



# All.Special.Kids

GENEVA, SWITZERLAND

## What is ASK?

- ASK is the only English speaking support group for parents of children with special needs and learning difficulties in Geneva and Switzerland.
- ASK is a multi-cultural group, focusing on offering assistance to parents in a welcoming, caring and supportive environment.
- ASK strives to bridge the gap between schools, specialists and parents to find a happy balance of cooperation and collaboration.
- ASK strives to provide opportunities to expand self-development with our monthly in-depth and varied programs and resources that help parents to learn to cope with their children with learning difficulties.
- ASK strives to continuously provide the latest educational research on learning difficulty issues.
- ASK strives to provide personal assistance to newcomers and existing members alike

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## Dear Parents,

We are happy to announce that finally our new website is up and running. We would like to take this opportunity to invite you to become a member of ASK by completing our online enrolment forms. ASK members will enjoy privileges above and beyond the visitors to the ASK website.

This newsletter is our first issue produced by ASK with contributions from many parents and young students. ASK newsletter will be produced bi-monthly and will have a different focus topic each month. This month's focus topic is **Speech & Language Difficulties**.

Volunteerism is a spirit that we need to instill in our children and what better way to teach our children than showing and sharing with them your involvement in the many programs that ASK is offering. For busy parents, volunteering in the children's program would not only allow you to spend quality time with your child but also receive a substantial discount for helping facilitate ASK programs. For more volunteer programs please see page 7 on "Becoming an ASK volunteer".

We hope that this uplifting spirit of volunteerism will continue to thrive in our special needs community for the sake of our children in need, starting with Geneva and hopefully spreading out to help other English speaking parents in other parts of Switzerland in the very near future.

Our motto has been and will always be **"ASK – we are here to help"**.

With best wishes,  
 Joy Tong  
 E-mail: [joy@allspecialkids.org](mailto:joy@allspecialkids.org)

**All Special Kids Newsletter  
 1st Issue Sept-Oct 2006**

**Table of contents:**

- Letter from the President p. 1
- All about ASK: News & Updates p. 2
- Articles on Speech and Language Difficulties p. 3 - 5
- October Lecture p. 6
- ASK Volunteer Opportunities p. 7



The ASK Fun Day organizers



ASK bids good-bye to Marjorie Bigelow

## Our Mission

- To support the families of children with special needs and learning difficulties.
- To increase public and professional awareness of learning difficulties and the need for early detection, proper diagnosis, appropriate recommendations, help and treatment.
- To promote increased cooperation and understanding among parents, schools and specialist professionals.
- To increase parental and professional awareness of services available within the community.
- To promote research in the area of learning disabilities.
- To monitor, establish and carry out strategies and legislative issues as they pertain to learning disabilities in Switzerland.



## ASK News and Updates

Welcome! New Specialists coming to town:

October, Dr. Diane Fraser, an American Board Certified Behavior Analyst and Verbal Behavior Specialist will come to Geneva to give a talk on Speech and Language Difficulties. Dr. Fraser will be available for consultation during her monthly visits to Geneva.

November, Catherine Ruckert, a British, Neurofeedback specialist from Germany will visit us to share her professional experiences on Neurofeedback, high tech intervention techniques and explain about brain mapping and latest software that could help with academic improvement in children. Catherine Ruckert will be available to interested parents for neurofeedback assessment of children in the coming months.

December, Dr. Gavin Reid, a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh and consultant to the Red Rose School for children with specific learning difficulties in Lancashire, England will do a half day presentation on Dyslexia. Dr. Gavin Reid will be available to assess children, both in December 2006 and March 2007.

We have two new tutors in town, Corinne Wolffe and Maria Harjula, both special needs teachers from U.S. Their professional details are on our specialist directory.

Good Byes to -

Marjorie Bigelow - who co-created the "coping skills" program for ASK parents last year, has returned back to Wisconsin, U.S. Her contribution to ASK has been enormous and she will be sorely missed. Marjorie, we all wish you restful days in your new garden.

Lesley Stagg, Wade and Claudia Miquelon - all were instrumental in the creation of Learning Centers in the new campus at Nations, International school of Geneva. Their contributions to the special needs children in Geneva will be felt for many years to come and we wish them all the best at their destinations, Lesley in Dubai and Wade and Claudia in Arkansas, U.S.A.

