

SPEECH & AUDIOLOGY

NEWSLETTER

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Office of DIVERSE LEARNER
SUPPORTS + SERVICES



My Journey with Bilingual Education

At an early age, I remember my uncle asking me if I was still in the bilingual program at my elementary school. My uncle would say “it might be hard for you to learn English later on,” he was referring to the transition from a bilingual instructed classroom to an English instructed classroom. As a 4th grader, I felt embarrassed and scared, “Am I going to learn English?”...[Continue reading](#)

COVID-19 Strategies to Enhance Language Learning

COVID-19

Research shows that predictable events enhance word learning in young children. It is also a means to develop positive behavior & set expectations...[Continue Reading](#)

What Pragmatic Skills Should My Child Have?



Pragmatic language is important in order for your child to develop social relationships or friendships with their peers and others. It is also important because...[Continue Reading](#)

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Newsletter Contributors



Meet Your SLP's & AuD's



▶ **Liliana Diaz-Vazquez** is a lead bilingual speech language pathologist (SLP) who works at John H. Hamline elementary school. Liliana has extensive experience serving the bilingual population. Liliana is the editor-in-chief of the newsletter. She hopes that this newsletter will provide families with the resources they need in order to ensure their child's success with his/her communication skills at home.



▶ **Kayleigh Schmidt** is a first-year speech pathologist who is new to Chicago from Bend, Oregon. She attended University of Oregon for undergraduate and graduate school. Kayleigh has special interest in AAC and multicultural issues within speech pathology. Kayleigh is also co-editor of the newsletter. When Kayleigh is not working, she likes to read, go on walks, and draw cartoons. She also loves anything food related.



▶ **Erik Brown** is a speech-language pathologist who works at Josephine C. Locke Elementary School and provides early childhood and private school evaluations as a part of CPS's Citywide Assessment Team. His areas of interest and expertise include assessment and diagnosis of communication delays and disorders, as well as treatment of developmental language disorders, with emphasis on effective, evidence-based interventions for older elementary students (grades 3 through 8).



▶ **Angela Pisano** has been working for over 30 years for CPS. James B. McPherson has always been one of her schools, but she has worked at many other schools over the years. Her passions include AAC and language development, delays and disorders in early childhood and elementary education. Angela loves creating fun and functional activities that are tied to the classroom curriculum. Angela is so grateful for her students and their parents, who have worked tirelessly to support their children's communication development at home.



certificiate at Gallaudet University for working with D/HH infants, toddlers, and their families.

▶ **Cara Brennan** is a speech-language pathologist who works at Bell and McCutcheon. She works extensively with Deaf/Hard-of-Hearing students who communicate through the use of ASL. Cara specializes in pediatrics and her areas of expertise include functional communication and language development for students who use alternative modes of communication, including AAC devices and ASL. She is currently completing a graduate



▶ **Emily McPartlin** is a speech language pathologist working throughout multiple schools on the south side of the city. She has been working for Chicago Public Schools for 5 years. Emily also has experience with conducting in-home therapy and Early Intervention services. She has a specific passion for early childhood language development. Emily misses her students immensely and is praying for the health and safety of everyone.



▶ **Michael Neary** is a speech pathologist who works at Andrew Jackson Language Academy, James Ward Elementary, and on the Citywide Assessment Team. He has been a speech-language pathologist for 15 years, working with CPS for 6 years. Areas of interest include stuttering/fluency disorders, Autism, articulation/phonology, and Early Intervention. When he's not working as an SLP, Michael loves singing and playing piano, as well as exploring the city with his wife and son."



▶ **Tonya Evans-Douglas** is a speech-language pathologist who works at Garfield Park for the Citywide Assessment Teams (CATS) and at Belding Elementary School. She has worked for CPS since 2007. Tonya specializes in early childhood assessments and treatment of speech sound and language disorders in the preschool and elementary school settings.



▶ **Diana Chambers** Diana has been an SLP for 30 years, 20 of those years with CPS. Her areas of interest and expertise is early childhood evaluations and medically complex students. She is currently assigned to the Citywide Assessment Teams and various schools throughout the city.

