

# Talking Tips

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

SEPTEMBER, 2014

ISSUE #035



## In This Issue:

- Talking Tips for Parents:  
*Help your children learn from their mistakes.*
- Talking Tips for Early Intervention:  
*If families didn't make mistakes, they wouldn't need your services.*
- Talking Tips for Preschool:  
*We want children to be children and mistakes are part of growing up.*
- Talking Tips for Childcare:  
*Set the stage for children to learn from their mistakes.*
- Resources: *Here are some teaching children its okay to make mistakes and learn from them.*
- What's New?

Welcome to the newsletter from Karen K Rossi, Learn To Talk Around The Clock®. "Talking Tips"® is provided at no cost to subscribers.

Welcome to the September 2014 newsletter from Karen K Rossi, Learn To Talk Around The Clock®. "Talking Tips"® newsletter is provided to you at no cost.

For this issue our topic will be, "**It's OK to Make Mistakes.**" You might wonder why I chose this topic. Well, it's Back to School time for households all across the country. Kids are under a lot of pressure to "Have a good school year" or "Do your best" or "I hope you have a better year than last year." Parents are under a lot of pressure because they want to prepare their children well for school. They want them to be successful, because many fear that how they do is a reflection of their parenting. Others are afraid their child won't get the best teacher, and they heard that the other one doesn't like boys! And of course, teachers and other professionals want to have a "good" class. All professionals worry about how to meet the needs of all the children on their caseloads or in their classroom. We all have to remember that if we make mistakes, that is part of learning. How many times have you heard yourself and others say, "I won't do that again!"?

A theme that is paramount in everything we do here at Learn To Talk Around The Clock is that **everything must be meaningful**. During all times of the day there are meaningful vocabulary words, language, and concepts to be learned. This is vocabulary and language the children can learn in hands-on experiences at school and encounter in a variety of situations throughout the rest of his or her day.

**Learn To Talk Around The Clock® Concepts, Inc.** and this newsletter were designed to help all who are in the care of young children use routine opportunities to enrich child language and listening development. **My wish is for all children to start school ready to learn.** Learn To Talk Around The Clock® is helping by providing unique resources—in print, online, and in person—that develop improved interactions between parents or caregivers and young children.



# Talking Tips FOR PARENTS



## The theme for September is “It’s Okay to Make Mistakes.”

- How many times have you heard yourself and others say, “**I won’t do that again!**” That’s actually a good thing, because **it means you have learned something from your mistake.** What comes next is the important part. What will you do differently the next time? When we make mistakes, we should take a few minutes and think about what we could do differently next time to have a different outcome. That is learning.
- **This is particularly significant with children.** Imagine that you are a child and every time you make a mistake—spill something, get your shirt dirty, make a mark on the table, drop a plate, get water on the floor in the bathroom, leave toothpaste in the sink—you get in trouble and are told you are “always making a mess” or “always breaking something” or “always the last one done” and so on. How does that make you feel?
- On the other hand, imagine that when you make mistakes as suggested above in the second bullet, that **your parent takes that incident and helps you to figure out what you can do differently the next time.** How does that make you feel? Better, I hope. **You are actually learning things that all children need to learn.**
- **In a *Peanuts* comic strip,** Charlie Brown says, “Another ball game lost! Good grief!!” Charlie moans. “I get tired of losing. Everything I do, I lose!” “Look at it this way Charlie Brown,” Lucy replies. “We learn more from losing than we do from winning.” “That makes me the smartest person in the world!” replies Charlie.
- **In a real life example,** Sam spills his milk all over. Dad says, “Oh, Sam. You made a big mess, Buddy. You can help me clean it up. Now, how do you think that happened? Was your cup too close to the edge? Did you bump it with your elbow? Or were you messing around?” Sam says, “It was too close to the edge.” Dad says, “What do you think you could do differently next time?” Sam says, “I don’t know.” Dad says, “Well if it was too close to the edge, then next time, let’s put your cup up here away from the edge.” “Okay, Dad.”



