



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

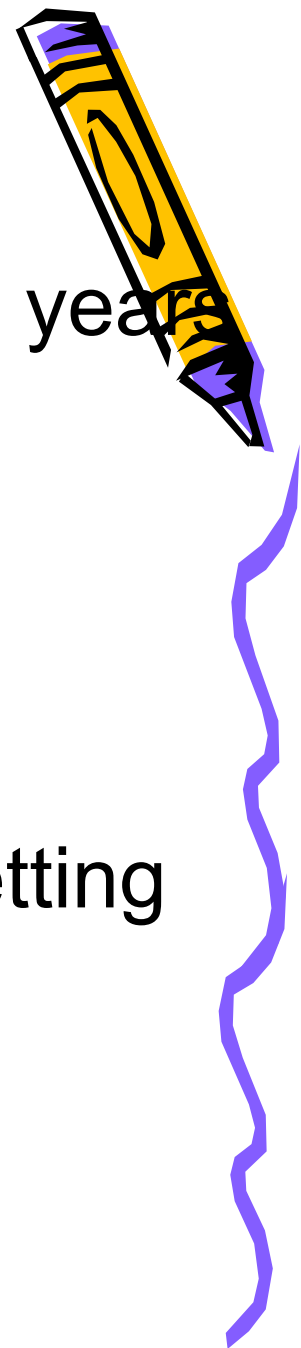


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Workshop Objectives

- 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

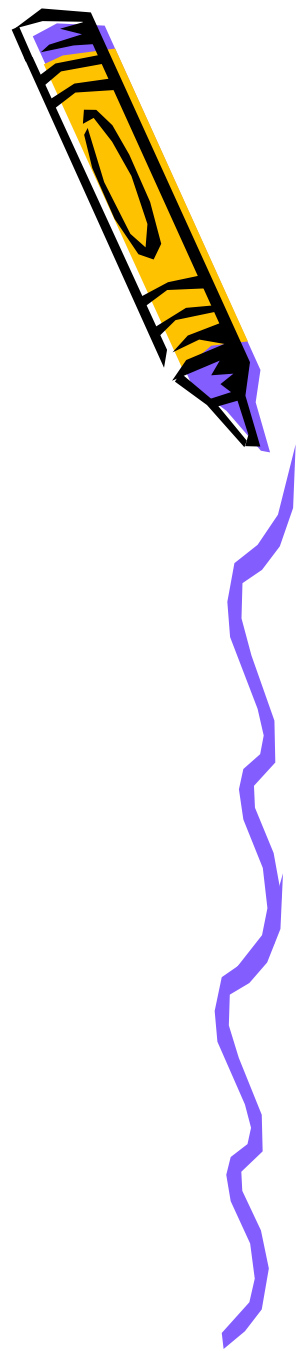
- When does language learning begin?

At birth!

