

# **Early Language Development: Delayed? Disordered? or Developmentally appropriate?**

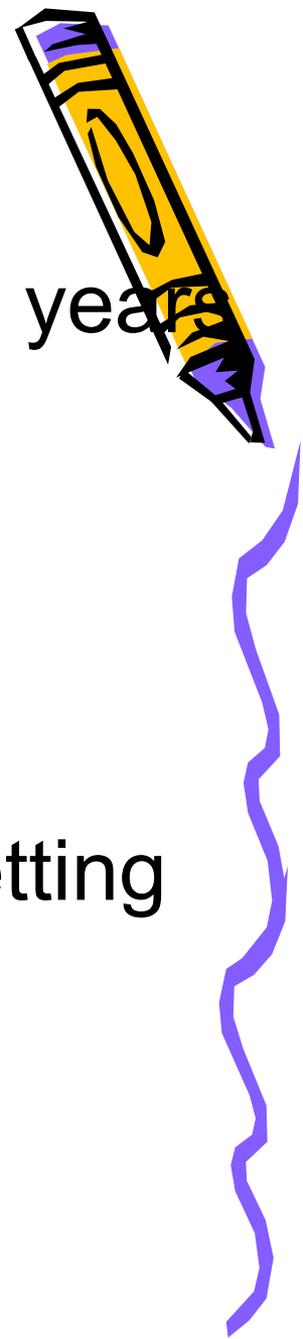
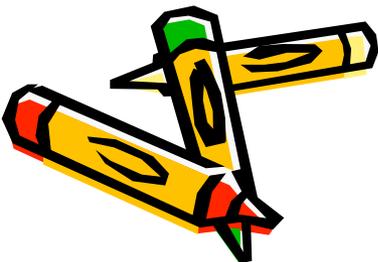


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# Workshop Objectives

- Language milestones during preschool years (2-5)
- Red-flags for delayed and disordered language development
- Speech sound production
- Intervention in the typical classroom setting
- The referral process
  - school-based vs. medically-based

» Q & A

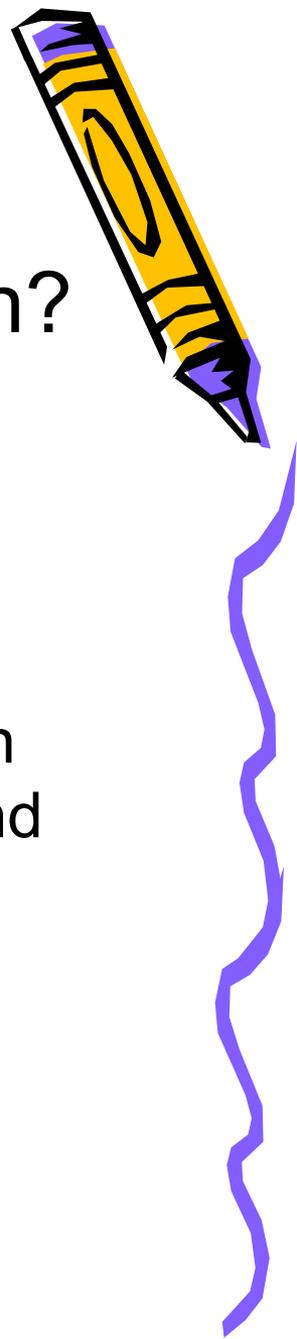
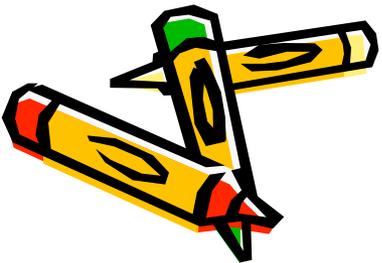


# Language Milestones

- When does language learning begin?

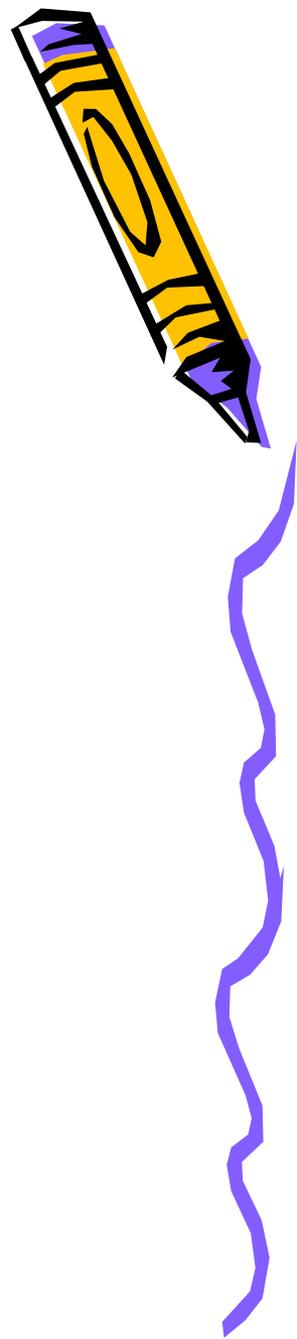
*At birth!*

- Receptive :Newborns are aware of sounds in their environments. They react to speech and non-speech sounds
- Expressive: Vocalize pleasure and pain

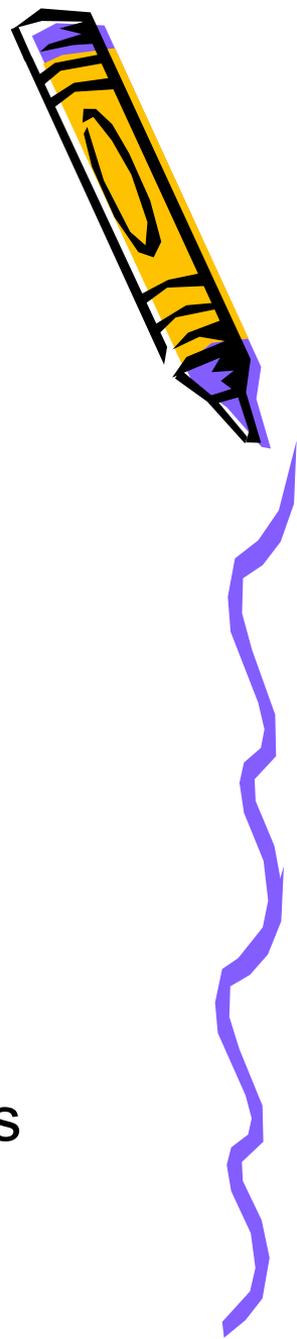


# Language Milestones

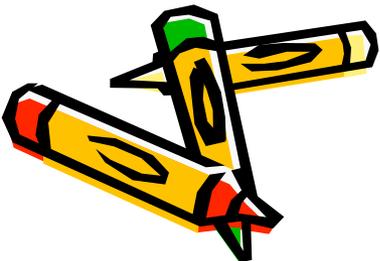
- 0-3 months
  - Receptive
    - Babies orient toward speaker
    - Social smile
    - Familiar voices are calming
  - Expressive
    - Imitate 'coos' and 'goos'
    - Differentiated cries



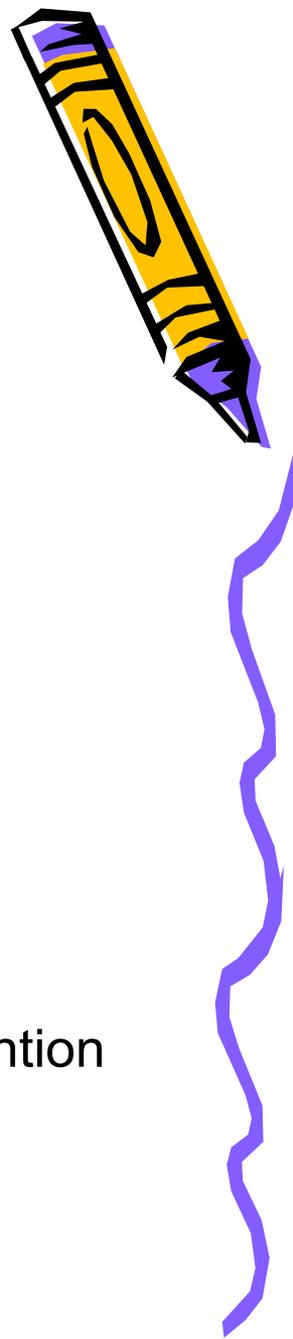
# Language Milestones



- 4-6 months
  - Receptive
    - ‘no’ response
    - Fascination with speech and non-speech sounds
    - Anticipation/apprehension with unfamiliar/unexpected noises
  - Expressive
    - Vocal play
    - Babbling, starts to produce b,p,m,w sounds