# Talking Tips

## FOR EARLY INTERVENTION



**This month's topic is "It's Okay to Make Mistakes." I think for the families you work with, this is a very important issue to tackle. Families are bound to make mistakes because this is all new to them.**

- **Families will make mistakes as they practice** the skills that are appropriate for their own needs and level of skill acquisition. That is the beauty of coaching. You can gently coach them through mistakes as they occur. That way **they will learn**.
- **If a family didn't make any mistakes, they wouldn't need your services** and we know that probably isn't the case, particularly if they are new to the diagnosis of hearing loss. A very high percentage of children who are deaf or hard of hearing are born into typically hearing families who have no experience with deafness.
- **When you tell them about your family centered program and the coaching philosophy**, reassure them that you will practice together the skills they will need to help their child learn to listen and talk. Also reassure them that you don't expect them to do everything right the first time, and you are there to help.
- **Tell them specifically what they are doing right!** "I like the way you talked to Juan about his new shirt. That was great!" Or "Did you see how he looked up when you paused. It's almost like he was waiting for you to say something!" Or "Susie is really trying to tell you a 'story.' That shows me that you are talking to her more. Good job, Mom!" "I love to watch you read a book to Jill. Your communication is just lovely."
- **Then follow your compliments with further suggestions, if necessary.** "I like the way you talked to Juan about his new shirt. That was great! You might want to remember he also needs to hear the word 'shirt' used in a short sentence describing what you're doing, "Let's put on your new shirt. Mommy pulls your shirt over your head. Peek-a-boo! I see you! Put one arm in your shirt. Put the other arm in your shirt. There. Your shirt is on.' See how you can talk about his shirt as you dress him and use the word 'shirt' over and over in meaningful talk? "
- **Make sure your compliments are sincere** or they might sound condescending. Observe carefully and you will find sometimes subtle things that are delightful little interactions between parents and child.
- **Above all, work hard to develop a professional, working relationship with the family.** You will share joyful moments as you see the parent-child relationship develop and flourish. It doesn't get better than that!



# Talking Tips FOR PRESCHOOL



## Talking Tips provides ideas for this month's topic of "It's Okay to Make Mistakes."

- We've talked a lot about preparing children for Kindergarten. Actually 3-year old preschool should prepare a child to be four! And four-year old preschool prepares a child to be five! **We want children to be children, and mistakes are a part of growing up and learning.** It's how we teach children to respond to mistakes that is of vital importance. We could be setting the stage for children to learn, or for children to get stuck in their own mistakes.
- **Sometimes there is more than one possible answer to a question** and if the child gives an answer that happens not to be the answer you had in mind, as long as he/she can justify it satisfactorily, it isn't a mistake. For example, you are reading a book and ask the children for predictions of what will happen next. You already know what will happen so you have that answer in your mind. One of the children makes a prediction that is in your mind way off base, but instead of saying, "No, that won't happen," you ask the child, "What in this picture and what we know about the story so far makes you think that could happen?" If the child gives you a plausible answer, you could say, "I don't know if that will happen in this story. Maybe that could happen in another story. Let's turn the page and see what happens. After you turn the page, you can say something like, "Oh, I see why that happened" and talk them through it, showing them the previous page. This way you are accepting of possible predictions and not discouraging the children from participating.
- **When a child makes a mistake, help them learn from that mistake by showing them in as much of a "hands-on" way as possible.** For example, maybe you are working on A-B-A (red-blue-red) patterns. You have four beads out (red-blue-red-blue) and the children are to choose the bead that comes next. Danny puts out another blue bead. You could say, "Oops, Danny. Let's look at it together." This way Danny is learning from his mistake.
- **If a child makes a mistake, help him think of possible things he could do differently the next time.** Teacher said, "Bobby, you ran into Shawn's block building and knocked it down." Bobby said, "I know, but I didn't really mean to." Teacher answered, "I know, but what could you do differently the next time so it won't happen again?"