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



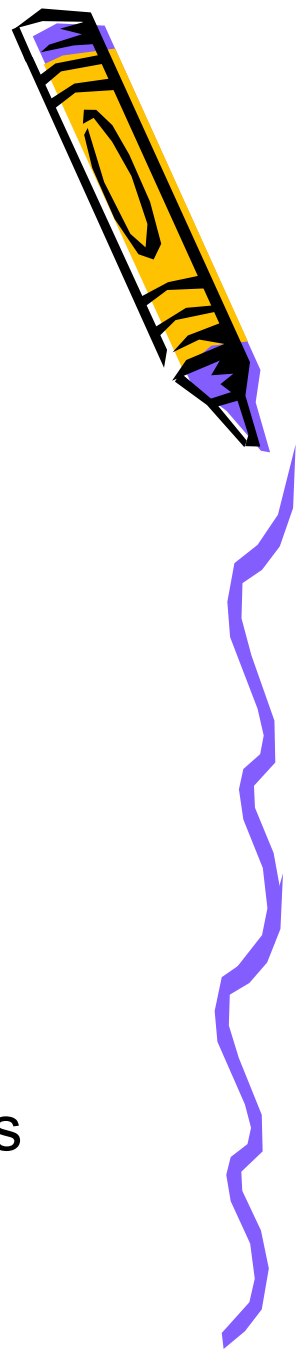
Language Milestones



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



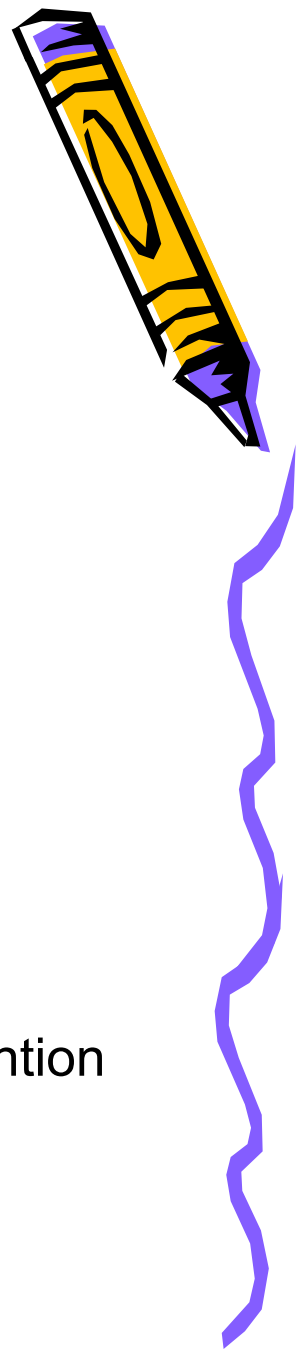
Language Milestones



- 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

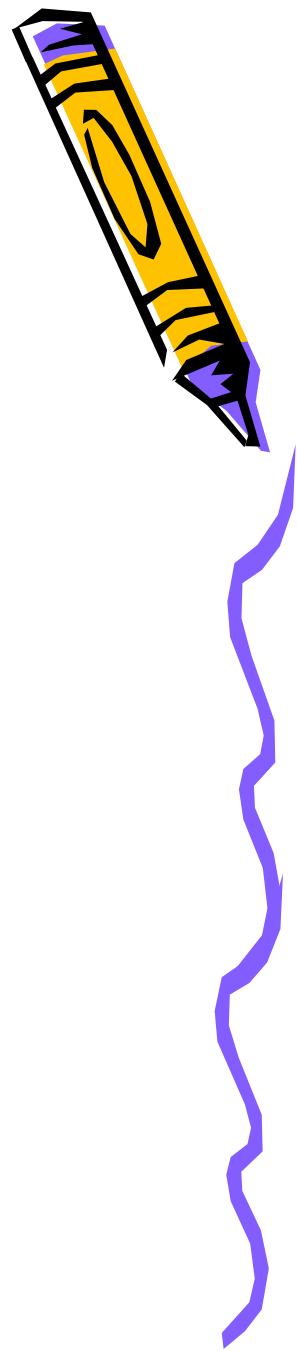
- Listens when spoken to
 - Turns when called by name
 - Enjoys finger plays
 - Begins to understand words = items
 - Begins to follow directions/answer questions