Thank yous to -

Our team of webdesigners, Tim Frogley, Peter Hulm, Nikki Meith, Jessica Sankala and Rachel Dolores, all contributed their time and effort to make our current sites updated and fresh.

Marjorie, Gregory, Jennifer and Petal for their contributions to Coping Skills sessions.

Special thanks to Rachel for extra hours of input and Nigel Edison for his assistance with final proof-reading of this newsletter.

*To live in society doesn't mean simply living side by side with others in a more and less close cohesion; it means living through one another and for one another.*

**PAUL-EUGENE ROY**



## ASK Calendar of Activities 2006/2007

September

- 8th September 2006 – Coffee Mornings
- ASK participation at Pro-Juvenile Tout Event

October

- 5th October 2006 – Coffee Mornings
- 19th October 2006 -- Speaker: Dr. Diane Fraser on "Language Learning Techniques: Helping your Child reach their Communication Potential"

November

- 2nd November 2006 – Coffee Morning
- 8th November 2006 – Speaker: Catherine Ruckert on "Reversing Academic Failure: Enabling Potential Through the Use of High Technology Interventions"
- 25th November 2006 – Learning Disabilities, Information Day. A joint event by ASK – All Special Kids and ADSR., Association Dyslexie Suisse Romande.

December

- 2nd December 2006 - Presentation by Dr. Galvin Reid on "Dyslexia: Understanding, Identifying, and Overcoming the Barriers to Learning"
- 16th December 2006 - ASK Family Christmas Party

Visit ASK's [Events Page](#) for detailed information.

## Fun Day

Picnic and Games at Signal de Bougy

Wednesday, 26 July 2006



The parents and children of ASK met at Signal de Bougy for a day of fun and games. Entire families came together with picnic lunches to spend time together and get to know one another.

The kids enjoyed playing together at all the playgrounds and open fields while building up an appetite and coming back to eat with the parents.

The highlight of the day was games organized by Catherine Scobie. Children of different ages and parents alike played "Simon says" and keep the ball inside the circle. The winners received prizes and the children showed their skills by beating out the parents in both games.

Everyone enjoyed socializing and we look forward to future activity days. Thanks to Alysoun Sturt-Scobie and Elaine Curry for planning this FUN day for ASK.



# Speech and Language Disorders

Can you imagine a world without language? Language is one of the most important skills we will ever learn. Children learn language in such a short space of time and this is why the pre-school years are so crucial, with parents and early years workers playing a vital role in encouraging children's communication development. Language is central to learning and studies indicate that as many as 1 in 10 children in the UK have speech and language difficulties in one or more of the following areas:

**Understanding spoken language:** children may have difficulty with understanding the meaning of words and concepts. Often children with these difficulties may appear to understand, as they may be getting clues from following other children or guessing from the context but they may have problems following instructions, understanding games and tasks and making sense of what is being said to them

**Spoken language:** children may have problems with using language; difficulty with words or sentence structure and may struggle to express themselves in play and activities, or to tell people how they feel.

**Speech sound production:** children may have problems with the intelligibility of their speech, they may have a reduced number of sounds available to them and difficulty making particular sounds in simple or longer words. They may not be easy to understand when they speak or reluctant to speak for fear of not being understood.

**Attention and listening:** Many children who have speech and language difficulties have problems with listening to spoken language (often when their hearing is OK). They have difficulty concentrating on a task and listening to adult instructions.

**Social skills:** children's development of social skills, their sense of self and others and their ability to form relationships and learn can all be affected by speech and language problems.

There are a range of practical, easily implemented strategies which can be used by anyone in an early years setting to identify children who may have a speech and language problem and to target and support those elements of speech, language and communication which all children need to develop in order to become confident communicators and learners. Such strategies include:

**Using visual support systems:** Some children find using visual clues and reminders very useful in helping them follow routine and learn new words and concepts. Use pictures, if possible photos of the children themselves doing the activities, to represent different activities in the day as a visual timetable. Pictures can also be used to help children to choose activities. If speaking is a problem, children could point to a picture of what they want to do.

