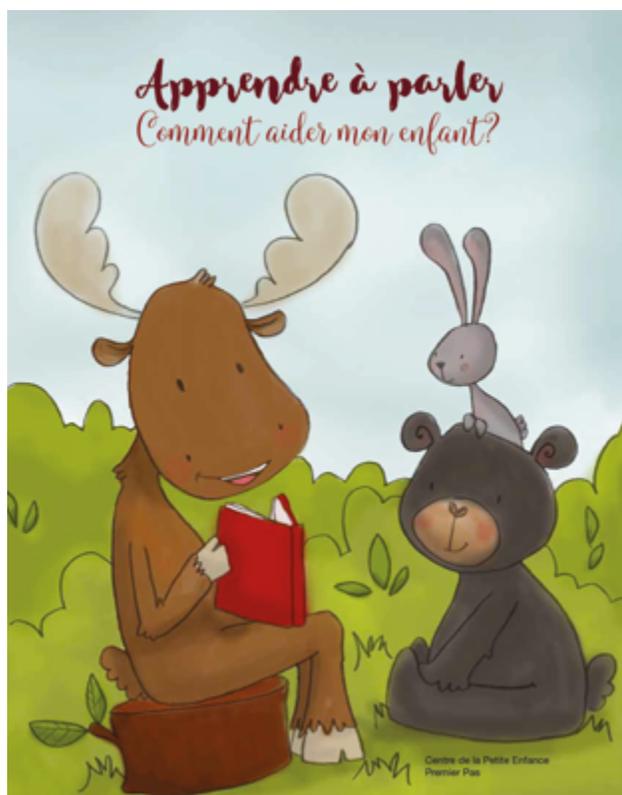


LEARNING TO SPEAK: HOW TO HELP MY CHILD?



The language stimulation guide *Apprendre à parler, comment aider mon enfant?* (Translation: Learning to speak, how to help my child?) was developed by the team from the CPE Premier Pas, a daycare centre with 138 child care spaces located in three facilities in La Tuque and Trois-Rivières and dedicated primarily to First Nations children in Quebec.

It is the result of several years of experience of Mrs. Myriam Tremblay, Speech Therapist at CPE Premiers Pas. She has worked with the educators and the children attending the CPE who present language challenges.

This guide was designed for parents of preschoolers (0-5 years old), but indirectly, it can influence the social network of parents concerned and those involved in the development of children. It will also help educators and be better equipped to update intervention plans for children with language difficulties. The guide is divided into five sections including various themes.

Video capsules are also offered to illustrate these language stimulation techniques. The complete guide as well as the video capsules are available on the CPE Premier Pas website at: <http://www.cpepremierpas.com/>, under the tab Learn to Speak. <http://www.cpepremierpas.com/>, under the *Apprendre à parler* tab.

SECTION 1 : LANGUAGE, WHAT DOES IT INCLUDE?

VOCALIZATIONS AND BABBLING

What is it?

Babies communicate and interact with us from the first months of life.

They go through the following steps:

1. Crying
2. Screaming
3. Facial expressions (ex: pouts, smiles);
4. Vocalizations (ex. aaaa! Oooo!);
5. Gestures (eg "Bye bye");
- 6 Babbling (eg "Mamama", "gagagui").

SECTION 2 : LANGUAGE ACCORDING TO AGE

AT 3 YEARS OLD

Language comprehension

The child:

- Can give the family name and gender.
- Understands the questions, "Who, with whom, with what, how many, and why (simple)?"
- Understands "Big/Small, Before/After".
- Knows the basic colours.
- Understands concrete double instructions (Ex: "Take your shoes and put them in your box").
- Understands spatial notions "up/down, in, on, under" without visual clues.

Expression

The child:

- Says at least 300 words.
- Makes sentences of 3-4 words with function words (Ex: "The baby eats a compote").
- Conjugates most verbs (Ex: "The wolf is going to eat the girl", "The dog likes the bones").
- Knows nursery rhymes.
- Is generally understood, even by an unfamiliar interlocutor.
- Can pronounce the sounds k, g, l and begins to pronounce f, v, s, z.
- Can maintain a short conversation.

SECTION 3 : OTITIS AND LANGUAGE

THE IMPACT OF EAR INFECTIONS ON LANGUAGE

Children suffering from otitis, cannot hear as well.

Several ear infections in the same year lead to a prolonged decrease in their hearing.

This prolonged hearing loss can lead to delayed language development.

It is for this reason that it is very important to treat ear infections. We want to prevent them from causing speech delay.

EXCERPTS FROM THE GUIDE

SECTION 4 : HOW TO HELP MY CHILD TO SPEAK?

PUT YOURSELF AT THE HEIGHT OF THE CHILD

What does mean?

- When you are talking to our child, bend down to be at the same level as him.

Why do it?

- Doing it this way makes contact with the child easier.
- It will be easier for the child to be attentive to what is said to him.
- The child will focus more on our face, our mouth and the way we pronounce the words.

In the child's shoes

Imagine yourself:

- Talking to a giant to whom you reach knee level...
- It will be difficult for the child to make contact and stay focused on what he tells you.

SECTION 5 : IN EVERYDAY LIFE

WHILE GETTING DRESSED

We dress and undress our child several times in a day! We get dressed in the morning, we get dressed to play outside, we undress when we arrive from the daycare, we undress again before bath time, we get dressed after bath time...

Why not take advantage of these moments to stimulate the language of our child!

For example, clothing is a good time to teach our child:

Names : Naming the clothes we put on or take off.

For example, socks, pants, coat, mittens, tuques, sandals... (Ex: "I put on your SOCK, we take off the MITTENS").

Actions : Writing and describing the actions we do.

For example, pushing, pulling, lifting, taking off, putting on, looking... (Ex: "We PUSH to put on the mitten", we LOOK for the other sock").

Parts of the body : Naming the parts of the body.

The basics (Ex: arms, legs, belly) ... but also the most complex. (Ex: wrists, ankles, shoulders, calves). (Ex: "You put your FINGERS in the holes").

Adjectives : Adding adjectives.

For example, colours, big/small, soft, clean/dirty, hot/cold... (Ex: "Your BLUE sweater", "Your pants are DIRTY").