

A young child with dark hair, wearing a white long-sleeved top, is sitting on a light-colored surface and playing with colorful blocks. The child is smiling and looking towards the right. The background is softly blurred, showing a warm, indoor setting. Overlaid on the right side of the image are two speech bubbles: a purple one at the top and a teal one below it. The teal bubble has a dotted border. There are also some faint icons: a lightbulb in the bottom left, the letters 'ABC' in the middle right, and a paper airplane in the bottom right.

ANIMATION  
GUIDE

LANGUAGE  
STIMULATION  
WORKSHOPS

ABC

Réseau -5  
HAUT-SAINT-LAURENT

## STIMULATION LANGUAGE WORKSHOP'S ANIMATION GUIDE

No editing, printing, adaptation or reproduction of the content of this book, by any process whatsoever, cannot be without the written permission of the publisher.

### ISBN 978-2-9814269-4-9

Stimulation language workshops animation guide

Legal document-

Bibliothèque et Archives nationales du Québec, 2016

Bibliothèque et Archives nationales du Canada, 2016.

**Editor:** Réseau 0-5 Haut-Saint-Laurent.

**Author's :** Partners of the Comité d'Action Local du Haut-Saint-Laurent

**Partners of the Comité d'Action Local du Haut-Saint-Laurent involved in the realisation of the language workshops animation guide (2009):** Lucie Béliveau, Une Affaire de Famille, Gabrielle Limoges, Une Affaire de Famille, Mélanie Tardif, Une Affaire de Famille, Celine Matthieu, Une Affaire de Famille, Nancy Ashton, Centre de la petite enfance Abracadabra, Nancy Normandin, Centre de la petite enfance Abracadabra, Manon Crête, Centre de la petite enfance Kaléidoscope CCC, Claudine paquette, Intervenante pour le Comité d'Action Local du Haut-Saint-Laurent, Karine Gendron, Intervenante pour le Comité d'Action Local du Haut-Saint-Laurent, Stéphanie Toupin, Résidence-Elle, Ann Clark, Intervenante pour le Comité d'Action Local du Haut-Saint-Laurent.



**Collaboration in the 2013 realisation:** Nathalie Fortin and Marie-Pier Rochon Speech therapist

**Partners of the Réseau 0-5 Haut-Saint-Laurent involved with the revision (2016):** Sabrina Gaziglia, Une Affaire de famille, Karène Montpetit, Centre de Ressources Familiales du Haut-Saint-Laurent, Sonia Gariépy, Centre de la petite enfance Abracadabra, Catherine Villeneuve, Language Stimulation Animator workshops (French), Chantal Arthur, Language Stimulation Animator workshops (English), Lianne Finnie, New Frontiers School Board.



Revised document in July 2016 by Celine Debrito Speech therapist. Clinique d'orthophonie de Bri-Bri

Revised infographics in March 2019

**Project coordinator:** Sophie Masse.

**Graphic design:** duval design communication.

Thank you to **Priorité Enfants Lotbinière** for the sharing of illustrations.

# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>4</b>	<b>APPENDICES</b>	<b>78</b>	
<b>PROFESSIONAL ETHICS</b>	<b>6</b>	Appendix 1	Registration form 79	
<b>WORKSHOP OBJECTIVES</b>	<b>6</b>	Appendix 2	Parental authorization 83	
<b>WORKSHOP TARGET AREAS</b>	<b>6</b>	Appendix 3	Authorization to communicate information 84	
<b>PRE-CONFERENCE MEETING</b>	<b>7</b>	Appendix 4	Interventionists' planning record 85	
<b>PROCEDURES AND BASIC ROUTINES</b>	<b>8</b>	Appendix 5	Animation tool: Roll of toilet paper 86	
<b>VIDEO TAPING</b>	<b>11</b>	Appendix 6	Animation tool: Text "If my child talks to me" 87	
<b>PARENT-CHILD SECTION: BANK OF TARGET ACTIVITIES</b>	<b>12</b>	Appendix 7	Document: Aggressivity 88	
Theme	Welcome	13	Appendix 8	Document: Stress 90
Theme	Foods	14	Family Opinion	92
Theme	Body	16		
Theme	Emotions	18		
Theme	Seasons	20		
Theme	Animals	22		
Theme	Colours	24		
Theme	Dimension	26		
Theme	Association	28		
<b>PARENT SECTION</b>	<b>30</b>			
Workshop 1	Welcome	31		
Workshop 2	A question of approach	34		
Workshop 3	How my child communicates	40		
Workshop 4	Following my child's lead	46		
Workshop 5	Adapting language to the child's level	50		
Workshop 6	Parallel talk and self-talk	55		
Workshop 7	Strategies for encouragement	60		
Workshop 8	Early reading and writing	67		
Workshop 9	Language through games	71		
Workshop 10	It's a celebration!	77		

By browsing this guide, you will be able to see a few times these two symbols. Here are their respective meanings.



This symbol is used to indicate the presence of important information.



This symbol is to suggest taking the time to discuss with parents their daily reality through theoretical content. Although the plenaries already allow group discussions, parents sometimes feel the need to express more about their reality. If time permits, it is interesting to let the parents share and express themselves while being guided.

## PRESENTATION

The early childhood partnership of the organizations of the Réseau 0-5 Haut-Saint-Laurent are proud to present the result of several collaborative work.

This guide is the outcome of a commitment made by several in early childhood having at heart the toddlers so that they can have the tools necessary to get ready and have a successful school entrance.

It is with great joy and pride that the Réseau 0-5 Haut-Saint-Laurent offers you the result of this wonderful work realized by several people within years.

## INTRODUCTION

In October 2007, early childhood partners from a variety of settings: community, health, municipal, child care and school environments mobilized to reflect on the situation of children aged 0-5 years. It was at this point that the local action committee of the Haut-Saint-Laurent was set up. The partners of the Haut-Saint-Laurent local action committee agree that the problem of language among preschool children is critical in the region. They want to offer a language stimulation project to preschool children and their parents because several parents have expressed this need to daycare centers, community organizations and schools.

It was through several months of reflection and collaboration that the activity program of stimulation of the language was born. The partners have implemented the stimulation workshops for the interventionist in dyad with the parent-child in the accompaniment of a speech therapist. The workshops were made possible thanks to the involvement of the various early childhood circles and their professionals, not to mention the financial support of the "Avenir Enfants".

Following the great success of the workshops and knowing the results of EQDEM (Colibri) which were discovered in March 2014, confirming that the language challenge is always a priority on the territory. In September 2014, with Avenir d'Enfants with the partnership which has an eco-systemic approach, the partners therefore retained the workshops on language stimulation, but on a larger scale

in order to better respond to the needs. The observation that emerged: children present moderate to severe delays in expressive, mono-syntactic and syntactic language. The parent-child language workshops have therefore developed and then optimized to reach even more families: by moving towards the environments with possibilities to offer in several municipalities. It is also in 2014, that are early childhood partners of the Haut-Saint-Laurent territory stood to become the Réseau 0-5 Haut-Saint-Laurent and benefited from a language stimulation speech to clinic to make a revision of the animation guide. This program was elaborated and adopted by the pooling of a set of reference documents.

In addition to the stimulation language workshop's animation guide, a reference tool for the parent has been developed. This tool is given to parents during workshops for reinvestment at home. We have also designed a tool called information capsule for workshops in language stimulation that is addressed to parents, interveners, educators and other professionals. The information capsules allow us to have an understanding of the different themes addressed throughout the 10 week of workshops in parent-child dyad.

### **This program was elaborated and adapted from a variety of reference documents:**

- The Marie-Enfant Readaptation Centre activity program.
- Sainte-Justine Hospital "Little Chatters" department.
- The learning guide: "Prepare yourself - a family literacy guide".
- The learning of sounds and phrases from Sainte-Justine University Centre: "A treasure to discover"
- Hanen parent-child workshop "Language - A game for two".
- Language - it's not magic! Jan Pepper and Elaine Weitzman, Université du centre du Québec.
- Hanen program "It takes two to talk". A practical guide for parents of children with language difficulties.
- "Learn and like to talk" guide to improve social skills, language and reading for early childhood. Elaine Weitzman and Janice Greenberg.
- Contribution of CAL of Salaberry-de-Valleyfield.

## THE COMITE D'ACTION LOCAL DU HAUT-SAINT-LAURENT BECOMES LE RÉSEAU 0-5 HAUT-SAINT-LAURENT

### HISTORIC

Early childhood disputes are designed to support and equip children, parents and community organizations alike. Together, we develop the autonomy of the individuals and collaborate in the overall development of the child from his conception to his entrance to school.

### THE COMITÉ D'ACTION LOCAL DU HAUT-SAINT-LAURENT (CAL)

**Our mission:** the partners of CAL have a mission to improve their mobilization to promote and encourage the creation of significant connection parents/children

**Our vision:** having adopted a common approach and common language to the establishment of families that present factors of vulnerability, the factors of the community of Haut-Saint-Laurent recognize the skills acquired by the parents, valorize them and support them in their role of the educator.

### THE RÉSEAU 0-5 HAUT-SAINT-LAURENT MISSION AND VISION

**Our mission:** To work with young children and their families in the Haut-Saint-Laurent region to improve their living conditions, to their overall development, and support for families.

**Our vision:** It is our lighthouse, our destination. This is what ultimately motivates us to act together: that children aged 0-5 years have everything they need to enter school and to approach life in a successful and positive way. This change goes directly through an action with parents, who are the child's first educators.

### Organization partners of the Comité d'Action Local du Haut-Saint-Laurent en Action pour la petite enfance (CAL) since 2007:

- Une Affaire de Famille
- Centre de Développement Communautaire du Haut-Saint-Laurent
- Centre de Ressources Familiales du Haut-Saint-Laurent
- Centre de la Petite Enfance Abracadabra
- Centre de la Petite Enfance Kaléidoscope C.C.C
- École Notre-Dame de Huntingdon
- CLSC de Huntingdon
- Huntingdon Adult Education Community Center (HA ECC)
- Résidence-Elle du Haut-Saint-Laurent
- École Montpetit St-Joseph
- École Héritage
- École Centrale St-Antoine-Abbé

### Organization partnership of the Réseau 0-5 Haut-Saint-Laurent (from 2014)

- Camp de Vacances familiales Valleyfield Inc (Camp Bosco)
- Centre de la Petite Enfance Abracadabra
- Centre de la Petite Enfance Kaléidoscope
- Centre de Ressources Familiales Haut-Saint-Laurent (CRF)
- Centre Jeunesse de la Montérégie (DPJ)
- CLSC Huntingdon – CISSS-MO
- Community Learning Center (New Frontiers School Board)
- Espace Suroît
- Résidence-Elle du Haut-Saint-Laurent
- Une Affaire de Famille (UAF)

### Project coordinator since 2008

- Sophie Masse

# 6

## PROFESSIONAL ETHICS

Over the years, this tool has shown its pertinence with regard to its impact on participants. It represents the synthesis of many reference documents in orthophonics. In the application of this program it is essential to respect the ethics and the role of each of the interventionists that progressed beside the children in difficulty.

The present document may be modified and adapted according to different contexts. In order to optimize the impact of this workshop, it should be used by resource people who possess at least some pertinent knowledge and/or training in the area of language stimulation intervention.

Should more information be necessary, it is strongly suggested you consult the speech therapist in your area.



## WORKSHOP OBJECTIVES

- To favour the development of the child's language skills by using target activities in language stimulation.
- To help and support parents in having a positive attitude toward language stimulation.
- To get parents to use the intervention strategies and activities at home and at the same time reinvest in the daily actions in order to multiply their child's chance of success.
- To increase parents' confidence in their competence.
- To help children develop their self-esteem and their autonomy and acquire assurance in making the transition to the school milieu and to leisure activities.
- To inform and help parents to develop new competences in their children's language stimulation in an optimal way.
- To permit the development and maximize the process of the development of the precursors to language.

## AREAS TARGETED BY THE LANGUAGE WORKSHOP DYADS

---

### RECEPTIVE

- Understanding simple instructions
- Association, categorization, sorting, etc.
- Ability to make choices
- Understanding concepts adapted to their level
- Perception of sounds (audiology)
- Discrimination of sounds
- Auditory attention
- Phonological awareness (awareness of sounds)
- Morpho-syntax awareness (awareness of words in a sentence)
- Lexicon links (vocabulary)
- Information integration
- Situational analysis (practical)

---

## EXPRESSIVE

### PERIPHERAL-ORAL MECHANISM (SPEECH)

- Articulation
- Fluidity
- Voice, resonance
- Respiration
- Muscles of speech

### FORM

- Phonology (acquisition of sounds, pronunciation)
- Morphology (structure of words)
- Using “I” and “you”
- Syntax (the structure of sentences)

### CONTENTS (GLOBAL IDEA TO BE TRANSMITTED)

- Vocabulary, semantics, lexicon
- Using concepts adapted to the level of the child
- Awareness of sounds, words, sentences

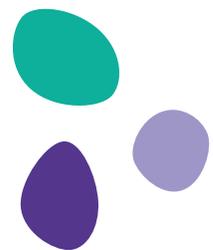
### UTILIZATION

- Voice: narration, persuasion...
- Language acts: the why of communication
- Pragmatics: rules of speech
- Make demands
- Interactions

### PREREQUISITES

- Joint attention
- Concentration
- Visual contact
- Turn-taking
- Gestural imitation
- Verbal imitation
- Constructive games
- Symbolic games

### SELF-ESTEEM



## PRE-CONFERENCE MEETING

The primary goal of the pre-conference meeting is to create a link with the parents and their child. It has been found that these meetings make parents feel more comfortable at the workshops since they have already had a first contact with the interventionist. Additionally, there is more chance that they will come to the first workshop. The pre-conference meeting also helps to ascertain the group dynamics and to organize the workshops according to the observed needs.

Before the meetings the interventionist will contact the parents by telephone to suggest their participation in the group in the upcoming workshops. If the parent agrees to participate, a home meeting (or in a public place) is organized to complete the registration form and to make a first survey of their needs and expectations.

During the pre-conference meeting the interventionist takes the time to respond to the parents' questions and to explain what the workshop is about without saying too much.

---

## DOCUMENTS TO COMPLETE

At the end of this guide you will find the documents to complete with the family during this meeting:

1. Registration form /
2. Parental authorization /
3. Authorization to communicate information

# 8

## WORKSHOP PROCEDURES AND BASIC ROUTINE

### PREPARATION

It is the responsibility of the interventionist to prepare the animation room before the workshop.

### WORKSHOP STRUCTURE

The sessions are 3 hours long. The proposed program of events are as follows.

TIME REQUIRED	WORKSHOP PROGRAM
15 minutes	WELCOME
40 minutes	DYAD SESSION <ul style="list-style-type: none"><li>• Routine song</li><li>• Blow!</li><li>• ABRACADABRA and the magic bag</li><li>• Dyad activities</li></ul>
20 minutes	COACHING SESSION
15 minutes	SNACK AND TRANSITION
60 minutes	PARENT SESSION <ul style="list-style-type: none"><li>• Theory</li><li>• Homework</li></ul>
30 minutes	INTERVENTIONIST MEETING See appendix p. 85 for a suggested planning sheet.



## WELCOME

When they arrive, parents are invited to accompany their child to get their identification tag with their name on it and to place it on the presence board. The child has to hide his personal object in the magic bag. Then they may look at the books together while waiting for the workshop to begin.

## DYAD SESSION

The goal of this part is to allow the children to learn while having fun. This part takes place in four steps: the routine song, Blow!, ABRACADABRA and the magic bag, and the activities chosen.

It is also a chance to provide a model for parents to follow in adopting an appropriate attitude toward language stimulation.

---

### ROUTINE SONG

- The choice of song is at the discretion of the interventionist. However, it is important to keep the same song during the session to permit the child to learn and become familiar with it.
- It is possible to make variations in the song to get the child moving; for example, sing while jumping or dancing, while clapping hands, etc.

**We propose the following song:**

#### OPENING SONG

*The more we get together, together, together  
The more we get together, the happier we'll be.  
'Cause your friends are my friends and my friends are your friends.  
The more we get together, the happier we'll be.*

---

### BLOW! (feather, cotton, windmill, bubbles, other objects)

- The interventionist shows the object and asks the children if they know what it is.
- The interventionist first shows what to do. For example, tell the children that we can show them how to make a feather dance, and then blow the feather.
- The interventionist invites each child to come and choose two objects, one for him and one for his parent. The children and the parents are invited to blow their objects.

---

## ABRACADABRA AND THE MAGIC BAG

The interventionist takes his bag and his magic wands and invites the children to do the same. The parents can help their child recognize their bag by the decorations on it and the tag with their name.