# Language Milestones



- 7-12 months

- Receptive

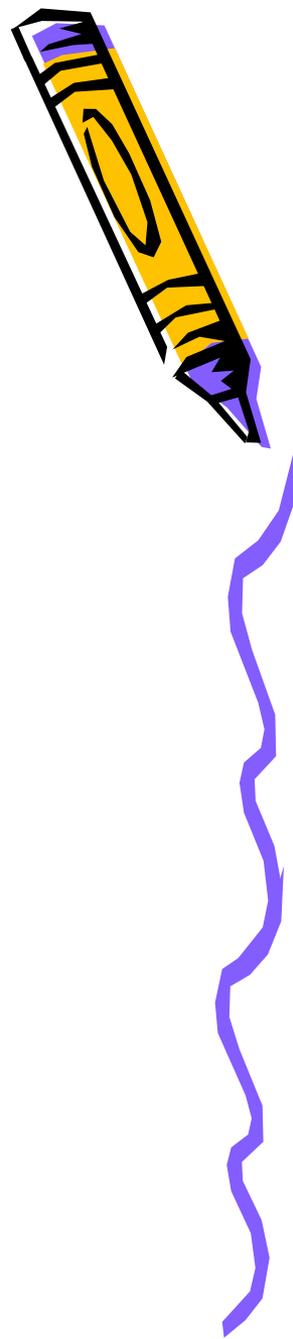
- Listens when spoken to
- Turns when called by name
- Enjoys finger plays
- Begins to understand words = items
- Begins to follow directions/answer questions

- Expressive

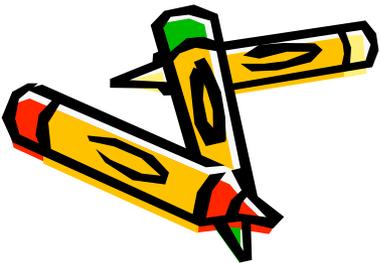
- Babbling includes more consonants and vowels
- Uses speech sounds (other than crying) to get attention
- First words appear



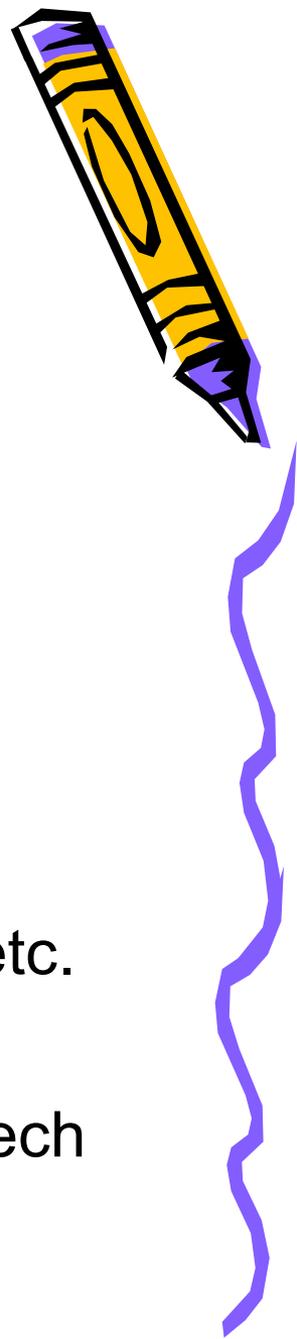
# Language Milestones



- 1-2 years
  - Receptive
    - Pointing to items/pictures/body parts
    - Follows simple directions/questions
    - Enjoys simple stories, songs, rhymes
      - Often repeated if a favorite
  - Expressive
    - Vocabulary expanding
    - Begins to use 2 word phrases
    - Words are becoming clearer



# Language Milestones

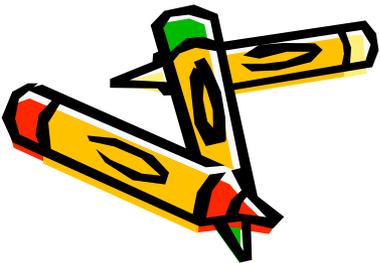
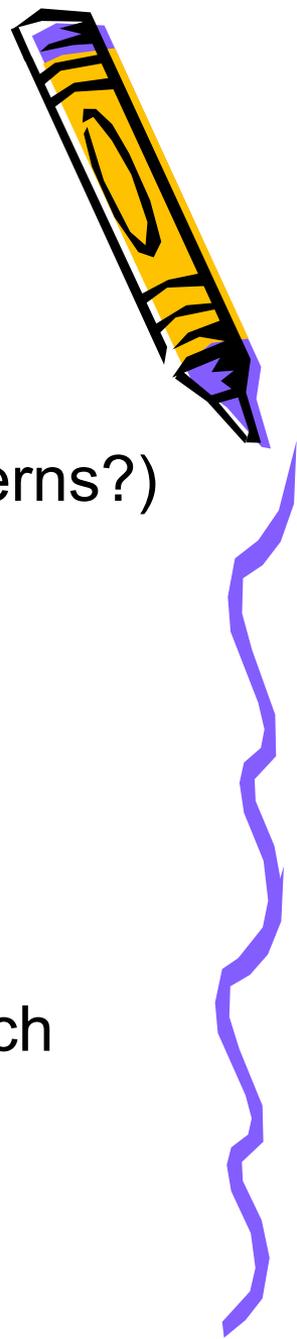


- 2-3 years
  - Receptive
    - Follows 2 step directions
    - Understands opposites
    - Associates environmental sounds with excitement/routine
  - Expressive
    - Vocabulary expanding- attributes, colors, etc.
    - Using up to 3 word phrases
    - Family members can now understand speech



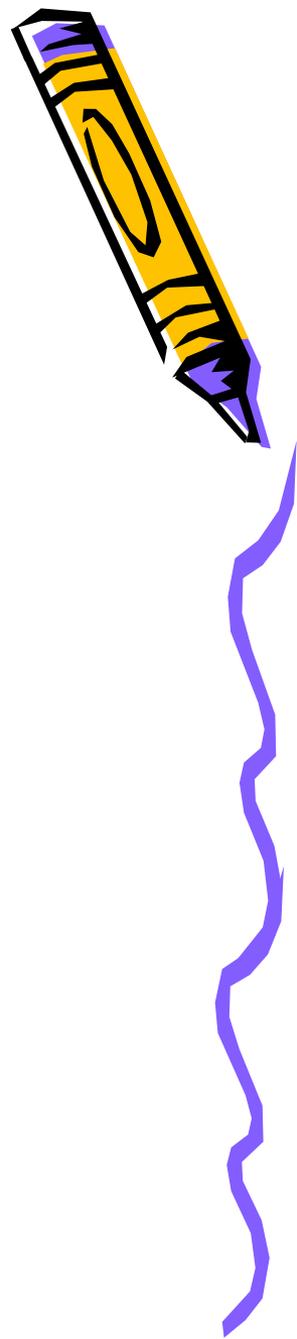
# Language Milestones

- 3-4 years
  - Receptive
    - Responds from a distance (hearing concerns?)
    - Understands “who”, “what”, and “where?”
  - Expressive
    - Talks about events, friends, school
    - Using up to 3 word phrases
    - Unfamiliar listeners can understand speech
    - Normal dysfluency may appear



