

Belinda Hill & Associates  
Speech-Language Pathologists

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Affordable Australian Speech and  
Language Programs



A new series of TheraBee™ programs will be launched later in 2009 covering early communication and school age language and literacy skills.

Watch out for 5 new titles!

- TheraBee ® 13 Bee Verbal- Developing Single Words and Sentences
- TheraBee ® 14 Hear Bee- Building Phonemic Awareness Skills
- TheraBee ® 15 Thinking Bee- Reasoning, Understanding and Expression
- TheraBee ® 16 Conceptual Bee- Teaching Early Receptive Skills
- TheraBee ® 17 Complex Bee- Following Longer, Detailed Directions



## Current Staff



Jenny McVicar and Betty Jones, our front desk receptionists, are available Monday- Friday to answer any enquiries regarding our services and to organise appointments for new and existing clients.

Scott McVicar assists therapy staff with session preparation and office administration.



Nancy (Parneet) Kaur is our clinic and school based speech-language pathologist.



Hibba Nagrial is responsible for our child, adolescent and adult based services. She is also a clinical educator with our student program.



Jessica Gaut provides child, adolescent and adult assessment and therapy services.



Melissa Haynes is our Human Resources and Business Manager and is responsible for Australasian and International TheraBee® sales.



Belinda Hill is the senior speech pathologist and CEO. She maintains a mixed caseload in addition to managing and mentoring staff and authoring TheraBee™ programs. She is responsible for rural and outreach services. Belinda is also the manager of our student clinical education program.



**BELINDA HILL**  
& Associates  
SPEECH-LANGUAGE PATHOLOGISTS



Speech, Language, Literacy & Learning Centre

# Speech & Language News

## What training do Speech-Language Pathologists undergo?



Speech-Language Pathologists (SLP) are university trained for 4 years (undergraduate). Sydney and Macquarie University both have academic programs training student SLPs. Academic subjects include biology, statistics, linguistics, psychology, disability, sociology and clinical practicum, just to name a few. There are also a number of post graduate programs facilitating fur-

ther study in the area of SLP. Speech Pathologists may obtain a Master's Degree via research or coursework in a particular area of interest.



Belinda Hill graduated in 1993 with a Bachelor of Applied Science in Speech Pathology from the University of Sydney. In 1996 she was awarded with her

Master's in Applied Linguistics from Macquarie University. Belinda is a practicing member of the Speech Pathology Association of Australia (SPA) and participates in regular professional development activities.

All the speech language pathologists at Belinda Hill & Associates participate the self regulation program with SPA and are certified practicing speech pathologists (CPSP).



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## BUSINESS AWARDS

We are excited to announce that we are finalists yet again in the 2009 Local Business Achiever Awards in the category of Professional Services. Thanks to all of the wonderful clients who nominated us.



## Inside this issue:

Speech Pathology Training	1
Play Development	2
Phonemic Awareness	2
Samuel Morris Foundation	3
Staff Development	3
What's New? TheraBee programs	4
Staff	4

## Who do we work with?

### Preschoolers



### School Aged Children



### Adults



## Play Development- Why is it important?

Play begins to develop not long after birth. Initially play involves cause-effect understanding. So, an infant may kick a bell during floortime play and subsequently hear the sound. Repeated action results in the child learning that the kicking behaviour results in the sound.

Later children begin to copy what others do. Imitating a motor movement is the beginning of their own investigative play.

Once a child copies what others do, they begin to trial new things with the same toys- they investigate. Children soon begin to use toys for the purpose they were designed. They stack blocks, match puzzle pieces into a base, pretend to read books and push cars along.

Young children progress to pretend play at around 2 years. They begin to act out situations from everyday life. So, they feed a doll, rock the doll to sleep and pretend to bathe it. These routines slowly develop into more complex scenarios, involving multiple play-mates.

Later, children move on to more flexible but rule based play as they approach entry to school and negotiate play in the playground environment.