One of the hardest things to do when you are a fluent adult speaker is to be aware of your own language when talking to children. **Slow down the rate of your speech, simplify your language and repeat new words and ideas often.** Don't feel you have to fill in silence with lots of talking – some children need more time to

think before they speak – make sure you leave gaps for them to fill in. **Try to cue children in to what you are doing** – say their name, wait for them to look at you. You may need to model language for them by giving them a choice eg 'do you want juice or milk?', or you can repeat what the child has said to confirm you have understood them and to let them hear how the words should sound. **Use simple repetitive language** for familiar activities, comment on what children are doing in their free play sessions and try to expand what they say by adding a few words, eg. Child: 'truck' Adult: 'that's right it's a big, blue truck'.

**Talking Together.** It's important to remember that language is a practical skill and in order to get better children must practise. So we must give our children the opportunity to talk. Listen more than you talk – give children time to think about what you have said before expecting them to respond and try not to talk over a child.

- Involve children in conversation – by talking about things that children find fun you will help them find new words.
- Value what children say – even if you don't understand what your child has said, don't ignore their comments
- Be aware of your own language - slow down the rate of your speech, simplify and repeat new words and ideas often
- Read stories to your children and teach them nursery rhymes.

**Attention and Listening.** Some children find it difficult to pay attention and listen and this could affect their language development. Attention and listening skills help develop social skills - children need to learn to focus on another person and listen to them in order to take turns, make eye contact, and to engage in conversation and play.

- Remove distractions – children are more able to focus if the noise level is low and distractions are kept to a minimum
- Look at the child when you are talking to them – this reinforces the importance of making eye contact and shows the child that you are listening to them
- Praise good attention and listening skills – positive feedback will help the child to know they are getting it right and so develop these skills

**Level of Language.** The level of language we use as adults needs to be adapted to suit the abilities of a child, so it is important to speak clearly: use simple, clear instructions, simple sentences, and repeat important information, giving your child time to think about what has been said.

- Keep language simple – with less talkative children use short, clear, simple sentences. With more talkative children extend and elaborate language eg 'teddy on the chair' – 'teddy is sitting on the chair'
- Give one instruction at a time and gradually add one more piece of information over time
- Rephrase information if your child hasn't understood.

*The above article is an edited version from [www.ican.org.uk](http://www.ican.org.uk)*

## Do:

- encourage your child to speak freely in the way that is easiest for them
- make time to listen to them
- encourage your child to experiment with sounds, both in speaking and playing
- play lots of listening games - encourage your child to listen to speech and non-speech sounds
- encourage enjoyment of songs and nursery rhymes
- speak as clearly and correctly as you can - encourage your child to watch your face, and you watch theirs
- ask your local registered speech and language therapist for advice

## Don't:

- panic! Learning to use sounds correctly can take a long time
- be critical of your child's attempts at speech
- reject your child's speech
- insist on correct imitation of sounds when talking
- pretend to understand your child when you do not
- try and bribe your child to speak better, or punish them for incorrect speech
- have the TV or radio on all the time. Children need a silent background to listen to speech occasionally

*The following information is supplied by:  
<http://www.inclusive.co.uk/support/whatcoll.shtml>*

## What is Speech-Language Therapy?

In a recent parent-teacher conference, your child's teacher expressed concern that your child may have a problem with certain speech or language skills. Or perhaps while talking to your child, you noticed an occasional stutter. Whatever your particular circumstances, it's wise to intervene quickly.

### *What Is Speech-Language Therapy?*

Speech-language therapy is the treatment for most children with speech and/or language disorders. A speech disorder refers to a problem with the actual production of sounds, whereas a language disorder refers to a difficulty understanding or putting words together to communicate ideas.

### *Speech Disorders and Language Disorders*

Speech disorders include the following problems, according to Diane Paul-Brown, PhD, director of clinical issues in speech-language pathology at the American Speech-Language-Hearing Association (ASHA):

- Articulation disorders include difficulties producing sounds in syllables or saying words incorrectly to the point that other people can't understand what's being said.
- Fluency disorders include problems such as stuttering, the condition in which the flow of speech is interrupted by abnormal stoppages, repetitions (st-st-stuttering), or prolonging sounds and syllables (sssssstuttering).
- Resonance or voice disorders include problems with the pitch, volume, or quality of a child's voice that distract listeners from what's being said. These types of disorders may also cause pain or discomfort for the child when speaking.