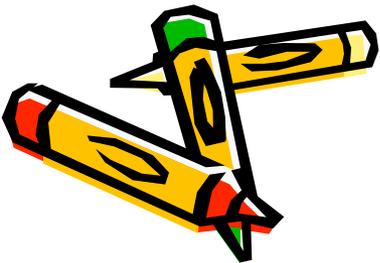
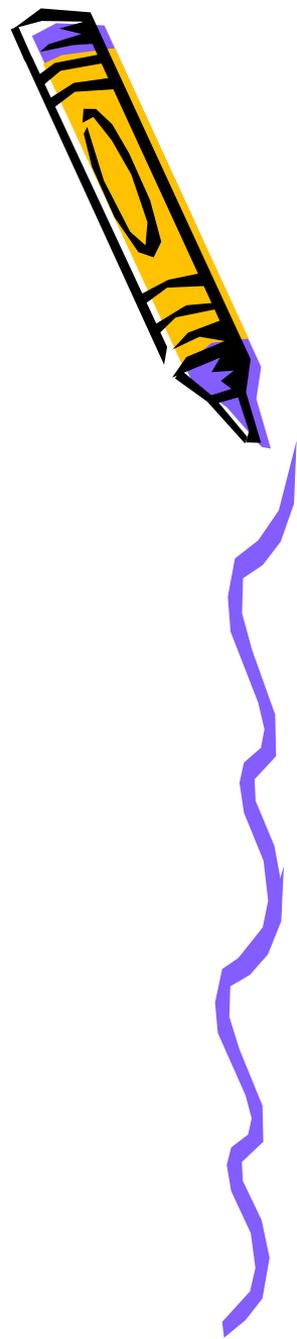
# Language Milestones

- 4-5 years
  - Receptive
    - Can answer simple questions about a story
    - Understands 99% of what they hear
  - Expressive
    - Speaks clearly in expanded sentences
    - Holds conversations
    - Tells imaginative stories
    - Normal dysfluency may persist



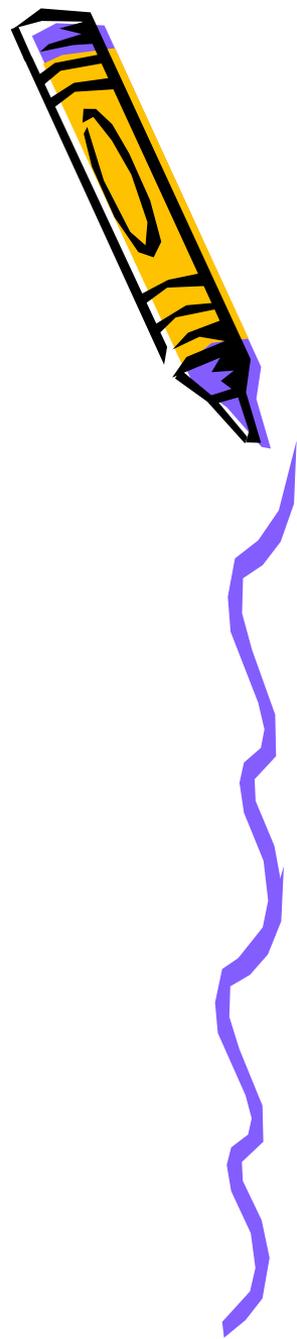
# Red Flags

- Risk Factors
  - Males
  - Parental language other than English
  - Persistent hearing problems



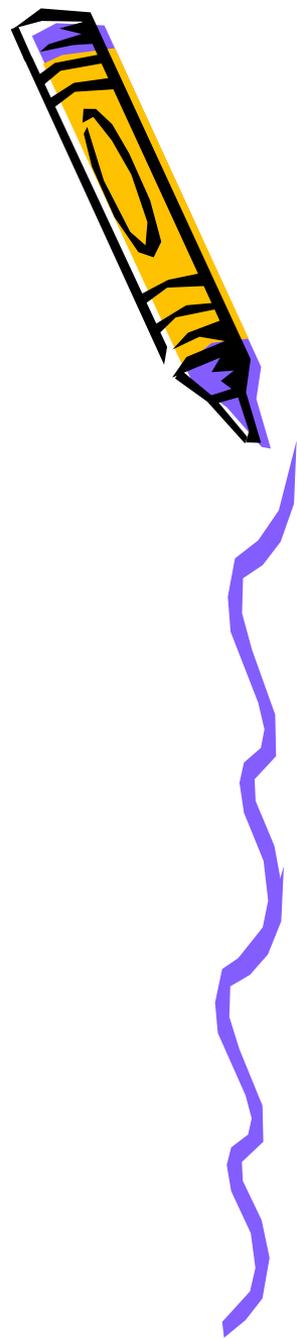
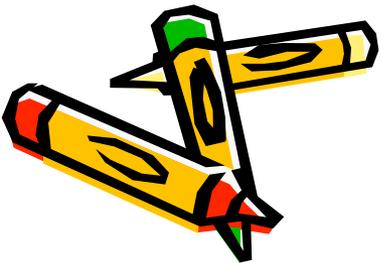
# Red Flags

- Late or no babbling
- Middle ear infections
- Initial consonant deletion
- Limited phonetic inventory
- Vowel errors
- Persistent Final Consonant Deletion (past age 3)
- Losing words
- Hearing Impairment
- Poor speech intelligibility by age 5:6

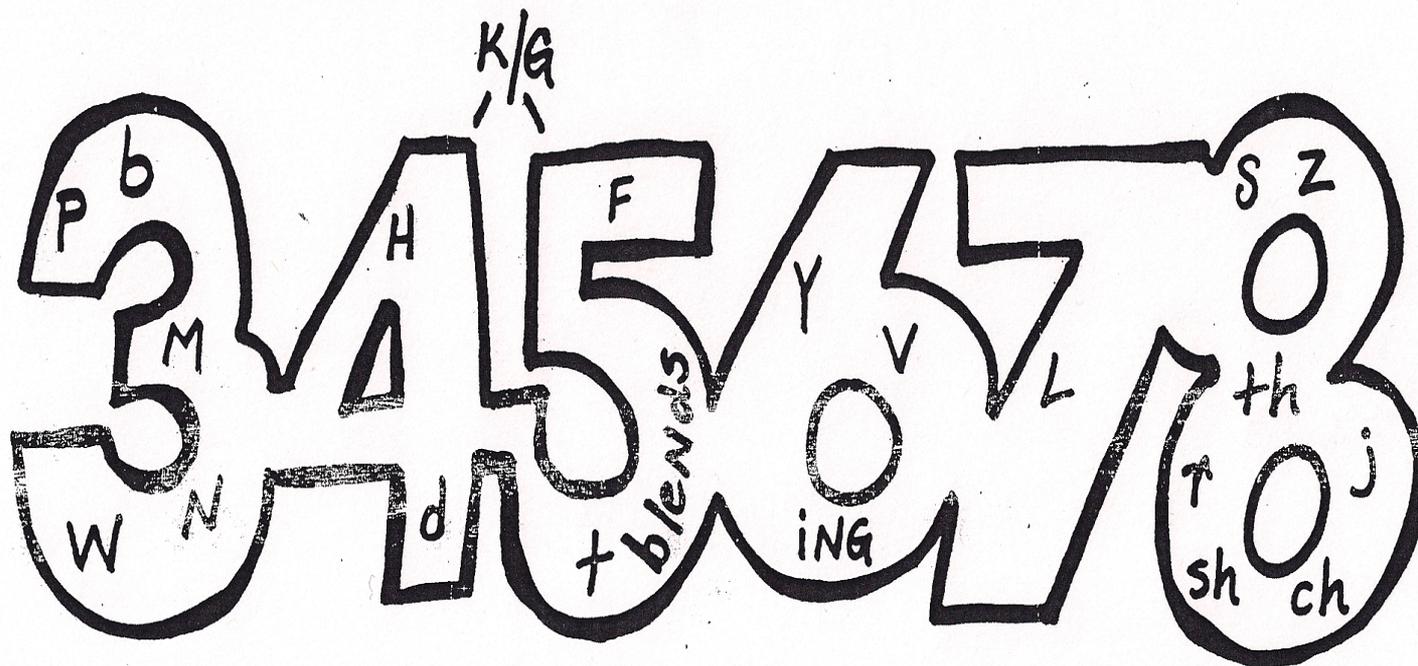
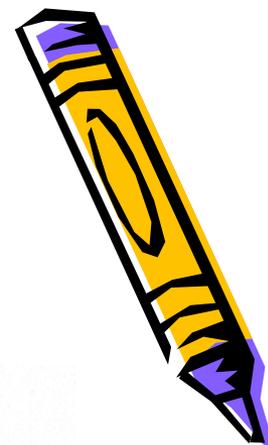


