

Speech and Language Development

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What is a Speech-Language Pathologist

- Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.
- All have a masters degree or higher, certificate of clinical competence and state license to practice
- Some work with children, some with adults
- Hospitals, private practice, home based, centers, early intervention programs, preschool/school

Definitions

What is Speech?

- **Another name for this is ‘Articulation’**
- How speech sounds are made
- The parts of the mouth used include: the lips, tongue, jaw, teeth and palate
- Example: a child learns to say ‘m’ then may be able to say ‘mama’ or ‘more’



(http://www.asha.org/public/speech/development/language_speech/)

Definitions

What is Language?

- Other names you may hear: expression, understanding, comprehension, interaction

Language is made up of shared rules between people that include :

- What words mean (e.g., “ ball”- a round toy you throw or kick)
- How to make new words (e.g., friend, friendly, unfriendly)
- How to put words together (e.g., I want daddy.)
- What word combinations are best in what situations (“ I want my ball **now!**” vs “I want my ball, please.”)

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Definition

What is social language?

- Some times called: Pragmatic Language, Discourse, Conversation
- **Social language** abides by a set of rules between people for communication. The following are affected:
 - Eye contact
 - Understanding that words are how we communicate
 - Using words to communicate
 - Communicating for a purpose
 - Using gestures and words to get and share attention
 - Respecting physical space
 - Understanding body language and facial expressions

Should I Be Concerned?

- <https://www.youtube.com/watch?v=xjYSxbuoc2c&feature=youtu.be>

TYPICAL AND 'AT RISK' ACQUISITION

BIRTH TO 3 MONTHS	
TYPICAL	AT RISK
SMILES OR MOVES WHEN SOMEONE SPEAKS	QUIET BABY
BEGINS TO 'COO' (RANDOM VOWELS)	LIMITED OR NO EYE CONTACT OR INTERACTION
MAKES 'HAPPY SOUNDS; SCREECH, LAUGH	NO COOING OR LAUGHING
CALMS IN RESPONSE TO PARENT'S VOICE RATHER THAN STRANGER'S	DOES NOT CRY FOR ATTENTION
LOOKS AT CAREGIVER'S FACE	DOES NOT REACT TO LOUD NOISES

TYPICAL AND 'AT RISK' ACQUISITION

3 TO 6 MONTHS	
TYPICAL	AT RISK
RECOGNIZES OWN NAME AND SOME WORDS	NO COOING OR GURGLING SOUNDS
LOOKS TOWARD A VOICE OR SOUND	DOES NOT REACT TO VOICE OR SOUNDS – MOVE HEAD TO LOCATE SOUND SOURCE
MAKES COOING OR GURGLING SOUNDS: CHANGING PITCH AND LOUDNESS	NO IMITATION OR INTEREST IN FACES
TAKES TURNS MAKING SOUNDS WITH CAREGIVER; MAY MOVE MOUTH WITH NO SOUND	
SMILES AT FACES OF FAMILY MEMBERS OR CAREGIVERS	
PLAY: INTERESTED IN TOYS THAT MAKE SOUNDS MUSIC: PAYS ATTENTION	

TYPICAL AND 'AT RISK' ACQUISITION

6 TO 9 MONTHS	
TYPICAL	AT RISK
MAKES PLAYFUL SOUNDS WITH SYLLABLES SUCH AS 'BA', 'DA', 'KA'; BABBLES (REPEAT SYLLABLES I.E. MAMAMAMA, DADADADADA	NO SOUNDS OR LIMITED SOUNDS IN RESPONSE TO GAMES, TOYS OR MUSIC
ATTEMPTS TO TAKE TURNS MAKING SOUNDS WITH CAREGIVER	NO BABBLING OR JARGON BY 12 MONTHS
BEGINS TO ASK FOR OBJECTS BY REACHING AND MAKING SOUNDS	LIMITED INTEREST OR ATTEMPT TO IMITATE FACIAL EXPRESSIONS OR SOUNDS
RESPONDS TO NAME AND RECOGNIZES NAMES OF FAMILY MEMBERS	LIMITED EYE CONTACT OR INTEREST IN OTHERS
LOOKS AT PICTURES	NOT REACHING TO REQUEST SOMETHING
PLAY: IMITATES SOCIAL GAMES LIKE PEEK-A-BOO AND PAT-A- CAKE; LIKES TOYS THAT MAKE SOUNDS	LIMITED INTEREST IN TOYS OR SOCIAL GAMES

TYPICAL AND 'AT RISK' ACQUISITION

9 TO 12 MONTHS	
TYPICAL	AT RISK
BEGINS JARGON – PUTS SOUNDS TOGETHER AS IF 'TALKING'- LIMITED 'REAL' WORDS	DOES NOT LOOK WHEN YOU CALL HIS/HER NAME
IMITATES NEW SOUNDS AND SYLLABLES	NO BABBLING OR JARGON BY 12 MONTHS
UNDERSTANDING WORDS FOR BODY PARTS AND COMMON OBJECTS; FOLLOWS SIMPLE COMMANDS (EX. GIVE ME YOUR SHOE)	LIMITED INTEREST OR ATTEMPT TO IMITATE
POINTS TO OBJECTS SO THEY CAN BE NAMED AND FOLLOWS YOUR POINT	LIMITED EYE CONTACT OR INTEREST IN OBJECTS OR PEOPLE
PLAY: BANGING TOYS, TOYS IN/OUT OF OBJECTS, SOCIAL GAMES AND SONGS, TOYS THAT MAKE SOUNDS, SIMPLE CAUSE AND EFFECT TOYS (PUSH BUTTON TO MAKE SOUND)	NOT REACHING OR POINTING; NOT FOLLOWING A POINT

TYPICAL AND 'AT RISK' ACQUISITION

12 TO 18 MONTHS	
TYPICAL	AT RISK
POINTS AND GESTURES TO SHOW WANTS GIVES OBJECTS WHEN ASKED	DOES NOT POINT OR FOLLOW A POINT
USES SOME WORDS (I.E. MAMA, DADA) IMITATING SIMPLE SOUNDS AND WORDS	NOT USING WORDS OR ATTEMPT TO IMITATE
SAYS 'NO' AND SHAKES HEAD 'NO'	PRIMARILY USES GESTURES- NOT SOUNDS OR WORDS TO COMMUNICATE
POINTS TO PICTURES IN A BOOK OR BODY PARTS WHEN NAMED	DOES NOT RESPOND TO QUESTIONS LIKE "WHERE'S MOMMY?"
PLAY: Play focuses on routines of daily living and the environment. Exploring shapes and sizes PLAY: ATTENDS TO TOY OR BOOK FOR 2 MINUTES; HUGS DOLLS/ ANIMALS; PRETENDS TO FEED; ENJOYS RHYMES AND FINGER PLAY GAMES; begins building with blocks	SHOWS LITTLE INTEREST IN TOYS OR CAN NOT ATTEND TO PLAY FOR MORE THAN A FEW SECONDS

TYPICAL AND 'AT RISK' ACQUISITION

18 TO 24 MONTHS	
TYPICAL	AT RISK
UNDERSTANDS THE NAMES OF MOST FAMILIAR EVERYDAY OBJECTS	CAN NOT FOLLOW COMMANDS RELATED TO ROUTINE ACTIVITIES (GET YOUR SHOES) DOES NOT 'UNDERSTAND' WORDS FOR OBJECTS
UNDERSTANDS MANY NEW WORDS THAT DESCRIBE (I.E. BIG/LITTLE, IN/ON/UP ETC.)	NOT USING WORDS TO COMMUNICATE OR IMITATING WORDS (PHRASES); LIMITED OR NO USE OF CONSONANT SOUNDS (ALL-P,B,N,W,M,H)
USES MOSTLY TRUE WORDS MUCH LESS JARGON; AT LEAST 50 WORDS	NOT POINTING OR FOLLOWING A POINT
USES INTONATION TO ASK QUESTIONS AND MAKE STATEMENTS	LIMITED USE OF EYE CONTACT; SHOULD LOOK AT YOU THEN OBJECT THEN BACK TO YOU WHEN REQUESTING
BEGINS COMBINING WORDS TOGETHER; IMITATES 2-3 WORD PHRASES	LIMITED INTEREST IN 'PRETEND' PLAY WITH DOLLS/ANIMALS (FEEDING, COVERING ETC)
PLAY: Focus listed in 12-18 month Playing with baby dolls, kitchen, Little people toys, Writing on Magna doodle or with chalk, puzzles with knobs.	LINING TOYS UP PRIMARILY OR FOCUS ON THE DETAILS OF A TOY RATHER THAN THE TRUE FUNCTION