# Talking Tips FOR CHILDCARE



## “Talking Tips” gives you suggestions for September’s theme of “It’s Okay to Make a Mistake.”

- How many times have you heard yourself and others say, **“I won’t do that again!”** That’s actually a good thing, because **it means you have learned something from your mistake.** What comes next is the important part. What will you do differently the next time? When we make mistakes, we should take a few minutes and think about what we could do differently next time to have a different outcome. That is learning.
- **This is particularly significant with children.** Imagine that you are a child and every time you make a mistake—spill something, get your shirt dirty, make a mark on the table, drop a plate, get water on the floor in the bathroom, leave toothpaste in the sink—you get in trouble and are told you are “always making a mess” or “always breaking something” or “always the last one done” and so on. How does that make you feel?
- **We want children to be children, and mistakes are a part of growing up and learning.** It’s how we teach children to respond to mistakes that is of vital importance. We could be setting the stage for children to learn, or for children to get stuck in their own mistakes.
- **In a real life example, Sam spills his milk all over.** Teacher says, “Oh, Sam. You made a big mess, Buddy. You can help me clean it up. Now, how do you think that happened? Was your cup too close to the edge? Did you bump it with your elbow? Or were you messing around?” Sam says, “It was too close to the edge.” Teacher says, “What do you think you could do differently next time?” Sam says, “I don’t know.” Teacher says, “Well if it was too close to the edge, then next time, let’s put your cup up here away from the edge.” Sam says, “Okay, Teacher.”
- **If a child makes a mistake, help him think of possible things he could do differently the next time.** Teacher said, “Bobby, you ran into Shawn’s block building and knocked it down.” Bobby, said, “I know, but I didn’t really mean to.” Teacher answered, “I know, but what could you do differently the next time so it won’t happen again?”



# RESOURCES



## Children's Books:

Cook, Julia (2011). [The worst day of my life ever! \(Best me I can be\).](#) Omaha, Nebraska: Boys Town Press.

Jackowitz, Enid Duchin and Schaeffer, Hayley (2014). [Maya and the magic swing.](#) CreateSpace Independent Publishing Platform.

Gassman, Julie (2013). [You get what you get.](#) Little Boost.

Javernick, Ellen (2010). [What if everybody did that?](#) Two Lions.

Jones, Christianne C. (2013). [Lucy Walker, nonstop talker.](#) Little Boost.

Parr, Todd (2014). [It's okay to make mistakes.](#) Little Brown Books.

Pett, Mark (2011). [The girl who never made mistakes.](#) Sourcebooks Jabberwocky.

Pilkey, Dave (1999). [Big Dog and Little Dog making a mistake.](#) Big Dog and Little Dog Board Books.



# WHAT'S NEW?



"The best laid plans of mice and men".....well, you know the rest. Life intervened, and I am not able to meet my deadlines for the products I announced in the last newsletter.

I have a revised plan for new products, and I am working on a new timeline. I should have an announcement for some great "[Learn To Talk Advanced Learning Opportunities](#)"<sup>©</sup> by October, 2014.

## **Question:**

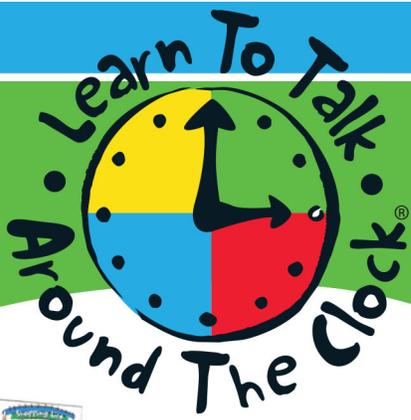
Are there other programs, materials, or information that would make your work with children easier?

*Send me an email and I will take them under consideration, or attempt to work your ideas into the materials I am currently developing.*

*Karen*

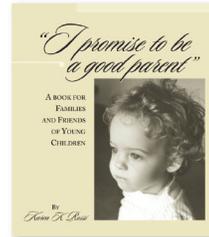
**email: [learntotalk@cox.net](mailto:learntotalk@cox.net)**





# RESOURCES & ORDER FORM

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



## LEARN TO TALK AROUND THE CLOCK® A PROFESSIONAL'S EARLY INTERVENTION TOOLBOX®

There are many helpful resources in the Toolbox for professionals to use with families of children who are deaf or hard of hearing, and for families of children with a variety of language-learning issues. At the core of the materials are Signature Behaviors in Language and Listening development. Parents learn how to implement these distinctive behaviors while interacting with their children in meaningful activities throughout the day. Order your Toolbox today and make your professional life much easier and effective.

**Item #001**  
**Toolbox** 205.88  
Check [www.agbell.com/bookstore](http://www.agbell.com/bookstore) for A.G. Bell member discounts.

## LEARN TO TALK AROUND THE CLOCK® AT CHILDCARE®

Rossi's childcare program is based on a unique self-study format for users to complete. Childcare providers quickly identify the interactive skills they need to practice. Then they find the coordinating practice area with age-appropriate suggestions for infants through preschoolers. This product is intended to be used with *all* children in childcare. This is perfect for professionals who are working with a child at a childcare facility or babysitter. The materials can also be adopted by childcare facilities and introduced through provider workshops.

**Item #002**  
**Basic Kit** 105.00  
**Item #003**  
**Question Supplement** 20.00  
**Item #004**  
**Bracelet Pack** 15.00

## I PROMISE TO BE A GOOD PARENT® A book for Families and Friends of Young Children

With this book, Rossi hopes to encourage the family to spend more time at home enjoying everyday routines with their young children. Even these simple events can be important in the life of a child for building strong relationships, listening and spoken language. Through the Ten Promises introduced in the book, families can find pleasure in everyday activities. This book would be a wonderful gift for families of all children—typically developing or with special needs.

**Item #005**  
**"Promises" Book** 15.95  
**Item #005CD**  
**"Promises" Book + CD** 30.00

## KNOWLEDGE CARDS® 52 Ways to Talk to Young Children

This deck of cards was designed to help all who are in the care of young children learn the terms that define the appropriate ways we should talk to young children. Intended Audience: families, parenting groups, Mommy and Me groups, college classes for teachers and speech language pathologists, childcare facilities, and more! Use them as traditional flashcards, or look inside for some fun games to play, as well! The deck of 52 Knowledge Cards comes in a clear plastic case.

**Item #006**  
**Knowledge Cards** 23.95



## TALKING TIPS® A series for families for use by physicians and other professionals Based on pediatric well-child visit schedules.

There is ample research to demonstrate that verbal interactions between families and their babies provide the vocabulary and language foundation for reading and academics. At the request of a Pediatrician, we designed listening and spoken language handouts that correspond to well-child doctor's visits to supplement those developmental handouts they already provide (i.e. at 2 weeks, 2 months, 4 months, 6 months, etc.). Language and vocabulary development in young children is found to directly impact success in reading and pre-academics during Kindergarten. This is a critical developmental issue and with Learn To Talk Around The Clock Talking Tips handouts, physicians and other professionals can begin an on-going conversation about vocabulary and language development beginning at birth and continuing through the preschool years. There are 13 different versions (preemie through age 5) that come in pads of 50 each. Each flyer gives families things to do at home during regular routines that encourage the development of good vocabulary and language skills in their baby. Available in English and Spanish. Personalized information can be imprinted in the yellow color block on the left side of each page for an extra charge.

**Item #007**  
**Set of 13 Versions - 50 Sheets/Pad** 179.00/set  
**Item #008**  
**Reorder Pads** 15.00/pad



**Telephone Orders:**

402.981.7847



**Website or Email Orders:**

www.learntotalkaroundtheclock.com

or email learntotalk@cox.net

Please print clearly with blue or black ink.

**BILL TO:**

Name: \_\_\_\_\_  
 Organization: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Daytime Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

**SHIP TO: (If different from "BILL TO" address)**

Name: \_\_\_\_\_  
 Organization: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Daytime Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

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

**PAYMENT INFORMATION:**

Cash     Check *(Payable to Learn To Talk)*  
 VISA     MasterCard    Expiration Date: \_\_\_\_\_  
 Card #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
 Purchase Order #: \_\_\_\_\_  
 Tax Exempt #: *(if applicable)* \_\_\_\_\_  
*Please attach a copy of your tax exempt certificate.*  
 Date of Transaction: \_\_\_\_\_  
 Conference Attended: *(if applicable)* \_\_\_\_\_

**SUBTOTAL**

**+ SALES TAX 7%**

**+ SHIPPING & HANDLING**

**= TOTAL (US Dollars Only)**

**SHIPPING & HANDLING CHART**  
*(Ground Service)*

\$0.00-\$40.00.....	\$8.20
\$40.01-\$110.00.....	\$13.20
\$110.01-\$250.00.....	\$18.27
\$250.01-\$400.00.....	\$23.20
\$400.01+ or international orders.....	please call 402.981.7847 for a price quote

*Thank you for your order!*