# Red Flags

- Language Milestones not met?
  - How many?
- Comprehension/Receptive concerns
- Expressive/Language concerns
- Articulation/Phonological concerns
- Parental concerns
- Medical professional concerns

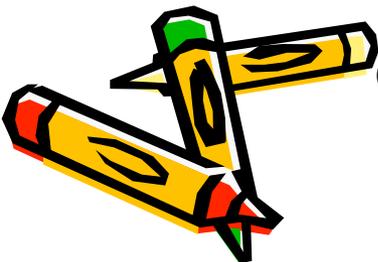


# Speech Sound Development



- See handout #1

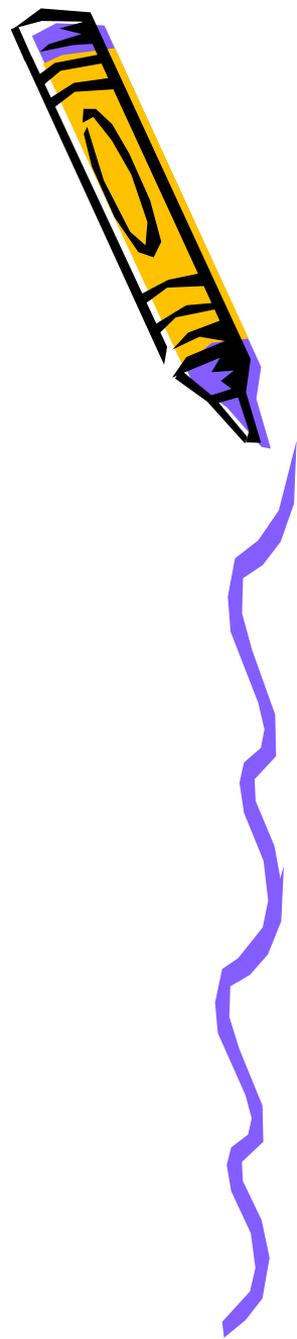
Goldman (et al) 2000; A Smit (et al) 1990; P.Grunwell, 1981; Stoell-Gammon & Dunn, 1985; Poole, 1934; and Templin 1952.



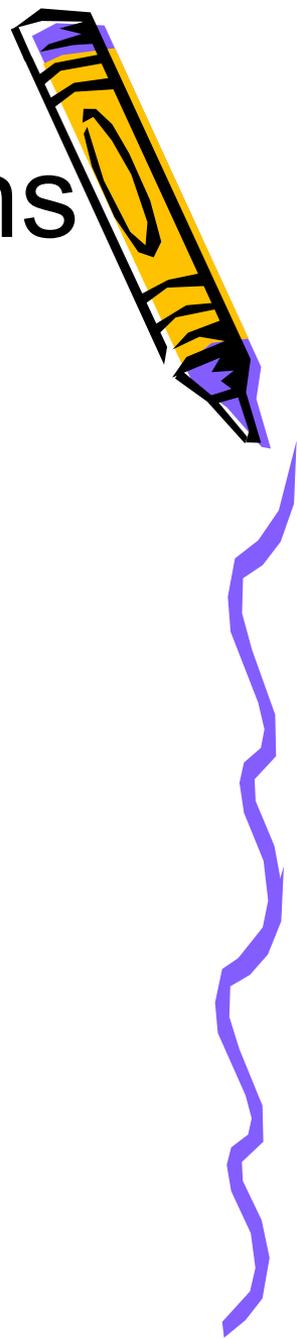
# Now what?



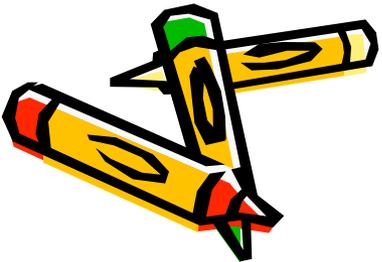
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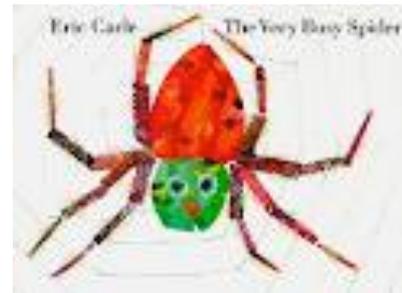
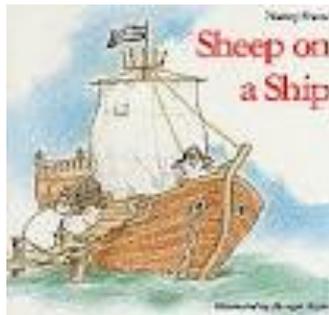
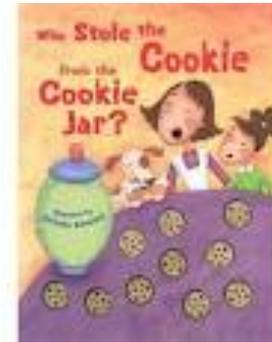
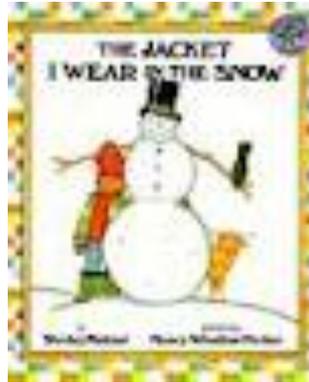
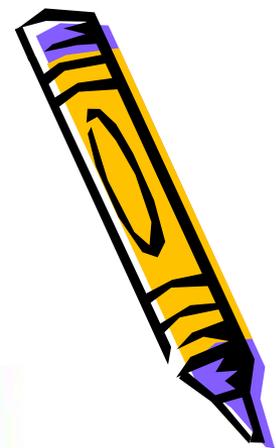
# Classroom Based Interventions



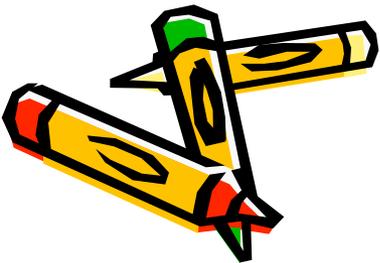
- Sound bombardment
- Expansion/Extension activities
- Visual supports
- Closed vs. Open questions



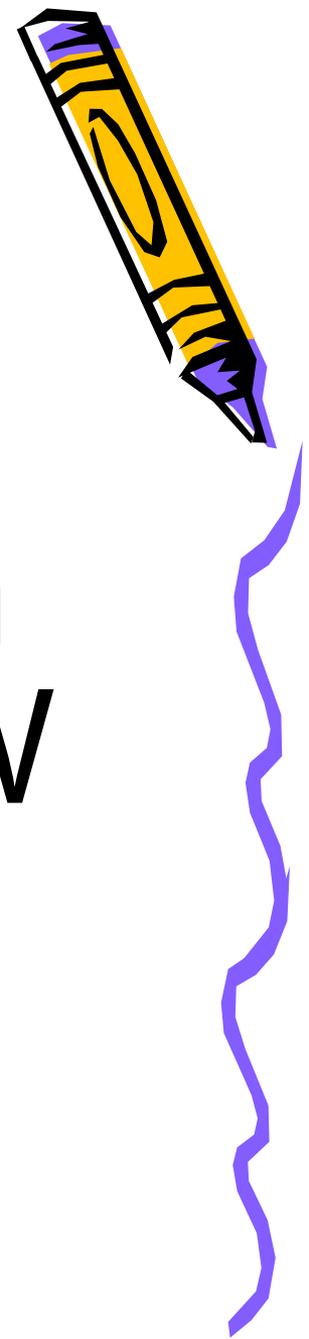
# Sound Bombardment Books



More can be found in handout # 2 or at <http://talkingchild.com/toysbooksartic.aspx>



# But how do I make that sound???



P

- Handout #3
- Practice!