### Scenario proposed for the magic words:

- The interventionist whispers the magic words so as not to be heard and looks in the magic bag. The interventionist says to the other interventionist, “This doesn’t work”, and asks why.
- The interventionist repeats « Abracadabra » speaking each syllable clearly:  
AAAA-BBBRRRAAA-CCCAAA-DDDAAA-BBBRRRAAA
- The interventionist invites the children to repeat the magic words together twice. They can be repeated using different intonations. For example: mouse, lion, normal, etc. (Repetition is important.)
- Taking turns each child opens his magic bag and shows what is inside. The interventionist may ask an open question to encourage and help the child describe his object.

---

## DYAD ACTIVITIES

The interventionists choose two activities on the same theme from among the proposed bank of activities. The activities are chosen for the developmental abilities as well as for the dynamics and needs of the group.

## COACHING SESSION

The interventionists organize game stations around the room (e.g. blocks, puzzles, association games, role play, etc.). Parents are invited to play freely with their child. The interventionists observe the parents and give them ideas as to how to stimulate their child more. The interventionists therefore play the role of coach: observe, guide, track, encourage but without directing the game or the dyad. It is important to state that only one dyad is permitted per station. Each week the parents must try to apply the techniques learned the weeks before. It is an important moment of play between the parent and the child.

## TRANSITION AND SNACK TIME

Now is the time to use the washrooms and wash our hands. The children and the parents are invited to the table for snack time. When the snack is finished, the interventionists invite the children to form a train and everyone is directed to the daycare.

The snack must be ordered from the organization in advance.



## PARENT SESSION

The goal of this part is to provide and support parents to use a positive attitude when stimulating language, and that this will increase their feeling of confidence in their competence. According to theory, activities and plenaries will bring out the theme of the workshop which will help the parent better understand the language development of their child. With the help of homework and returning to the

activities of the weeks before, parents are led to use intervention strategies and activities at home. As well, they may reinvest in their daily life actions which will multiply their child's chances of success.

## VIDEO RECORDING

### GOAL

To film the interactions between the parent and the child. These recordings will take place in workshops #2 and #8. This allows for the measurement of the parents' comprehension and the progress of the the child. The recordings will be transmitted to the partner orthophonist and will help him with his visit at the last workshop with the parents.

### ROOM

Familiar for the child, small to obtain a better sound quality, good lighting, few distractions.

### MATERIAL

- 1 digital
- 1 tripod
- extra batteries
- timer
- 1 table for the tripod
- 1 table for the activity
- 2 chairs
- a symbolic game with accessories (doll house, farm, animals, etc.)

### PROCEDURE

The morning of the recording, inform the parents that they will be filmed during the coaching session. Inform the parents of the goals:

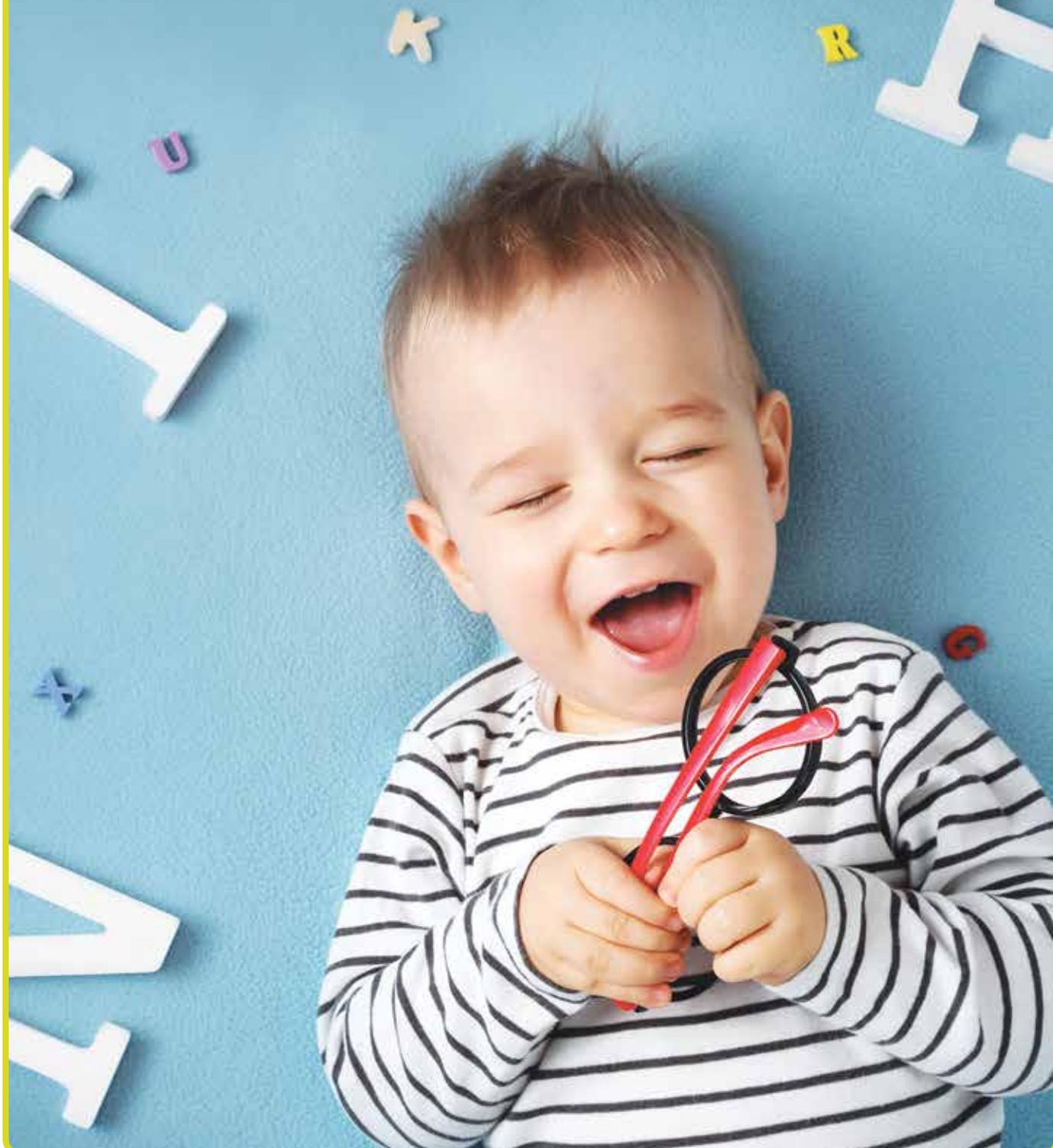
- To determine the progress in the quality of their interactions with their child in terms of promoting language.
- To recognize the level of language used by their child and the progress made.

Taking turns, the parent/child dyads will be invited to move to another room to play a symbolic game for 4 minutes.

The interventionist leaves the room. Once the 4 minutes are up the interventionist returns to let the parent and child know that the session is over and to accompany him back to the group. This way, each dyad is brought to the registration room.



**BANK OF TARGET ACTIVITIES  
FOR LANGUAGE STIMULATION  
PARENT-CHILD SECTION**



## Theme

### WELCOME ACTIVITIES




---

#### ACTIVITY 1

### MAGIC BAG

Craft activity to decorate the bag which will be used to present their object of the week.

#### LANGUAGE OBJECTIVES

- Self-esteem
- Vocabulary acquisition
- Creativity
- Turn-taking
- Verbal expression

#### MATERIAL

- Paper gift bag
- Construction paper
- Pencil
- Paint
- Feather, pompom, sparkles, glue...
- Magic wand

#### PROCEDURE

- The child decorates his bag.
- Take the magic wand and invite the child to say the magic words: A-BRA-CA-DA-BRA!
- Invite the child to say the magic words with a mouse voice (soft), with a lion voice (loud), and a normal voice.
- The child will take out his object from the bag and name it.




---

#### ACTIVITY 2

### BALL GAME

If time permits, it would be fun to include a game to learn something since it is the first visit to the workshops. The children are invited to play a ball game to get to know their friends.

#### LANGUAGE OBJECTIVES

- Socialization
- Self-esteem
- Working together
- Turn-taking

#### PROCEDURE

The participant roll the ball toward another child and tries to say their first name. For younger children, the parents can place themselves behind their child.

## Theme FOOD



### ACTIVITY 1

## PICTURE CUBE

### LANGUAGE OBJECTIVES

- Association ability
- Turn-taking
- Pronunciation

### MATERIAL

- Giant die or box in the shape of a cube
- 6 images of food

### PROCEDURE

Taking turns the children throw the die and name the food shown.

#### Variation

If you do not have a die available, put the images in an attractive bag. Taking turns, have the children pick out a card and ask him to name the food.

#### To extend the activity

In groups of two, play a memory game with the food cards. Give a package of 12 to each team.



### ACTIVITY 2

## THE GROCERY BAG

### LANGUAGE OBJECTIVES

- Joint attention
- Association skills
- Vocabulary acquisition
- Concentration, listening
- Pronunciation

### MATERIAL

- Small brown paper bag
- Pictures of food or food game pieces

### PROCEDURE

- First, present each food, naming it for the children.
- Each child has a grocery bag and must find the food named among those given to him.
- The interventionist names each food one by one until the grocery bag is full.

#### To extend the activity

For an additional challenge, you can try the game “the food in my bag”. The children must choose a food and place it in their bag saying, “I put a (name the food) in my bag”. In addition to the objectives listed above, this provides a model for the word “I”.




---

### ACTIVITY 3

## THE WORM IN THE APPLE

### LANGUAGE OBJECTIVES

- Following directions
- Social skills

### PROCEDURE

- Ask the children to stay in line close together with their feet apart.
- Ask one child to play the role of the worm that wriggles between legs. This child must name the child that he chooses to pass between his legs. When he has finished being the wriggling worm he goes back in line and another child plays the role of worm.




---

### ACTIVITY 4

## MACKINTOSH APPLES AND PINK LADY APPLES

### LANGUAGE OBJECTIVES

- Following directions
- Vocabulary acquisition
- Cognitive development - memory

### PROCEDURE

#### Sing the song with the child:

*Pink Lady apples and Mackintosh  
All up in the tree  
Pink Lady apples and Mackintosh  
All up in the tree  
Hide your fists behind your back  
And I'll give a great big smack  
Boom!!!*

**Gestures:** Make two fists with your hands and tap them together as you sing the song. Then hide them and at the end when we say “boom” give a little hit on the floor.

## Theme

### THE BODY



#### ACTIVITY 1

### FACES IN THE MIRROR

#### LANGUAGE OBJECTIVES

- Speech muscles
- Body image acquisition

#### MATERIAL

- Mirror

#### PROCEDURE

- Encourage the child to look at himself in the mirror and make faces with his mouth.
- Get him to stick out his tongue, to observe the interior by opening his mouth wide, to touch his palette, his nose, his cheek, his chin, his lips or his teeth with his tongue, click his tongue against his palette, fold his tongue in his mouth, etc.
- Exaggerate a smile. Make great big smiles and hold them in position for 5 seconds. Repeat this exercise as fast as possible.
- Make vocalizations. Place yourself in front of the mirror and make a series of sounds with the children: beebabee, booboobo, doodoodoo, deedeede, etc.
- Imitating emotions (sadness, surprise, happiness, anger...) uses many muscles in the face.

#### ACTIVITY 2

### PICTURE CUBE

#### LANGUAGE OBJECTIVES

- Pronunciation
- Vocabulary acquisition
- Turn-taking

#### MATERIAL

- Giant die or cardboard box shaped in a cube
- 6 pictures of body parts to glue on the die

#### PROCEDURE

- In a group, name the parts of the body with the children to give them a model before the activity.
- The child throws the die and names the body part that is shown. He may also identify it on his own body.

#### To extend the activity

For example: Show the child a picture of the eye and ask him “How many eyes do you have?”, “What colour are they?”, etc.



### ACTIVITY 3

## HEAD AND SHOULDERS, KNEES AND TOES

#### LANGUAGE OBJECTIVES

- Body image acquisition
- Executing movements while singing

#### PROCEDURE

**Sing the song and do the associated movements.**

*Head and shoulders, knees and toes  
Knees and toes, knees and toes  
Head and shoulders, knees and toes  
Eyes, ears, mouth and nose.*

#### To extend the activity

It may be interesting to add other body parts that are less known to the child, depending on his level of development (e.g. elbow, chin, neck, armpits, ankles, wrists, etc.).



### ACTIVITY 4

## MEMORY GAME: BODY PARTS

#### LANGUAGE OBJECTIVES

- Following directions
- Turn-taking
- Body part vocabulary
- Association skills

#### MATERIAL

- A package of 12 cards showing body parts for each dyad. The package contains 2 series of 6 cards (foot, mouth, hand, eyes, nose, ear).

#### PROCEDURE

- Give a package to each dyad.
- In a group, name the body parts with the children to provide a model before the activity.
- The child places the deck of cards face down on the table so that the image is not seen.
- He picks a card and names it. Then picks another card, names it and says whether it is the same as the first card picked. He can also identify it on his own body. Finally, if it is different, it is the parent's turn. If the card is the same, the child wins the 2 cards and then it's the parent's turn.

## Theme THE EMOTIONS



---

### ACTIVITY 1

#### MIMING EMOTIONS

##### LANGUAGE OBJECTIVES

- Vocabulary acquisition
- Speech muscles
- Expressing emotions

##### MATERIAL

- Giant die or cardboard box in the shape of a cube
- 6 images representing basic emotions (examples: happiness, fear, anger, sadness, shy, etc.)

##### PROCEDURE

- In a group, name and use your face to mime the emotion to provide a model before the game.
- The child throws the die and mimes the emotion. He can also name the emotion.

---

### ACTIVITY 2

#### THE BOTTLE

##### LANGUAGE OBJECTIVES

- Vocabulary acquisition
- Turn-taking
- Expressing emotions

##### MATERIAL

- Plastic bottle
- Pictures representing basic emotions (examples: happiness, fear, anger, sadness, shy, etc.)

##### PROCEDURE

- Place the images in a circle, face down, the bottle in the centre.
- Taking turns, invite the children to spin the bottle.
- The child turns over the card pointed to by the bottle and names the emotion on the card.




---

### ACTIVITY 3

#### “LIKE THIS AND THAT”

##### LANGUAGE OBJECTIVES

- Speech muscles
- Association skills
- Rhythm

##### PROCEDURE

- Recite the following rhyme with the child:

*Like this and that  
I have a heart that laughs!  
Like this and that  
I have a heart that cries!  
Like this and that  
I have a heart in motion  
Filled with emotions!*

- Use gestures with the children that show a heart that laughs and a heart that cries.

---

### ACTIVITY 4

#### “SIMON SAYS...”

##### LANGUAGE OBJECTIVES

- Speech muscles
- Listening and concentration
- Association skills
- Following directions

##### PROCEDURE

- Invite the children to imitate an emotion only when you say “Simon says...”. (To help the children, replace Simon with your own name.)
- Give a variety of directions, for example “Simon says laugh”, “Simon says cry”.

**Younger children can imitate their parents since the point is to imitate the emotions!**

## Theme

# THE SEASONS



### ACTIVITY 1

## THE SEASONS (TREES)

#### LANGUAGE OBJECTIVES

- Vocabulary acquisition
- Association and categorization
- Social skills

#### MATERIAL

- Large cardboard trees
  - 1 Summer tree
  - 1 Winter tree
  - 1 Autumn tree
  - 1 Spring tree
- Blue “ticky-tack” to stick trees on the wall

#### PROCEDURE

- Presentation of the seasons using the thematic trees. Look at the trees, oh! They are beautiful, they are different...
- Describe the seasons one by one while making links to the pictures and talking with the children.
- Ask the children to draw a tree of their favourite season.

#### NB:

Adapt the activity based on the age of the child:

- 0-3 years: summer, winter
- 3 years and over: 4 seasons

### ACTIVITY 2

## THE SEASONS (ASSOCIATIONS)

#### LANGUAGE OBJECTIVES

- Vocabulary acquisition
- Social skills
- Association and categorization

#### MATERIAL

- 6 pictures per child and per season.

#### For example:

flowers, beach, bathing suit, sandals, sun hat, tree with green leaves...

#### PROCEDURE

- Invite the children to take an image and show it to the others. They must decide together what season is associated with the picture.



### ACTIVITY 3

## SAME / DIFFERENT

#### LANGUAGE OBJECTIVES

- Vocabulary acquisition
- Association and categorization
- Social skills
- Expressive talk

#### MATERIAL

- 2 pairs of socks per child
- 2 pairs of mittens per child
- 2 pairs of slippers per child
- 2 pairs of shoes per child

#### PROCEDURE

- Show the material to the children.
- Taking turns, ask them to choose a pair from their material.
- Ask them if the two pieces are the same or different.
- Ask why.
- Ask them how we use the piece.

#### To extend the activity

Ask the child to group the same articles together. Observe the way he categorizes the objects (e.g. by shape, by colour..)