**Remediation.** Speech-language therapy involves having a speech-language specialist work with a child on a one-to-one basis, in a small group or directly in a classroom, to overcome difficulties involved with a specific disorder. Speech-language therapy uses a variety of therapeutic strategies, including:

- Language intervention activities - These exercises involve having a speech-language specialist interact with a child by playing and talking to him. The therapist may use pictures, books, objects, or ongoing events to stimulate language development. The therapist may also model correct pronunciation and use repetition exercises to build speech and language skills.
- Articulation therapy - Articulation, or sound production, exercises involve having the therapist model correct sounds and syllables for a child, often during play activities. The level of play is age-appropriate and related to the child's specific needs. Articulation therapy involves physically showing a child how to make certain sounds, such as the "r" sound. A speech-language therapist may demonstrate how a child

Therapy should begin as soon as possible. Children enrolled in therapy early in their development (younger than 3 years) tend to have better outcomes than children who begin therapy later.

This does not mean that older children can't make progress in therapy; they may progress at a slower rate because they often have learned patterns that need to be modified or changed.

**Helping Your Child.** Speech-language experts agree that parental involvement is crucial to the success of a child's progress in speech or language therapy. Parents are an extremely important part of their child's therapy program. Parents help determine whether their child's experience in speech-language therapy is a success. Children who complete the program most quickly and with the most lasting results are those whose parents have been involved. It is very important that parents help their child use the stimulation activities that their speech-language pathologist suggests at home to ensure continued progress and carry-over of newly learned skills.

Ask your child's therapist for suggestions on how you can help your child, such as performing speech-language exercises with him at home. The process of overcoming a speech or language disorder may take some time and effort, so it's important that all family members be patient and understanding with the child.

## Types of Speech and Language Difficulties

- Most children have immaturities in the way they speak, such as 'aminal' for animal', but these sort themselves out with practice and experience.
- Many children have delayed speech due to a hearing difficulty, such as glue ear. So always check hearing first.
- However, some children lack the ability to make certain sounds, or cannot co-ordinate the sounds in the required sentence. These children are sometimes described as having 'dyspraxic', 'dysarthric' or 'articulation' difficulties.
- For other children language remains rather like a telegram because they do not naturally acquire the grammar and 'order' that language follows.
- Sometimes this is because the children's language development is 'delayed' but nevertheless progressing along normal lines. It may be the case that these children are delayed in other areas of their development as well, and the language delay is just one part of this immaturity.
- For other children there is a specific language 'disorder' or 'difficulty' because, although the child's language is disordered or delayed, their general intelligence and ability may be average or even high for their age.
- For these children, their understanding of language (their receptive language) is usually affected as well as their use of language (their expressive language).
- Quite often, children who have specific language difficulties also have difficulties in understanding social situations, in seeing the other point of view, in using their imaginations and in handling conversations. Sometimes these children are described as having pragmatic difficulties.
- Other children may opt not to speak at all in your setting (selective mutism) or stammer and stutter.

*An extract from "Supporting speech and language difficulties", Dr Hannah Mortimer, Nursery Education, September 2003, p. 8.*

## Supporting children with SLDs

- Make sure you face the child when speaking. This is particularly important as the child needs to see what you're saying, your gestures, facial expressions and so on.
- Attract the child's attention by gently touching their shoulder and saying their name before giving instructions or information. For children with language difficulty, catching their attention before you speak is crucial. Do it whether you're in a one-to-one situation, a small group or whole class.
- Don't turn away your face until you've finished speaking. If you turn away with only half a sentence spoken, the child may well miss out on the rest of your message.
- Give instructions in small 'bite size' amounts, if necessary one bit at a time, as the child may only retain the first or last part of an instruction and can become extremely confused about what they're supposed to do.
- Establish a positive and mutually supportive relationship with the child's parents and carers, because parents are your most precious resource in many ways and a sound working partnership can only be for the child's good.
- Make sure that important places, equipment and displays are clearly marked with pictures or symbols as well as labels. It also gives them the security they need in knowing what happens in the daily routine, or where things are kept in the setting.

*From 'So to speak', Collette Drifte, Nursery World, p.12 August 2004*

<- Reviewed by: Amy Nelson, MA, CCC-SLP Date reviewed: Jun/05



## Supporting children with expressive language difficulties

- If a child's speech and language production appears to be delayed or disordered in any way when compared to other children their age, this is called an expressive language difficulty.
- You may find that a child speaks normally, but sounds like a much younger child. Perhaps they are only using one or two words together or perhaps they are speaking in short telegrams, rather than fluent sentences when compared to the others.
- You may notice that some children speak unclearly, cannot co-ordinate their speech sounds correctly, consistently swap sounds or seem unable to 'get their tongues around' certain sounds.
- Some children appear to speak nonsense and may even have developed their own bank of words for certain things - we call this 'jargon'.
- Others may stammer or stutter.

### What you can do

- If you are concerned, keep a note of the speech sounds a child can make. It is useful to tape record these, taking a sample both in the setting and at home where the child will be more relaxed.
- If a child says a word that is not clear, do not ask them to say it correctly. Instead, repeat the word clearly to them so that they can hear the correct version.
- Use puppet play and telephone play to encourage vocalisations.
- Play together in small groups so that the child has a better chance to listen carefully and reply to you.
- Practise making clear mouth and tongue movements and speech sounds in front of a mirror together.
- Make sure that hearing checks are up-to-date. Speak with a health visitor if you are concerned.

### When to seek help

- At first, toddlers may repeat the first syllable of a word, perhaps saying 'bobo' for 'boat'. They may also repeat a consonant in different positions by saying 'gog' for 'dog'. Seek help if this does not disappear by the time a child is nearly three.
- Two-year-olds still tend to miss off final consonants, such as 'ca' for cat, or shorten words, such as 'boo' for 'blue'. Seek help if a four-year-old does this a lot.
- All children start with single words, move on to double words and then try short phrases followed by longer sentences. It is normal for them to sounds like little telegrams at first, but seek help if this persist to age four.
- Typically, 'm', 'p', 'b' and 'w' sounds develop first, soon followed by 'n', 't' and 'd' when the child is one-to-two-years-old. The two-year-old begins to use 'k', 'g', 'h' and 'f' sounds, followed by 'y' and 'l' when they are about three. It is very common for three-year-olds to say 'lellow' for 'yellow' or to find it hard to say 'th' or 'sh' - these are simply immaturities that generally clear up by school age.
- If you are concerned that help may be needed, enquire about a referral to speech and language therapy.

An extract from "Supporting speech and language difficulties", Dr Hannah Mortimer, *Nursery Education*, October 2003, p. 8.

## Supporting children with receptive language difficulties

- If a child's language 'reception' or 'comprehension' appears to be delayed or disordered in any way, when compared to other children their age, they are likely to have difficulties in understanding words, sentence structures or concepts.
- A child may be speaking normally, but only seems to understand part of what you say. It may be that a child responds only to one or two key words in what you have said - bringing you a pencil when you have asked them to bring you the box with the pencils in.
- Perhaps a child does not understand abstract concepts, such as 'big' or 'more'. Abstract words refer to things that you cannot actually point to.
- A child may not understand how the words within a sentence affect the meaning - what a question word means, such as 'why' or 'when', or that 'bus stop' has a different meaning to 'stop bus'.
- Noticing that a child has receptive language difficulties can be hard to do - the child may be making use of all the other clues in the surroundings and in your non-verbal signals. So you may think that they can understand everything when in fact they cannot follow the words when they are used on their own.

### What you can do

- Make sure that the child's hearing has been checked. If you are concerned, try giving simple instructions that are out of context, such as 'Please get you coat' when it is not home time. This will help you to assess whether the child can understand your words.
- Provide plenty of opportunities for the child to experience concrete examples of concepts, such as 'empty', 'lots' and 'long'. This will enable them to make links in their thinking and learn to generalise the word to new situations.
- Time can be a particularly hard concept for a child with receptive language difficulties. Use visual clues such as timetables, and concrete examples from their own experiences, such as 'When you have had your drink, then you can play outside.'
- Keep your language simple and clear, emphasising key words and showing the child what to do as you tell them.
- Try not to overload the child with language. They can become quickly frustrated and may 'switch off' from what you are saying.