- 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

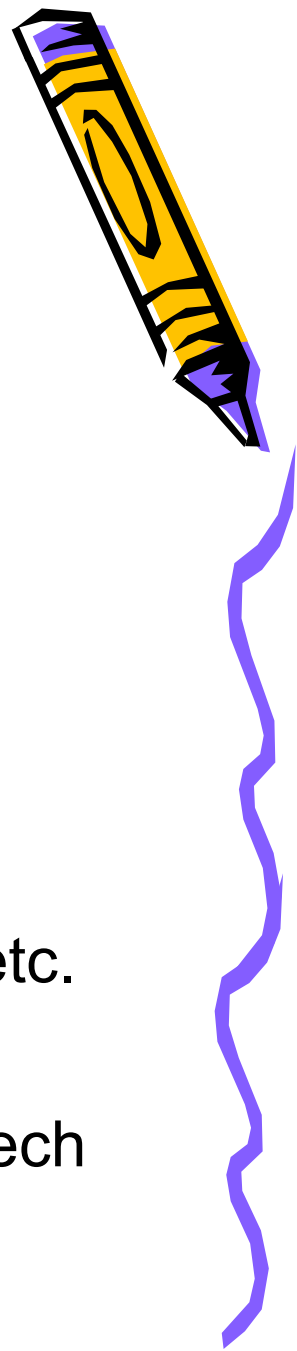
- Pointing to items/pictures/body parts
 - Follows simple directions/questions
 - Enjoys simple stories, songs, rhymes
 - Often repeated if a favorite

- Expressive

- Vocabulary expanding
 - Begins to use 2 word phrases
 - Words are becoming clearer



Language Milestones

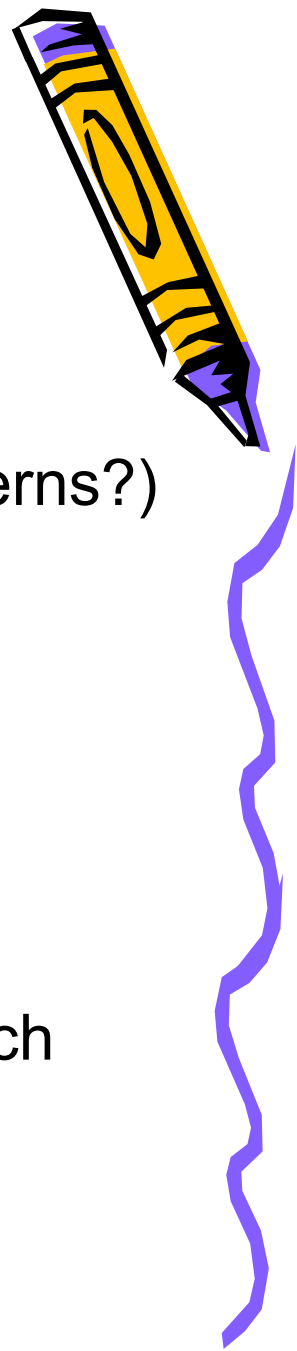


- 2-3 years
 - Receptive
 - Follows 2 step directions
 - Understands opposites
 - Associates environmental sounds with excitement/routine
 - Expressive
 - Vocabulary expanding- attributes, colors, etc.
 - Using up to 3 word phrases
 - Family members can now understand speech