### ACTIVITY 4

## ASSOCIATE LAUNDRY WITH THE SEASON

#### LANGUAGE OBJECTIVES

- Vocabulary acquisition
- Usage rules
- Association and categorization

#### MATERIAL

A pile of laundry for each child which includes clothes for each season

#### PROCEDURE

- Depending on the age and developmental level of the children, choose 2 or 4 seasons with which to work.
- Give a pile of laundry to each child which has clothes for each season.

#### Extension

Use a clothesline and clothes pegs and invite the children to classify the clothes while hanging them up. Identify the clothesline with the season. This activity also provides fine motor practice in that it gets the children to use finger-thumb grasp.

## Theme ANIMALS



### ACTIVITY 1

#### THE KID'S BEARD

##### LANGUAGE OBJECTIVES

- Visual contact
- Using pronouns
- Joint attention

##### PROCEDURE

Repeat the following rhyme:

*I hold you by the beard  
You hold me by the beard  
The first one to laugh  
Will get a kiss!*

- Each of the players hold the chin of the other between his fingers. After saying the rhyme look at each other in the eyes as long as possible without saying a word, and without giggling.



### ACTIVITY 2

#### ANIMAL SOUNDS

##### LANGUAGE OBJECTIVES

- Speech muscles
- Association skills

##### MATERIAL

- 6 animal pictures
- Giant dice or cardboard box in the shape of a cube

##### PROCEDURE

- The child throws the dice.
- Invite the child to imitate animal noises focussed on the sounds.

FOR EXAMPLE:

**Fish:** open and close the mouth

**Dog:** woof, focus on the F

**Chick:** cluck, cluck, cluck very fast

**Chicken:** bok-bok, focus on the K

**Cow:** Moooo, very seriously and slowly

**Squirrel or rabbit:** click the tongue very quickly on the teeth, etc.




---

### ACTIVITY 3

## ANIMAL BINGO

### LANGUAGE OBJECTIVES

- Pronunciation
- Listening and concentration
- Association skills

### MATERIAL

- 1 sheet with animal pictures per child.
- Tokens (buttons, pasta, pieces of paper).

### PROCEDURE

- Draw or glue animal pictures on the sheet.
- Give one sheet and tokens to each child. (Tokens can be buttons, pasta, or pieces of paper).
- Make an animal sound and invite the child to put a token on the corresponding animal on the sheet.
- Then change the roles so that the child can make an animal sound and the adult puts the tokens on the sheet.

**With little ones, let them point to the animals, then name and imitate their sounds.**




---

### ACTIVITY 4

## THE VETERINARIAN

### LANGUAGE OBJECTIVES

- Many objectives can be attained, it all depends on the attitude adopted by the parent during the game.
- Reinforcement of parent attitudes and the parent-child relationship during the game.

### MATERIAL

- 1 veterinary kit per dyad.
- 1 to 2 plush animals per dyad.

### PROCEDURE

- Before the workshop, put everything in place to promote the symbolic veterinarian game. Use the kit and the plush animals.
- Let the children and the parents play their role and support them if necessary.
- Show a favourable attitude toward language stimulation during the game!

## Theme COLOURS



### ACTIVITY 1

#### BLOWING PAINT

##### LANGUAGE OBJECTIVES

- Breathing development
- Sensory and creative expression
- Speech muscles

##### MATERIAL

- Gouache – Primary colours (red, blue, yellow)
- Construction or drawing paper
- Straws
- Water glasses

##### PROCEDURE

- Pour a small quantity of gouache in a glass. Add water and mix well.
- Offer paper and paint to the child. Instead of giving him a paint brush, offer him a straw to make his painting.
- Blow in the straw so that the paint moves across the paper.

##### Variant

It may be fun to add a little dishsoap to lather the paint.



### ACTIVITY 2

#### CROWNS

##### LANGUAGE OBJECTIVES

- Colour acquisition
- Categorization and association

##### MATERIAL

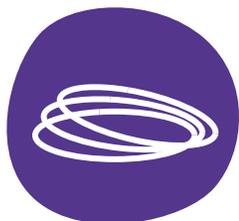
Crowns of various colours

##### PROCEDURE

- First, give children crowns of different colours
- Show a coloured crown and name the colour. Then ask the child to find the crown that matches.
- Ask the children to look in the room to find objects of the same colour.

##### To extend the activity

Show sequences of coloured crowns and ask the children to do the same.




---

### ACTIVITY 3

## RINGS AND BLOCKS

### LANGUAGE OBJECTIVES

- Categorization
- Association skills
- Colour acquisition

### MATERIAL

- Various rings of different colours
- Many blocks of different colours

### PROCEDURE

- Place the coloured rings on the floor.
- Using the same colour of blocks, ask the children to place the blocks in the appropriate ring.

**May also be done as an obstacle course.**




---

### ACTIVITY 4

## TRAFFIC LIGHTS

### LANGUAGE OBJECTIVES

- Joint attention development
- Following directions
- Learning shapes and colours

### MATERIAL

- A green circle
- A yellow triangle
- A red square

### PROCEDURE

**Tell the children the rules for each of the coloured forms:**

- When a green circle is shown, the children must run.
- When the yellow triangle is shown, they must walk.
- When the red square is shown, the children must stop.

**With little ones, their mother shows them the coloured forms, and names them.**

## Theme

### DIMENSION



#### ACTIVITY 1

### BLOCK HUNT

#### LANGUAGE OBJECTIVES

- Concept understanding
- Following instructions
- Categorization

#### MATERIAL

- Large Duplo blocks in different colours
- Small blocks of different colours
- 1 pillow case per child
- 1 large box
- 1 small box

#### PROCEDURE

- Place the blocks around the room.
- Give each child a pillow case.
- Invite the children to go around the room to find the large and small blocks. Place them in the pillow cases.
- Then invite the children to empty their pillow case and classify the blocks: small blocks in the small box, big blocks in the big box.
- At the end of the activity, let the children build something with the blocks for fun.

#### To extend the activity

You can make sequences of the blocks and have the children complete them.



#### ACTIVITY 2

### IN, OUT, AROUND

#### LANGUAGE OBJECTIVES

- Concept understanding
- Vocabulary acquisition

#### MATERIAL

- Cardboard box
- Hat
- Plush animal or doll
- Toys which have an obvious front and back
- Ribbon
- Shower curtain or curtain rings, large bracelets, bobbins, bring in items

#### PROCEDURE

- Help the child learn how to thread something. Let him put the end of the ribbon through a ring (curtain or other). Attach a ring to the end of the ribbon and help the child when he does the others one at a time. Talk about size, colour and texture of the rings. Let the child choose and thread the rings.
- The adult takes a box . He puts it over the child and says, "You are under the box!" Do the same thing with over, beside, in front of. After doing the exercise a few times, change places with the child.
- Put your arms around your child and hug him. Say, "My arms are around you!" Invite the child to do the same to you, a plush toy or a doll.




---

### ACTIVITY 3

## TREASURE HUNT

### LANGUAGE OBJECTIVES

- Following directions
- Learning spatial concepts

### MATERIAL

- Many pictures of SMALL smiley faces
- Many pictures of BIG smiley faces

### PROCEDURE

Hide the smiley faces out of sight of the children. Tell them that they are nice pirates that are looking for treasure. Tell them that they must find the smiley faces according to the interventionist's directions: 4 SMALL and 4 BIG ones.

Make 3 bunny hops; back up 4 steps, crawl like a crocodile under the table, look behind you, go beside the chair...

---

### ACTIVITY 4

## GOLDILOCKS AND THE THREE BEARS

### LANGUAGE OBJECTIVES

- Learning and recognizing concepts of dimension
- Listening and concentration
- Vocabulary acquisition

### MATERIAL

- Book: Goldilocks and the Three Bears
- Suitcase
- Pictures or objects: 3 bowls, 3 spoons, 3 bears, 3 chairs, and 3 beds of different sizes

### PROCEDURE

- Place the pictures or objects in view of the child.
- Present each object to the children asking them to name it.
- Tell the story.
- With the children, identify who owns which bowl, or which chair by looking at the size and comparing it to the story.

## Theme

# ASSOCIATION



### ACTIVITY 1

## PICTURE ASSOCIATION

### LANGUAGE OBJECTIVES

- Categorization
- Association skills
- Vocabulary acquisition
- Pronunciation

### MATERIAL

- Pictures of food (4 per dyad)
- Pictures of body parts (4 per dyad)
- Pictures of animals (4 per dyad)

### PROCEDURE

- Give the children their pack of pictures.
- Following the directions of the interventionist, have the child find the image and give it to his mother as quickly as possible.

### EXAMPLES OF DIRECTIONS:

- Find all the pictures of food.
- Find the pictures of fruit.
- Find the pictures of animals...

### ACTIVITY 2

## CLASSIFYING TOYS

### LANGUAGE OBJECTIVES

- Categorization
- Association skills
- Vocabulary acquisition
- Pronunciation

### MATERIAL

For each child:

- Cars, trucks, bus
- Blocks of different colours
- Dolls
- Plush animals

### PROCEDURE

- Give a pile of toys from each category to the children.
- Following the directions of the interventionist, the child finds the toy that was asked for and tells its name to his parent.

### EXAMPLES OF DIRECTIONS:

- Find the trucks
- Find the red objects




---

### ACTIVITY 3

## THE CLOTHESLINE

#### LANGUAGE OBJECTIVES

- Learning colours
- Association skills
- Pronunciation
- Vocabulary acquisition

#### MATERIAL

- 1 cord
- Clothes pegs of different colours
- Pictures of different colours

#### PROCEDURE

- Put different coloured clothes pegs on the clothesline (to associate with the pictures).
- Then give the child various pictures that represent objects of different colours.
- Invite the child to name the pictures, then hang them up with the same colour clothes peg.

#### Variant

It may be interesting to use different coloured socks instead of pictures.

---

### ACTIVITY 4

## BINGO AND LOTO

#### LANGUAGE OBJECTIVES

- Categorization
- Association skills
- Pronunciation
- Vocabulary acquisition

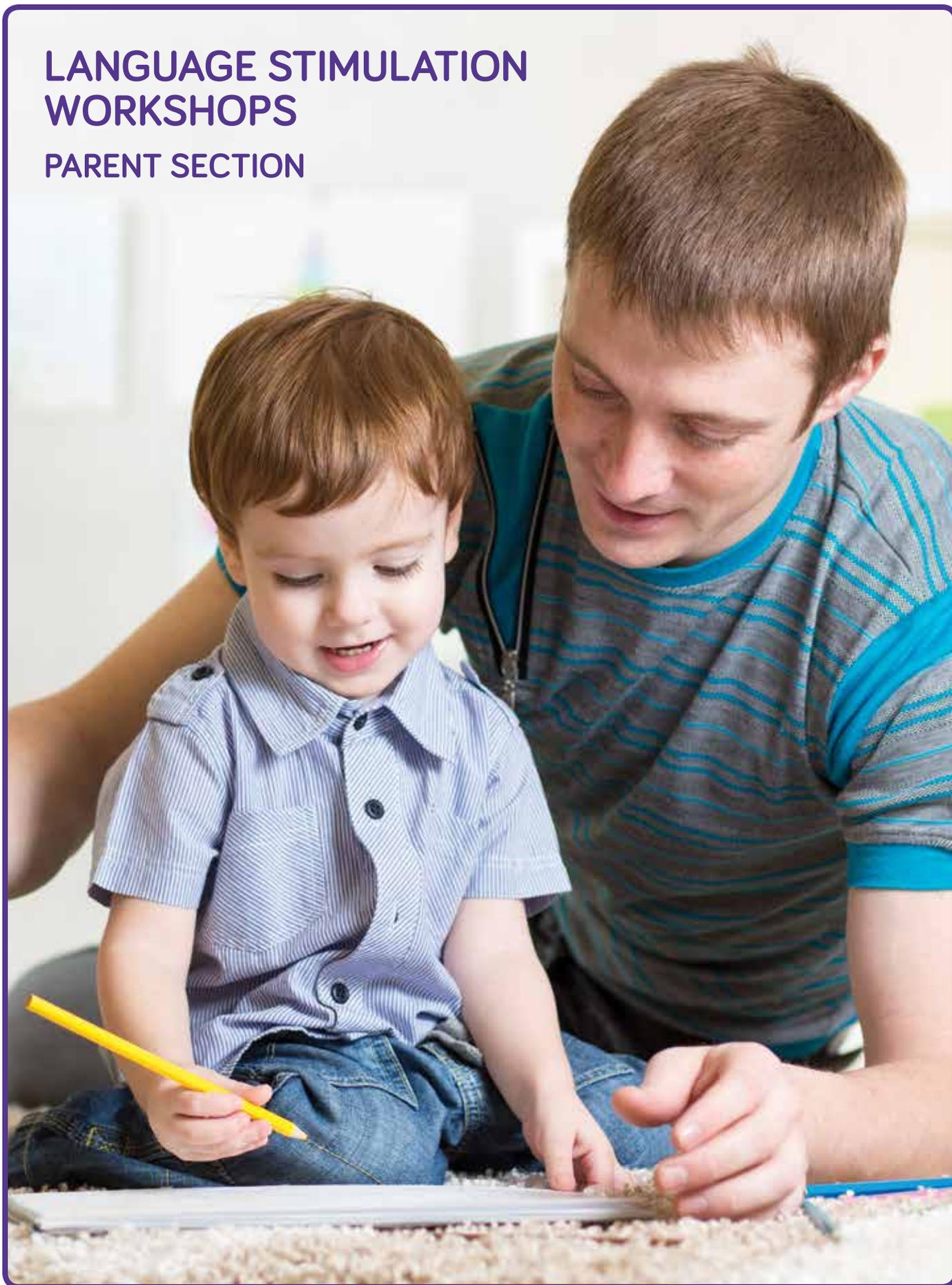
#### MATERIAL

- Association games
- Categorization games
- Loto games, etc.

#### PROCEDURE

- Set up the games in centres on the tables.
- Let the parents play with their child while supervising the progression of the activity.

**LANGUAGE STIMULATION  
WORKSHOPS  
PARENT SECTION**



---

## WORKSHOP 1

# WELCOME

## DYAD SESSION

### PROCEDURE

#### 1. Daycare

Parents are accompanied to the daycare. The educators at the entry of the centre will introduce themselves and explain the procedures. As needed, parents will be asked to complete the daycare forms.

#### 2. Animation room

The interventionists welcome the parents to the animation room and explain the welcome routine. The children are invited to choose a picture that will help to identify their name. The parent must write the child's name in capital letters on the identification card. The parents and the children are invited to bring their identification card to the place suggested by the interventionists.

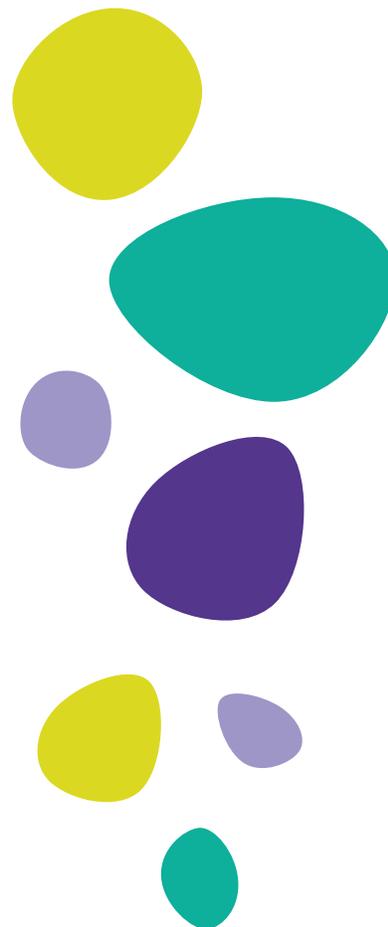
#### 3. Routine song (see p. 9)

#### 4. Blows (see p. 9)

#### 5. Decorating the magic bag (voir p. 13)

## SNACK AND TRANSITION TO THE DAYCARE

Find out if any of the children have allergies.



---

 WORKSHOP 1

## PARENT SESSION

### PROCEDURE

- **Presentation of the interventionists.**

Parents introduce themselves and their child. It is also interesting to ask them what they want to get out of the workshop. To break the ice and make everything comfortable, a game could be used to get this information.

HERE ARE TWO EXAMPLES:

**Pictures:** Arrange pictures taken from a memory game, or another one, on the table and invite parents to choose an image that makes them think of their child or their parent-child relationship. Then ask them to take turns introducing themselves, their child and why they choose the picture as well as why they are taking the workshop.

**Roll of toilet paper:** Circulate a roll of toilet paper to the parents. They must take a certain length and name certain things. In addition to naming and saying what they hope to get out of the workshop they must mention another element such as a quality their child possesses for each square.

