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# LANGUAGE IN MOTION NEWSLETTER



## Lab Update

- We miss seeing our junior scientists in the lab! We are working toward inviting children and their families back into the lab as soon as it is safe, as we remain cautious and mindful to mitigate any risks during the COVID-19 pandemic. **Please participate in some of our online studies** we're working on with researchers from the University of Arizona!
- We are currently recruiting families of children **4-7 years old** to participate in studies, both in-person and online! This includes children who are typically developing, as well as children who have speech and language disorders.
- We are recruiting **10- to 24-month old** children for an online study. Recruitment is being managed through Children Helping Science, which is an international website of research projects for children and families. You can find the link [here](#).

## Research Update

- The junior scientists who have participated in our studies have helped us discover that learning the sound patterns of new words continues to be challenging for children with Developmental Language Disorder (DLD) even when they enter the school years. This ongoing difficulty influences learning. Our findings provide an important new approach to helping children with DLD learn. Sara Benham and Lisa Goffman published this article in the [International Journal of Speech-Language Pathology](#).
- Even adults with DLD show difficulties in learning sound patterns in words. In another study with our collaborators at the University of Arizona, LouAnn Gerken and Elena Plante, we found that adults with DLD can learn some complicated sound patterns, but not others. Finding strengths in learning helps us determine what sorts of intervention may be most effective. This work was published in the [Journal of Speech, Language, and Hearing Research](#).

**Thank you, child and adult participants!**



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## October 15 was DLD awareness day! #THINKLANGUAGE #THINKDLD

- <https://radld.org>
- **Developmental Language Disorder (DLD)** is diagnosed when children have difficulty learning language for no apparent reason.
- Children with DLD **may have “difficulty understanding** what people say to them, and **struggle expressing their ideas and feelings.”**
- Approximately **2 children in every classroom** experience DLD. DLD affects academic and social development.
- <https://dldandme.org>

*If you have any concerns about your child's speech and language, contact a speech-language pathologist!*

**“... Just ‘cause somethin’ aint been done; Don’t mean it can’t be did...”**

-Shel Silverstein, Every Thing on It

# Language Building Activities for Fall/Winter



## Family Time = Social Time!

- If your family is getting together over the holidays, you can **help your child connect with relatives or friends** by taking some time to prepare them!
- Get your child ready for what to expect by **showing pictures** of expected guests, and **sketching out a quick schedule** to review what they will be doing while company is over (1. say hi, 2. play, 3. eat, 4. say goodbye)- this will create order in their mind because they know what to expect!
- Allow your child some **time to warm up**; hiding behind familiar people at first is OK! They will interact with your guests more easily when given this opportunity!
- Help your child learn to **initiate interaction** when they are ready by **practicing a comfortable phrase** they can use. For example you can let your child show their favorite toy and ask “want to see my race track?”



## Look for Leaves!

- Hunt for **dried leaves** that have fallen to the ground
- **Gather the leaves** in a bag or basket; practice **location words** while you do this (on the ground, in the basket)
- When you come home, use a crayon to make **leaf fossils!** Put each leaf under some blank paper and color over them.
- Practice **formulating new phrases using your example** by combining different people or animals, actions, and descriptions (Paula is coloring a green leaf! Mommy is coloring a yellow leaf!)
- Focus on various **descriptive words** – such as words that describe the leaf’s size, color, shape

## Cooking with Kids!

- Colder weather calls for warm meals! If you cook with your kids, take advantage of the **language opportunities** that this activity can present!
- Teach new and specific **verbs** as you cook- emphasize words like stir, crack, mix, pour, dump, spread, measure
- Practice simple sound combinations that are fun to say! Using **fun sound or word combinations** can be motivating to practice, and you can work in repetitions of any sounds your child might have trouble with. For example, “mash, mash” while mashing potatoes, or “boom boom” while using cookie cutters.
- **Talk about what your child is doing** in the kitchen, using simple phrases so he can listen to how you put sentences together. For example, “You cracked an egg! Now the egg is in the bowl.”



## Check out these books for fall and winter!



The Snowy Day ([library link](#))  
 The Roll-Away Pumpkin ([library link](#))  
 One Snowy Night ([library link](#))  
 Room on the Broom ([library link](#))  
 A Loud Winter’s Nap ([library link](#))