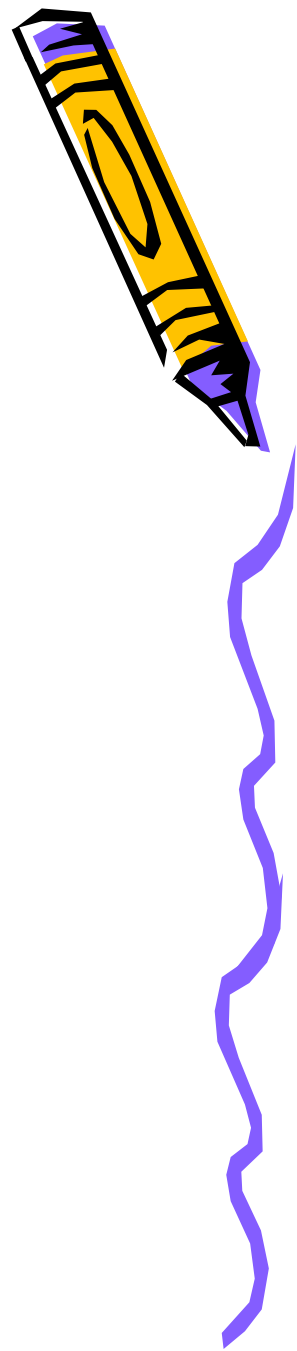
Language Milestones

- 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



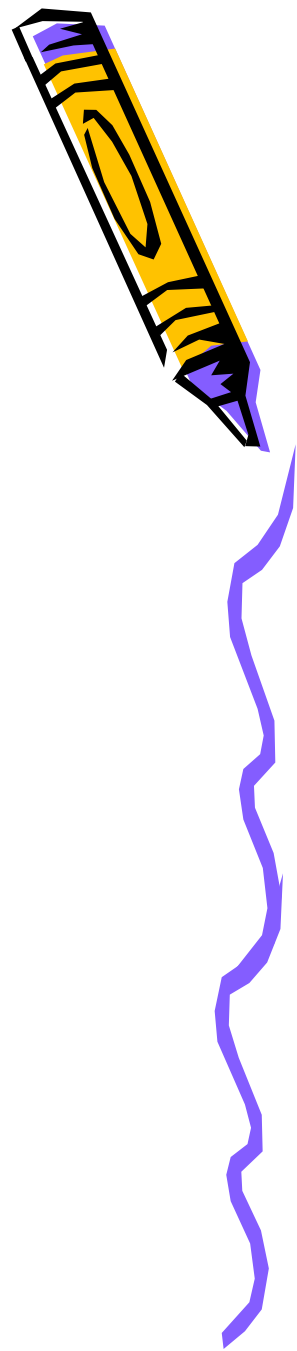
Language Milestones

- 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



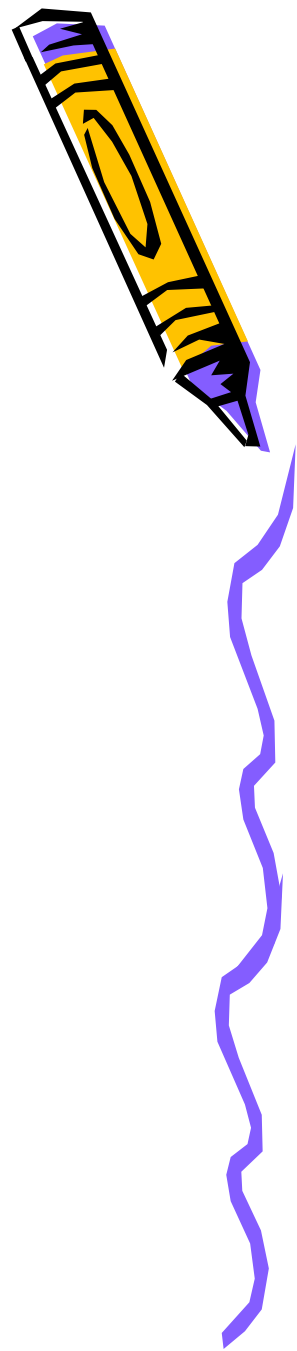
Red Flags

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