**Take note of the person who referred them as well as their needs and all other pertinent information that the parents share.**

- **Explain why the workshops were put in place.**

(Québec situation, list of needs, the lack of orthophonists, the role and ethics of the professionals with regard to this workshop.).

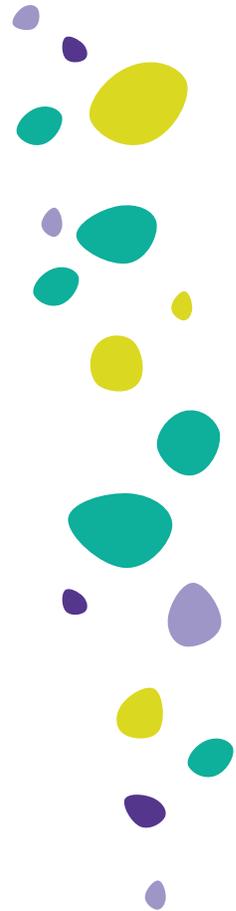
- **The reason for the language stimulation activities.**

KEY PRINCIPLES:

1. You, the parents, are the most important people in the development and life of your child.
2. The activities will help to guide you and help you recognize the challenges to be met and support you with the language stimulation of your child.

**This activity program was created thanks to the collaboration of many professionals working in various areas of early childcare, and was made possible thanks to the financing of “Québec Enfant”.**

- The program responds to the needs identified by the partners of the Haut-Saint-Laurent area. This working document revealed its relevance by its impact on participants.
- For all other questions, it is strongly recommended to consult an orthophonist in your area.



## WORKSHOP 1

### WORKSHOP GOALS

- To promote the development of language skills of the child through language stimulation activities.
- To aide and support parents in developing a positive attitude towards language stimulation.
- To get parents to use intervention strategies and activities at home, and in this way reinvest in their daily actions with regard to improving their child's chance of success.
- To increase parents' confidence in their own competence.
- To help the child develop his self-esteem, his autonomy and to have assurance of his transition to school and in his hobbies.
- To inform and provide tools for parents in order to develop new competences of language stimulation of their child in an optimum way.
- To permit growth and maximize the developmental process of language precursors.

### WORKSHOP FUNCTIONNING

- Go over the notions of confidentiality and professional ethics.
- The interventionists are not qualified to evaluate the children. The role of the interventionist is not that of an orthophonist.
- Hand out the workshop calendar.
- Explain the importance of participation in all workshops.
- Explain the power of the parents' involvement.
- Explain the routine of the parent-child activities, their rationale and why (name identification, song, blowing, magic bag, personal object).
- Explain the "coaching" session.
- To promote local resources and services.

### FORMS TO BE COMPLETED

For those who did not do it at the pre-workshop meeting, the following forms must be completed prior to their departure:

- Participation form
- Authorization forms (2)

### PARENT HOMEWORK

Inform the parents that they will have homework to do each week that will be revisited at the following workshop.

### HOMEWORK OF THE WEEK

This week take the time to play spontaneously with your child. Take advantage of the present moment, observe how your child plays and take note how you interact with him.

## WORKSHOP 2

## Theme

# A QUESTION OF APPROACH

### PROCEDURE

*The first video recording must be done prior to the coaching session.*



#### 1. Review the homework of the week.

#### 2. Activity: Trip to China

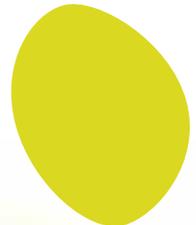
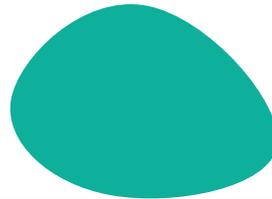
##### PROCEDURE OF THE ACTIVITY

- The interventionists give a ticket of the document to each parent: A trip to China.
- Situation: You are alone and you get lost on a trip to China. You find yourself in a family that only speaks Madarin.
- **Plenary:** Lead the parents to reflect and discuss. How would they feel in such a situation? Because each parent has different attitudes, it is interesting to hear everyone's point of view.

#### 3. Animation – Positive and negative attitudes

**Animation device:** A board or large sheet of paper can be used to record the different ideas. This allows parents to identify good attitudes and those that need improvement. In writing the parents' responses they will be more likely to understand the concepts.

#### 4. Read the self-esteem story (p. 38) and discuss with parents.



### DOCUMENTS TO GIVE PARENTS

**p. 37:** Good attitudes and those that need improvement

**p. 38:** Self-esteem story

### HOMEWORK

**p. 39:** Homework sheet – Favourable attitudes

---

## WORKSHOP 2

### TO RETAIN FROM THIS WORKSHOP

- Place yourself at the height of the child.
- Demand enough, but not too much.
- Imitate what he says and what he does.
- Name what you see and what you are doing.
- Encourage by responding immediately to his demands. Be careful to choose the best moment! If it is time to eat and your child asks for a “kiki” (cookie), it is not the best time to do language stimulation if you do not want to meet his demands!



#### If your child does not communicate:

- Do not anticipate the demands of your child.
- Provoke reactions by making errors (example: forget to give him a spoon with his bowl).

#### When you do not understand your child:

- Try to guess.
- Ask questions.
- Imitate what he says.
- Ask him to show you or make gestures.
- Do not pretend to understand. Tell him that you understand that it must be frustrating to him.

**Important:** Each child is unique, each one develops differently and has its own rhythm. Developing positive self-esteem is fundamental factor in the overall of the development of the child.

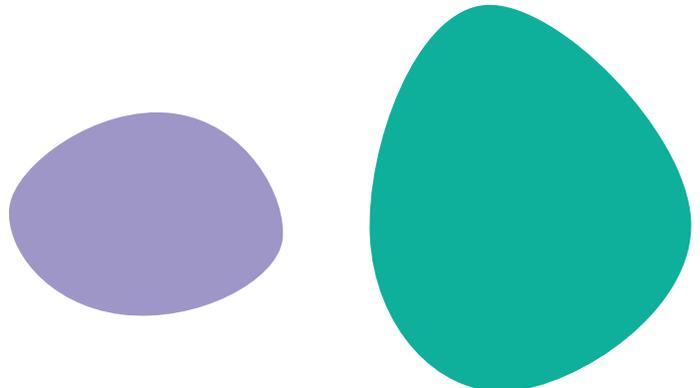


## WORKSHOP 2

## Animation tool

### THE TRIP TO CHINA

1. What luck! You are with a retired Chinese person who speaks English and is happy to use this language. He accompanies you everywhere and acts as your interpreter.
2. Not as lucky! You are with a Chinese person who speaks quickly and doesn't slow down. When you do not understand, he lets it go or changes the subject.
3. Poor you! You are with a Chinese person who does not speak, a thinker. He gives you what you need, makes gestures, but doesn't speak a word. At any rate, you do not understand.
4. Now it's a bit better. You are with a very interesting Chinese person. He speaks with you about culture, history, and describes the country.
5. In your family everyone talks but at the same time and very quickly. When you don't understand, they mime the action.
6. At your place there is a very busy Chinese person. He takes university correspondence courses. He gives you a grammar book, a dictionary, some books... in Mandarin! He has no time to waste answering your questions.
7. The Chinese person who welcomes you is quite nice. He laughs all the time, mostly at your accent. Each time that you open your mouth to try to speak a word in Chinese he shakes with laughter. He teaches you words, and speaks them slowly so that he has the pleasure of hearing you repeat them. He even invites his friends to come and hear and have a good laugh!
8. The Chinese person with whom you live has studied linguistics and speaks well. He talks with you, shows you things, but when you speak he wants to help you and show you how to speak correctly, without an accent. He makes you repeat things until it is perfect.
9. The Chinese person who welcomes you is interested in you. He always asks you questions and speaks with you in big sentences.
10. LUCKY YOU! YOU ARE WELCOMED BY THE PERFECT CHINESE PERSON WHO:
  - Shows you words that are interesting to you and that, according to him, will be very helpful.
  - Speaks slowly, clearly and loud enough to you.
  - Speaks in short but complete sentences that are just a bit longer than yours.
  - Points at objects, saying their names slowly.
  - Places himself so that you can see his mouth when he speaks.
  - Mimes words for you that you do not understand, repeating them slowly.



---

 WORKSHOP 2

## FAVOURABLE ATTITUDES AND ATTITUDES TO IMPROVE

ATTITUDES TO IMPROVE	FAVOURABLE ATTITUDES
Be an interpreter.	Lets the child initiate demands himself. Supports him if he does not understand, but does not do it for him.
Speak quickly.	Speaks slowly being careful to pronounce the words clearly.
Do not keep trying to help the child to understand. (It is not always easy to see if the child understands or not.)	Is ready to listen and watches to see if the child understood.
Go beyond the demands of the child.	Does not go beyond the needs of the child. Waits a little before giving what the child wants so that he has to initiate the demand. Creates situations that gets him to initiate.
Does not stimulate the child verbally because we are sure that the child will not understand.	Offers the child many verbal models to reproduce.
Does not respect the interests of the child, follows his own tastes.	Respects the needs and interests of the child. Creates activities that are pleasurable for both.
Does not take turns when talking.	Takes turns to speak.
Mime actions silently when the child does not understand.	Mimes the action while saying the word it describes.
Lets the child play with material that might be adequate, but without the parents' language stimulation to describe what is happening and to be an active partner in the game.	Is actively involved verbally in the child's activities as much as possible.
Make fun of the child's language errors even though we find it cute.	Is respectful of the child's efforts.
Make the child repeat.	Does not make the child repeat. Uses ways to get him to restate your words. Encourages the child for his progress, not the perfection of his language.
Asks questions, especially to test the child's knowledge.	Avoids questions in which we already know the answer. (example: say "You have a nice blue sweater!" instead of "What colour is your sweater?")
Makes big, complex sentences.	Makes sentences a little more elaborate than the child's.

## WORKSHOP 2

## A FAIRY TALE OF SELF-ESTEEM



*Once upon a time there was a king and a queen that were desperate to have a child, but all their efforts were in vain and that made them very sad. One day however, their wish was granted and two times instead of one. In other words, twins were born. A little girl that was fragile and sweet, and a boy, sturdy and bright.*

*The king and the queen made a great feast and invited all the fairies and magicians of the kingdom. The royal couple wanted, in effect, that their children would receive wonderful gifts. They hoped, like all parents, that their children were happy.*

*The fairies knelt by the cradle of the little girl and whispered in her ear. "Little princess, we bring you beauty, grace, sweetness and a poetic heart." The magicians took their turn to kneel by the cradle of the little boy and whispered in his ear. "Little prince, we bring you strength, determination, enthusiasm and manual skills."*

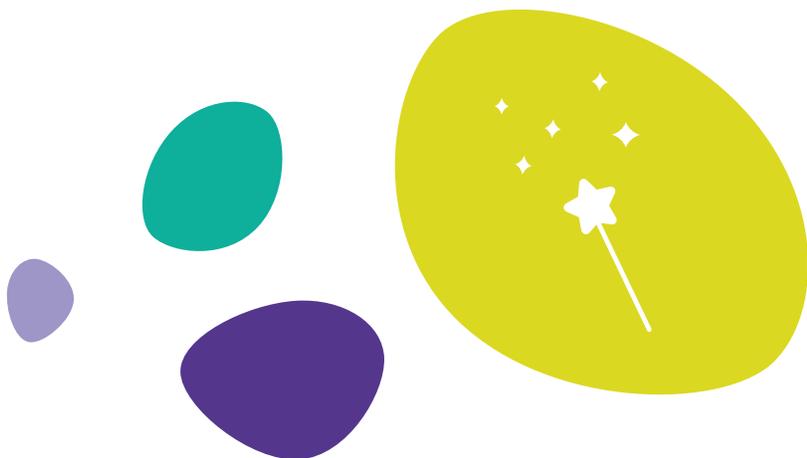
*The years went by and the two children grew up to love each other. On the day of their fourth birthday, the fairies and the magicians were invited to the dinner feast. They were happy to see that the children had developed the*

*gifts they had presented to them. But they were equally surprised to realize that the little girl was mischievous, agile and very determined while the little boy was sensitive, creative, warm and loved to laugh. They went to find the king and the queen to find out who had done their magic on the children.*

*The king and queen, beaming with happiness, explained that the only magic they had done was to use love and hope in raising their children. "We have tried to instill great self-confidence in our children," they added. "We have avoided comparing them and we have encouraged them to develop to the best of their ability. It is this magic that parents give their children and you can see that it is very powerful."*

*From this day on, in the kingdom, at the birth of each baby, a royal edict reminded parents that their magical power built self-esteem in their child.*

To build self-esteem in all children: Collection ESTIME DE SOI, Author Danielle Laporte, page 9



---

**WORKSHOP 2****HOMWORK SHEET – FAVOURABLE ATTITUDES**

On the sheet, observe and identify the attitudes that you have adopted with your child.  
*Check the attitude that you have adopted as well as the corresponding day.*

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Build self-esteem in your child							
Get his attention on your face							
Follow his initiatives							
Be animated							
Speak slower							
Adapt your language							
Follow his interests and listen to his imagination							
Place yourself at your child's level							

---

## WORKSHOP 3

### Theme

## HOW DOES MY CHILD COMMUNICATE?

### PROCEDURE

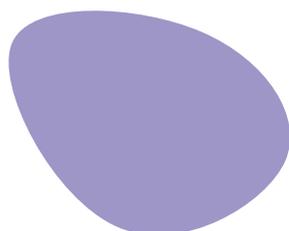
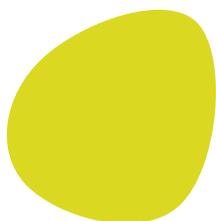
1. Review the homework of the week
2. Activity: Tell me about yourself
3. Role play: Verbal and non-verbal and plenary
4. Discussion about the physiological and environmental aspects

### DOCUMENTS TO GIVE TO PARENTS

p. 44: Synthesis sheet

### HOMEWORK

p. 45: How my child communicates



---

## WORKSHOP 3

# Activity

## TALK TO ME ABOUT YOURSELF

### SCENARIO

Participants are grouped in teams of two. They receive one of the scenarios from the animation kit. One of two person are given a card identifying an unfavorable attitude. This person must have the attitude described throughout the presentation of his (her) partner.

### ANIMATION KIT – Cut out and return the following elements

#### One person from each team receives the following elements:

- Talk about something that interests you.  
**Ex.:** A trip that you made recently, your job, your hobbies, your dream trip.

#### One person from each team receives the following:

- While the other is talking, stand sideways and look straight ahead.
- While the other is talking, ask questions non stop on things that have nothing to do with what he/she speaks. Ex What is the capital of Canada? What color are your shoes? Your eyes?
- While the other talks to you, stop him/her and start talking about other things that interests you and which are not related to the subject he/she is talking about.
- While the other is talking, get up and walk away, while keeping eye contact.
- While the other is talking, look elsewhere and after few moments turn your back to him/her.
- While the other is talking, pretend to be busy reading something in your notes and do not make eye contact with him/her
- While the other is talking, pay attention to his/her sounds and phrases and each time a word is not articulated correctly, tell them the right way to say it and make them repeat it.
- Answer the person as if you were talking to a baby.
- Say: “hum- hum, hum-hum” throughout the period the person is talking, then leave the room without saying anything.

### PLENARY

Invite parents to identify negative attitudes felt and heard.

## WORKSHOP 3

## Role Play

### VERBAL AND NON-VERBAL COMMUNICATION

One interventionist asks the other one how she is and the other answers in different ways:

1. agitated, eyes moving from right to left
2. with anger
3. tired, nonchalant
4. with sadness
5. with grammatical errors

Ask the parents what they noticed. Write their observations on the board. Make references to verbal and non-verbal communication.



---

## WORKSHOP 3

# PHYSIOLOGICAL AND ENVIRONMENTAL ASPECTS

### DISCUSSION

- Ask the parents what they think are the environmental factors that risk influencing language development.
- What would happen to a child who had all his physical faculties but was closed up in a cupboard for many years? Would he be able to learn to speak? No.
- Would a child who was in contact only with his parents who were deaf and mute be able to learn to speak by watching the television? Very little, interactions with the environment are important for learning; a television does not respond.

#### Environmental aspect

These are aspects that come from the environment (family, daycare, friends, society, etc.) that have an impact on the child's development. These aspects have an equal impact on language development.

#### Physiological aspect

Our physiological constitution plays a big part in our acquisition of language. All problems related to our physiognomy (muscles, brain, vocal cords, etc.) directly influence our language capacity.

#### Aspects favouring language

Keeping in mind the child's development

- Ability to listen and communicate
- Understanding of vocabulary used
- Understanding of concepts
- Understanding questions
- Understanding structure of sentences
- Understanding instructions
- Ability to memorize several things and organize them in a sequence
- Good capacity to understand a verbal message
- Good capacity to perceive many notions
- Ability to make sounds, fluidity of voice

### REMEMBER!

To better understand our child, remember **SOL**: stop, observe, listen! Often, we can understand better by observing our child in context.