N

Th

B

T

K

F

W

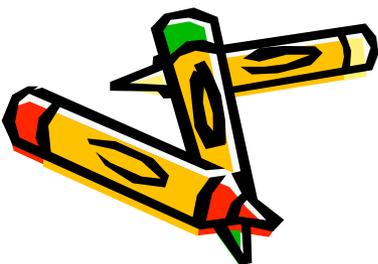
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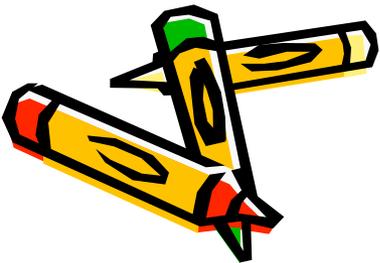
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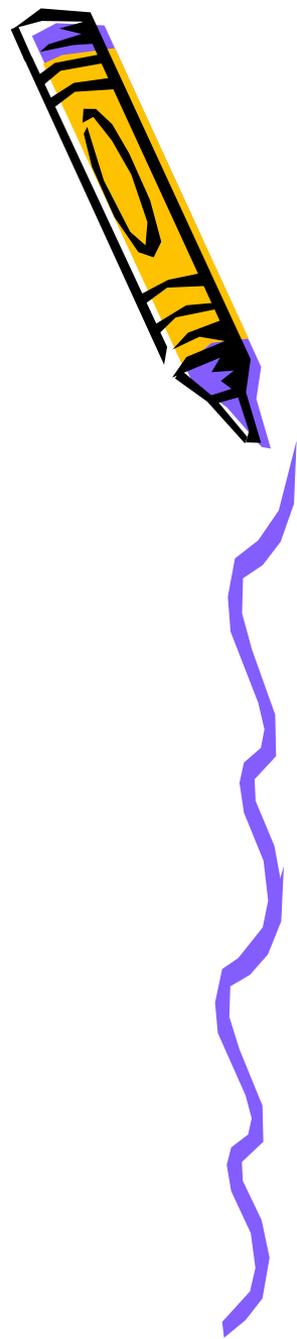
# Expansion & Extension



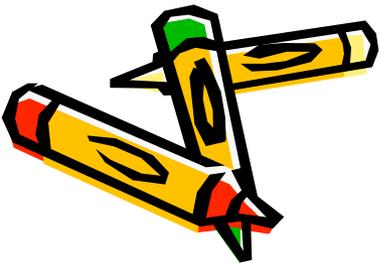
- Expansion: making a child's utterance longer
- Extension: making a child's utterance longer AND adding new information to a child's utterance
- Example: "car"



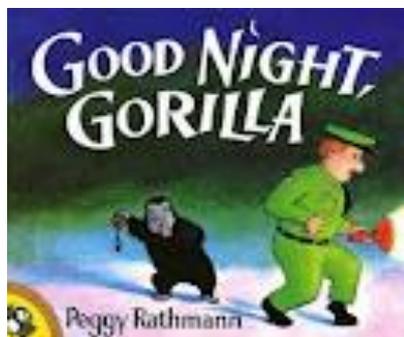
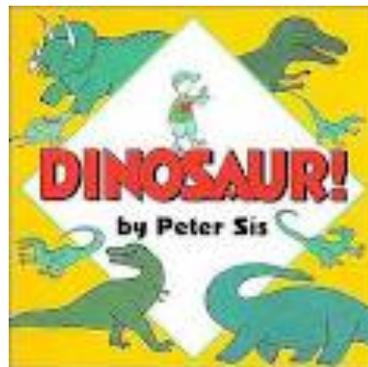
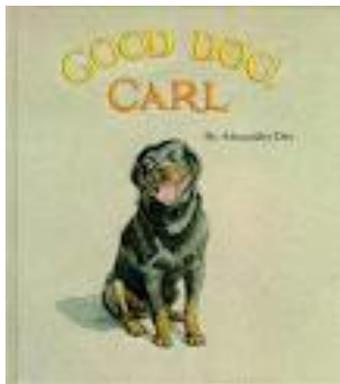
# Wordless Books



- Books with limited or no text provide opportunities for:
  - Language expansion/extension
  - Shared experiences
  - Problem solving
  - Forecasting/predicting

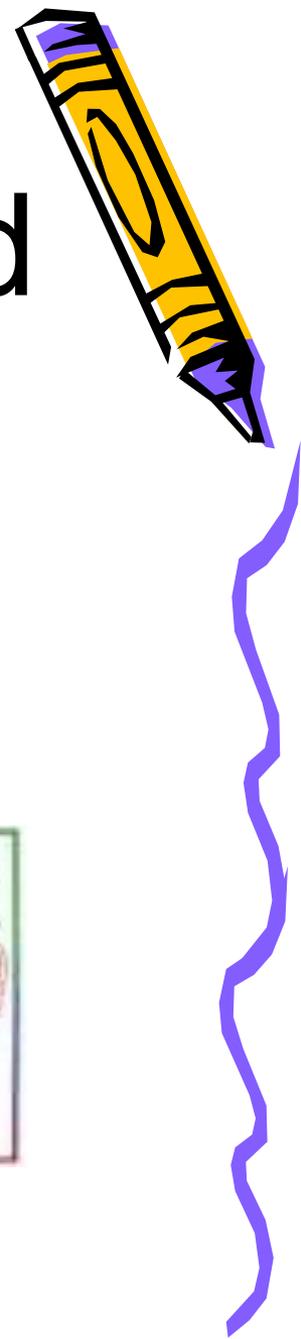
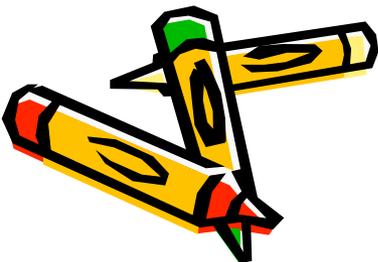


# Wordless Books cont'd



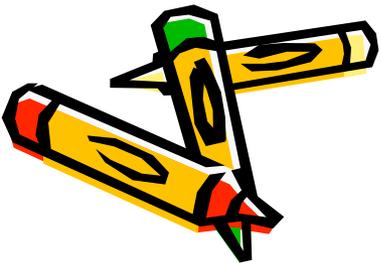
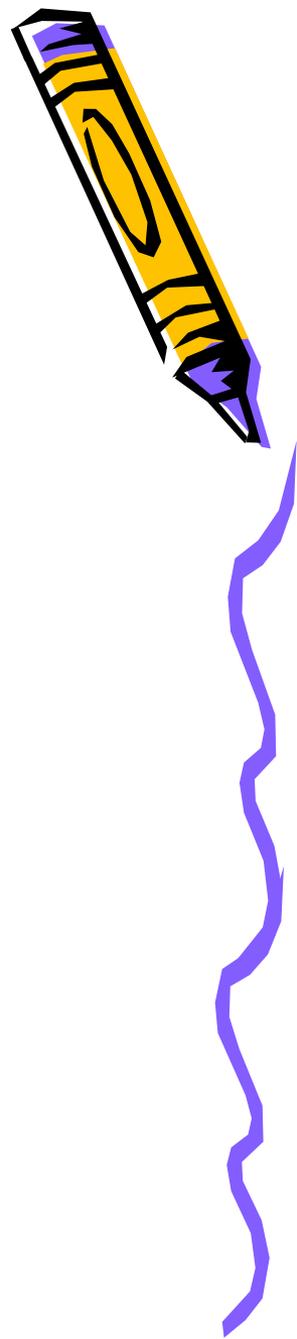
- See handout # 5 for more!