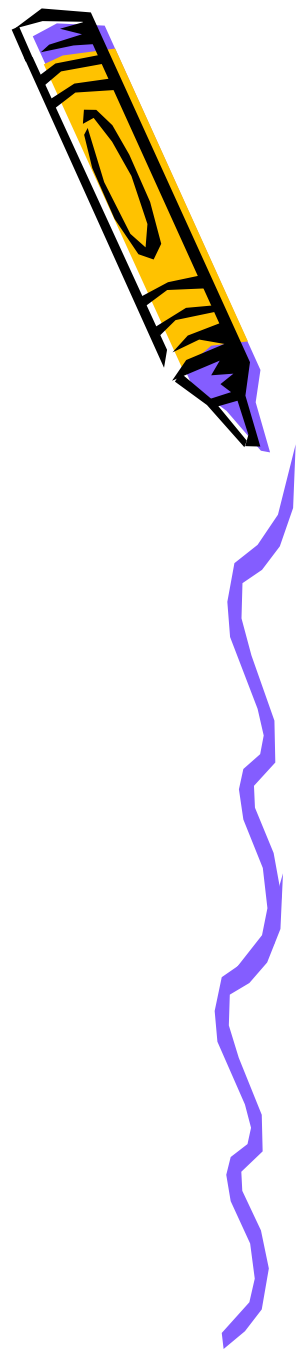
Red Flags

- 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

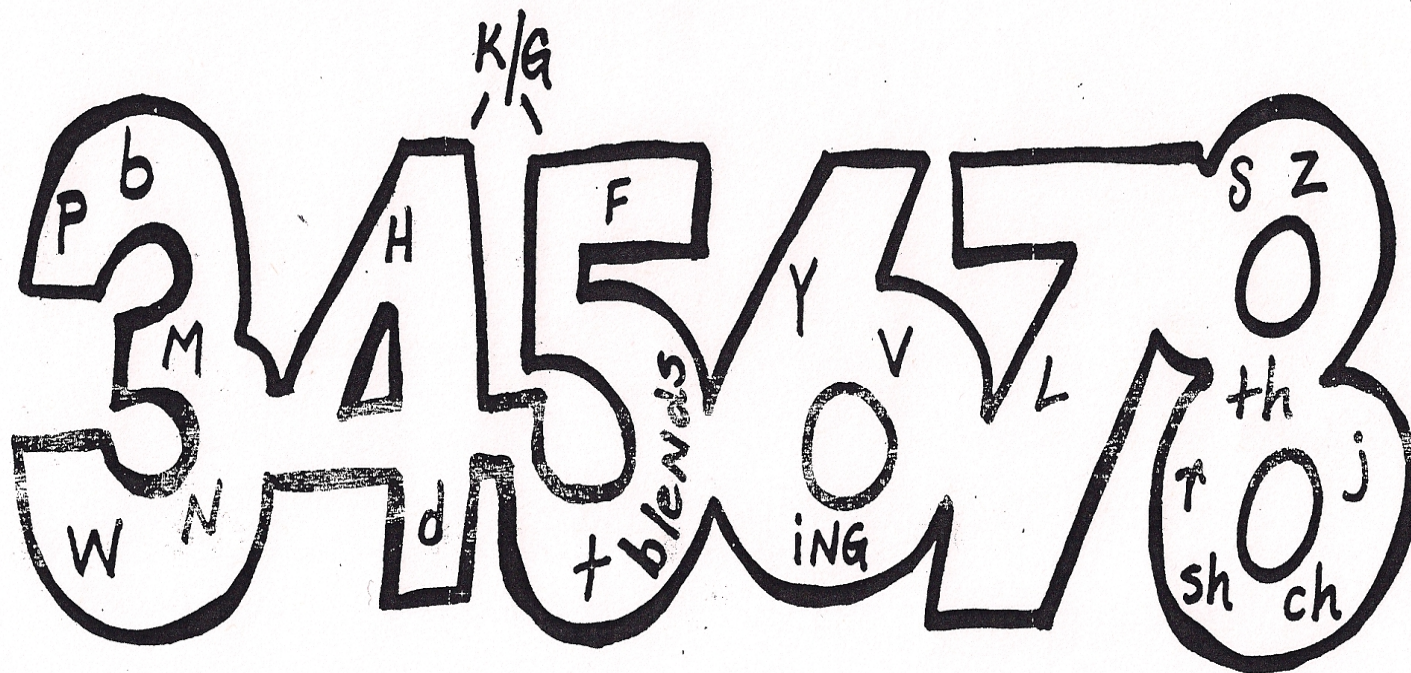


Red Flags

- 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

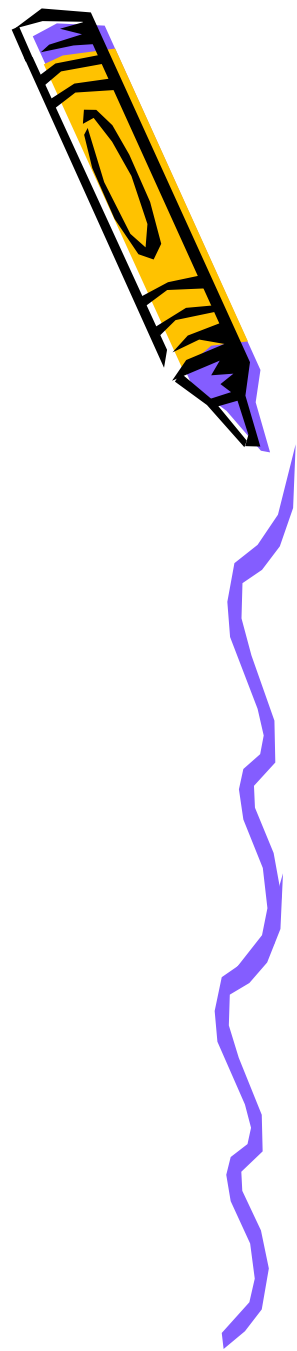
Goldman (et al) 2000; A Smit (et al) 1990; P.Grunwell, 1981; Stoell-Gammon & Dunn, 1985; Poole, 1934; and Templin 1952.



