



What's New at CPTC?

- Fun weekly themes in therapy sessions, including Olympics, superheroes, and outer space
- Spanish-speaking therapists are available for both occupational and speech therapy
- Fun summer intensive reading camp using a multisensory program for kids of all levels
- CPTC now has a contract to serve clients through Kaiser Permanente

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About CPTC:

Occupational therapy remediates difficulties an individual experiences in gross and fine motor skills, oral motor development, visual perception, and sensory integrative functioning.

Speech/language therapy seeks to improve communication ability through focused treatment on articulation, fluency, oral motor skills, expressive language and auditory processing, as well as reading and spelling acquisition.

Processing Sensations: Baby

Even before babies are born, they begin to process sensations. Interactions with the environment help develop our sensory systems. Some children, for many different reasons, have problems processing sensations that they feel either externally or internally. Babies who respond to sensations with more intensity or take longer to recover may have a sensory processing problem (SPD). Consultation with an occupational therapist who specializes in sensory issues can help you figure out if your baby's sensory processing abilities are typical or not.



SPD red flags for infants/toddlers:

- Problems eating
- Refuses to go to anyone but mom
- Has trouble falling asleep or staying asleep
- Is extremely irritable when dressing or dislikes wearing clothes
- Rarely plays with toys
- Has difficulty changing focus
- Does not notice pain
- Resists cuddling, arches back
- Cannot calm self by sucking on pacifier, looking at toys, or listening to your voice
- "Floppy" body, bumps into things and has poor balance

IDEAS TO PROMOTE SENSORY DEVELOPMENT:

- ◆ "Tummy Time"
- ◆ Wear baby in a front or backpack and move around
- ◆ Sing songs together
- ◆ Play with toys that have textures

Our Location:

255 Main Street
Half Moon Bay, CA 94019

Occupational Therapy: 650-560-9471
Speech Therapy: 650-560-9470



Review CPTC on Yelp! 

Have you or your child had a positive experience at CPTC? Leave us a review on Yelp to help spread the word!

<http://www.yelp.com/biz/coastside-pediatric-therapy-center-half-moon-bay>



Claire Norton, MS, CCC, SLP

Maureen Barton, OTR/L

Our dedicated and thoughtful clinicians are licensed, certified and credentialed. All of our staff continue to take advanced training in specialty areas to maintain and improve our knowledge of new interventions and research.

LANGUAGE-BASED READING DISABILITIES & READING - WRITING - SPELLING

Learning to read is a complicated process. Although not all professionals agree on one best method of instruction for all students, one component has proven to be essential – phonological awareness (phoneme awareness).

Phonological awareness is the knowledge of meaningful sounds, or phonemes, in our language and how those sounds blend together to form syllables, words, phrases and sentences. After becoming aware of phonemes, the young reader must learn to represent those sounds visually – with letters or graphemes.

The beginning reader must learn to decode printed letters, store their associated sounds in short-term memory, and then blend these stored sounds to form words. Research has suggested that 20% to 25% of students do not develop adequate phonological awareness to make this phoneme/grapheme connection on their own.

Children with phonological processing deficits can make slow progress in reading, writing and spelling without remediation. Unfortunately, most instructional programs don't address multisensory learning with phoneme sequencing skills because the large majority of students already have acquired them. Research now demonstrates that with multisensory programs, with the focus on explicit phonological awareness training, children make significant gains in reading and word retrieval.

*Coastside
Pediatric
Therapy Center
is an association
of independent
therapists
treating the
needs of the
whole child.*



Indicators of phonological processing deficits:

- A 3-year-old that has difficulty with identifying rhyme and words beginning with the same sound
- A 4-year-old that has difficulty recognizing compound words or counting syllables
- A 5- or 6-year-old that has difficulty counting phonemes, matching initial consonants, blending two to three sounds (e.g. d-o-g) to form a word, identify rhyming words, dividing words by the onset sounds and produce rhyme (e.g. pl – ay, cl – ay)
- A 7-year-old that has difficulty spelling phonetically, segmenting three to four phonemes within words, blending phonemes, and deleting phonemes from words



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