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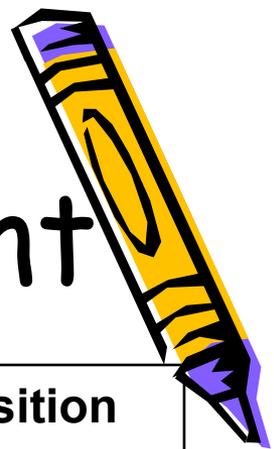


# Visual Supports

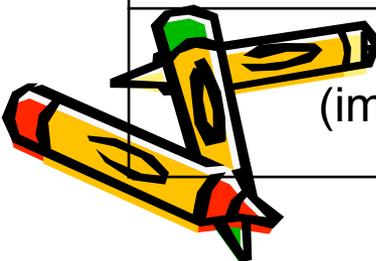
- Visual schedules
- Choice boards
- First/Then
- Guided reading
- Token economies
- Sign Language



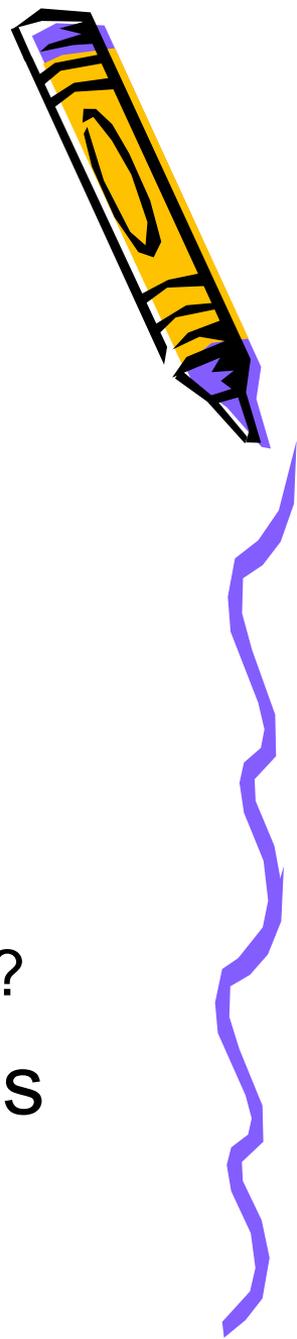
# 'Wh' Question Development



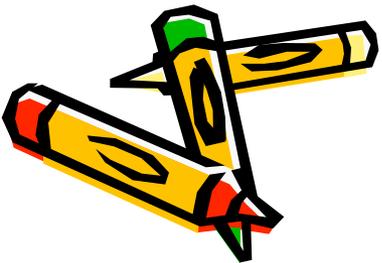
Question Form	Meaning/Function	Age of Acquisition
<b>What</b> (explicit)	something is happening	3.0
<b>Where</b> (explicit)	place	3.0-3.6
<b>Who</b> (explicit)	Person	3.0
<b>When</b> (explicit)	time of day	3.0-3.6
<b>Why</b> (implicit)	happens for a reason	3.6
<b>How</b> (implicit)	order, instructions/ directions	3.6-4



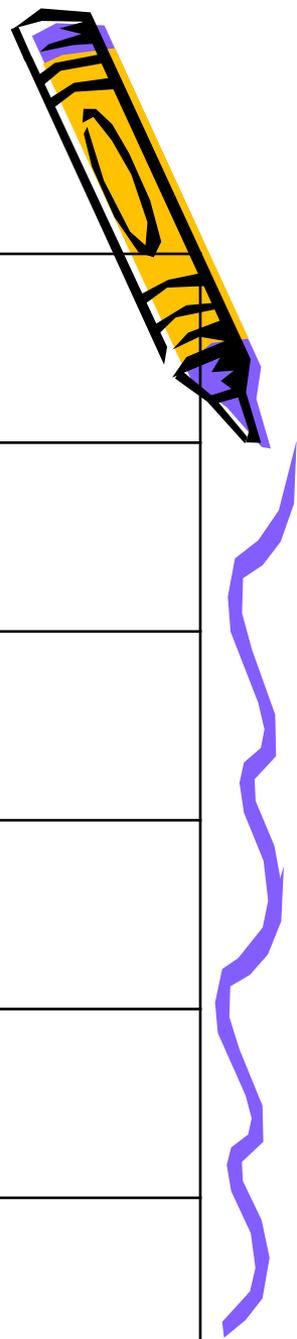
# Question Forms



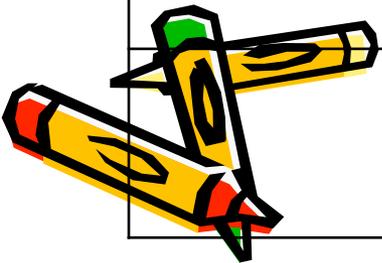
- Closed vs. Open questions
- “Meredithpeice Theatre”
  - Act 1
  - Act 2
    - Compare/contrast
    - Which “act” elicits more student language?
- When to use Closed ended questions



# The “What-Ifs?”



What if.....?	I might try.....



# Other Web Resources



- [www.starfall.com](http://www.starfall.com)
  - Free online phonemic awareness games
  - Apps for idevices
- [www.speakingofspeech.com](http://www.speakingofspeech.com)
  - “materials exchange” for speech and language materials
- [www.superduperinc.com](http://www.superduperinc.com)
- [www.familylearning.org.uk](http://www.familylearning.org.uk)
  - Free online phonics games
- [www.lifeprint.com](http://www.lifeprint.com)
  - American Sign Language website; easy alphabetical reference for many signs

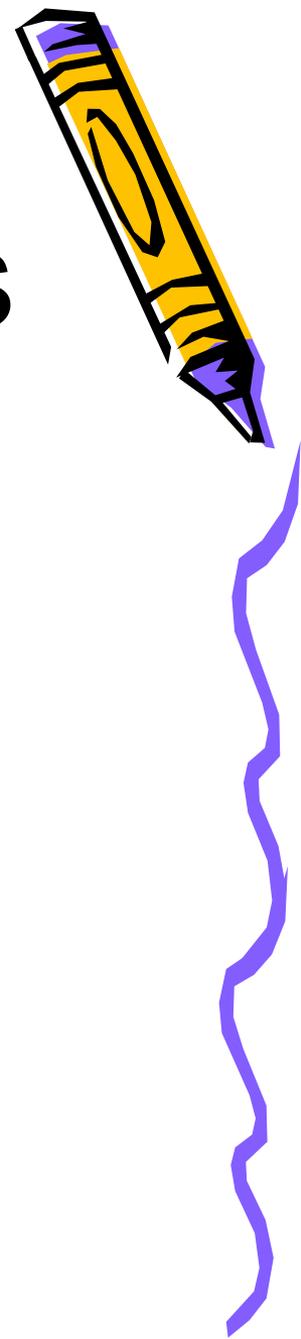
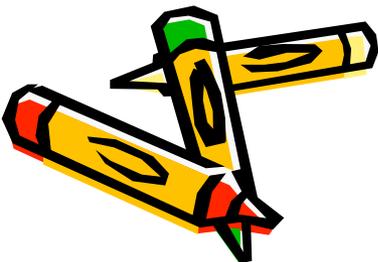


# Selecting Apps & Toys

Think like an SLP:

*Hands on time!*

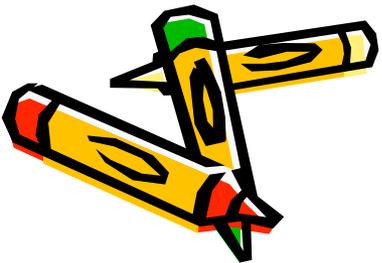
- Instructional control
- Possible Target language/sounds
- Multiple uses



# Classroom Application



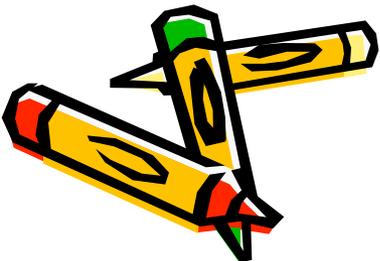
- Think about centers/stations/activities/daily routines
- Brainstorm learning outcomes for each center
  - Concepts, vocabulary, phonemic awareness, etc.



