

# Supporting Speech and Language at Home

**Demarest Public Schools  
Speech & Language  
Department**



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**Can you relate to Sue?**

**Q:**

**How do students receive speech services in 2020-21 ?**

**A:**

**According to their IEP utilizing the 3:1 Workload Model**



**Small groups**

**Pulled out of class**

**Individually**

**Remotely**

**Infused in the classroom**

# Five Tips for Parents

## *Maximizing Success of Virtual Speech & Language Treatment Sessions*

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1. Troubleshoot technology issues ahead of time
2. Find a dedicated, quiet spot
3. Model flexibility
4. Be patient with progress
5. Keep the lines of communication open with your child's SLP

# Teletherapy Rules

How am I doing?



**Stand or sit in front of the computer**



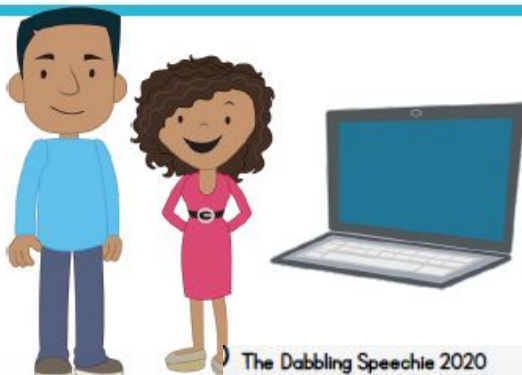
**Keep face looking in the device**



**Camera on so your therapist can see you**



**No food during the session**



**Adult present during the session**



# Speech at County Road School



## Pre-School:

- Play Based Therapy
- Preschool Language Development

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[Creating Verbal Routines with toddlers/preschoolersvideo](#)

# Kindergarten and First Grade: Pull out/ small group

## Language Strategies:

01	Self Talk	<ul style="list-style-type: none"><li>● Talk about what you are doing</li></ul>
02	Parallel Talk	<ul style="list-style-type: none"><li>● Talk about what your child's doing</li><li>● Talk like a sports announcer to spark conversation</li></ul>
03	Wait-and-See	<ul style="list-style-type: none"><li>● Give your child a few seconds (5-10) to respond before asking more questions</li><li>● Be patient</li></ul>
04	Modeling	<ul style="list-style-type: none"><li>● Show and say what you want your children to do and say</li></ul>
04	Expansion	<ul style="list-style-type: none"><li>● Say more to get more</li><li>● Correct your child's speech and language <u>gently</u></li></ul>

# Supporting Language Skills In The Home: Pre-School

## Songs

- Sing songs such as Old McDonald, Wheels on the bus, etc
- Work on joint attention, gestures, animal sounds and early words.
- Pause throughout the song to give your child the opportunity to fill in the blank

## Books

- Use engaging books to work on joint attention, expressive/receptive vocabulary, WH questions, etc. Books target all goals!
- For early learners, focus on the pictures, not just the words. Talk about the pictures, describe the pictures, have your child “read” to you.

## Art

- Use sidewalk chalk, crayons, paint, etc and talk about what you’re doing while you create.
- Describe the picture/craft. Talk about the vocabulary, colors, size, shape, etc

## Ball, Blocks, Bubbles, Puzzle, etc.

- Work on turn taking, joint attention, gestures, requesting, labeling, identifying, and early words with all age appropriate toys.
- Withhold items until child requests through sign/gesture/words.
- Talk about core vocabulary such as up, down, in, out, more. Provide models and language opportunities.

## Daily Routines

- Bombard language in all daily activities. Talk with your child as they get dressed, during meals, during baths, etc.
- Provide language opportunities throughout the day. . IE: bath time, supermarket, going for a walk.

Ways to provide language opportunities:

- Fill in the blank
- Give choices
- Provide Temptation



# Supporting Language Skills In The Home: Early Elementary

## Books

- Work on vocabulary, sequencing, retelling of the story WH questions, grammar, predicting/inferencing, auditory an comprehension, etc
- Knowing your child's goals, pick out an appropriate book.

## Board Games

- Use board games with any goal. Practice skill before taking a turn.
- Work on turn taking skills, sentence structure, social language goals, WH questions, following directions, and more.