Human beings communicate 35% verbally and 65% non-verbally. When you communicate with someone without looking at them, you are missing 65% of the information.

## WORKSHOP 3

## Synthesis sheet

# HOW MY CHILD COMMUNICATES

### VERBAL AND NON-VERBAL COMMUNICATION

#### VERBAL

In significant sounds  
In words  
In sentences

OR

#### NON VERBAL

In gestures  
In looks  
In expressions

*Human beings communicate 35% verbally and 65% non-verbally. When you communicate with someone without looking at them, you are missing 65% of the information.*

### PHYSIOLOGY AND ENVIRONMENT

The physical anatomy of a child and his environment (people present and their behaviours) have a direct impact on the development of language. These two elements have a great influence on language acquisition.

#### SOL: Stop, Observe, Listen

- Stop**
- Get the attention of your child.
  - Share this time of interest together.
  - Discover what interests your child and what he says about it to you..
- Observe**
- Stop talking.
  - Kneel down and look at your child with interest.
  - Get ready to respond to him.
  - Count up to 10.
  - Wait to see if he will respond with sounds or gestures.
- Listen**
- Let your child know that what he says to you is important and that you are listening. This will help to build his/her self-esteem.



---

## WORKSHOP 4

### FOLLOWING MY CHILD'S LEAD

#### PROCEDURE

1. Homework of the week
2. Setting up and discussion
3. Barriers and openers to communication
4. Explanation p. 48 and 49

#### HANDOUTS

p. 48: Synthesis sheet "Games! Games! Games!"

#### HOMEWORK

p. 49

### SET UP AND DISCUSSION

#### SCENARIO

The animator plays the controlling parent who wants to play the game his way. The other animator plays the child that responds to the demands of the mother and ends up sulking.

Using social games can provide a good model. By playing a social game like Snakes and Ladders for example, the child will probably have fun playing with the dice and the players, and looking at the game board. To extend the activity, use social games for the various stations in the coaching section of the next workshop.

#### DISCUSSION

- Has this already happened to you?
- How do you think the child would feel?
- How can this become a good learning opportunity?



## WORKSHOP 4

## CONVERSATION BARRIERS AND OPENERS

### CONVERSATION BARRIERS

#### Too much questioning

- Asks too many questions
- Does not give enough time to answer
- Tests the knowledge of your child (performance)
- Instructions and vocabulary too elaborate for your child's comprehension
- No interest for your child

How do you feel when you have the impression of always being a performer? Do you feel stressed, disinterested?

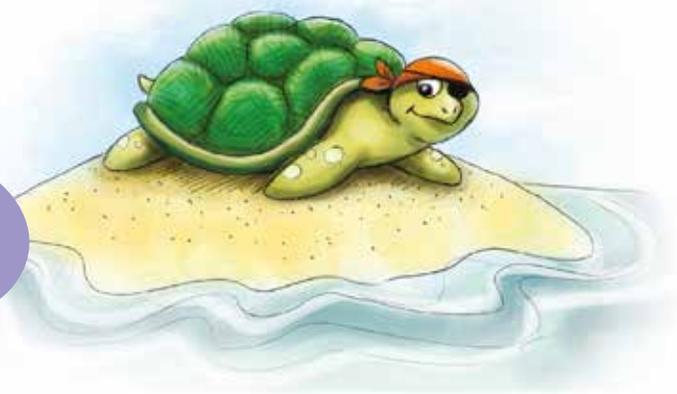
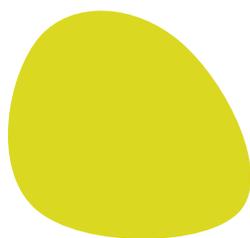
For older children, avoid closed questions that demand a “yes” or “no” response. These types of questions do not give the opportunity for the child to explain himself or to give details of the situation.

### CONVERSATION OPENERS

#### Open questions

Ask open questions such as:

- What do you think? What do you want to do after?  
Ask your child to name things.
- Who?
- Where?
- When?
- Why?



## WORKSHOP 4

## Synthesis sheet

# GAMES! GAMES! GAMES!

Stimulate the child's language development, we need his collaboration and his interest. To do this, the stimulation must be presented in the form of a game and be fun.

### GAMES OF THE CHILD'S CHOICE

It is important to respect the kind of games that your child chooses, even if your child does not choose the educational game promoting language stimulation. How many children choose to play with a plastic container or a box or with a blanket to build a playhouse by placing it between the couch and a chair? Do not forget that the key to dialogue remains in the collaboration; we know that a child who will not cooperate learns little.

### GAMES LED BY THE CHILD

Let the child control the game. As adults, we sometimes have the bad habit of taking everything in hand and controlling the game.

### GAMES OPEN TO THE IMAGINATION

- Let the child initiate the game.
- Follow his/her initiative without intervening.
- Children have fun when you do not take it seriously.
- Playing with your child is the best way to create a complicity.

### NO LOSERS IN THE GAME

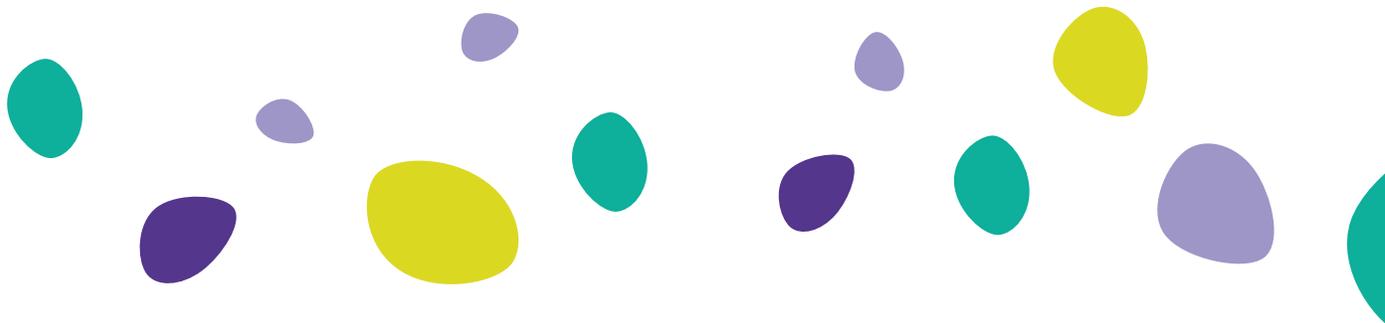
This is not the time to test your child's knowledge. When it is the time for language stimulation avoid disciplining your child.



#### Important!

It is important to have an exchange with your child, a dialogue in which each person participates. Avoid asking a lot of questions.

**Example:** What is this? What colour is this? How many people are there? Etc.



## WORKSHOP 4

## SYNTHESIS SHEET AND HOMEWORK

## TRY THESE TECHNIQUES AT HOME

Follow the initiatives of your child and have fun!

**1. Follow the initiatives and the ideas of your child.**

The child takes a airplane and says, "and me".  
The parent answers, "You take the plane.  
You are the pilot. Great idea."

**2. Give him the chance to express his ideas.**

Attention! As adults, we tend to organize the activity.  
DO NOT BE AFRAID OF SILENCES!

**3. Enable dialogue. Change your voice, it is fun!**

*Parent:* "Good morning!" (Wait, look, smile)

*Child:* "Orning!"

*Parent:* "How are you today?"

*Child:* The child looks at you.

*Parent:* "I'm doing awful!" (Wait)

"My plane is broken!" (Wait)

**4. Describe what you and your child are doing.**

*Parent:* "You go up in the sky with your plane."

*Parent:* "Hello. I am the pilot. Where can I take you?"

**5. Take an active part in the game.**

- Suggest new actions without imposing them.

**Ex:** "Have you checked the motor?"

- Create little problems.

**Ex:** "The motor won't start.

What are we going to do?"

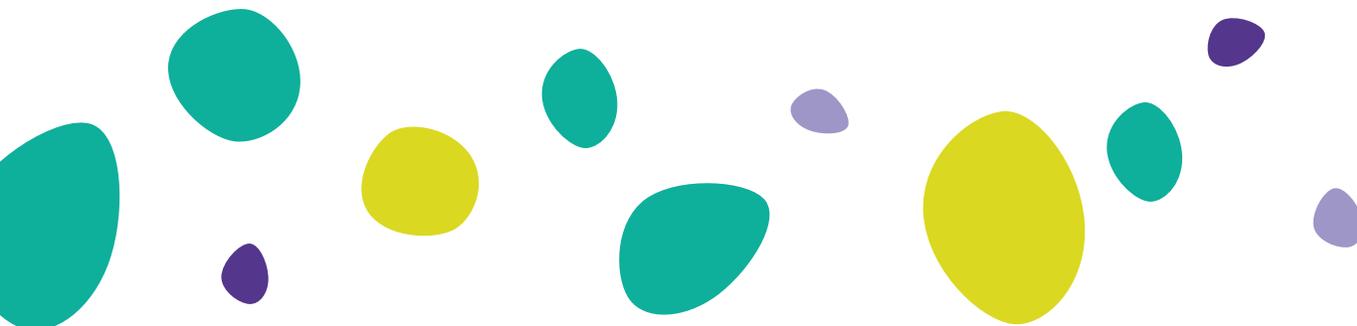
- Give a choice of solutions.

**Ex:** "We could do... or..."

**6. Reformulate messages without asking him to repeat them.**

*Child:* "Plane fin."

*Parent:* "You have finished repairing your plane,  
thank you."



---

## WORKSHOP 5

### ADAPTING LANGUAGE TO THE CHILD'S LEVEL

#### PROCEDURE

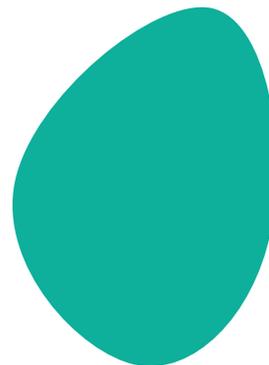
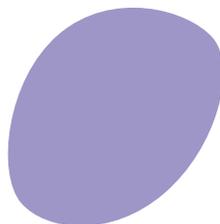
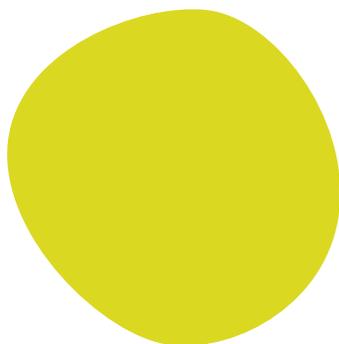
1. Go over the homework of the week
2. Setting up
3. Impact technique: Ball game
4. Explanation of receptive and expressive language (Appendix 1)
5. Explanation of p. 52: Acquisition of sounds and homework

#### HANDOUTS FOR PARENTS

p. 53: Synthesis sheet: Adaptation of language to the child's level

#### HOMEWORK

p. 54: Acquisition of sounds



## WORKSHOP 5

## Adaptation of language to the child's level

### CONTEXT: ROLE PLAY "WASHING DISHES"

#### SCENARIO

The mother is washing the dishes and speaks in a complex way using long sentences. "Mommy" has a meeting tomorrow in Montreal. Mommy has to go by bus. That means that we have to put a morning routine into place so that we can get up earlier, get dressed, make our bed, have breakfast, brush our teeth and prepare our lunch."

She speaks to the child saying "Mommy", she does not look at him. The child is busy with something else and does not look at the mother.

#### PLENARY

- What did you notice?
- Was the language adapted? How could it be?
- What interactions were there?
- How do you think the child felt?



---

 WORKSHOP 5

## Adapting language to the child's level

### BALL GAME

The interventionists throw the ball according to the description in the left column of the chart. Ask the parents to observe and to make links with the different verbal models they can provide for the child.

BALL GAME	VERBAL MODELS	CONSEQUENCES FOR THE CHILD
Ball thrown directly into his hands.	Use the same language as the child (lexicon, morpho syntax).	Consistent use of the same language Ex: "Daddy works"
Ball thrown too high.	Use vocabulary too complex.	Child does not understand, disinterest, discouragement. Little stimulation.
Ball thrown too low.	Use a language lower than the child produces.	Very little stimulation. Inadequate model.
Ball thrown to the side.	Does not rephrase what the child says.	Child does not understand. Disinterest. Little stimulation.
Ball thrown into hands then gradually higher.	Use a level of language known by the child and improve it little by little.	Child is interested. Understanding. Good stimulation. Good model.

---

 WORKSHOP 5

## Adapting language to the child's lead

### RECEPTIVE AND EXPRESSIVE TYPES

To stimulate the child well, it is important to adapt to his level. In adapting your language to that of your child, you must take into consideration the two types of language:

---

**RECEPTIVE**

What the child receives  
What he understands

---

**EXPRESSIVE**

What the child produces  
What he expresses  
What he succeeds in saying

Children do not master the two types of language in the same way, some may be more receptive rather than expressive. Your child's comprehension may be more evolved than his capacity of expression.

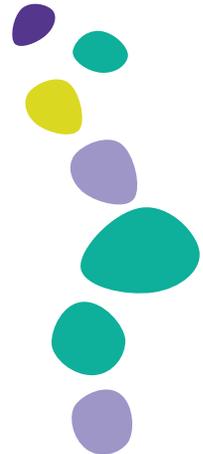
**Examples:**

- The child understands: Daddy left for work  
The child says: "Daddy work"
- The child understands: Eat  
The child says: "Mummmmmum"

We have to adapt to the child's level in different ways depending on the type that we want to stimulate. (expressive or receptive).

- Your child's comprehension may be more evolved than his capacity for expression. If you are commenting on what's happening, adapt your language to his level of understanding.
- On the other hand, if you are waiting for him to try to imitate you, use language that is at his level of expression or a little higher.

We have the advantage of using the two types frequently to stimulate the child's language development even more.



## WORKSHOP 5

### Adapting language to the child's level EXPRESSIVE TYPE: DEVELOPMENT OF SOUNDS

#### ACQUISITION OF SOUNDS

When a child develops his language, he learns to pronounce sounds in a gradual way. Some sounds are much more difficult to produce than others and as we know, each child learns at his own pace!

#### LANGAGE

Development of sounds

#### AGE

(Ages are approximate; there is no cause for alarm should your child be behind several months...)

	0-6 months	6-12 months	12-18 months	18-24 months	24-32 months	32-36 months	36-42 months	42-48 months	48-60 months
Babbles, makes mostly vowels	+								
Babbles, syllables formed with consonants and vowels (da, ma, ba, etc.)	±	+							
Imitates, repeats sounds or syllables: dada, mama	-	+							
Produces words that have vowels: i, a, oo	-	-	+						
Produces words that have: p, b, m, t, d, n	-	-	+						
Produces sounds: k, g	-	-	-	-	±	+			
Produces the sound: l	-	-	-	-	±	+			
Produces the sound: f, v	-	-	-	-	±	+			
Produces the sound: s, z	-	-	-	-	±	+			
Produces the sound: r	-	-	-	-	-	-	±	+	
Produces the sound: ch, j	-	-	-	-	-	-	±	±	+
Produces double consonants (br, tr, bl, fl) and double vowels (oi, ui, ien, ie)	-	-	-	-	-	-	±	±	+

---

**WORKSHOP 6****PARALLEL TALK AND SELF-TALK****PROCEDURE**

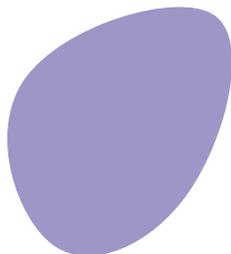
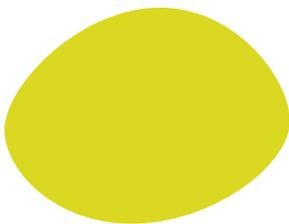
1. Review the homework from the week
2. Setting the scene p. 56 and 57
3. Explanation of parallel talk and self-talk
4. Presentation of synthesis sheets and homework sheet.

**HANDOUTS**

**p. 58:**  
Synthesis sheet: "Commenting, telling, explaining"

**HOMEWORK**

**p. 59:**  
Homework sheet



---

## WORKSHOP 6

### Parallel talk and self-talk

## SETTING THE SCENE

#### SCENARIO 1

**The vacuum cleaner: attitudes to correct (5 minutes)**  
Demonstration of an inappropriate time for parallel talk.

**Ex:** A mother vacuums the living room where her child is playing with blocks on the floor. She speaks to him loudly, because of the noise of the vacuum. She says, "Ah! Nice car." The child says, "ca." "No, car!" says the mother. "Car, repeat car, car." She doesn't really hear the response and puts pressure on the child. She makes him repeat and pretends to understand in spite of the noise.

