

# Language in Motion Newsletter

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## Lab Update

We miss seeing our junior scientists and are looking forward to when we can see you in person in the lab again safely!

In the meantime, **please feel free to participate in some of the online studies** we're working on with researchers from the University of Arizona!

*We are currently recruiting families of children for virtual studies!*

Click here to sign up for a study with [10-24 month olds](#)

And send an email here: [megan@arizona.edu](mailto:megan@arizona.edu) for a virtual study with 4-5 year olds

Finally, [click here](#) for other studies in for any age group (including for parents!)

## Research Update:

The junior scientists in our lab have helped us discover how children learn new words. Sara Benham and Lisa Goffman published an article in the [Journal of Speech, Language, and Hearing Research](#) showing that children with DLD have difficulty in learning the sounds in new words (for the word "bofi" a child may say "fofi" and "dosi"). **Pairing the new word with a meaningful object helps children say them more consistently, though maybe not more accurately.** These results are important for diagnosing children with DLD and for deciding when to practice new sounds and words. Thank you, junior scientists!

## DLD Info Corner

### Spotlight: DLD Prevalence

- Developmental Language Disorder (DLD) involves difficulties understanding and/or producing language.
- 7% of preschoolers have DLD
- DLD is 5-7x more common than autism!
- Many children go undiagnosed and don't receive services.
- [DLDandMe](#) is a great resource for learning more about DLD.



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**“Thought is the blossom; language the bud; action the fruit behind it.”**

-Ralph Waldo Emerson

## Language Building Activities

“The birds are flying through the clouds!” would be a great sentence to use with a preschooler while watching these birds.



For children under two years old, you could try, “The birds are flying! Birds fly!”

### Take a nature walk

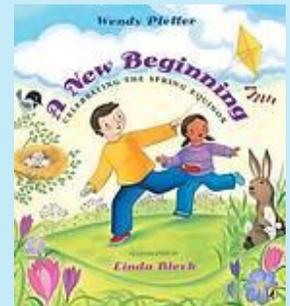
- Do a **bug or animal hunt** around your neighborhood.
- Take **pictures or make a quick sketch** of the animals you find.
- When you come home, you can talk about what you saw using your pictures.
- Model use of **descriptive terms**: How big? What color? What special parts are there?
- You can also talk about **where you saw each one using location words**: at a neighbor’s house, up in the sky, on a tree
- Expand this by also discussing **what the animal was doing when you saw it**: digging a hole, hiding from you, flying, building a nest—You can introduce new action words, and give your child a chance to practice them!

### Play the outdoor listening game

- Head **outside and close your eyes**
- Listen for sounds that you may not otherwise notice, and talk about what you hear!



- This is especially fun in the mornings when birds are often singing.
- You can talk about **birds, people’s voices, cars moving, leaves rustling in the wind**.
- Practice **imitating sounds**—which is a great way to introduce some **no-rules vocal play** with a child who has limited vocabulary!



### Book Recommendations

- The Very Hungry Caterpillar ([library](#))
- My Garden ([library](#))
- The UnBrella ([library](#))
- Pete the Cat: Five Little Ducks ([library](#))
- Who Likes Rain? ([library](#))
- A New Beginning: Celebrating the Spring Equinox ([library](#))



CALLIER CENTER  
FOR COMMUNICATION DISORDERS

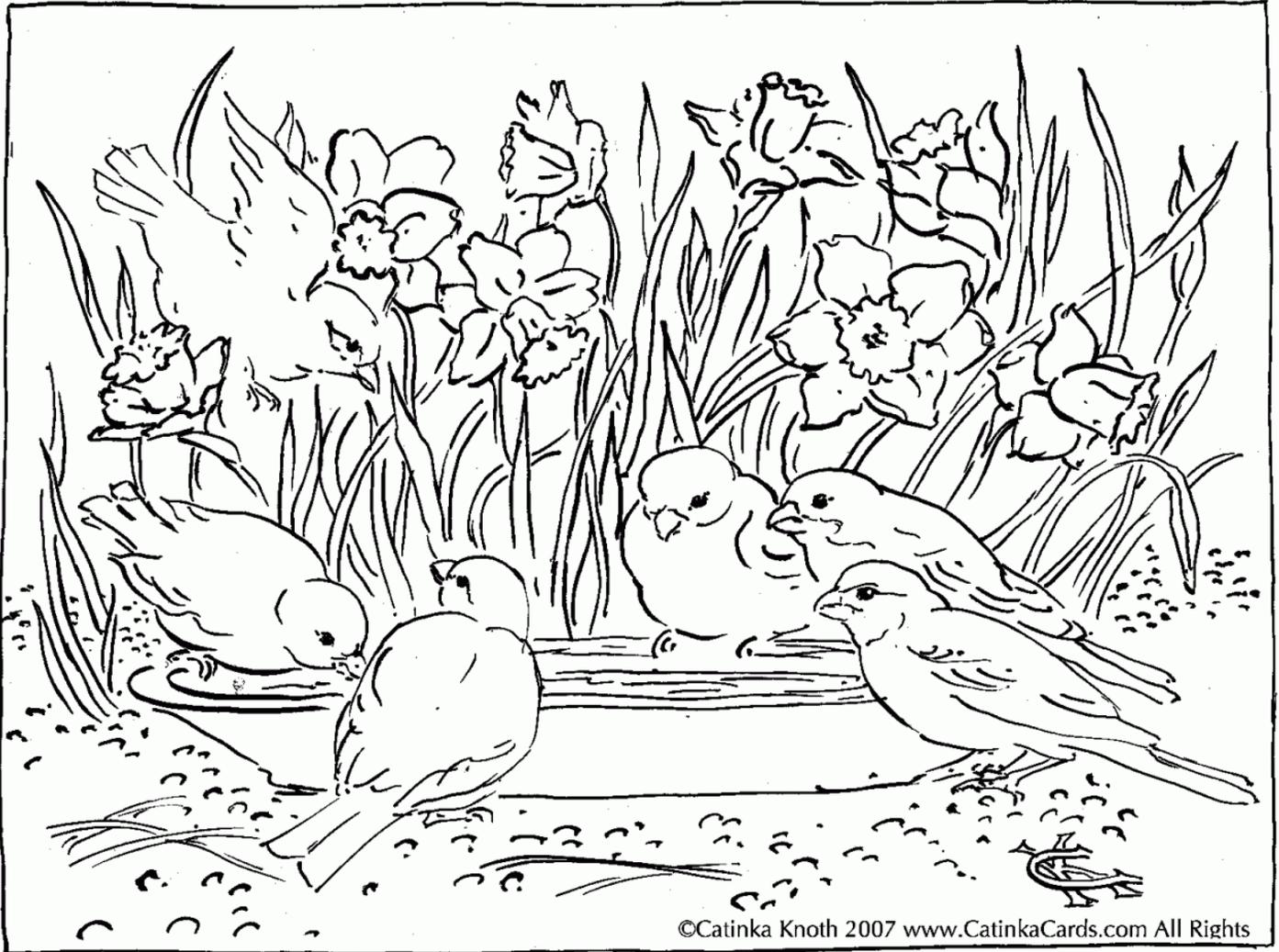


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## Printable Activity: A Spring Coloring Page

- Some ideas for what you can talk about while coloring:
  - Talk about what the birds are doing (eating, drinking, sitting on the container, flying, resting)
  - Talk about the flowers (growing, turning toward the sun, bending)
  - Talk about the colors you'll use to fill in the picture
  - Ask your child to think about what will happen next after the birds are all done eating (Will they fly away? Will they take a nap?)



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