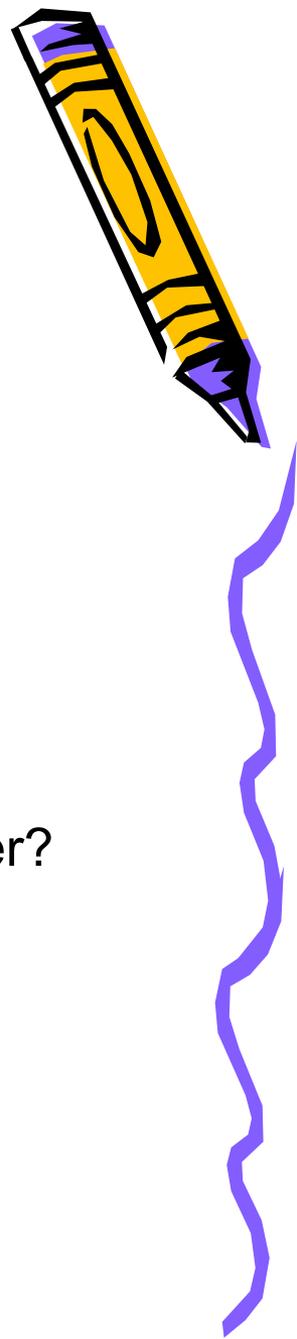
# “There’s an app for that!”



- Using iTechnology to enhance learning
  - PECS Phase III
  - Working 4
  - Speech Box
  - Timer Touch
  - Little Bee Speech
  - Answers HD (Yes/No)
  - Wait 4 It
  - My Play (Home)
  - Question Slueth
  - Lively Letters



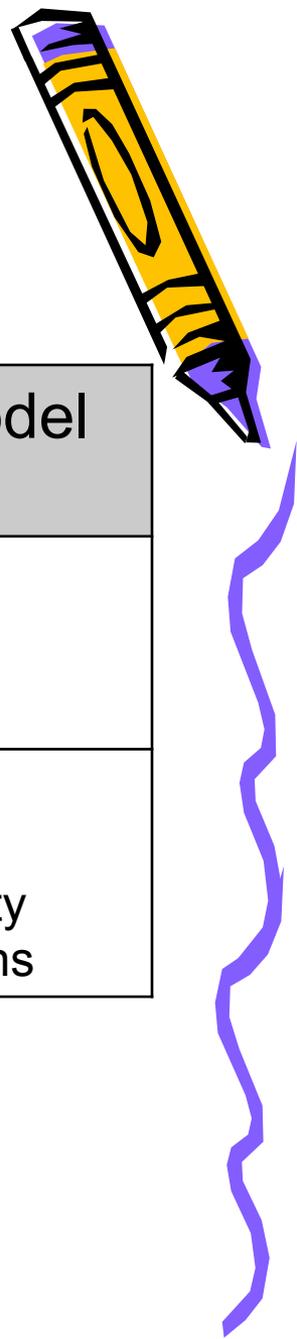
# When to Refer?



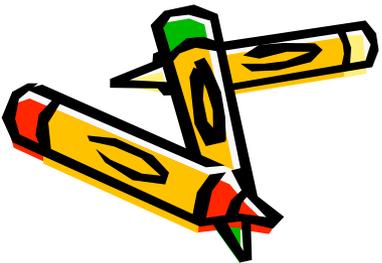
- Some/many red flags
- Tried several classroom based interventions
  - Limited success
  - No change
- Discussion with parents
  - Does child need more support than placement can offer?
  - Does child exhibit behaviors because of language concerns?



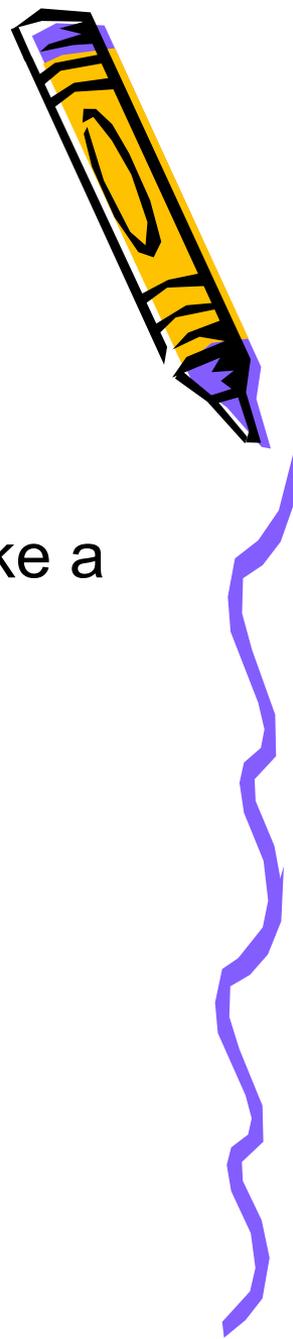
# Who to Refer to?



	School/ Educationally Based	Medical Model
Agency type	<ul style="list-style-type: none"><li>-Birth-3</li><li>-Local School District</li></ul>	<ul style="list-style-type: none"><li>-Hospital</li><li>-Private practice</li><li>-Center/Clinic</li></ul>
Eligibility Requirements	<ul style="list-style-type: none"><li>-Standard Score requirements</li><li>- Educational impact</li></ul>	<ul style="list-style-type: none"><li>-Standard score requirements</li><li>-Medical necessity</li><li>-Parental concerns</li></ul>



# How to refer



- Parental referral

- For 0-3, school-based and private/medical services
- In some circumstances, an educator may make a referral on behalf of the family, but parental consent is always necessary
- 0-3 Call infoline (211)
- School based: call district Special Education/ Services/ Pupil Services office

- Teacher referral

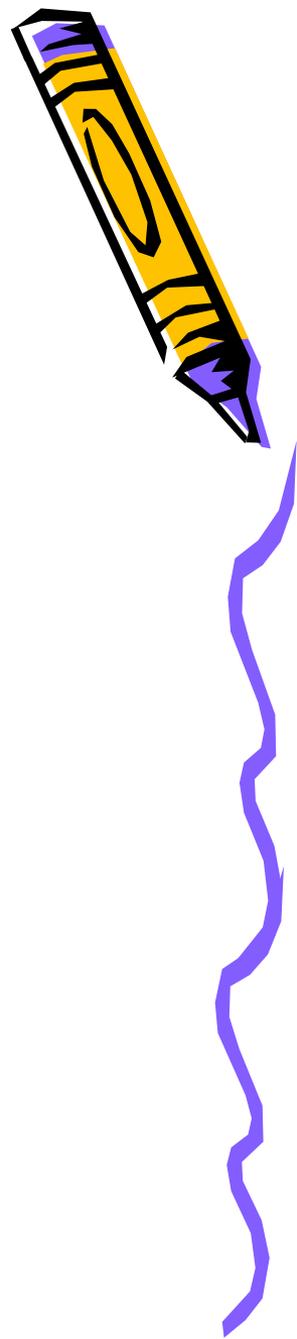
For those enrolled students in public preschool-highschool