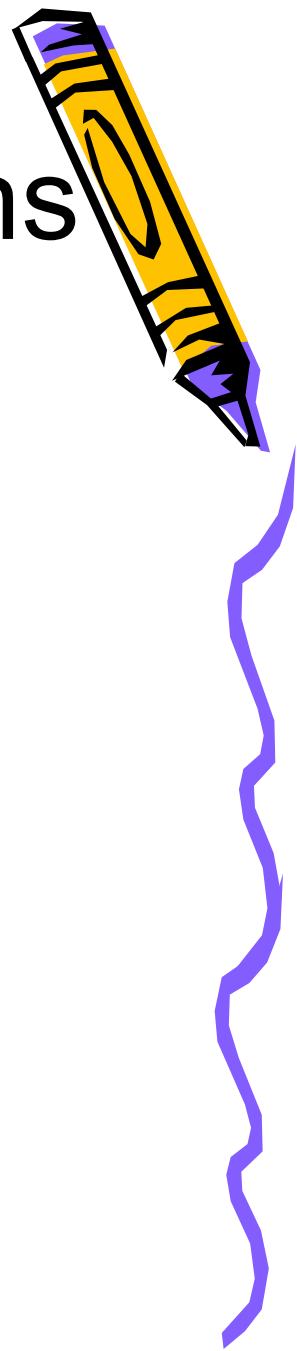
Now what?



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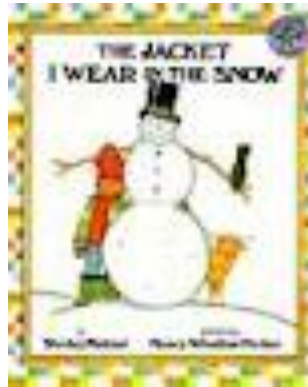
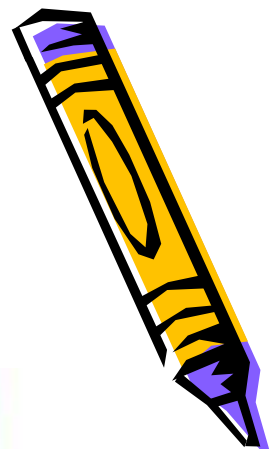
Classroom Based Interventions



- 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???



- Handout #3
- Practice!

