

**For further information
on our other programs,
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Providing Speech-Language Pathology Services to Adults and Children Since 1985

Programs The Swain Center offers for Autism: The Swain Center's Let's Adapt® Program



Let's Adapt® is an adaptive behavior group program designed to assist children, teens and young adults in developing appropriate and acceptable behaviors across a continuum of environments that include home, community and vocation/professional settings.

This interactive developmental model offers participants a curriculum with activities that are practical, functional and realistic to address specific skills in the cognitive, communicative, behavioral, emotional and interactive domains.

Let's Adapt® curriculum is theme based and offered in a family-friendly, client oriented and naturalistic environment. Let's Adapt® participants through NBRC can be children ages 3-6, 7-12, 13-18 and 19-22. Our classes are taught by two of our SLP'S who are also supported by one or more clinical aides. Let's Adapt® is a wonderful and effective program.

For further information about our Let's Adapt® program, please contact Ellie Logan at The Swain Center
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The Swain Center

Listening, Communicating and Learning



Listening



Communicating



Learning

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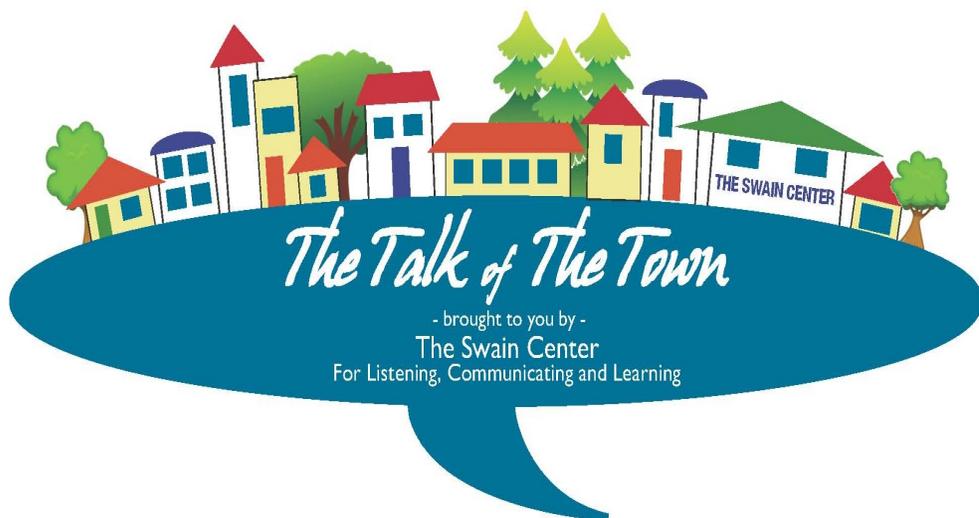
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www.TheSwainCenter.com

Newsletter April 2015





April is Autism Awareness Month and The Swain Center is lighting it up BLUE

As most of you well know, April is the time of year that we bring awareness to Autism. Most of us have family members or friends that are directly affected by Autism, so take this month and show your love and support to those around you and help bring awareness to others! We have some information and resources for you, so hang tight and read on!

Early Language: The Key to Children's Literacy

By Elizabeth McCrea, Ph.D., CCC-SLP



The development of communication skills begins in infancy, long before a child speaks her first word. In the first year of life, how a baby responds to sound, makes gestures, babbles, and mimics sounds often indicates her future social and emotional development, as well as literacy and academic success. It is critical that parents encourage language development early in life.

They should also pay close attention to whether their child is reaching expected milestones, noting any potential delays. By doing so, parents can play an important role in addressing an emerging speech or language disorder. Through early intervention, they can help prevent later social and academic difficulties.

Social and emotional development

Early speech and language development are closely tied to positive social and emotional development. Children who struggle to communicate may also have trouble connecting with family and peers. They may become hesitant or self-conscious, which can lead to social or emotional withdrawal. At school, they can be targets for bullying and become further discouraged about interactions with peers.

Literacy and academic success

During early speech and language development, children acquire skills that are critical to literacy and future academic success. In fact, spoken language provides the foundation for reading and writing.

Children also appreciate books, learn the alphabet, and scribble on paper long before they can read — key steps toward the skill of reading. Children who begin elementary school with poor language skills are much more likely to have problems developing literacy skills than those with stronger verbal abilities.

What you can do

During everyday interaction, parents can play an integral role in developing their child's speech and language skills. Exposing chil-

dren to a lot of conversation, reacting to sounds they make, narrating activities, and singing and reading to kids are great ways to build these skills.

Here are some specific things parents can do to encourage language and literacy as recommended by the American Speech-Language-Hearing Association (ASHA):

Signs of a potential communication disorder

It is critical for parents to be attuned to the early signs of a potential speech or language problem, as early intervention can prevent a problem from occurring or diminish its effects.

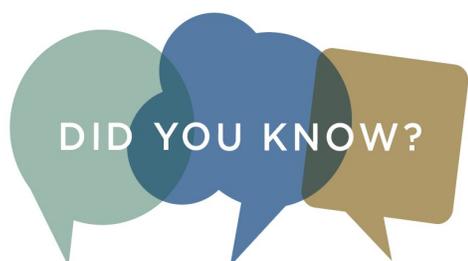
Some signs of speech and language disorders include when the child:

- does not respond to or follow sound (infancy and older).
- does not interact socially (infancy and older).
- does not follow or understand what you say (starting at 1 year).
- says only a few sounds, words, or gestures (18 months to 2 years).
- does not combine words (starting at 2 years).
- struggles to say sounds or words (3 to 4 years).

Finding Help

Early identification and treatment of a child's speech and language problems can reduce the chances they will persist or worsen. Such intervention can help children be more successful with reading, writing, schoolwork, and interpersonal relationships.

If you are concerned about your child's speech and language skills, learn more about the signs of communication disorders from ASHA's Identify the Signs campaign at www.identifythesigns.org. If your child shows any of these signs, seek an evaluation from a certified speech-language pathologist.



In most cases language based learning difficulties are directly linked to processing problems? So what are the differences between the average tutor and a Speech-language pathologist?

Speech-language pathologists are highly-educated professionals who have a minimum of a master's degree in their field. As in any health-care related profession, S-LPs are required to study anatomy and physiology, but they also study neuroanatomy, genetics, human and language development, linguistics, psychology, acoustics and more, which is why they are qualified to evaluate, diagnose (restricted in some provinces/territories) and treat a broad range of delays and disorders. (<http://sac-oac.ca/public/what-do-speech-language-pathologists-do>)

Tutors do not have a background in language development, mastery and the linking of language with learning and literacy. So, when kids are having trouble in school there is the temptation to seek tutoring without first having a comprehensive evaluation to determine if processing problems may be the cause of the learning issues. Tutors will do testing but it is not diagnostic testing. It is vital that you do not depend solely on tutors if your child shows any signs of speech, language and learning delays!