---

**Ask the parents to name the attitudes to correct and the behaviours associated with them. Then, ask them to name the favourable attitudes that the mother should have had.**

#### ATTITUDES TO CORRECT

- Noise, inappropriate time to stimulate language, made the child repeat, put pressure on the child, did not give enough attention. The mother identified herself as "Mommy" to the child.

#### FAVOURABLE ATTITUDES

- Turn off the vacuum; SOL - Stop, Observe, Listen; place herself at the child's level; look the child in the eyes to get his attention; point to the mouth; reformulate the sentence; praise the child.

#### TOO MUCH TALK

If you constantly talk you over-stimulate your child. There is no chance to have an exchange and you lose your child's attention.

#### GOOD TIMES TO TALK

The bath

**Ex.:** "Let's take a bath". Turn on the tap and let the water run. Name clothes, body parts, soap, toys, etc.

---

 WORKSHOP 6

## SCENARIO 2

**The dollhouse: Favourable attitudes**

The interventionist plays the role of the child and the parent plays with figures in a dollhouse. The parent comments on the child's play. She names objects that the child is playing with and imitates his sounds.

Practice parallel and self-talk at home, not forgetting to use "I" and "You", no using "mommy" or "daddy".

---

**Use the level of language that your child understands and add new vocabulary: verbs, pronouns, etc.**

**Self-talk** means **using words for what you are doing**.

**Example:** When you change the baby's diaper you say, "I am going to change your diaper now, you pooped in your diaper – Phew, it stinks! I am going to change your pants and your diaper and I am going to wash you."

**Self-talk** is also **naming what we feel**. It is important to be honest with your child, he understand a lot more than you think. In this way you show your child the basis of sympathy and you facilitate social skills.

**Parallel talk** is to **describe** what your child is doing, it is to put words to his actions and feelings

Choose the right time to talk! Remember the vacuum cleaner scenario to apply this idea.

## TIPS AND TRICKS

**Take the time to name:**

- What he sees
- What he is doing
- What he hears
- What he feels

By using vocabulary at the level of your child.

**Talk about:**

- What you are doing
- How you feel
- Your actions

By using "I" and "You" as often as possible.

**Be careful of the words you choose, use good words to describe; avoid slang.**



## WORKSHOP 6

## Parallel talk and self-talk SYNTHESIS SHEET

### COMMENTING, TELLING, EXPLAINING

**When your child shows interest in an activity, talk to him about it.** It does not matter what the activity is (brushing teeth, eating, playing, washing dishes, cooking or housework). What you say is very significant, all the more because you are sharing an activity together.

Routines are a good time to communicate with your child. Name your actions (what you are doing) and the objects used.

Describing and naming activities and objects increase the chance of learning new words and their meaning. This allows the child to learn to use new words in different contexts.

#### EXAMPLES:

When it is time to eat

**“I put the milk on the table. I put on your bib”, etc.**

#### **At bath time**

“I turn on the tap and let the water run, I pour the bubble bath” etc.

Very soon the child will become interested in his environment and what is happening around him even though he may not be able to put a name to things. Always take advantage of new situations. The child needs to hear words and the name of actions in order to assimilate the information. Do not content yourself with asking, “What’s this?”

#### EXAMPLES:

#### **When walking in the neighbourhood**

“That is Julie’s house.”;

“Here is the park”;

“Oh! The nice seesaws and slide, a friend is playing in the sandbox.”

#### **At the zoo**

“It is a little monkey! Monkeys like bananas! Look, I can touch the sheep! Oh! It is soft. Sheep make wool. Hee! Hee! The sheep is licking me, it is funny, it is wet!”

### IN A FEW WORDS...

#### **Naming**

Name objects or actions that interest your child, but that he does not know or cannot express. This will make him happy because it shows him that you are attentive to his activities. For example, if your child shows you a door and he plays at opening and closing it, you can describe the action “door” or “open door” or “closed” to adapt to his level of language. It is possible that he will become interested in one particular action or object many times. Your perseverance to name the action or object each time will help his learning of the word.

#### **Repeating**

Repeating objects and actions increase the possibility of understanding. This allows your child to learn and use new words. It is frequently noted that the early expression of ideas is greatly reduced in children who have language communication problems. Take each new interest that he shows and give it a name. You will increase his chances of acquiring vocabulary and linking it.

---

## WORKSHOP 6

# HOMESWORK SHEET

Use parallel talk as well as self-talk and use “I” and “you” as often as possible.

### STIMULATE BY USING THE PRONOUN “I”

The pronoun “I” is usually used by children that are 3 and a half and 4 years old. Before this age, the child will use his/her first name or pronoun “I” to designate himself/herself. It is not rare, with a group of children that we hear: “I want to have an apple.” or “Justine wants to have a pencil.”

**The influence and environmental models will have a significant impact on the use of the pronoun.** Is it problematic? Not necessarily, if all the language development of the child is going well. However, we must promote the learning of the use of pronouns, whether a child has difficulties or not.

#### Here are some things to try:

- Be a positive role model for children. When speaking, use “I”.
- When talking to a child, use the pronoun “you”: “Do you want an apple?”  
We sometimes hear adults use the child’s name .
- If the child makes a sentence without using the pronoun “I”, rephrase the sentence by emphasizing the “I” (ex.: “I want a chair.”) Do not ask the child to repeat. The right way will register in his/her brain gradually.
- You can also use gestures to help the child. This gesture is to take the hand of the child and place it on his/her chest. Restate the sentence pronounced by the child using the gesture.
- Later, simply use the gesture on yourself (you point when the child produces a sentence without the pronoun “I”) remind him/her to mention it.
- Integrate the use of the pronoun “I” in a game set. For example, if you play bingo, the child must say: “I have...” when picking his/her card. When he has the same image on his/her card, he/she says: “I have it...” It will help the child to use pronoun.

<http://www.educatout.com/activites/stimulation-langage/stimuler-l-utilisation-du-pronom-je.htm>

---

## WORKSHOP 7

# ENCOURAGEMENT TECHNIQUES

### PROCEDURE

**Important:** Remind parents that they will be filmed next week.



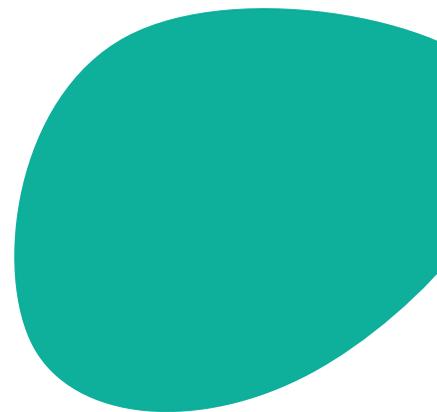
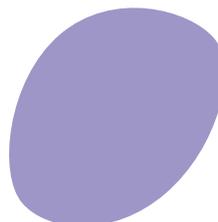
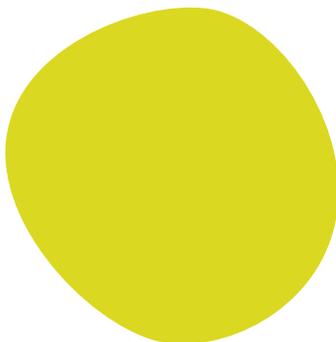
1. Review the homework of the week
2. Explanation of encouragement techniques
3. Setting the scene with examples
4. Explanation of the homework sheet p. 61

### HANDOUTS

p. 61 and 62:  
Synthesis sheet “Encouragement techniques”

### HOMEWORK

p. 64, 65 and 66: Homework sheets (3)  
“Encouragement techniques”



## WORKSHOP 7

## Encouragement techniques SYNTHESIS SHEETS

### WHAT IS AN ENCOURAGEMENT TECHNIQUE?

An encouragement technique is a technique used in language stimulation to encourage the child to reproduce a verbal model **but without insisting that he repeat it.**

- Encouragement techniques are simple and provide an opportunity for your child to try again and to practice following a good model.
- There is no right or wrong way to decide what needs correcting. The age of your child and his level of language will determine what you should work on.

**Success always encourages the child to persevere. That's why we apply encouragement techniques in a positive way! This is not the time to use discipline.**

Encouragement techniques take place on two levels.

### FIRST LEVEL OF ENCOURAGEMENT: REFORMULATE WITH EMPHASIS

- Get the attention of the child on the response that you wish from him.
- Point to the object with your finger or move your mouth close to it while you name it (for the child to see how your lips and tongue move clearly).
- Put emphasis by changing intonation or intensity of your voice on the part of the word to correct (beginning, middle, or end of the word). Restate with more intensity: "eLLLLLphant", "SSSURRRRprise".
- Wait several moments to allow the child to repeat the verbal model if he wants to. Do not insist that he do so!

#### Here are examples of encouragement at the first level:

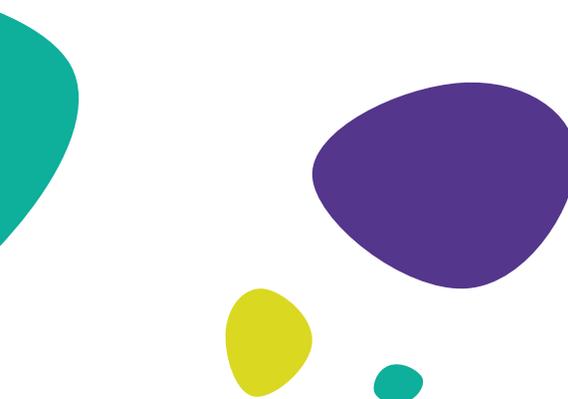
The child points to the pencil and says, "cil".

- Placed at his height... "Yes, Samuel".
- Show the object or point to your mouth.
- Restate exaggerating the part to add: "PENcil" (You want a PENcil").
- Wait.

The child says, "nake" (snake)

- Placed at his level "yes"
- Show your mouth
- Restate putting the emphasis on the SSS "It's a SSSSSnake".
- Wait

**If, after encouragement at the first level, the child has not repeated the verbal model you can use encouragement of the second level.**



---

 WORKSHOP 7

## SECOND LEVEL ENCOURAGEMENT

There are many techniques:

- **Begin the word:** This means to start the word but let the child finish it.  
Example: "You want a ddddd..." (Doggie)
- **Sentence ending:** This means to start the sentence and let the child finish the ending by adding the missing word.  
Example: "Do you want a...?" (crayon)
- **A question of choice:** You give two choices to the child and let him choose. Always give the correct answer last to help the child; because it is the last word the child hears it is easier to repeat.  
Example: "Do you want a bowl or a plate?"
- **Intentional or absurd error:** This means to deliberately make a mistake so that the child reacts and corrects it. A silly comment might be used to make the child react. But, be careful! Some children may think that we are making fun of them.  
Example: "Oh! You want my shoes." (No, the plate.)

- **The definition:** This means to describe the characteristics of the object so that the child can guess what it is.  
Example: "It's round. It's flat. We put food on it." ("A plate")
- **The opposite:** This means to use a contrasting word, a word that means the opposite  
Example: "You do not want a bowl, you want a..." (plate).

*If, after using the first level technique (restating with emphasis) and the second level technique, the child has not restated OR if he repeats without improvement, let it go and start again the next time! The idea is to have fun while learning.*



---

 WORKSHOP 7

**TO EXTEND THE ACTIVITY...**

**When the child says a sentence correctly, take advantage of enriching his vocabulary by adding a word.**

Example: The child says, “a car”. The parent says, “a big car”.



Do not forget that the people around your child are all models, so use good words. Do not say “beddyby” for bedtime or “mum-mum” for food.

**PUTTING THE ENCOURAGEMENT TECHNIQUES IN PLACE**

Once the techniques are explained, ask the parents to correct the following phrases:

**Example 1**

The child says: “Want that” (I want milk)

**First level encouragement:**

Putting the emphasis on the word milk, the parent may respond: “Do you want MILK?”

**Second level encouragement**

Choice of technique.

**Example 2**

The child says: “My ‘ain”

**First level encouragement:**

Putting the emphasis on the sound to correct, the parent may respond: “Oh, your TRRRRain!”

**Second level encouragement**

Choice of technique.

**Example 3**

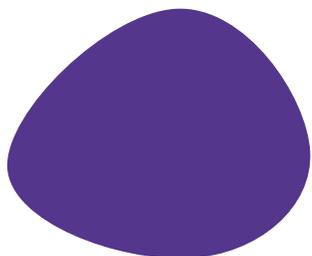
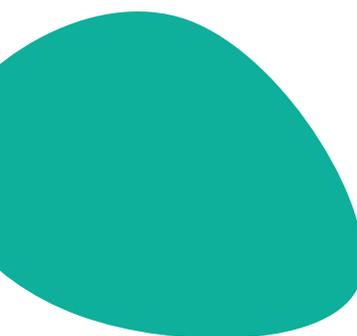
The child says: “I want my blue umbella”

**First level encouragement:**

Putting the emphasis on the sound to correct, the parent may respond: “Oh, your umBRRRRella!”

**Second level encouragement**

Choice of technique.



## WORKSHOP 7

### HOMEWORK SHEET 1

Help your child communicate his message better using the beginning of the word.

<b>THE CHILD</b>	What the child does	The child points the image of a fish
	What the child says	"I zike fish"
<b>THE PARENT RESTATES ENCOURAGEMENT LEVEL 1</b>	What the parent does	
	What the parent says	
<b>THE CHILD DOES NOT REPEAT OR REPEATS WITHOUT IMPROVEMENT</b>	What the child does	
	What the child says	
<b>THE PARENT ENCOURAGES BY STARTING THE WORD ENCOURAGEMENT LEVEL 2</b>	What the parent does	
	What the parent says	
<b>THE CHILD</b>	What the child does	
	What the child says	
<b>THE PARENT</b>	What the parent does	
	What the parent says	

Created by Nathalie Fortin, speech therapist.



---

 WORKSHOP 7

## HOMESHEET 2

Help your child communicate his message better by choosing a response.

<b>THE CHILD</b>	What the child does	The child is getting dressed
	What the child says	"Put my hirt"
<b>THE PARENT RESTATES ENCOURAGEMENT LEVEL 1</b>	What the parent does	
	What the parent says	
<b>THE CHILD DOES NOT REPEAT OR REPEATS WITHOUT IMPROVEMENT</b>	What the child does	
	What the child says	
<b>THE PARENT OFFERS A CHOICE OF RESPONSES ENCOURAGEMENT LEVEL 2</b>	What the parent does	
	What the parent says	
<b>THE CHILD</b>	What the child does	
	What the child says	
<b>THE PARENT</b>	What the parent does	
	What the parent says	

Created by Nathalie Fortin, speech therapist.



## WORKSHOP 7

### HOMESHEET 3

Help your child communicate his message better by completing the sentence.

<b>THE CHILD</b>	What the child does	The child picks up a toy giraffe
	What the child says	"Aff"
<b>THE PARENT RESTATES ENCOURAGEMENT LEVEL 1</b>	What the parent does	
	What the parent says	
<b>THE CHILD DOES NOT REPEAT OR REPEATS WITHOUT IMPROVEMENT</b>	What the child does	
	What the child says	
<b>THE PARENT ENCOURAGES BY LEAVING OUT THE LAST WORD OF THE SENTENCE ENCOURAGEMENT LEVEL 2</b>	What the parent does	
	What the parent says	
<b>THE CHILD</b>	What the child does	
	What the child says	
<b>THE PARENT</b>	What the parent does	
	What the parent says	

Created by Nathalie Fortin, speech therapist.



## WORKSHOP 8

## Theme

# EARLY READING AND WRITING

### PROCEDURE

*The second video recording must be done prior to the coaching session.*



1. Review the homework of the week.
2. Round table discussion to let parents present their child's favourite book.
3. Explanation of what early reading and writing is.
4. Activity: Literacy everyday.



### HANDOUTS

Early reading and writing

### HOMEWORK

None

### WHAT IS EARLY READING AND WRITING?

Early reading and writing consists of sensitizing a young child to the value of reading and writing and everything it brings to our lives. In other words, it is in discovering its usefulness that the child develops the desire to learn to read and write.

Interesting the child in reading helps to create a positive relationship with books. **If school is the only place where the child is exposed to reading and writing, there is a risk of associating reading with work instead of with pleasure.**

Research shows that reading to children on a regular basis before the age of 3 1/2 years old will facilitate its integration in kindergarten and increase their chances of school success.

## WORKSHOP 8

## Activity

### DAILY LITERACY

**The goal:** To sensitize parents of the importance of early reading and writing and to bring them to reflect on different ways to do it.

#### PROCEDURE

1. Place a few objects that we see in daily life on the table.  
**For example:** an envelope, a greeting card, a grocery circular, a music CD, a child's drawing, a photo album, etc.
2. Ask the parents to look at the different objects and to find different ways of doing daily reading and writing with these objects.  
**For example:**
  - Have fun using an envelope to send messages to the family. The child would enjoy creating a message or picture and would have fun receiving messages and opening his letter.
  - Take advantage of special occasions to write greeting cards with the child.
  - The child may cut up/tear out food items from a grocery circular and make a grocery list.
  - Sing along to a music CD and point to the words with your finger.

- Children's drawings to make their own book.
- A photo album with which to create a family history book or to do scrapbooking.
- Etc...

*Take the time to discuss with parents their daily life and the place of reading and writing in their life. Parents should not feel judged if they do not do enough reading with their child; take the time to look at how they could do more early reading with their child.*



---

 WORKSHOP 8

## Synthesis sheets

### EARLY READING AND WRITING

#### WHY READ WITH YOUR CHILD?

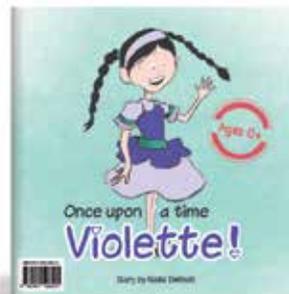
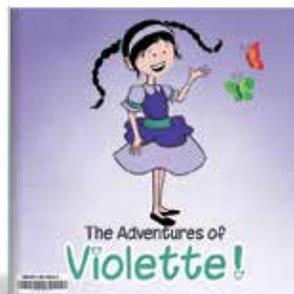
- To have quality time..
- The moment reinforces your relationship.
- Reading is a good way to stimulate your child's language.
- It develops imagination.
- It enriches vocabulary.
- It aids in the development of comprehension of some abstract concepts (emotions, colours, etc.)
- Reading helps your child with the development of school skills.

#### HERE ARE THE PREFERRED ATTITUDES WHEN READING WITH YOUR CHILD

- Be a good model. If the child thinks you are having fun, he will too!
- It is important to respect the limits of the child, for example in choosing a book adapted to his age.
- Be available. It is preferable not to be pressed for time when reading a story so that you can interact with the child and to maximize the benefits of reading.

#### SOME ELEMENTS TO TAKE INTO ACCOUNT WHEN CHOOSING A BOOK

- Picture books are preferred for little ones (0 to 5 years).
- You will have the advantage of your child's attention if you choose a book that is close to his tastes and interests.
- Books that are about specific daily situations can be very interesting (moving, babies, etc.)
- If possible, let your child choose the book.
- It is preferable that the format of the book is adapted to the age of the child. For example, for a toddler choose a cardboard or fabric book. Pocket books are not recommended for young children.
- The more you read, the easier it will be to choose a book for your child.



## WORKSHOP 8

## Synthesis sheet

### READING A FAIRY TALE

#### BEFORE READING

- Choose a good time and place.
- Look at the title and coverpage and discuss with your child.
- Make links with your child's experiences so that he is interested in the story.

#### DURING READING

- Get the child involved by asking questions.
- Let the child turn the pages if he wants to.
- In reading the book many times, the child will learn the story. You can let him finish the sentences or tell the story on the page in his own words.
- Take advantage of the occasion to talk about colours and shapes in the story. This will allow the child to develop his vocabulary and deepen some abstract concepts.
- Changing the tone of your voice and facial expressions helps to capture your child's attention. In the long term, this will help him to understand emotions.
- From time to time, follow the words that you read with your finger so that the child becomes familiar with certain reading concepts (reading goes from left to right) and language concepts (sounds, words, etc.)

#### AFTER READING

- Talk about the story.
- You can do an activity that links to the story such as a craft or a skit.
- Imagine what happens after the end of the book.
- Have confidence and dare! You will find good ideas.



---

**WORKSHOP 9****Theme**  
**LANGUAGE THROUGH PLAY****PROCEDURE**

1. Review the homework of the week.
2. Language through games (p. 72).
3. Step by step (p. 73).
4. OOAQ Quiz: Ask parents to complete the questionnaire “true” or “false” and to give their answers after 10 or 15 minutes.
5. Watch a video showing the application of language stimulation.

**HANDOUTS**

- p. 72: Synthesis sheet
- p. 73: Step by step

**HOMEWORK**

None

## WORKSHOP 9

## Synthesis sheet

### LANGUAGE THROUGH PLAY

Through play

- Participate with others
- Experiment
- Discover new concepts
- Develop skills to problem solve
- Learn new words

It is often said, "It's not a game", but in reality it is a very important activity that is often underestimated. In some ways, play is the work of children. It is their way to explore the world and to become part of it. The child uses play to use and enrich his knowledge and to acquire new knowledge.

#### PLAY: AN EXCELLENT WAY TO LEARN!

Some specific games exist that maximize certain areas of development. You can use different games and accessories to get the same results. Here are some of them:

- **Musicians** – With pots and pans the child can invent songs and music.
- **Nature explorer** – Walking outside with your child, look at what is around you with a magnifying glass.
- **Grocery circulars** – Make a grocery list and shop at home by selecting different products. The parent acts as the cashier and the child is the client.

Play with your child. Create occasions to role play. Go with the flow, let your child initiate the play and above all have fun!



---

 WORKSHOP 9

## Workshop synthesis sheets

### STEP BY STEP

(Taken from: "L'apprentissage des sons et des phrases" p.21-22)

#### 1. BE ATTENTIVE AND OBSERVE YOUR CHILD

In chapter 1 you learned to observe the communication and the interests of your child. These observations are precious and useful for each activity that you do with him. Continue to take note of your child's progress in terms of language and his interests through play, that might change gradually. (e.g. he likes books, table games, etc.). You can then modify your language goals.

Additionally, be attentive to his non-verbal messages. Observe how he mimics behaviours, what he looks at, his facial expressions, his body movements. These can express his interest, his lack of interest or other subtle emotions.

#### 2. PLACE YOURSELF AT THE CHILD'S LEVEL

- Sit on the floor with him.
- Sit on the floor and leave him on the couch.
- Let him stand on the counter.
- Sit on cushions.

When you are at the same height as he is, your child can see your mouth well and how you pronounce sounds. It is more fun to talk with someone when we can look in their eyes and see their face.

#### 3. WAIT UNTIL THE CHILD STARTS THE CONVERSATION AND LISTEN

Let your child start the conversation during play or in everyday life. He will be interested in the ladybug on the balcony and say, "Look, mom!"

Follow with a comment, "Oh, yes! A red ladybug!"

He will hear the dog next door and say, "Dog outside."

Follow with a question: "What is his name?"

In addition, when you speak with your child, give him time to answer your questions and express his own ideas. For this you need to wait after you ask a question or make a comment. Here is a little trick: you can count silently to five before continuing. In doing this, you will encourage your child to continue the conversation.

#### 4. RESTATE YOUR CHILD'S SENTENCES

You can restate your child sentences in different situations. For example, you can restate to show your child that you understood his message. He will see that you are interested in what he says. You can also restate your child's sentences if they are incomplete or if they contain errors. You will give him a good sentence model. During playtime, you can restate the sentence of your child to follow the conversation.

For example, if your child tells you that, "More apple juice, me.", you can restate in this way: "You want more apple juice?"

---

 WORKSHOP 9

### 5. DESCRIBE WHAT GRABS YOUR CHILD'S ATTENTION

Talk about what is interesting to your child or what he is doing. When your child looks at or manipulates an object you can name it, count it, or describe it. This will enrich his vocabulary, rather than saying “this” or “that”. For example, if he looks at his friend's cat: “That is Sophie's cat. He is sleeping. He has long fur. Oh! He is waking up.”



### 6. SAY OUT LOUD WHAT YOUR CHILD THINKS AND FEELS

In speaking with your child about what he seems to be thinking or feeling, you give him access to specific vocabulary that allows him to express his emotions (e.g. your child comes home crying holding a broken toy. “You are sad. You broke your toy. Come, we will try to fix it.”). Do not forget to check that you correctly interpreted his thinking by giving him the chance to speak.

Now you know some ways that will help you to stimulate your child's language through following his interests. But it is possible that your child will not start the conversation himself. What can you do then?

Here are some strategies to give him the chance to speak:

**Forget or put objects out of his reach**

**Ex.:** put his favourite toy out of view, forget the milk in the cereal, hide his favourite hat, etc.

**Prepare a new activity, show interest, to provoke his reactions.**

**Ex.:** bubble machine, musical book, new sticker book, hide the object game, etc.

**Remember the last outing or the last movie that he liked**

With photos or pictures try to get him to remember the highlights

**Ex.:** the giraffe at the zoo that ate from his hand, Cruella who tried to catch the dalmatians, etc.

**Use the absurd**

A funny action or word may get your child to verbalize.

**Ex.:** put a hat on your head, call an apple a banana, colour a picture with the cap of the marker on, sit in the bath without water, etc.

## WORKSHOP 9

## QUIZ: FROM THE ORDER OF ORTHOPHONISTS AND AUDIOLOGISTS OF QUEBEC

TRUE FALSE

### LANGUAGE DEVELOPMENT

- 1 All children acquire language in the same way.
- 2 Language acquisition is essentially the learning of knowledge like reading and writing.
- 3 Talking baby-talk slows language development

### HEARING OR COMMUNICATION PROBLEMS

- 4 Some children are born with malformations that prevent them from speaking.
- 5 If a child shows difficulty of hearing, he may have difficulty understanding certain parts of a verbal message or have difficulty pronouncing properly.
- 6 A child with language difficulty in his mother tongue will have difficulty learning another language.
- 7 More than 50% of children who have problems with language development will have difficulty in their social skills and behaviour.
- 8 Stuttering is the result of a psychological shock.
- 9 A child with significant verbal comprehension problems is not intelligent.
- 10 A child who correctly repeats words does not have a language problem.

### INTERVENTION

- 11 For an individual intervention plan to be established there must be an evaluation made by an orthophonist or an audiologist.
- 12 The orthophonist and audiologist cannot evaluate a child who doesn't speak.
- 13 An early intervention facilitates treatment.

### PREVENTION

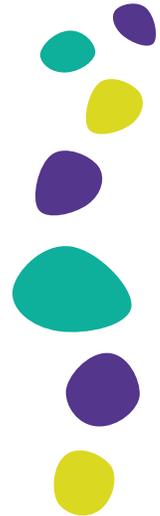
- 14 When a child hesitates or stutters we must remind him to breathe deeply and take his time to speak and speak slowly.
- 15 Reading is an effective activity to stimulate a child's development.
- 16 Having fun singing and playing with words improve learning of reading and writing.
- 17 It is easy to know if a child has a hearing loss or an ear infection because it is painful.

---

 WORKSHOP 9

## QUESTIONS    ANSWERS

1	<b>FALSE:</b> Every child learns at his own rhythm and in his own way. There exists a learning scale that we can use to evaluate at what level of language the child is.
2	<b>TRUE:</b> Language acquisition allows the child to develop the skills necessary for learning to read and write.
3	<b>TRUE:</b> Talking baby-talk makes it difficult to understand the message.
4	<b>TRUE</b>
5	<b>TRUE</b>
6	<b>TRUE:</b> Learning your mother tongue is essential to acquiring a second language.
7	<b>TRUE:</b> Knowing how to speak is indispensable. Language promotes social exchanges and self-esteem. Difficulty with social and affective relationships have, as a consequence, the use of inappropriate behaviour and inadequate means to communicate (behavior problems).
8	<b>FALSE:</b> Stuttering is a motor problem. The child cannot control his breathing and language as easily as others, the result being a blockage or a repetition. Certain environmental or psychological factors influence stuttering but they are not the cause of it
9	<b>FALSE:</b> A child that has difficulty with verbal comprehension may have non verbal skills.
10	<b>FALSE:</b> A child learns by the repetition of words (not to be confused with echolalia, a severe problem).
11	<b>TRUE:</b> A professional evaluation according to the established standards are prerequisites to be assessed for a diagnosis.
12	<b>FALSE:</b> A complete observation according to the standard methods and following an interview with the parents allow an orthophonist and/or an audiologist to evaluate a child that is having language difficulties.
13	<b>TRUE:</b> The earlier the intervention takes place (preferably before two years), the better are the chances of success.
14	<b>FALSE:</b> It is preferable to speak slowly to the child, giving him the time to express himself and listen appropriately.
15	<b>TRUE:</b> Reading a story develops vocabulary, the structure of sentences and comprehension.
16	<b>TRUE:</b> This allows the child to understand that language is made up of words that we can use separately or modify.
17	<b>FALSE:</b> Ear infections often go unnoticed, some have no apparent symptoms. Be watchful if your child reacts differently to sounds, if you have to repeat, if he does not respond to his name; a cold or a fever may also have these effects.



---

 WORKSHOP 10

## Theme CELEBRATION!!!!

### FOR THE CHILDREN

- Free choice games
- Special snacks
- Fun activities animated by the interventionists: the parents are invited to take part in the activities with their child.
- The crafts and the children's magic bag are returned to them to take home.
- If possible, Violette is invited to read some stories.



### FOR THE PARENTS

- Individual meetings with the orthophonist.
- Watching the video recordings 1 and 2
- Comments and suggestions on their approach.

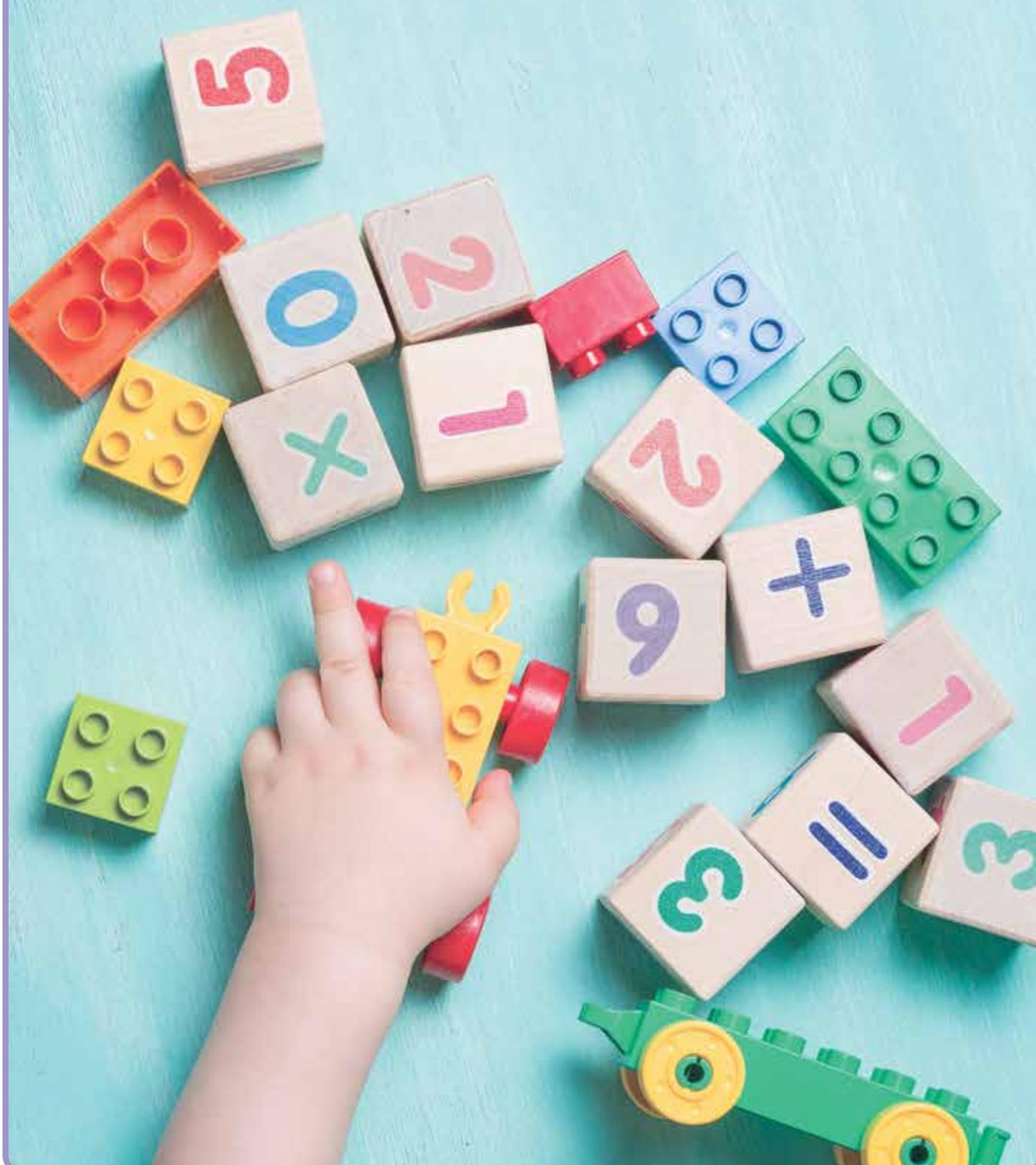
#### They also need to complete

- Workshop evaluation and comments of parents
- Complete questionnaire with regard to their degree of satisfaction.