P

N

Th

W

B

T

K

F

S

Sh

M

D

G



Expansion & Extension

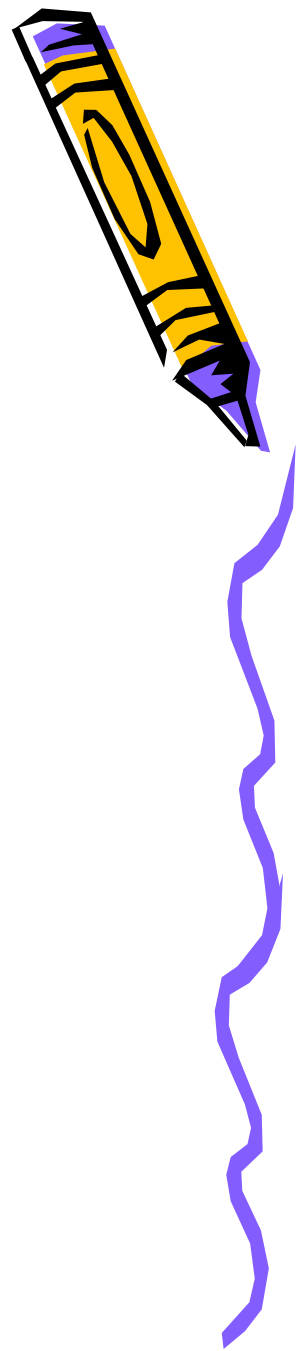


- Expansion: making a child's utterance longer
- Extension: making a child's utterance longer AND adding new information to a child's utterance
- Example: "car"

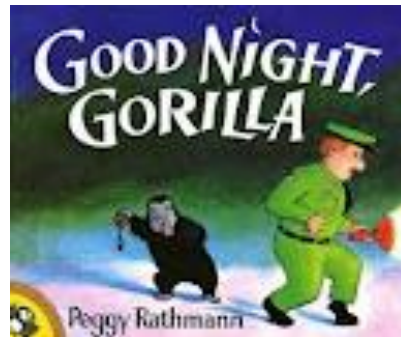
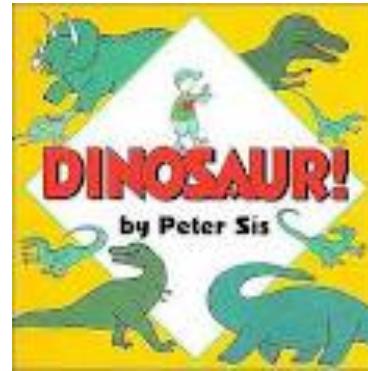
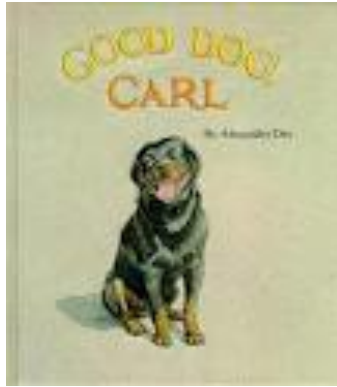


Wordless Books

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



Wordless Books cont' d



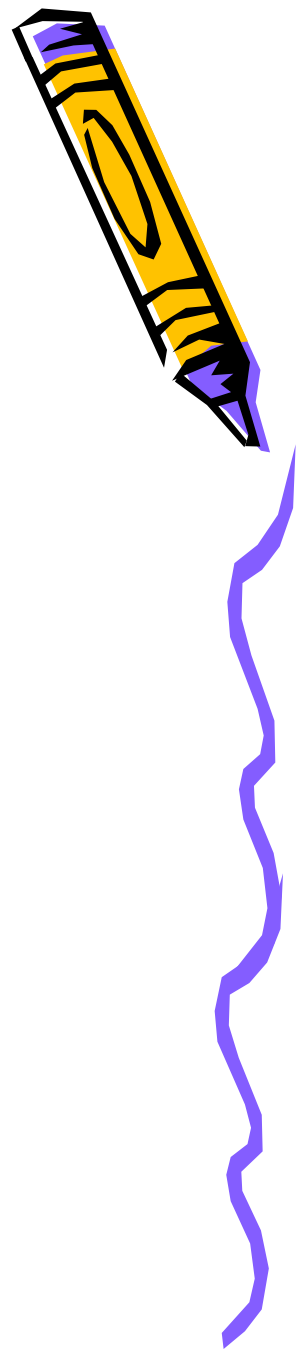
- See handout # 5 for more!