Newsletter Contributors



▶ Kaity Aigner

is an SLP student intern at McPherson Elementary. She is currently earning her master's degree at Northwestern University and will be graduating in June. Her main interests include fluency, articulation, and phonological disorders.



▶ Elizabeth Paluch

Is a Speech Language Pathologist at John W. Cook Elementary and Robert Fulton Elementary. I love working with children of all ages and from different communication needs. I work with children ranging from PK- 8th grade who are nonverbal to verbal. I am interested in augmentative and alternative communication, early childhood language, expressive and receptive language, and articulation. I enjoy being part of the CPS community and miss seeing my students!



▶ Katie Larson

is a speech therapist at Ellington School and works with preschool through 8th grade students. She has been a speech therapist in CPS for 2 years but has been a SLP for 21 years in other clinical and educational settings. Her work is in articulation, AAC, language, and fluency skills of early childhood students as well as elementary aged students.



▶ Jeannie Howell

Jeannie Howell is a proud, dedicated and passionate City Wide SLP serving CPS for 30 + years.



▶ Lindsey Graciak

is an SLP who works at Tonti Elementary and Solorio High School. Her favorite part about the job is working with her awesome staff and students who she misses dearly! Specific areas of interest include AAC, language development and fluency. Outside of work, she enjoys playing sports, hiking and cooking yummy food. Her wish is for everyone to stay healthy and safe while at home!



▶ Lorena Villanueva

is a Bilingual Speech-Language Pathologist who has been working at CPS since 2017. Lorena's interests are working with bilingual population, AAC, early childhood language and literacy.

ARTICULATION

LET'S WORK TOGETHER...
I say, WE say, HE/SHE/THEY
say it!!

Remember, you are
their model, so
FIRST YOU say it,
then SAY it together,
then HE/SHE/THEY
say it.

GARDEN - Put dirt in a box and draw the target sound in dirt with your finger

CLUES - With items or pictures of things that start with your sound, describe one and see if your child can guess which one you are describing

HIDE'N'SEEK - Find item that starts with the sound and play hide'n'seek with it- say it each time it is found

BOOK - In your favorite book at home, find words with the sound in it and practice during the story

PLAY DOUGH - Make target sound out of playdough and practice

LEGOS - With pictures or word list with practice sound, practice one word for each lego you put on a structure

BUBBLES- Have your child say the sound before they get to pop the bubbles

CARS- Have your child say the sound before they get to push the car to you

BALLS- Have your child say the sound before they get to roll or throw the ball to you

FLOUR and/or SAND- Put the flour or sand in a box and draw the target sound with your finger

Links!

[Click here for word lists by sound](#)

[Click here for speech sound demonstration videos](#)

[Click here for free preschool speech practice ideas](#)