TYPICAL AND 'AT RISK' ACQUISITION

24 TO 30 MONTHS	
TYPICAL	AT RISK
UNDERSTANDS SIMPLE QUESTIONS AND COMMANDS (NEW AND ROUTINE)	NOT COMBINING WORDS; LIMITED VOCABULARY < 50 WORDS; PREFERS TO GESTURE RATHER THAN USE WORDS
NAMES PICTURES AND ACTIONS IN PICTURES NAMES BODY PARTS (SIX OR MORE)	NOT FOLLOWING SIMPLE COMMANDS; LIMITED UNDERSTANDING OF WORD LABELS; DOES NOT POINT TO PICTURES IN A BOOK WHEN ASKED
USES 2-3 WORDS PHRASES ROUTINELY AND BEGINNING TO USE NEGATIVE PHRASES ("NO WANT")	SHORT ATTENTION SPAN MOST OF THE TIME < 5 MINUTES
IMITATES ACTIONS OBSERVED AT HOME: HOUSEWORK, OTHER KIDS, SONG MOVEMENTS, GAMES	REGRESSION IN ANY SKILL; "HAD IT THEN LOST IT" FEELINGS
	MOST WORDS ARE DIFFICULT TO UNDERSTAND NOT USING P, M, B, N, H, W , D SOUNDS (ALL) DOES NOT PLAY WITH TOYS IN THE MANNER EXPECTED (FUNCTIONAL PLAY) THROWS, LINES UP, SPINS TOYS MOST OF THE TIME

TYPICAL AND 'AT RISK' ACQUISITION

30 TO 36 MONTHS	
TYPICAL	AT RISK
BEGINNING TO USE SMALLER UNITS OF MEANING (PLURAL 'S', PAST TENSE, ACTION+ ING)	USE OF SINGLE WORDS OR USE OF THE SAME TWO WORDS PHRASES MOST OF THE TIME; NOT COMBINING NOUNS AND VERBS (BOY RUNNING)
COMBINING 3 OR MORE WORDS TO FORM SENTENCES	LIMITED ABILITY TO NAME OR POINT TO FAMILIAR OBJECTS
USING PRONOUNS: ME, YOU, MINE, YOUR, HE , SHE	DOES NOT UNDERSTAND MUCH OF WHAT YOU ARE SAYING
ENGAGING IN CONVERSATION; ABLE TO TELL ABOUT PAST EVENTS	SAYS THINGS THAT ARE IRRELEVANT; DOES NOT RESPOND TO QUESTIONS OR COMMENT IN CONVERSATION; OFTEN USES SCRIPTS FROM TV SHOWS TO CONVERSE WITH YOU
UNDERSTANDS QUESTIONS: WHO, WHAT, WHERE, WHY, HOW	DOES NOT ASK ANY QUESTIONS OR REQEUST HELP
SPEECH IS CLEAR TO MOST PEOPLE MOST OF THE TIME	SPEECH IS DIFFICULT TO UNDERSTAND; MANY SOUNDS ERRORS OR OMISSIONS; FRUSTRATION AND BEHAVIORS
	DOES NOT SEEM INTERESTED IN PLAYING WITH OTHER CHILDREN; DOES NOT PLAY NEAR OTHER CHILDREN, DOES NOT LIKE STORIES; REPEATS SAME ACTION OVER AND OVER

Early Sound Acquisition Stages

STAGE AND AGE	VOCAL DEVELOPMENT
<p>Birth to Two Months</p> <p>You Tube: Baby Talk; baby talking his own language</p>	<p>Open mouth sounds; vowel like</p> <p>No attempt at using mouth to make sounds intentionally</p> <p>Coordinating breathing with sucking</p>
<p>Two to Four Months</p> <p>You Tube: Baby Babbling at Bedtime</p>	<p>Long and short sounds; soft and loud sounds, high and low pitch</p> <p>Using sounds in the back of the throat- cooing</p> <p>Vocalizing vowel- like sounds</p> <p>Watching the caretaker's mouth and attempting to imitate the movement- may have vowel like sound too</p>
<p>Three to Six Months</p> <p>You Tube: Baby Laughing Hysterically at Ripping Paper</p>	<p>Repetition of the same sounds (i.e. ba ba ba, mamama) - Babbles</p> <p>Play with the high and low qualities of sounds (i.e. volume, pitch)</p> <p>Development of : squeal, growl, vowel-like productions</p> <p>Vowels are : A, E, I , O , U- babies begin to use these when babbling</p> <p>Enjoys back and forth sound play with parents</p>
<p>Five to Ten Months</p> <p>You Tube: Baby Boy Talking his own language</p> <p>You Tube: Talking Twin Babies</p>	<p>Changes the syllables (i.e. yabadoo) and says them quickly - Jargon</p> <p>Controls speech now, purposefully makes sounds</p> <p>Moves lips, tongue, jaw in saying: /p/,/m/,/h/,/g/, /b/</p> <p>Expresses anger, happiness, calmness with sounds</p> <p>Imitates syllables (consonant + vowel); child tries to say sounds and words that they hear</p>
<p>Nine to Twelve Months</p> <p>Words emerging</p> <p>You Tube: Baby Talking to Dad on the phone funny girl</p>	<p>Practicing saying words over and over to improve speech- Jargon and Words</p> <p>Simple one and two syllable words begin (i.e. mama, go, bye)</p> <p>May only have 5 or so words</p>