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Visual Supports

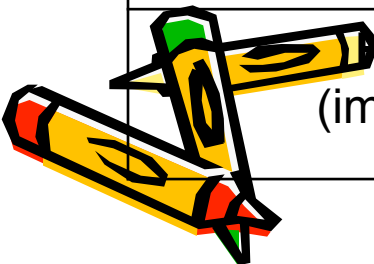
- Visual schedules
- Choice boards
- First/Then
- Guided reading
- Token economies
- Sign Language



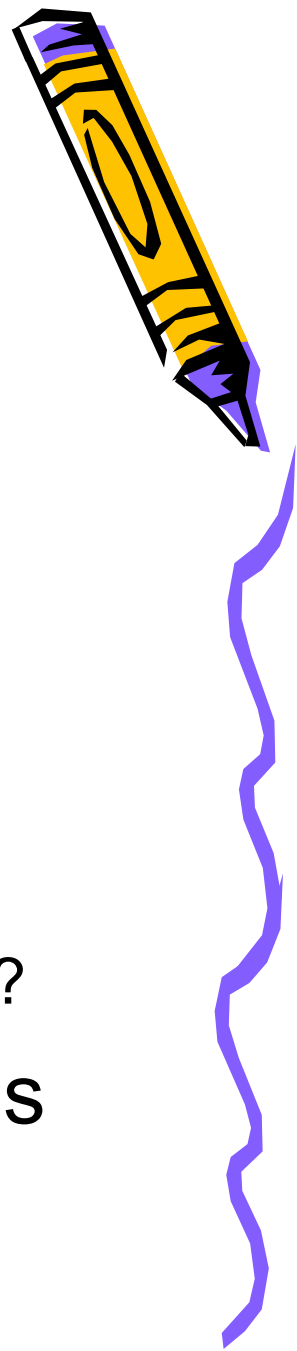
'Wh' Question Development



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



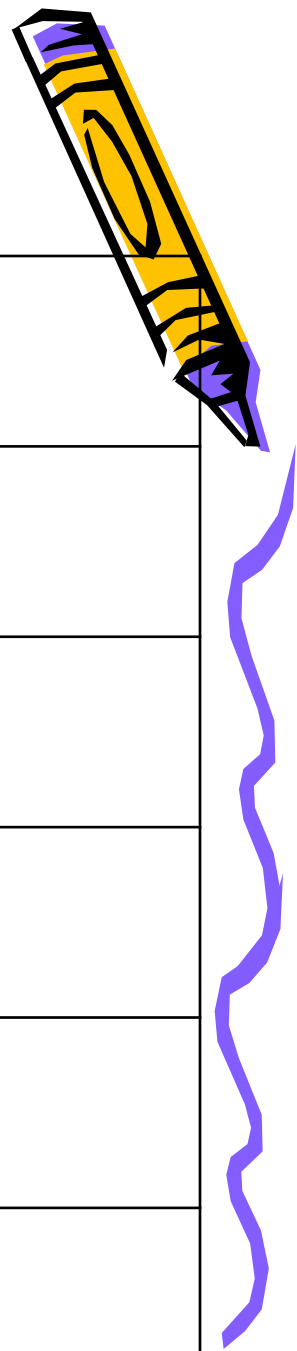
Question Forms



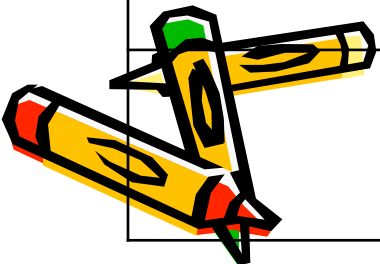
- Closed vs. