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## Hope you are enjoying your summer!



Three separate clinicians have told me that although they love this newsletter, they think the best part is the kid jokes! If you are in summer mode and all you want to do is eat watermelon and laugh, the jokes are at the bottom of the page! If you want a shot in the arm for fall and some great new therapy sources and ideas, check out our featured books and websites.

Of course, we would LOVE to talk with you about contracted positions in Orange and San Diego County - we offer strictly controlled caseloads, low bureaucracy, fabulous CF supervision, and ultimate choice of school based positions. Contact us, or visit our website for more information at [www.pacificcoastspeech.com](http://www.pacificcoastspeech.com).

Pacific Coast Speech Services, Inc. has received contract offers from 25 out of 29 school districts in Orange County in the last 3 years. Our competitors typically only work with a small number of districts in an area. Which model gives YOU the best odds to select an excellent professional option that also meets your personal needs?

## Featured Website, ELLLO-Listening Lab



WOW! WHAT A FIND! English Language Listeners Lab Online is fabulous collection of over 1,000 listening activities that students can view free via the Internet. Most have downloadable MP3 audio files, transcripts, and interactive quizzes. We are especially impressed with opportunities for children with high functioning Asperger's Syndrome or older students. Sample activities that intrigued PCSS therapists included:

**Movie Time:** Listeners hear four movie advertisements. They then listen to three people describe what they'd like to see and pick one of the movies advertised for them.

**Superhero Bingo:** A problem is posed. Listeners choose the right superhero to solve

the problem.

**City Tips Around Town:** A "local" gives advice to a visitor about visiting his town. Listeners must choose the correct picture to match the local's description.

Check it out at <http://www.ello.org/>.

Featured Resource, [Language Strategies For Children](#)  
by Vicki Prouty and Michele Fagen

A great resource for collaborative and team teaching activities by Thinking Publications. An example of a unit: The CARE/Listening Unit Part II goal is to listen actively and respond appropriately with the addition of distractors. Clever analogies and activities are used to develop recognition of distractors and practice a core listening strategy called CARE. ASHA's List 16 members (all school professionals) rave about this product!

For more information:

<http://www.superduperinc.com/thinkingpublications/product.asp?pid=TPX10001>

Webkinz World®, Fun Website  
Use as a Speech Goals Incentive

Those of you who have elementary age children, especially girls, may have heard of the new computer fad Webkinz World®. For about \$10, beanie baby type animals can be purchased. Each animal comes with a registration number that allows the owner to register them on-line at [www.webkinz.com](http://www.webkinz.com).

Once registered, users can play/feed/walk their pets online as well as play fun and nonviolent games. Try Quizzy's Word Challenge, the Employment Office, or Quizzy's Question Corner for some language oriented fun, or let your students build visual memory, math skills, and scanning abilities with fun activities!

Points earned in the games allow registrants to pick clothes, toys and more to add to their pet's online room. A school SLP, with Internet access in the speech room, could purchase a Webkinz® speech mascot and allow students to play as a reinforcer, raising the speech "cool" factor and exposing the students to computer fun in the process!

How do you explain Phonological Processes?

How do you explain phonological processes to parents and teachers? Do you have an up to date chart documenting when these are typically suppressed? This question came up earlier in the year, and led us to a table <http://www.speech-language-therapy.com/Table2.htm> which has an easy to understand explanation of the way phonological processes are used to describe speech output. Links on this page to other charts show typical age-expectations for their elimination.

The author of the table is Caroline Bowen, a phenomenal clinician from Australia, whose site [www.speech-language-therapy.com](http://www.speech-language-therapy.com), has an outrageous amount of helpful information. Don't visit the site when you are supposed to be cooking dinner - too many "finds" and you will burn your lasagna!

Bowen, C. (1999). Phonological processes in typical speech development. Retrieved from <http://www.speech-language-therapy.com/Table2.htm> on 8/8/07.

## Question of the Month, Thanksgiving Activities

We talked about speech activities for the start of school in previous newsletters, and most of us have plenty of Halloween activities, but what about Thanksgiving?

We all have pilgrim pictures and copies of turkeys. However, as a profession, we have accepted a new challenge to make every activity count towards our goal of effective communication. Why not use this wonderful holiday to encourage the language skills needed to express gratefulness? What a great opportunity for improving those critical pragmatic skills, both in classroom collaborations and small group work.

Email me your ideas at [lvalente@epcss.net](mailto:lvalente@epcss.net), and we will include in our next newsletter, planned for mid-October. Let's make this the year that students with speech and language challenges lead the way in expressing appreciation!



**THMOOOOOOOO!!!**

Our thanks to Lynn Epstein, SLP, for the caption!  
Retrieved from website, [cybersalt.org](http://cybersalt.org) 8/8/07.

## Jokes for Kids

**What do you call a grouchy person at the beach?**

A sand crab.

**What do you call a kid with a dictionary in his pocket?**

A smarty pants.

**What did one math book say to the other math book?**

I have a lot of problems.

Louise Valente

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