

NewsWorks

TherapyWorks Quarterly Newsletter



Working Wonders in Children's Lives

Summer 2011

Speaking The Language of Play

- Alicia Christopher, MS, CCC-SLP

Play is an essential ingredient in a child's intellectual, social and emotional development. The way a child plays is often a good predictor of his or her success in academics and social skills.

In terms of socialization, children who play together must practice attention, turn-taking and compromise, along with a myriad of problem-solving techniques. Children must be able to convey their ideas to their play partner and often develop ways to resolve conflict.

These abilities require a more extensive vocabulary that cannot be taught using only pictures or direct word imitation. Because play is so dynamic, the opportunity to incorporate a large amount of new words and ideas is continuous.

According to Columbia University psychology professor Lois Bloom, Ph.D., children must be able to experience the world before they will be able to use it effectively.

"Young children learn words rapidly when adults explicitly link spoken word with concrete referents," Bloom said.

In terms of language and vocabulary building, children have a better chance of retaining the language learned when it is reinforced by a play activity. In play, all aspects of language are directly and indirectly targeted. For example, a game of doll play would include such words as baby, cry, hungry, more, sad, etc.

Children will typically tell their play partner what they want or how a play scheme should go-indicating a grasp of language function. A child's most complicated grammatical and pragmatic forms of language will appear in a play activity before they will appear anywhere else.

In a play-based speech therapy session, children will be able to experience the language they are learning. Any and all types of play preferences will be encouraged and expanded upon. Language will be taught in these preferred activities, allowing your child to use words functionally, for attention, refusal, protest and socially, not just as labels.

Brandon Averette and Antoni Tharp incorporate play into their speech therapy session with Alicia Christopher, MS, CCC-SLP.



Guidelines to follow when deciding if your child could benefit from a play-based intervention are listed below:

6 months

A child should be interested in your face, voice and movements. Responses should be varied.

12 months

A child should imitate toy play with you. They should seek out play.

18 months

A child should be adding words to play activities, such as "uh-oh! Or "mama"

2 years

A child should play with real-life objects in a play manner. Make-believe should be exciting.

3 years

A child should enjoy play with parents and close friends. Stories should be emerging in your child's play.

4 years

A child should play for long periods of time in a continuous activity. Pretend play and imagination are a vital part of play.

5 years

A child should be able to negotiate play with a peer. They should seek out peers, and play should be limitless.

Working Wonders

Beau's life changed forever one day when he was kicked in the head by a horse. Lifeflighted to the hospital, his parents didn't know if he would live. To say his recovery is remarkable is an understatement.

After he was discharged from the hospital and inpatient rehab center, he began receiving intensive physical, occupational and speech therapy at TherapyWorks. Since then, Beau's dad, Zach, said he has specifically seen improvements in his fine motor skills in his left hand and his balance is much improved.

"His overall ability to run and play and be a little boy like before his accident (has improved)," Zach said.

Zach gives credit to Beau's therapists and the homework assignments they give him for the strides he has made.

"They come to work everyday with an attitude they are going to help Beau. I'm very proud of him," Zach said. "Therapy works at TherapyWorks!"

Beau is 3 years old and receives occupational, physical and speech therapy at TherapyWorks.



Meet The TW Team

Glynnna Ruggiano, PT, MPT
Physical Therapist

"My mission is to provide each child with encouragement and support to reach his or her goals and live life to the fullest."

Specialties

- Pediatrics
- School-Based Therapy
- Early Childhood Intervention
- Torticollis

Certifications

- Oklahoma Board of Medical Licensure and Supervision
- American PT Association member
- Oklahoma PT Association member

Education

- M.S. Physical Therapy
- OU Health Sciences Center
- B.S. Human Nutrition
- Oklahoma State University



Beyond TherapyWorks

Glynnna loves spending time with her husband and Great Danes. She enjoys reading, shopping, bike riding and walking her dogs on Riverside (when it is not too hot outside). She loves cooking, baking and entering baking contests.

THERAPYWORKS

working wonders in children's lives

7608 East 91st St. Tulsa, OK 74133
Phone: 918-663-0606 Fax: 918-663-8754
E-mail: info@therapyworkstulsa.com
www.therapyworkstulsa.com

TW Therapy Staff

Occupational Therapy Speech Therapy

Suzette Jones, OTR/L <i>President</i>	Kathy Soland, CCC-SLP <i>ST Clinic Manager</i>
Rachel Ottley, OTR/L <i>OT Clinic Manager</i>	Cindy Steck, CCC-SLP <i>ST School Manager</i>
Jill Spurrell, OTR/L <i>OT/PT School Manager</i>	Mona Horn, CCC-SLP
Kayla Schlicker, OTR/L	Alicia Christopher, CCC-SLP
Amanda Thompson, OTR/L	Laura Diamond, CCC-SLP
Nicole DeWitt, OTR/L	Breanna Taylor, CCC-SLP
Casey Dutton, OTR/L	Sydney Page, CCC-SLP
Julie Stolt, OTR/L	Kara Sexson, CCC-SLP
Oleeta Noah-Boswell, COTA	Annie Imher, CCC-SLP
Lindsay Reed, COTA	DeeAnna Cook, CCC-SLP
Astrid Lowry, COTA	Robyn Vanderveen, CCC-SLP
Kehm Swehla, COTA	Becky Bergren, CCC-SLP
Candice Carney, COTA	Debra Robinson, CCC-SLP

Physical Therapy

Liesa Persaud, MPT, PCS <i>PT Clinic Manager</i>	Stefani Wiley, CF-SLP
Glynnna Ruggiano, MPT	Rachel Tomison, CCC-SLP

Nutrition

Danielle Hildebrand, DPT	Andrea Shotton, R.D., L.D.
Laurel Johnson, DPT	
Laci Dilibero, PTA	
Kea Averill, PTA	
Amanda Zarbano, PTA	
Kerry Lichlyter, PTA	