Play is crucial for a number of reasons including:-

- ☺ It is an indicator of cognitive skills
- ☺ Facilitates social and interactive skills
- ☺ Provides a base for teaching and experiencing language

- ☺ Encourages problem solving and reasoning skills
- ☺ Allows a platform for independent learning and timeout 'self soothing'
- ☺ Builds vocabulary, concentration and thinking skills



Turn off the TV and watch children play!

## Phonological Awareness- Impact on literacy development

Phonological Awareness (PA) development generally commences prior to school entry and continues until the late infant school years (Preschool-Year 2). Its instruction can be incidental (talking about it while participating in shared reading with a young child) or explicit (completing repeated structured activities in the classroom and at home).

Phonemic Awareness involves some of the following skills:

- ☞ Rhyming-listening for and producing words that rhyme

- ☞ Identifying starting, middle and final sounds in words
- ☞ Omitting, adding and manipulating sounds in words ("Say 'ball', now say it again but instead of 'b' say 't'")
- ☞ Letter-sound matching
- ☞ Segmenting sounds and syllables in words (eg 'butterfly'→'butter-fly')



- ☞ Blending sounds and syllables to form words (eg 's-t-o-p'→'stop')

PA assists in developing spelling skills through 'sounding out' and understanding word families. Combined with sight word identification and whole language immersion can strengthen the opportunities for sound and flexible reading skills.

Phonological Awareness is an important component in the development of reading and spelling in the early years

## What is a lisp? What causes it?



An interdental lisp describes the sound production error whereby the tongue is placed on or between the teeth while making sounds such as 's', 'z', 'sh', 'ch' and 'j'. Generally the tongue should be placed just behind the top

or bottom teeth while making these sounds.

A lateral lisp is where the air is expelled out of the sides of the mouth while making one or many of the sounds listed above rather than out of the front.

In most cases, a lisp does not have an organic cause but is a developmental error that has not corrected itself by at least 4 years of age.

The chance of developing an interdental lisp can be increased with ongoing teated bottle drinking (after 12 months) or excessive and prolonged dummy use. Tongue thrust during swallow occurs with each suck of the teat or dummy. This encourages a forward tongue rest position and subsequently increases the chance of the tongue sitting on the teeth during speech production.

## Samuel Morris Fundraising

We were proud to present a cheque for \$2000 to the SMF. Michael and Joanne Morris met with the staff and accepted the donation on the foundation's behalf.

The Samuel Morris Foundation was established in March 2007. It is a "charity supporting children disabled by near drowning or other hypoxic brain injury and targeting child drowning prevention". (Samuel Morris website)

All money raised from fundraising activities carried out at the practice during 2009 will be donated to the Samuel Morris Foundation.

Website



www.samuelmorrisfoundation.org.au



## Weekly staff development

Our weekly study group has covered a wide range of syndromes over the last few months. Nancy presented to the staff on the topic of Cri du Chat syndrome in April. Jessica discussed learning implications in children with Down's Syndrome. Hibba outlined key features of Klinefelter Syndrome. Belinda discussed the educational and social impact of Prader-Willi Syndrome. Scheduled for the remainder of the year our discussion

group will cover Rett Syndrome, Turner Syndrome, William's Syndrome, Velocardio-facial syndrome (VCFS) and Tourette's Syndrome.

Staff will also be attending a follow-up day workshop on Autism with Jac-



queline Roberts at Macquarie Uni on 19th September. The advanced workshop is titled "Key Elements of Good Practice in Autism Intervention for the Speech Pathologist".

Some feedback....  
"I took away some really innovative, practical strategies today."



## FREE BOOKS AND TOYS



Books and toys for children are available at your local library for a nominal annual fee ( a few dollars). In addition, Emu Plains Library has a special needs service each week for patrons with a referral. Contact Alison Mitchell on 0247 355577 2-5pm. Play is one effective way to develop

your child's language and interaction skills. In addition shared reading encourages vocabulary, recognition of sight words and phonemic awareness skills.



## STAFF INSERVICES

Belinda conducted a staff training afternoon with teachers at a local public school. She discussed speech and language difficulties students encounter at school and strategies to assist with these. Staff participated in workshop activities which highlighted how communication impacts everyday interactions.

Application of the TheraBee programs to the classroom was also discussed.