### When to seek help

- If you suspect that a child's comprehension is delayed, set up a play session to gather more information. For example, 'Pass me the little one', 'Show me your nose' and 'Where are you shoes?'
- Try teaching any words that the child cannot understand by using them in different situations.
- If you have tried these methods and a three-year-old child still cannot point to several body parts, point to a named picture or pass you a 'big' or 'little' object, then seek help from a speech and language therapist. Referrals can be made through a health visitor, school doctor or GP.

From "Supporting speech and language difficulties", Dr Hannah Mortimer, *Nursery Education*, November 2003.

## Could this be your child?

- Some children understand what is said to them, but can't use words to make themselves understood.
- Some have dyspraxia - difficulty in making the movements which produce speech.
- Some children speak clearly in single words, but have difficulties linking them together, often leaving words out
- Some children have difficulties with listening and attention skills which affect the development of language.
- Some children have problems with short-term memory which prevent them using complex sentences.
- Some have sequencing problems, and find it difficult to put words in the right order.
- Some children can speak clearly and at length, but often fail to get the point of conversation, making inappropriate comments and replies.
- Some children have difficulties understanding abstract ideas like time, emotions or make-believe. These children have trouble connecting ideas and using language socially.
- Some children have profound difficulties relating to the outside world. Many of these will be described as having 'autistic tendencies'.

### Language Learning Techniques



Helping your Child reach their Communication Potential

Presented by **Dr. Diane Fraser** Ed.D BCBA  
Board Certified Behavior Analyst,  
Verbal Behavior Specialist  
Date: Thursday, 19th October 2006  
Time: 19:00 – 21:30 hr  
Place: Webster University  
Fees: Members 15CHF  
Non-Members 65CHF

Please RSVP to [info@allspecialkids.org](mailto:info@allspecialkids.org)

**Who is Dr. Diane Fraser?** Diane Fraser is a Board Certified Behavior Analyst who works primarily in Verbal Behavior techniques. Dr. Fraser has a doctoral degree from Columbia University. She is the Director of the Behavior Analysis Internship Program at the American University of Paris and is the author of 10 books on Human Development. Currently Dr. Fraser consults families and organizations throughout Europe and Asia on the effective use of behavioral techniques in the acquisition of speech and language in populations as diverse as children with Down's syndrome; children with autism/PDD, children with dyslexia and children with Attention Deficit Disorder. Dr. Fraser works with the International School System to train instructional assistants and to develop effective speech and language strategies for children to use in the classroom. She is a regular visitor and consults with many families in the Geneva area.

## Talking and Learning: What Every Parent Should know about Talking with Kids

A child's first words are a kind of miracle for their parents. First words echo, "I understand" "I get it" "I'm one of you." But what if this little miracle doesn't occur; is very late; or doesn't sound like other children's? What is the typical course of communication development and how can parents recognize when their child seemingly takes a detour?



Communication development follows this 3-Step Hierarchy:

- **Pragmatics:** This is the social piece of communication. It is the first wrung on our developmental ladder and is the most complex component. Pragmatics involves knowing when to look people directly in the eye, when not to; understanding how far away to stand from another person when talking to them; and when and how we should touch someone when speaking to them. Pragmatics also involves complex yet subtle patterns of empathy and the ability to read emotions and nonverbal signals. Pragmatics underlies the intent of communication; the "why" of language. If we don't understand the why and where and how of talking, we have no reason to speak --- so why should we?
- **Semantics:** This is the content of language: how many words a child knows receptively (comprehends) and expressively (can say). The first three years of life are bursting with semantic development. The 11-month-old child starts with a handful of words; at 36-month she has acquired a battery of several thousand words she can string together into sentences and paragraphs. Deficits in the acquisition of words when the social piece of communication appears intact can indicate impairments in cognition, perception, or simply attention.
- **Syntax & Phonology:** This is the structure and sound of language – grammar & articulation. This is the communication component most associated with speech and language therapy. Interestingly, it is the last component to develop and barring the presence of neurological disorders such as developmental dyspraxia, is the most responsive component to early intervention. Children who learn a second or third language before age 12 can sound just like their native counterparts. No matter how well an adult learns a new language, syntax will always be a problem and the melody of that new language will never be learned well enough to have that adult mistaken for a native speaker. Dyspraxia, a neurological condition that impairs the formation of sounds, can be treated with various oral-motor therapies. It is important to note that most children with dyspraxia do not evidence problems with socialization or with receptive language. They can; however, exhibit behaviour problems due to the frustration that accompanies the understanding of language without the ability to express themselves.