**Remind parents of the follow-up meeting that will be offered in the upcoming months. Goodbye to all!**



# APPENDIX



## APPENDIX 1

## Language workshops REGISTRATION FORM

Date

Name of organisation

This registration will be kept confidential and usage exclusive to \_\_\_\_\_  
and Language workshops.

MOTHER'S NAME:

Age:

Occupation:

FATHER'S NAME:

Age:

Occupation:

ADDRESS:

Town:

PHONE NUMBER:

CELL:

OTHER EMERGENCY NUMBER:

Postal Code:

EMAIL:

NAME OF CHILD FOR THE WORKSHOPS	DATE OF BIRTH	SEX	LANGUAGE	SPECIFIC INFO OF THE CHILD

## APPENDIX 1

SOCIALISATION AND DAYCARE	YES	NO	COMMENTS
The child goes to daycare			
Spontaneously interacts with other children			
Have any friends			
Likes to play alone			
Attitudes towards group setting			
Favorite activities			

OTHER SERVICES	YES	NO	NAME OF INTERVENTIONIST + PHONE NUMBER
Organisation			
CLSC			
CMR or CRDI			
Other			

### REFERRED BY:

\_\_\_\_\_

Name of the person

\_\_\_\_\_

Name of the organisation

\_\_\_\_\_

Phone number

---

 APPENDIX 1

## SOME INFORMATION ABOUT YOUR CHILD LANGUAGE

1. The reasons for your child to participate in the language stimulation workshops:

---



---



---



---

2. Do you speak other languages at home: \_\_\_\_\_

 \_\_\_\_\_  
 Parent signature

 \_\_\_\_\_  
 Parent signature or legal guardian

## OTHER SPECIFIC QUESTIONS OF THE CHILD'S LANGUAGE

 \_\_\_\_\_  
 Date

3. A) Does your child understand simple instructions (ex.: Go get your jacket)

---



---

B) Complex instructions (ex.: Go get your jacket and your boots)

---



---

4. A) Does your child understand questions like: Where, what, who, when or where are your shoes

---



---

B) Does your child ask questions

---



---

5. Approximately how many words your child says and understands \_\_\_\_\_

---

## APPENDIX 1

**6. Does your child say small sentences (ex.: I want milk)**

---

---

**Sentences level:**

- Isolated words (ex.: mommy, daddy)
- 2 words together (ex.: daddy gone)
- Small sentences of 2-3 words (ex.: I want milk)
- Sentences of 3 words and more (ex.: Want drink some milk)

**7. Does your child imitates gestures and/or verbal (ex. Bye,bye, bravo)**

---

---

**8. Does your child pay attention to images (ex.: book images)** \_\_\_\_\_

**9. Does your child make choices (ex.: Do you want milk or juice)**

---

---

**10. Does your child finger-point when want something** \_\_\_\_\_

**11. How does your child react when he is not heard/understand**

---

---

---

Parent signature

---

Parent signature or legal guardian

Resource person: \_\_\_\_\_

---

## APPENDIX 2

### PARENTAL AUTHORIZATION

Last name: \_\_\_\_\_

First name: \_\_\_\_\_

Address: \_\_\_\_\_

Town: \_\_\_\_\_

Postal code: \_\_\_\_\_

Tel.: \_\_\_\_\_

#### USE OF PHOTOGRAPHY

I authorized the interventionist(s) to use photographs of me and my children. I renounce all rights to these photographs.

The posting of these photographs may not touch on the reputation or the private life of the participants.

I accept that my photographs can be placed on the internet and Facebook.

\_\_\_\_\_  
Parent/legal guardian's signature

\_\_\_\_\_  
Interventionist's signature

#### USE OF FILM

I authorize the interventionist(s) from the workshops of language stimulation to film me and my children. I renounce all rights to these films.

The film will be used to view at the end of the workshops with an speech therapist, the interventionists who animates the language stimulation workshops.

\_\_\_\_\_  
Parent's/legal's guardian's signature

\_\_\_\_\_  
Interventionist's signature

---

## APPENDIX 3

### AUTHORIZATION TO DISCLOSE INFORMATION

Last name: \_\_\_\_\_ First name: \_\_\_\_\_

Address: \_\_\_\_\_ Town: \_\_\_\_\_

Postal code: \_\_\_\_\_ Tel: \_\_\_\_\_

I authorize the sharing of the observations made during the language stimulation workshops between the interventionists of \_\_\_\_\_ and the speech therapist of the language stimulation workshops.

This authorization begins for the session of language stimulation workshops in which I participate:

From: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ To: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

\_\_\_\_\_  
Parent signature or legal guardian

\_\_\_\_\_  
Interventionist signature

## APPENDIX 4

## INTERVENTIONIST PLANNING FORM

\*\*\*Use of this planning form is optional.\*\*\*

Workshop #: \_\_\_\_\_

Date: \_\_\_\_\_

### 1. Prepare the animation room.

### 2. Welcome parents and children:

- Name tags
- Books
- Toys brought from home and put in the magic bags.

### 3. Session: Parent-child activities

- Welcome song
- Blow! – object used \_\_\_\_\_
- Abracadabra
- Parent/child game (2)  
Activity #1: \_\_\_\_\_  
\_\_\_\_\_
- Activity #2: \_\_\_\_\_  
\_\_\_\_\_

### 4. Coaching session

---



---



---



---



---



---

### 5. Snack and transition to the daycare.

### 6. Parent session

- Review the day's activities (as needed)
- Review the homework and the important points from last week.

---



---



---

- Animation tools

---



---

- Notes for the plenary discussion.

---



---



---



---

- Handouts and homework sheets.

---



---



---

Additional notes:

---



---



---



---

## APPENDIX 5

## ANIMATION TOOL (OPTIONAL)

## TOILET PAPER ROLL

Use a toilet paper roll to illustrate how language is assimilated.

- The toilet paper roll represents the child.
- The tissues represent words.

You can use a roll already made to serve as a visual example for the demonstration. You can also, if time permits, invite the parents to make their own example. You can then give parents the objects to decorate their toilet paper roll: markers, construction paper, glue, scissors, etc. From the construction paper glue the eyes, ears, nose, mouth on the roll.

## DEMONSTRATION

- We say words to the child = tissues go in the roll. We fill up the roll with tissues until they come out the other end. This represents the words that enter the child's brain and that are assimilated by him. The tissues coming out the other end also show also the words that the child's brain assimilates. The toilet paper roll is different from one child to the next. Each child learns at his own pace.
- Roll + tissues put in rapidly = the child repeats. Tissues come out the other end = the child has assimilated the words.
- Small roll + tissues put in one after the other until they come out the other end = is as if the child hears the words but does not assimilate them. These words are said one after the other but do not make sense.
- Empty roll (no tissues)/is when we constantly ask "what is this?" which does not promote the learning of vocabulary.

**Attention: The child must be attentive in the present moment or else you need to start over.**

## APPENDIX 6

## ANIMATION TOOL (OPTIONAL)

## Text can be given to parents

## IF MY CHILD SPOKE TO ME...

Educating a child is not an easy task and it can be difficult to find yourself in the maze of theories, thoughts, and principles found everywhere, by one and all. We rely on our good common sense, on the respect of the needs of everyone.

<b>POOR CONTROL</b>	You feel you have little or no control over the situation.
<b>UNCERTAINTY</b>	Something completely unforeseen happens or, you do not know that something is going to happen.
<b>NEWNESS</b>	Something new that you have never experienced before happens.
<b>THREATENED EGO</b>	Your competence and your ego are put into question. You doubt your ability.

Who better than the child himself to bring us to the essentials, and to his needs? Let's listen to him tell his parents what he would like.

"I would love to be a newspaper so that you would have some time each day to ask me what is new..."

"I would love to be a hiker to feel sometimes feel that I am listened to by both of you, with no distraction, nothing but my words at the edge of your ears, the humming echo of my solitude..."

"I would like to be a television so that I would never go to sleep at night without having been, at least once, looked at with interest..."

"I would like to be "Felix" our little cat so that I too can be taken in your arms each time you come home..."

"I would like to be a hockey team for you Daddy so that I could see you excited with joy after each of my victories; and a novel for you Mommy so that you could read my emotions..."

"It is good to think that I never want to be but one thing: a wonderful gift for the both of you. Do not buy me anything; allow me just to feel that I am your child..."

F. Gervais, «Pas facile d'être parent...», Je crois, vol.34, no 5 (May 1993), p6

## APPENDIX 7

## Documentation: Stress

### UNDERSTANDING STRESS

#### RECIPE FOR STRESS (P.U.N.T.)

What stresses you is not the same as what stresses your

neighbour. The recipe for stress is universal. For a situation to be stressful, it must have one or more of the following characteristic elements. Here are the ingredients:

#### ARE THE FOLLOWING SITUATIONS FAMILIAR TO YOU?

**Poor control:** You are late for an important appointment and you are stuck in traffic, or, you find out your child has a serious illness and there is nothing you can do to ease his pain.

**Uncertainty:** You learn that the employees in your day-care are going on strike but you do not know when, or, your boss has changing moods and every day you receive a new surprise.

**Newness:** You have to learn how to use a new computer and it completely changes how you work, or, you are waiting for your first child.

**Threatened ego:** A new employee questions you on how you work, as though he doubts your methods, or, you meet your child's teacher who asks you how much time you spend with him on homework.

## APPENDIX 7

### REMEMBER

When we anticipate or face a situation that makes us feel we have lost control, that is uncertain, that is new, and/or threatens our ego, we all secrete stress hormones. Can you recognize your stress?

The loss of control, uncertainty, newness, and threatened ego invariably provokes a stress response and the secretion of stress hormones. We do not develop problems related to stress, such as depression or cardiac problems, without being exposed to stress. It is the body's natural reaction to stress, that is the secretion of stress hormones that can lead to health problems.

**Children and people over the age of 65 are less stressed than adults, right?** After all, they do not work and are not pressed for time. That is false. Studies show that children and older people are also vulnerable and often more vulnerable to the effects of stress.

Stress hormones are secreted when stressful situations arise regardless of age, marital status, ethnicity, income or level of education, because the characteristics of a stressful situation is the same for everyone. The ingredients are always newness, uncertainty, threatened ego and sense of loss of control.

### THE DIFFERENCE IS IN THE SOURCE OF P.U.N.T.

**Example:** For children loss of control can come from the divorce of parents. For parents, a change of work can provoke a sense of loss of control.

Stress ingredients are cumulative. The more elements there are of P.U.N.T. that characterize a situation, the more the situation is stressful.

Many factors determine the functioning of our system's response to stress and the quantity of hormones secreted. These factors are: genetic, the experiences of early childhood, personality, environment and health level.

### PRINCIPAL POINTS TO REMEMBER FOR OPTIMAL STRESS MANAGEMENT

#### 1. We have to dissect our stress

- Listen to our body and recognize the signs that indicate a stress response.
- Take time for yourself, to identify the source of the problem and make a plan B.

#### 2. We have to reconstruct our life with stress

- Find ways to diminish the impact of stress on our lives. For some, that may mean taking yoga and for others mountain biking.
- Remember nice things and moments and fool our system's response to stress.

#### 3. Use our bodies

- Exercise! In addition to improving our health in general, this allows the use of stored up energy when we are stressed. It is not necessary to run a marathon, just be active. Play ball with the children!

#### 4. We have to back up

- Remember that our brain does not know that we are in 2010... it believes that we are still surrounded by mammoths! Relegating situations and applying these little tricks can help to fool our stress system... not only that, we benefit, but that is equally true for the people around us.

#### Sources:

<http://www.stresshumain.ca/le-stress/comprendre-son-stress/source-du-stress.html#.UOTp9Y6JBwM>.email

<http://www.stresshumain.ca/le-stress/dejouer-le-stress/gestion-du-stress-a-long-terme.html#.UOTqwFOfJHk>.email

## APPENDIX 8

## Documentation STUTTERING AND STAMMERING

### SOME FACTS

- Stuttering is not a sickness or a nervous tic. It is a problem of motor coordination of speech production.
- 4% to 5% of youngsters stutter and boys are four times more likely to have this communication problem than girls.
- The severity of stuttering varies from one person to the next and within the same individual, and from one situation to another. For example, stress, fatigue, excitement and emotions can contribute to the increase of the severity of stuttering.
- Stuttering usually develops between the ages of 2 and 5.

### WHAT IS STUTTERING?

Stuttering can be defined as a speech problem that manifests by the jerky repetition of a syllable or a word, or by a blockage that impedes the emission of a word.

#### **Various manifestations can be present:**

- The child prolongs the sounds of words (e.g. It's a ssssnake).
- The child repeats syllables and words many times (e.g. It's a man, it's a man over there).
- The child is out of breath in the middle of a sentence.
- The child has muscular tension while he speaks (contracts the body, mouth, hands, etc.).
- The child avoids certain words or refuses to talk at certain times.

### WHAT IS NORMAL STAMMERING?

Between the ages of 2 and 6 the child can come across some problems speaking and show a certain hesitation. Language develops slowly and mastery of certain sounds or certain words can be difficult.

Children sometimes have a hard time keeping a regular rhythm to express themselves, they add sounds and words to their sentences, they mix up syllables and restart their sentences to correct their errors. But, they do not have tension when they speak.

Normal hesitation can suddenly develop following an event that lives on in the life of the child (moving, the arrival of a brother or sister, parents separating, etc.)

Normal hesitation or transitional stuttering can last for 6 months to 2 years. For 50 to 80% of children, the recovery naturally occurs without special intervention.

---

## APPENDIX 8

### FAVOURED ATTITUDES AND INTERVENTIONS

- Remember that language development is a normal phase, and avoid transmitting your fears to your child.
- Show the child that you are interested in his message and not in the way he says it.
- Let him have as much time as necessary to finish his sentences without interrupting and without speaking for him.
- Speak calmly using clear and simple words.
- Never force the child in front of others.
- If you do not have time to listen, explain to him that you do not have the time at the moment and state when you will be able to talk together.
- Take advantage of days when he does not stutter so that he can have some success when he expresses himself orally. Prepare puppet shows, animated discussions, storytelling, etc.
- Promote motor activities such as modelling clay, painting, drawing, motor games, etc. for the days he stutters. This way, the child can stay free from feeling tense.
- Avoid telling him to speak more slowly, to take a big breath or to think before speaking. In the long term, by acting like this, you show him that he has a problem speaking and as a consequence increase the hesitations and repetitions.

### WHEN SHOULD YOU CONSULT?

It will be important for the child to consult an orthophonist if the difficulties persist for many months and seem to worsen. If, in addition to repeating and hesitating, the child becomes tense when he speaks, blinks his eyes, frowns, or grimaces when speaking, it is essential to consult someone quickly.

#### Sources:

<http://www.educatout.com/activites/stimulation-langage/le-begaie-ment-chez-l-enfant.htm>

[http://www.csss-iugs.ca/images/from\\_fckeditor/fichiers/Depliant%20Mon%20enfant%20begaie%20orange\\_juin2011.pdf](http://www.csss-iugs.ca/images/from_fckeditor/fichiers/Depliant%20Mon%20enfant%20begaie%20orange_juin2011.pdf)

“  
**When we want to go fast we walk alone...  
 But if we want to go far we walk TOGETHER**”

– African proverb

## FAMILY OPINION

For several weeks, you have assisted the parent/child language stimulation workshops. We would like to know what you think. Thank you for taking the time to fill out this evaluation. Your comments are very important to us. This will permit us to improve our services.

### 1. The parent/child language stimulation workshop has permitted...

(Tick the box that corresponds to your answer)

- a) ... Developing new attitudes with your child.
- b) ... Sharing enjoyable moments with your child.
- c) ... Finding new habits at home to help your child.
- d) ... Feeling that you are helping your child.
- e) ... Observing changes in your child.

Absolutely	Enough	A little	None at all

### 2. You have done the stimulation activities at home...

- Everyday                       1 or 2 times a week
- Occasionally                       Never

### 3. You have tried...

- All activities                       Lots of the activities
- One or two activities                       None of them

### 4. Among the offered activities, do you prefer one in particular?

- Yes                       No

If yes, wich one? \_\_\_\_\_

### 5. Do you have any specific questions in the language development of your child?

- Yes                       No

Which one(s)? \_\_\_\_\_

### 6. On a scale of 10 points, which is the global satisfaction of the parent/child language stimulation workshops?

1	2	3	4	5	6	7	8	9	10

### 7. Do you have any comments or suggestions of improvements for us:

---



---



---



---

For information



\_\_\_\_\_



\_\_\_\_\_



With the financial support of



**AVENIR D'ENFANTS**  
DES COMMUNAUTÉS ENGAGÉES