- Always involves parental consent



# Referral Timeline

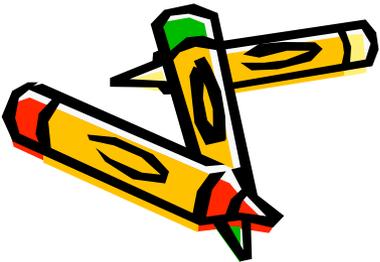
1. Screening
  - Not mandatory
2. Evaluation
3. Discuss findings of evaluation
4. Determine eligibility
5. Begin services



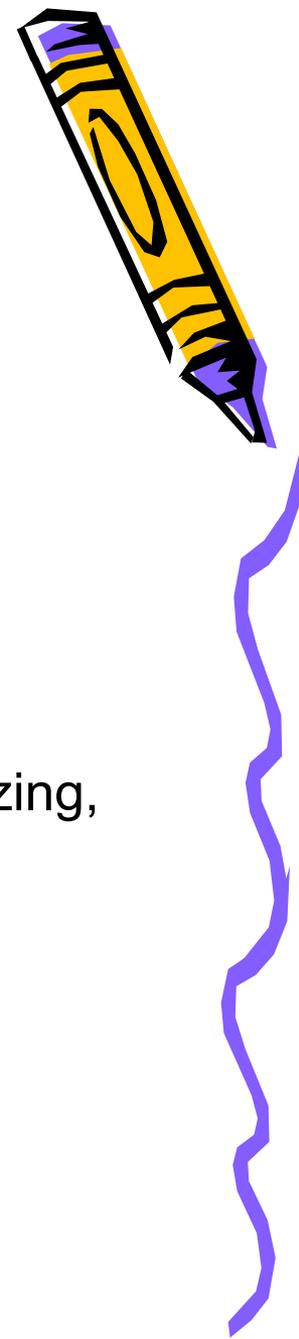
# Buzz Words



- PPT : Placement and Planning Team
- IEP : Individualized Education Plan
- IFSP: Individualized Family Services Plan
- Apraxia : Motor-planning difficulties for the planning and execution of speech production
- ABA : Applied Behavioral Analysis
- FBA : Functional Behavioral Assessment
- PECS: Picture Exchange Communication System
  - Different than using visual supports

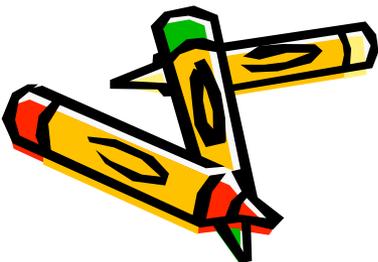


# Fluency...

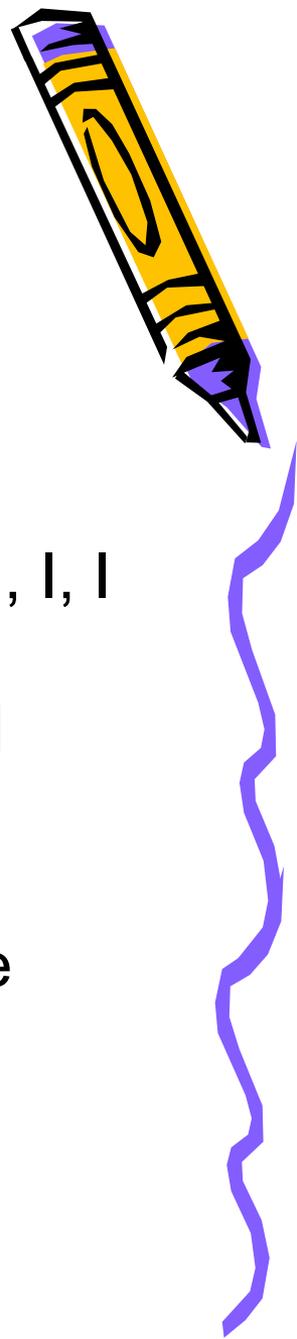


- Red Flags for Dysfluency
  - Getting ‘stuck’ on a sound
    - Ssssssssunshine
  - Getting ‘stuck’ on the same sound(s)
    - “He always stutters on the ‘m’ sound.”
  - “Secondary Behaviors”
    - A learned behavior (stomping feet, blinking, squeezing, tensing) to help ‘get out’ of the stuttering moment
  - Awareness & Frustration

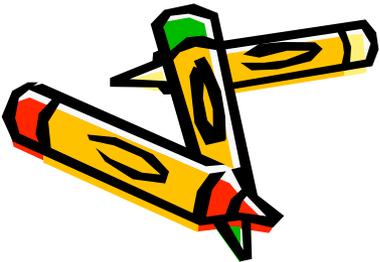
[www.stutteringhelp.org](http://www.stutteringhelp.org)



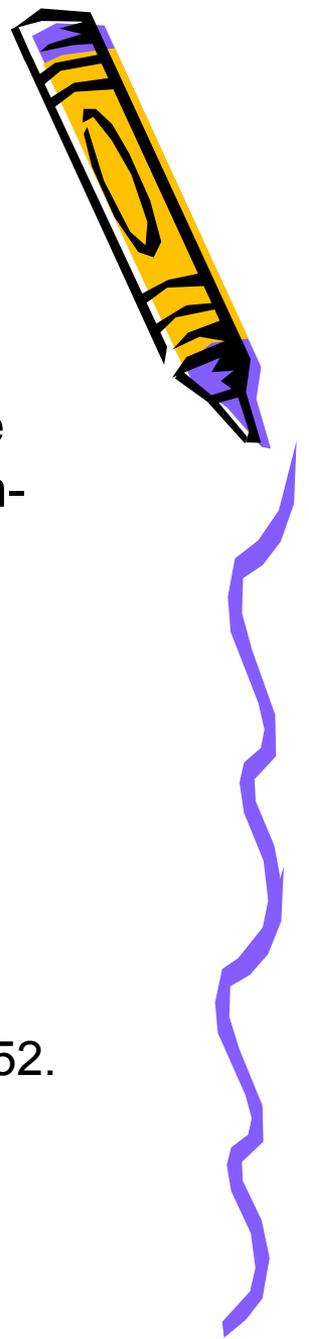
# Fluency



- TYPICAL Dysfluencies in Preschoolers
  - Between 18 mo & 6 years
  - Repetitions of sounds, syllables, and words (especially at the beginning of sentences; “I, I, I, I want”)
  - Repetitions of part-phrases (I want...I want...I want...)
  - Use fillers like “um”, “uh”
  - May increase when: tired, excited, put “on the spot”
  - Can come in ‘waves’

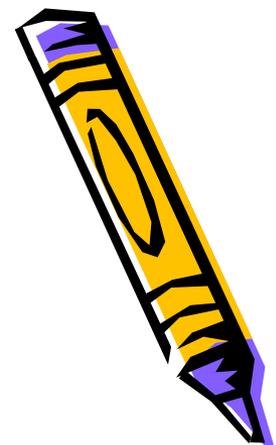
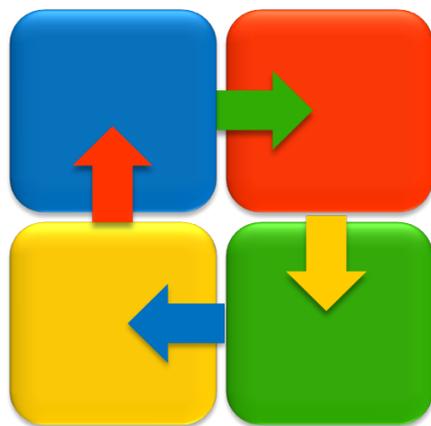


# References



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- [www.stutteringhelp.org](http://www.stutteringhelp.org)
- [www.talkingchild.com](http://www.talkingchild.com)
- The Development of Speech Sounds in Children.
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# Thank You!

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