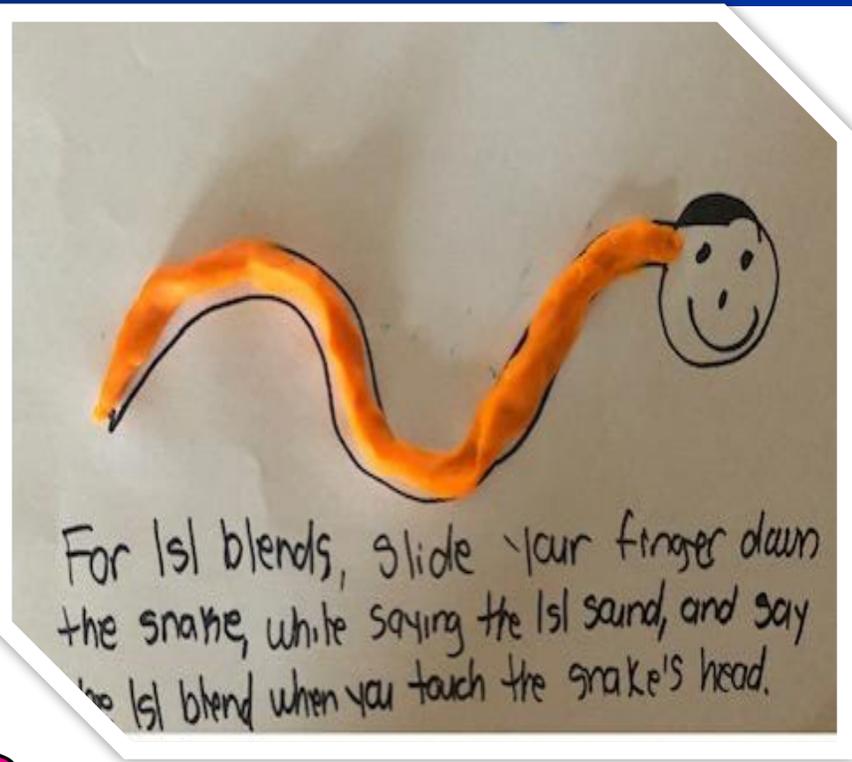


ARTICULATION

Speech Articulation Activities for Initial /K, G, S, F/ & /S/ blends

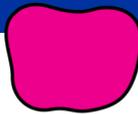
If your child is working on sounds /k, g, f, or s/, using Play-Doh, have him/her trace the letters. Then have him/her make a small Play-Doh ball to cover the pictures. He/she can also use a rolling pin, spoon, or his/her hand to flatten the small Play-Doh ball to cover the pictures. Practice each word 10 times. If your child is having a hard time making the sound, that's okay. These are sounds that he/she has probably been working very hard on in school and just

needs a little more help from you. It is always best for YOU to first say it, then YOU and YOUR child say it together, and then he/she says it. Always give lots of verbal praise, i.e., "good try" or non-verbal praise like a thumbs up or BIG smile, for their attempts to produce the sound correctly!



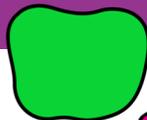
To make the /k/ and /g/ sounds, remind him/her to keep the tip of his/her tongue down.

[Get pictures for K here](#) [Get pictures for G here](#)



To make the /s/ sound, remind him/her to slide his/her index finger up his/her arm to make a snake sound "sssss" or make a snake out of Play-Doh and have him/her slide their finger down the snake while say the /s/ sound.

[Get pictures for S here](#)



To make the /f/ sound, remind him/her to bite his/her lower lip and blow.

[Get pictures for F here](#)

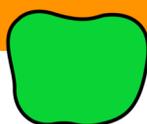


Using a snake made of Play-Doh or one cut out from paper, have your child slide his/her finger down the snake, while saying the /s/ sound and say the /s/ blend when he/she touches the snake's head.

[SP Blends](#)

[ST Blends](#)

[SK Blends](#)



Building Sentences with AAC

In this issue, we are exploring ways we can give our children who use augmentative and alternative communication (AAC) an extra push. Some of the earliest things we do to help children communicate include teaching them to tell us their "wants" and "needs" ("I want water"; "I need help please"). While making

requests for items is an important skill, children need a variety of language tools to interact with others in their daily lives. They need to communicate to talk about their environment, influence the actions of others, to ask and answer questions and to have a conversation. As they become successful with

using short phrases, we begin to work on helping our children build sentence length and complexity. These sentence building strategies can be used with all children, whether or not they use AAC, as they grow their language skills. Our children who are AAC users should have many opportunities to practice using longer sentences.

[Click here for more resources!](#)

[Activities for Language Development](#)
[Activities for Descriptions & Requests](#)

Sentence Starters for Communication and Writing

It	is	I found	I want	First 2 3	don't	do
He	is	He found	He wants	Second 1 2 3	Who	What
She	is	She found	She wants	Next	Where	Why
They	are	You found	You want	Last	When	How
I	am	I have	I think	I see	My favorite	Your favorite
He	has	He has	He thinks	He sees	Your favorite	His favorite
She	has	She has	She thinks	She sees	His favorite	Her favorite
You	have	You have	You think	You see	Her favorite	Her favorite

Sentence Starters!

Use sentence starters like the one featured above to help your child begin sentences on a variety of topics. Your child can talk about actions in a story ("She is walking ..."), describe a sequence of events ("First, I found a spider...") or share their opinion ("I think" or "My favorite..."). Sentence starters help our children become more independent with communication. Sentence starters also help with academic tasks such as writing and having conversations at home and school.

Roll & Describe your Bug!!

Describe your bug!

My	bug	is					
color	?	green	black	yellow	red	brown	
size	?	big	medium	small	long	short	
parts	has	wings	6 legs	8 legs	antennae	eyes	
action	?	crawl	flies	hops	stings	buzz	

Describe Your Bug!

The Describe Your Bug chart and Roll and Describe cube are fun activities that can be used at home for building descriptive skills. Your child describes a bug he lands on, chooses one from the cube or sees in a book. Using the describing chart, your child picks the features of the bug ("brown", "big", "short", "eight legs", "many eyes"). Next, your child can use the bug features that were selected to build a long, detailed description ("My bug is brown and big. It's kind of short. It has eight legs and many small eyes") Yikes! It's a spider!

FLUENCY

There are two ways to work on fluency:

Fluency-Enhancing Strategies

these focus on keeping your child's speech smooth

Stuttering Modification Strategies

these help your child when your child stutters. They also help reduce tension.

Let's look more closely at ways to encourage smooth and fluent speech!



Easy, relaxed speech: Practice speaking slowly. This will sound strange to you at first, but slowing down and relaxing can help your smooth speech.

Easy onsets: Try slowly easing into speaking by starting with a quiet vowel sound or “h” sound and then easing into your spoken message, such as adding a quick “h” sound before the word “at.”

Phrasing or chunking: Taking calm, relaxing breaths in between shorter chunks of speech. This helps slow you down and encourages using great breath support, which can also help smooth speech!

Elementary Students:

Activity: Play a game with your child where you can both take turns making smooth speech to participate. For example, play “go fish” where each turn you practice using one of your smooth speech strategies. If you do not have cards, try looking at a picture book together and take turns making sentences or reading the book aloud using smooth speech.

[Click here: Would you rather questions broken up by age group](#)

Activity: Read each sentence, taking a break or pause at the “-----.” Feel free to move the place you take a breath for extra practice. Also, you can take turns with a friend or family member by adding more sentences with breaks. Don't be afraid to make them silly!!

[Click here: silly sentences to practice with](#)

High School:

Activity: Explain how to play your favorite video game or the plot of your favorite television show/book using your favorite smooth speech strategies



[Click here for conversation starters](#)

[250 conversation starters:](#) discuss your favorite topics while using your favorite smooth speech strategies

My journey with Bilingual Education



At an early age, I remember my uncle asking me if I was still in the Bilingual program at my elementary school. My uncle would say “it might be hard for you to learn English later on,” he was referring to the transition from a bilingual instructed classroom to an English instructed classroom. As a 4th grader, I felt embarrassed and scared, “Am I going to learn English?” I would hear other family members make comments to my mother that

I should have been placed in an English only classroom since kindergarten, so I would not have difficulty later on in my school years. I now know those comments and advice by my family members were common misconceptions about being bilingual and the confusion created by transitioning from one language to another.

Later on in life, I came to a conclusion that being bilingual is a great asset, it has helped me maintain love for my culture, values, and relationship with my Spanish speaking family. While being bilingual has fortified my cultural aspects, it has also allowed me to apply my knowledge and training to my professional development. It is the professional’s responsibility to be versed on normal bilingual development, disorders in bilingual populations, myths typically associated with linguistically diverse populations and what best practice to use with these population.

I have a child of my own, I speak to her in both Spanish and English, I tell her that being bilingual is a super power because she knows twice as much, I tell her to practice, and that if she has to switch to English that’s okay but continue to practice Spanish. It’s a journey. Let’s continue to foster bilingualism.

Several studies (Baker, 2000; Luo & Wiseman 2000; Tabors 2008) have cited evidence to debunk such myths related to language confusion. “It is the ethical duty of professionals to provide services with careful and respectful consideration and incorporation of the cultural and linguistic variables that have an impact on service delivery and efficacy” (ASHA, 2011b).”

Facts on Bilingualism

-  Code-mixing is a normal bilingual behavior and is not associated with deficiency.
-  Children with a wide range of communication disorders can become bilingual.
-  Bilingual children with communication disorders need two languages to be successful communicators in their environments and communities.

Tips for Preschool

- Create opportunities by modifying home environment by creating “communication temptations” switch off a preferred toy or a part is missing, encouraging the toddler to request for help
- Place objects out of reach to encourage verbal interaction and initiation.
- Use nursery rhymes, encourage repetition of language and whole-body involvement. Play and hands on activities are more meaningful.
- The Power of Reading: Books offer language and vocabulary that can be used in the classroom, conversation and at home.

FREE WORKSHEETS ABOUT LANGUAGE DEVELOPMENT FOR PARENTS IN SPANISH

[Pequeños Habladores: El Desarrollo de Lenguaje](#)

[Aprendiendo con Libros](#)

[Los beneficios de los Juegos Imaginativos](#)

[Las Rimas y Las Canciones Infantiles](#)

How to Communicate with Your D/HH Child at Home

We learn language through our interactions with others. Now that you and your child are home together, you have a lot of time to communicate together! Here are some helpful tips to help you effectively communicate with your D/HH child at home.

How does your child communicate?



- First, you need to know how your child communicates. Do they use a spoken language, such as English, or do they use a visual language, such as American Sign Language? Your child may use a combination of ways to communicate.

Ensure Access



- If your child uses a spoken language, make sure they are wearing their hearing devices and they are working properly. This will make sure that your child has access to sound.
- If your child uses a visual language, make sure that the visual environment supports this. Make sure your child can see you when you are communicating with your child.

Get Their Attention



- D/HH children are visual learners and process information visually. Get your child's attention before communicating with them. This will make sure they can see your mouth, facial expressions, and body language.

Face Your Child When You're Talking to Them



- Make sure your child can see your face clearly. Try not to move around too much. Also, make sure you aren't covering your face with your hands.
- Your body language and facial expressions will also help your child understand what you are saying. You can also use gestures to support your communication and help your child understand what you are saying.



Speak Clearly & Naturally

- Speak how you would with any other child. Try not to speak too slowly or too loudly, as this can make it hard for your child to understand you.

Reduce Background Noise

- Noises in the background, such as the T.V. or traffic, can make it hard for children to listen. Try to minimize background noise by closing windows and turning off the T.V. while communicating with your child.

Battery Facts for Hearing Instruments

Once tab is removed from battery cell the Expected Ranges of Battery

Life are:

- size 10 (yellow) 3-10 days
- size 312 (brown) 3-12 days
- size 13 (orange) 6-14 days
- size 675 (blue) 9-20 days

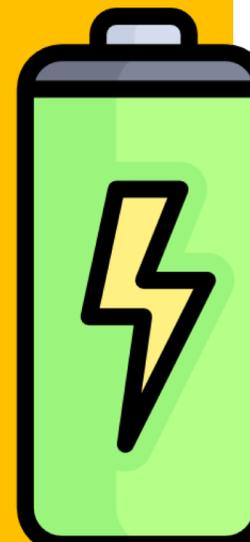
NOTE: Cochlear implant devices normally require a specially formulated battery and they may last as little as one day.

Multichannel, streaming, wireless /Bluetooth and FM features will drain battery at higher rate reducing battery life.

After un-tabbing a zinc air hearing aid battery, allow at least 1 minute for the battery to air up prior to placing in the hearing aid. The battery voltage will rise to a level high enough to power a hearing instrument, usually 1.3 volts. The battery cell can take up to 24 hours to reach the full 1.45v, but again, this level is not required to operate a hearing instrument.

Check out this resource for more information

[Battery Life Info](#)

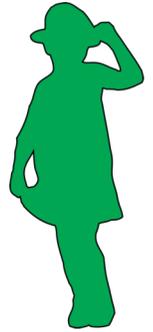


What Pragmatic Skills Should My Child Have?

Pragmatic Milestones by Age

[More Information on Speech/Language Milestones Here](#)

[Hierarchy of Social Skills Here](#)



8-9 Years Old

Social communication is used to make and maintain social interactions. Children begin to take others perspectives into consideration. They will begin to fix a conversation if a person has difficulty following along, such as defining terms and giving background information.



6-8 Years Old

Children will answer comments, check to see if someone is listening to them, and make explanations. They may give or respond to compliments and apologies. Children give multi-step directions. Stories are well formed, such as describing characters and creating riddles.



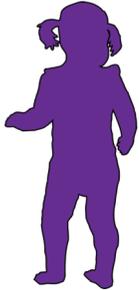
5-6 Years Old

Children may maintain a conversational topic for 10 turns. They may give praise, make promises, and insult. During play, children will determine roles, turns, and when the play is over. When telling a story, they are able to form characters and tell a story in order. They may have a hard time ending a story.



4-5 Years Old

Children will start conversations. Children will start to interrupt during a conversation, but will do so politely. They may change the topic of the conversation or suddenly end it. Stories are "chains" with some plot, but no high point of the story



3-4 Years Old

Children will take 4-5 turns in a conversation. Children will use words to invite others to play, take turns, and play cooperatively. When telling a story, children will begin mixing real and unreal events.

Ideas to Incorporate Pragmatic Language into Daily Activities

Talk about foods you like and ask what foods your child likes "I like broccoli, do you like broccoli?" "What vegetables do you like?" Encourage your child to ask other family members what food they like.

Put food in the middle of the table slightly out of reach so your child has to request what they want.

Talk about the day's events at mealtime by asking young children specific questions "what game did you play today?" "what did you see on our walk today?" Encourage young children to ask other family members questions about their day.

Talk about where you are going and ask your child what he/she will see there

Listen to your child's comments, add information and ask question to what he says to encourage staying on topic

During stories, talk about the characters facial expressions and the feelings associated with the facial expression



Pragmatic language is important in order for your child to develop social relationships or friendships with their peers and others. It is also important academically because much of learning relies on working in groups and communicating with peers. Good pragmatic language is critical for successful social interaction. Parents are great role models for pragmatic language but parents have a lot on their

plate every day and may wonder where they can find the time to work on pragmatic language with their child. Not to worry! Everyone uses pragmatic language all day, every day in real life social situations every time we interact with another person.

[Click Here for Parent Handouts & More Information](#)

Consistent & Predictable

Research shows that predictable events enhance word learning in young children. It is also a means to develop positive behavior & set expectations.

One Outcome to Focus On

Focus on getting your child to communicate with you and with others. Use phone calls or FaceTime to connect with relatives while sheltering at home. Model gestures like waving, smiling, blowing a kiss and simple phrases. Make eye contact when you interact. Take turns in conversation.

Voice & Volume Matter

Use a calm voice and be a positive role model. Let them play with their voice. Go outside and be loud, go inside and be quiet. Make the sounds of animals. Sing, read or tell a silly story, cook together and find new words to say – stir, whisk, scoop.

Investigate Their Independence

Investigating and appreciating something in the environment that your child finds curious is a great way to enhance their vocabulary and language skills. It also fosters a love of learning. Narrate what they are doing. Extend it and re-create it. Listen to their good ideas!

Dance & Move Your Muscles

Playing is a great way to expand your child's imagination and introduce new vocabulary. Play "Bozo buckets" – throw socks in your laundry baskets, make a fort with blankets, use a sheet as a parachute. Crawl, jump, hop, skip, etc.

19 = find 19 items for your sheltering kit!

Find 19 items inside or outside your home that could be used for exploration and play. Choose items with different shapes and textures. Play "What's in the Bag?" – have your child close their eyes and place one item in a bag. Let them reach in and feel it. Can they guess what it is? Help them describe the item after they guess and pull it out. Make it more challenging by adding two or more items at a time.

COVID – 19: Strategies to Enhance Language of Young Children

Later Language Learning (Grades 3-8 & High School)

As students get older, their language development does not stop, though it does change. Later language learning is supported mainly through reading and writing. Although it may be harder to engage older students in language-enriching activities, it remains important to keep them talking and thinking about their perspectives and ideas during remote learning.



Activities and Resources for Later Language Learning:

Developing a Healthy Reading Habit: Reading for pleasure daily is a key skill in increasing students' vocabulary, grammar skills, and background knowledge. Open Library is a nonprofit, online resource whose mission is "to make all the published works of humankind available to everyone in the world." Thousands of free

books are available online, including a K-12 student library. Many books are also available as audio books. Parents are encouraged to listen to and or review what their child is reading to be able to engage them in conversations about what they have learned.

Link:
<https://openlibrary.org/>

Retelling Narratives and Telling Personal Narratives:

Asking a student to retell a narrative they have either heard or read targets not only their comprehension of a story but also their ability to clearly express themselves. After reading or hearing a story, a parent may prompt their child to tell them what happened, just as if they were telling the story themselves. A complete retell will include information such as character

names, settings, the main problem in the story, how a character feels, the steps a character took to solve the problem, and how it resolved itself. Students can also learn to improve their language skills by practicing retelling events from their own lives (for example, a memorable vacation, a time they had a problem, or a humorous incident from school).

LINK REFERENCE PAGE

Page in Newsletter	Title of Resource	Direct Website
Page 4	Speech Sound Cue Cards	https://www.teacherspayteachers.com/Product/Speech-Sound-Cue-Cards-Freebie-for-Speech-Therapy-2196455
Page 4	Speech Sound Demonstration Videos	https://www.youtube.com/channel/UC13M4ASYG2k6kNjA5zyR1QQ
Page 4	Articulation Word Lists	https://mommyspeechtherapy.com
Page 4	YouTube Video for Speech Sound Cues	https://www.youtube.com/watch?v=omA9TDtC88M&amp=&t=196s
Page 4	Handouts for Parents	https://www.teacherspayteachers.com/Product/Handouts-for-Parents-Preschool-Speech-and-Language-Practice-2143941
Page 5	K Sound Pictures	http://mommyspeechtherapy.com/wp-content/downloads/articulation/k-initial_words.pdf
Page 5	G Sound Pictures	http://mommyspeechtherapy.com/wp-content/downloads/articulation/g-initial_words.pdf
Page 5	S Sound Pictures	http://mommyspeechtherapy.com/wp-content/downloads/articulation/s-initial_words.pdf
Page 5	F Sound Pictures	http://mommyspeechtherapy.com/wp-content/downloads/articulation/f-initial_words.pdf
Page 5	SP Sound Pictures	http://mommyspeechtherapy.com/wp-content/downloads/articulation/sp-initial_words.pdf
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Page 5	SK Sound Pictures	http://mommyspeechtherapy.com/wp-content/downloads/articulation/sk-initial_words.pdf
Page 6	Activities for Language Development	https://www.assistiveware.com/learn-aac/get-practical-ideas-for-building-language
Page 6	Activities for Description	https://drive.google.com/drive/u/1/folders/1sUUTvSnOMSleTWhwSskaZiw111eOIV-L

LINK REFERENCE PAGE

Page in Newsletter	Title of Resource	Direct Website
Page 7	Would You Rather Questions	https://www.signupgenius.com/school/would-you-rather-questions-teachers.cfm%20-
Page 7	Silly Sentences	https://drive.google.com/file/d/17Fr23Pwm9NJ0peoxa5PADa0wKuMc4aBg/view?usp=sharing
Page 7	Conversation Starters	https://conversationstartersworld.com/250-conversation-starters/
Page 8	Pequeños Habladores	https://www.superduperinc.com/handouts/pdf/152_Spanish.pdf
Page 8	Aprendiendo con Libros	https://www.superduperinc.com/handouts/pdf/278_Spanish.pdf
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Page 8	Rimas y Canciones	https://www.superduperinc.com/handouts/pdf/75%20Spanish.pdf
Page 9	Battery Life information	https://successforkidswithhearingloss.com/wp-content/uploads/2014/06/Battery-Facts.pdf
Page 10	Speech & Language Milestones	https://speechhearing.columbian.gwu.edu/sites/g/files/zaxdzs1996/f/downloads/Milestonesguide.pdf
Page 10	Hierarchy of Social Skills	https://nyspta.org/wp-content/uploads/2017/08/Conv17-305-Executive-Functions-Hierarchy-Handout-Peters.pdf
Page 10	Parent Handouts & More Info	https://www.teacherspayteachers.com/Product/Speech-and-Language-Handouts-for-Parents-5342672
Page 11	Open Library	https://openlibrary.org/