The Importance of Intervention

- <https://www.youtube.com/watch?v=qnVUVw7kFjM&feature=youtu.be> (3.33 minutes)

You Have Options

- If your child has a speech and language delay or disorder you have options for intervention.
- Enrolling in speech/language therapy
- Using speech and language techniques at home
- Using the counties early intervention program
 - Help Me Grow- Ohio
 - Early Steps- KY

Being a 'Helper'

- Hands on play for 5-7 minutes 3-4 x per day
- Exaggerate sounds and mouth movements
- Limit questions
- Paraphrase and Praise
- Express your own thoughts and actions while you're playing
- Release control- follow the child's lead

Increase Opportunities for Communication

Goal: To increase the number of times the child needs to communicate for a desired item or action and ultimately increase expressive vocabulary and interaction.

How To: Place highly desired objects out of reach or 'sabotage' an activity. Wait for the child to communicate that they want the toy

What **level** is your child? Start there.

- reaching paired with eye contact
- pointing paired with eye contact
- vocalizing sounds or words
- using phrases or sentences

Ways to Increase Opportunities

- **Bath time:** leave toys out of tub; forget the shampoo or items you need
- **Snack time:** give napkin and plate but no snack
- **Playtime:** put toys in boxes with tight lids, or up on shelves
- **TV:** give choices of DVDs or TV shows
- **Naptime:** 'forget' the favorite sleep item
- **Reading Time:** hold the book upside down, act confused
- **Play:** Favorite toy without one or more of the pieces. Hide or place in out of reach.

***Important to not be the 'bad guy' who always steals the toys. Set it up so you do not have the toy or item - it's just missing.

Using Pictures and Signs

How To:

- **Picture Choices:** Google Image has multiple pictures of any word you type in. Copy to a document, laminate, cut out, velcro or use magnets to place on choice boards or refrigerator.
- **Sign Language:** Baby Signs books (library), Baby Signs DVDs, Internet sign language references. Research has shown that using signs will improve speech and language, not hinder it.

Websites:

- images.google.com
- <http://www.babysignstoo.com/>

Reading

Goal: To advance language abilities and later reading, spelling, and writing success

How To: Reading to a toddler can be frustrating because of their attention span or need to turn the pages. The goal is to make reading a fun experience so 'forcing' reading is not advised; **but don't give up!**

- Change to an easier book; don't worry about reading the text- just look at pictures or describe the pictures
- Use books with pictures, sounds, flaps, touchy/feely
- Change to a shorter book or make it shorter yourself
- Use books that are interesting to the child

Reading

How To: Choose the right books for each age. These are presented in order from infants to Kindergarten.

- Picture/naming books
- Interactive books
- Category books
- Scene books
- Story books
- Predictable books
- Rhyming books
- Leveled reading books

Music

Goal: To improve attention, memory, creativity, interaction, vocabulary , sequencing and following directions.

Effective for:

- **Vocabulary:** Wheels on the Bus, Old McDonald
- **Rhythm and Rhyming:** B-I-N-G-O, Row, Row your Boat
- **Listening:** 5 Little Monkeys, If You're Happy and You Know It
- **Gestures:** Where is Thumbkin'?
- **Turn- Taking:** Soo Big!
- **Sequencing:** Itsy Bitsy Spider, ABC Song
- **Following directions:** Hokey Pokey, If You're Happy and You Know It
- **Motivation:** This is the way we brush our teeth...tie our shoes...clean our room
- **Part/whole relationships:** Wheels on the Bus
- **Letter and number sequences:** This Old Man, He Plays One...., ABC song

Thank you for your attention!

If you have questions about this information,
please contact me at

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