The person to diagnosis speech and language delays or disorders in young children is, of course, a certified speech and language pathologist.

Dr. Diane Fraser is the author of *DeCoding Baby: Find Out what Your baby is Thinking and Feeling and How to communicate with her.* (2001). Available from Amazon.com

# Become an ASK Volunteer

## WHO COULD BE AN ASK VOLUNTEER?

Someone we can call upon to help us during their free time, to assist in one of the many activities run by ASK. ASK volunteers range from Dads who help us run specialist-outreach programs, to Moms who open their homes for ASK morning coffees, to parents who assist another parent who need support to smooth out parents teachers communications, to young adults who help tutor another young child with special needs and learning difficulties after school, we are a parent community that believes in using our time & talent to help children; young and not so young, who need a little more attention, time and patience to reach their best potential in life.

## WHAT ARE ASK VOLUNTEER ACTIVITIES?

- Hosting Coffee Mornings at your home every other month
- Lend an ear and extend a hand to another parent in crisis in communication difficulties with school, teacher, children and family
- Accompany the children during children's program outings
- Help with making lunch or put a band-aid on a knee during camp hours
- Share the latest research articles you've just read with the newsletter coordinator
- Providing assistance at Lectures & Workshops
- Marketing, Media & Communications, Web design and maintenance
- And the list goes on and on with no job too big or too small.

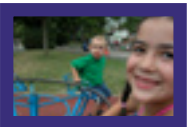


### ASK's Tutoring Program

**WHO:** Do you have a special subject (Math, English, Reading, etc), that you can make homework and class assignments interesting? The ability to work with (and genuinely connect to) kids is a rare talent – and one that we celebrate here at ASK. Our Tutoring Program Volunteers come from a diverse set of backgrounds but share one thing in common: they are ALL passionate about helping kids learn.

**HOW:** Share your unique and interesting way of helping kids do their homework at your home or at one of the other students' home. We will connect you with parents who are looking for tutoring assistance for their children in the particular subjects and you organize with them the logistics.

**INTERESTED?** Just fill out the [Volunteer Form](#). We look forward to your participation!



### Children's program

**WHO:** Are you that someone who genuinely connects with children of all ages effortlessly? During social activities, are you the mom or dad that the kids love to be with? Then this is the volunteer activity for you.



### Coffee Mornings - Parent support Program

**WHO:** Are you the hostess with the mostest? You love networking and socializing? We need your help to host a coffee morning in your area.



### Events Planning

**WHO:** Someone with the talent for team leadership, creative ideas, likes to head projects? Are you a good planner and organizer?



### Fund Raising and Marketing

**WHO:** Do you have "connections" within your organization or other companies? Are you good at presenting and speaking to senior management? Help us to raise funds for our projects and build our marketing packages.



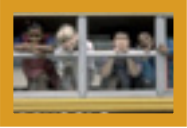
### Newsletter Team or Directory Book Publication

**WHO:** Do you read a lot about children's educational news? What about writing articles and sharing information effectively? This skill would be an absolute treasure for our Newsletter Team.



### Parent Mentor Program

**WHO:** Do you have good communication skills with a clear understanding of the collaborative measure? Are you the parent who has experiences with IEP process?



### Public relations

**WHO:** Do you know of other related organizations that work with special needs children? Are you a good speaker? Then you could be instrumental in helping us advertise ASK sponsored events or getting our organization posted in the right places?



### Website design and maintenance

**WHO:** If you have I.T. knowledge and you are an innovator, a day dreamer, a dyslexic, an artist or a graphic designer, we need you in our web team.

For more information, go to [www.allspecialkids.org/Volunteer\\_Cover\\_page.htm](http://www.allspecialkids.org/Volunteer_Cover_page.htm)