## Art Activities

- Work on vocab, verbs, following directions, categories, basic concepts ( color, size, position), etc.
- Find easy crafts on Pintrest/google to complete together

## Cooking

- Cooking is language rich activity. Work on vocabulary, sequencing, following directions, auditory and reading comprehension- any goal

## Daily Routines

- Daily routines are perfect way to address language skills such as sequencing, Wh questions, vocabulary in a natural way

## Mystery Box

- Hide items in a container, bag, box, etc.
- After the child reaches in and pulls out an object, you can target: describing the object, increase sentence length or sentence structure, predicting

## Pretend Play

- Play dress up, grocery store, pretend play games
- Pretend play allows for natural practice of language skills such as story telling, sequencing, vocabulary.

# Speech at Luther Lee Emerson School

## Upper Elementary School:

- Articulation therapy
- Language & Social Communication



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# Speech and Language at Home

## Articulation Therapy

- Have a practice routine
- Praise your child when you hear a “new \_\_\_ sound”
- Avoid correcting unless it is a dedicated time to work on speech
- Involve siblings
- Know when to take a break

## Language & Social Communication

- Read together
- Listen to podcasts or audio books together
- Play games to develop critical thinking skills
- Experiences

# Games

- Classic and educational board games
- Card games
- Cooperative games (No winners!)

# Podcasts & Books

- Circle Round  
(<https://www.wbur.org/circleround>)
- Story Pirates  
(<https://www.storypirates.com/podcast>)
- Audio books from your local library
- Reading aloud to a younger sibling

# Family

- Involve children in planning an outing
- Cooking
- Freedom (<https://letgrow.org/>)

# Favorite Board Games

## Kindergarten and Lower Elementary

- Zingo
- Sneaky Snacky Squirrel
- Feed the Woozle
- Stone Soup
- Zimbbos
- I Spy Dig In
- Yeti in my Spaghetti

## Upper Elementary

- Headbanz
- Pickles to Penguins
- Scattergories
- 5 Second Rule Jr.
- Taboo Jr.
- Blurt!
- Guess Who?
- Sorry
- Tall Tales
- Spot it!

# Speech at Demarest Middle School



## Grades 5-8 & LLD class:

- Access the language-rich academics
- Achieve appropriate social skills in the classroom
- Target functional communication skills
- Articulation therapy

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# Infused Speech Therapy

*in the classroom setting and supports the academics*

## In-person:



- Clarify teachers' lessons: simplify and explain
- Walk around the classroom and guide students with their current assignment
- Provide guidance for appropriate in-class behavior (frustration tolerance, acceptance of constructive criticism)

## Virtual:



- Utilize private chat feature in Zoom & email
- “Meet” in Zoom Breakout rooms for individualized attention
- Share assignments on Google Docs

# Pull-out Speech Therapy

*outside of the academic classroom*

In-person

&

Virtual



**Sessions are tailored to  
students' needs.**



# Parents of a Middle-Schooler: Five Activities to Support Your Child at Home

## Television Commercials

1



Example:

[Dog eats bird commercial](#)(link)

## Television Commercials

Commercials are quick & relevant, filled with untold messages, humor, & abstract language. Stop at different points & ask questions such as, “What do you think’s going to happen?” or guess what the commercial is trying to sell. Students love anything visual, and commercials fit the bill!

## Comics from Newspapers

2

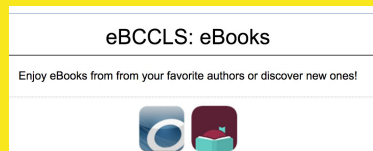


## Comics from Newspapers

Similar to TV commercials, comics are filled with humor, double meaning, and inference. You’ll have a lot to talk about!

## Audiobooks and Podcasts

3



## Audiobooks and Podcasts

Listen to the stories together and discuss your impressions. Talk about the parts you both enjoyed or disliked in the story and why, make predictions, discuss the characters’ motivation.

## Current Events

It has certainly been a year for the history books. Talk about what’s occurring in the world today and how decisions that are made might affect the future. How does your child feel about the state of things, and how would they handle things if they were in charge? Share any connections to your lives you both can make. Try looking for some uplifting stories as well!

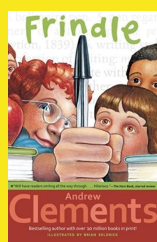
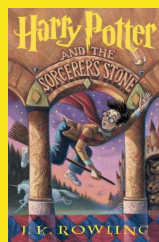
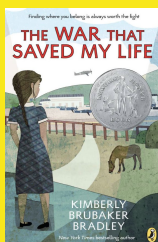
## Current Events



4

## Independent Reading or Language Arts’ Assigned Books

5



## Independent Reading or Language Arts’ Assigned Books

If you read the same book your child is currently reading, you will have a common knowledge base to have conversations over dinner or even in the car. Talk about themes and connections in your lives.

Many students learn  
through experiences

Helpful ideas for using  
games at home

## Speech and Language Tips for Parents in the Virtual World

### For Early Elementary Students: Multisensory experiences

Arts and crafts are multisensory experiences that are ideal for language learning. Research has shown experiences that engage children emotionally with familiar adults lead to better learning. These experiences should occur in "natural" settings, such as during play or while shopping at the grocery store.<sup>1</sup>

Speech-language pathologists (SLPs) often use arts and crafts to target a variety of skills in therapy and create a naturalistic setting. Here are some tips for inspiring language while crafting with your little ones.

- **Modeling** - This type of modeling does not happen on a runway (unless you are crafting some nice necklaces or a painting on a shirt; in that case, strut your stuff!). As the adult, model the type of language you would like to hear in your child. For example, if you want your child to learn the color red, instead of saying, "What color is this?" try "Ooo! A red pompom! Red pompom on the paper. Glue it on the red paper." This is especially beneficial for early language learners.
- **Expand and Extend** - Listen to what the child says. You can *expand* his/her/their utterance by inserting adult grammar. For example, if the child says, "Cut paper," you can say, "That's right! I am cutting the paper." To *extend* your child's utterance, add new information to what your child has said. For example, if the child says, "Paper," you say, "I cut the blue paper. I cut out two squares."
- **Talk about Basic Concepts** - Arts and crafts incorporate a ton of basic concepts, such as colors (e.g. red, green, purple), sizes (e.g. long, small, heavy), shapes (e.g. square, round, curvy), etc. While creating your masterpieces, make sure to request and comment on the activity using these early building blocks for language.
- **Following Directions** - Try to create a project step-by-step. For early language learners, avoid incorporating too many directions at once or over-complicating the directions by making them too "wordy." Add visual aids (such as a video or pictures), gestures (e.g. pointing), hand-over-hand, modeling, and repetition of verbal directions if your child needs extra support. For more advanced language learners, include positional words (e.g. over, under, next to), temporal concepts (e.g. before, after, while), and 2 to 3-step directions to encourage receptive language learning.
- **Verbs, Verbs, Verbs!** - Crafting activities are loaded with verbs! Action words such as "cut," "tape," "tear," and "color" are all critical for kindergarten readiness. For advanced language learners, make sure to model grammatical markers they may be working on, such as -ing, -ed, third person -s, and irregulars.
- **Describing** - Use the senses to describe your supplies. Tape and glue are *sticky*; the scissors are *sharp* and *dangerous*; cotton balls are *soft* and *fluffy*, etc. Also, have your child describe his/her/their finished product! For example, "The flower I drew is *beautiful*! I made the stem *long* and *green*, and the petals are *colorful*..."
- **Retell** - Have your child recall the steps that were necessary to make his/her/their creation. Model and prompt transitional words, such as "first," "next," "then," and "last."
- **Attention** - Many children struggle with attending for an extended period of time and completing projects. Set obtainable goals for your child when creating projects. If you know that your child usually attends for about 2-3 minutes, set a timer for 4 minutes and say, "We'll work on our project until the timer goes off. Then we can get up and stretch." If working on a step-by-step project, you can say, "We'll work on steps 1-3 before we get up for a break." This builds mental stamina that can be generalized to other school skills, such as completing a set of math problems in class or homework. Consult with your SLP or a teacher regarding a developmentally appropriate amount of time for your child to be attending to an activity.

This is just a small list compared to the endless language learning opportunities in arts and crafts! Break out the construction paper, pipe cleaners, and googly eyes, and see what you and your little one can create today!

Resources: 'Schreibman et al., "Naturalistic Developmental Behavioral Interventions: Empirically Validated Treatments for Autism Spectrum Disorder," *Journal of Autism and Developmental Disorders* 45, no. 8 (March, 2015): 2411-2428,

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4513196/>

# PARENT DIRECTIONS:

## LESSON PLAN FOR PARENTS

Directions for activity: Print the 'I Spy' check-off sheet and give it to your child. Have them go around the house looking for different items that are in the category groups or noun-functions. Once your child finds an item, they can check it off. If the things are small, your child can put them in a box or container as they see the item. Your child is finished with the 'I Spy' game when they have spotted everything on the list. If you have multiple children at home, you can break them up into teams to see who can finish the list first. They can look for these items in their toys, rooms of the house, or in their yards.

### SPEECH AND LANGUAGE SKILLS TO TARGET WHILE DOING THIS ACTIVITY

Speech Sounds	Vocabulary	Grammar	Social Skills
<ol style="list-style-type: none"> <li>1. Have your child find items that have their speech sound in it.</li> <li>2. Then, have your child create a sentence with the word or say it ten times each.</li> <li>3. Have them create a silly story with all the items that they found using their best speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have your child find two items in each category. Compare the two items by how they are similar and different.</li> <li>2. Describe the item by attributes (i.e., category, function, size, color, location).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use each item in a sentence.</li> <li>2. Expand the sentence by adding in an adjective (i.e., crunchy, large, purple, heavy).</li> <li>3. Add prepositional phrases 'in the garage' or on the shelf.</li> <li>4. Practice 'has' and 'have' as well as pronouns such as "She has the car."</li> <li>5. Have your child practice singular and plural such as "one car, two cars."</li> </ol>	<ol style="list-style-type: none"> <li>1. Have your child work on initiating questions and comments during the activity such as "Where could we find an instrument?" or "I see an insect."</li> <li>2. Teach your child how to use their body to show they are in the group. They have to stay near you or their siblings while working on the activity.</li> </ol>
Speech Fluency	WH- Questions	Phonological Awareness	Oral Narration
<ol style="list-style-type: none"> <li>1. Have your child practice their fluency strategy with each item that they found.</li> <li>2. They can use the item in a sentence with their speech strategy.</li> <li>3. You can create a sentence with slow or fast speech. The child can judge if you used slow speech. You can do the same for bumpy vs. smooth speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask your child wh- questions about the items they found. Here are some examples:                      -Where can you find it?                      -What is the item's function?                      -Why do we need this item?                      -Who uses this item?                      -When would we need this item?</li> </ol>	<ol style="list-style-type: none"> <li>1. Have your child try to think of words that would rhyme with the item, such as "Spoon rhymes with the word toon."</li> <li>2. You can have your child identify the sound in the beginning or end of each thing they found, such as 'h' is the beginning sound for the word hand.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have your child pick one item and create a story. Discuss what elements you heard your child share. Give support about what details they were missing. You can write out their story for them. Then, they can draw a picture of the story and write out the sentences.</li> <li>2. Orally create a story with some of the items. Then, ask your child comprehension questions about the story.</li> </ol>

# I Spy Categories



I spy an animal.



I spy a piece of clothing.



I spy a type of food.



I spy a vehicle.



I spy an instrument.



I spy an ocean creature.



I spy an insect.



I spy a dessert.



I spy a tool.



I spy a school supply.



# I Spy Categories



I spy something hot.



I spy something cold.



I spy a beach item.



I spy furniture.



I spy a baby item.



I spy a vegetable.



I spy a fruit.



I spy something that flies.



I spy a utensil.



I spy a breakfast food.



## TIPS FOR ONLINE SPEECH THERAPY DURING COVID-19

**ADDRESSING COMMON ONLINE LEARNING ISSUES** – Here's a look at some of the most common issues and some ideas to help.

- ❖ **Distractions:** Kids are easily distracted, and home offers even more opportunities to lose focus. Minimizing distractions is key, but how do you go about doing that? Here are a few ideas:
  - **Make learning time a phone-free zone.** Have students leave their phone in the other room and allow for breaks to let them check what's going on.
  - **Create a dedicated space for schoolwork.** Keep that area free from distractions like TV's, pets, siblings, and conversations.
  - **Ease expectations.** Even when you and your child have the best of intentions, it's still so easy to lose focus. Be gentle with them and with you, and help them learn how to shift back on-task when something happens.
  - **Stick with routine.** Many schools are keeping structured learning times, but some are not. Either way, having a routine -- when learning happens, break times, lunch, etc. -- can make it easier to transition into and out of the school day and keep distractions at bay.
  
- ❖ **New Learning Style:** Online learning demands a very different approach than in-person classrooms. For infused speech sessions, be sure your child interacts with the speech therapist in the **private Zoom chats** or **breakout rooms**. **Monitor your child's computer screen** to be sure he or she is following along with the class and not engaging in an unrelated tab and that his/her face is visible to the teacher. Children who receive virtual speech therapy should be sure to log into their **scheduled Zoom session on time**.
  
- ❖ **Structure:** Recreating some sense of structure is key to online learning success. This might mean:
  - Getting up at the same time each day
  - Establishing working hours
  - Following a routine, like getting dressed, eating breakfast, and using social media for a few minutes on the couch before moving into your dedicated learning space
  - Scheduling in breaks, lunch, and end times

**MAKING THE BEST OF IT:** It is so important to remember that these are unprecedented times. These are stressful times, too, so it's important to remember that it's hard on everyone. There will be mistakes and struggles and an adjustment period.

- Have fun and keep things lighthearted as much as possible. It can be helpful to keep up with regular routines beyond learning -- like family dinners where everyone talks about their day.
- Know that it's okay to be anxious, and be gentle with yourself and your family

# Games to Support Reasoning and Language:

## “Taboo”

How to play: “Taboo” is a fun and family-friendly board game. When it's their turn, players take a card and describe a word or phrase to their teammates without using any of the taboo hints listed on the card. The other players guess the word on the card to earn points for their team.

Why it works: Carrying over language-based skills can be a challenge. For children with language-based learning difficulties, this game helps reinforce:

- Describing, which helps children express their ideas in a specific, clear and effective way
- Word-retrieval skills
- Listening skills
- Gathering and synthesizing information

Extra language twist: Encourage players to ask “wh” questions to get more information about the object. And for added structure, remind your child to describe by category, how you use it, what it looks like and where you find it.

## “Scattergories” (for upper-elementary and middle-school kids)

How to play: These two games are similar. In both, players choose a “Category Card.” For “Scattergories,” you set a timer for two to three minutes and write down as many categorically related objects as possible. If you write down the same ones, they don't count, so try to get creative! For “Last Word,” you say the categorically related objects aloud, without repeating!

Why it works: For children with language-based learning difficulties, both games help reinforce:

- word retrieval
- rapid naming
- brainstorming related ideas
- word relations

## “Apples to Apples” and “Apples to Apples Jr.”

How to Play: Each player receives five cards with nouns and verbs on them. Players take turns being “judge.” The judge chooses an adjective card from the pile. The rest of the players choose a noun or a verb from their hand that best fits with the adjective card. The judge chooses a card that they think best fits and explains the reasoning.

To make it more interesting and to target expressive language, I often add in a debate. The players must explain why their card is the best fit. You can have silly or serious rounds, often resulting in laughter and light-hearted debate.

Why it Works: This game helps to reinforce:

- Comparisons
- Describing
- Grammar (parts of speech)
- Vocabulary
- Synonyms
- Word relations
- Problem solving and reasoning skills

## “Would You Rather?”

How to Play: Players take turns picking and answering a “Would You Rather?” card. The choices can be serious or silly, gross or hilarious!

Why it Works: This game helps to reinforce:

- Comparisons
- Describing
- Vocabulary
- Reasoning skills
- Predicting skills

# Articulation Homework Practice Sheet

Practicing your target sound at home will help with learning how to correctly say your sound in conversation and with different speakers. Please pick some of the suggested activities below

## Activities you can do at home to practice your speech sounds when talking

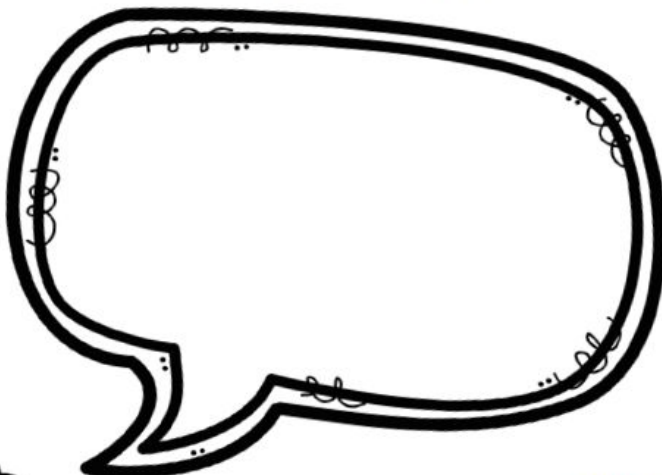
- Summarize a TV show or movie.
- Create a story (orally or written) See how many words you can incorporate in your story with your speech sound.  
Tell or read your story to a sibling/friend/teacher/family member.
- Write a commercial or ad using words with your speech sound.
- Practice your speech during a meal with your family (breakfast, lunch, dinner).
- Read to a sibling, your pet, or parent using your correct speech sounds.
- Watch a "how to" youtube video that has your speech sound. Explain the process using your correct speech sounds.
- Help cook dinner. Read the recipe directions with your best speech.
- Grab some extra "take out" menus. Practice ordering some food off the menu.
- Interview a family member, friend or someone in the community with your best speech.
- Call a store and ask questions about some products in the store and gather more information about the store.
- Compare/contrast two famous people that you are a fan.
- Come up with a conversational activity that you can do to practice your speech.

Share your activity: \_\_\_\_\_

## How did I do with monitoring my speech?

Monday		Tuesday		Wednesday		Thursday		Friday	

Words I struggled with saying this week:



Correct: \_\_\_\_/\_\_\_\_ Accuracy: \_\_\_\_/\_\_\_\_




# Articulation Games To Play at Home

All language goals can be adapted to these games as well.

- **Board Games** - You can use any board game the child likes. Finding out the child's interest is key and utilizing their interest to keep them engaged is how to create the magic and get them to achieve the goals they wouldn't ordinarily want to do. The number they role is the number of words or phrases that the child has to articulate correctly or on each turn.
- **Hide & Seek** - Parent hides the articulation cards around the house. When the child finds them, he/she says the word on the card using good sounds.
- **Memory** - Place 3, 4, 5 cards in a row, have the child say the words, then close his/her eyes while you switch the order. He must put them back in order and say them again.
- **Scrap Book** - Continually add/cut out child's sounds in pictures of magazines, newspapers, etc to create a scrapbook. While looking for their sounds they practice saying the words they find. This also helps with minimal pair difficulty,
- **Bean Bag Toss** - Place the cards in a row on the floor. Select a winning card. Have the child stand a few feet back and try to toss the bag on the winning card. The child must say the word on the card that the bag lands on.

# More Articulation Games

- **Go Fish!** - Each player gets 5 cards. The goal is to make a match with each of the cards. Player 1 asks player 2 for a card they need to make a match. If player 2 has the card, he hands it over to player 1. If not, player 2 says "GO FISH" and player one chooses a card from the deck. Use articulation cards that the child needs to work on!
- **Race For Candies** - Turn articulation cards upside down in 1 row per player. The child has to turn over a card, say the word correctly and move to the next card. If they misarticulate they have to stop and repeat the word until they get it right. At the end of the rows of cards is a prize: such as candy or a sticker.
- **Guess What** - Two teams take turns selecting a card from the deck and then drawing the picture. The other team must try to guess what the target word is and correctly articulate it.
- **Balloon Bounce** - Bounce a balloon and try to keep it in the air. Each time the client hits the balloon s/he has to articulate the target sound or word correctly.
- **Word Searches/Crossword Puzzles**



# Resources

Slides 10-12

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PLAY IS OFTEN TALKED  
ABOUT AS IF IT WERE  
A RELIEF FROM SERIOUS LEARNING.  
BUT FOR CHILDREN PLAY  
IS SERIOUS LEARNING. PLAY IS REALLY  
**THE WORK  
OF CHILDHOOD.**  
**-FRED ROGERS**

**Thank You For Joining Us!**

**KEEP ON TALKING**

Contact us if you have  
any questions or need  
more ideas:

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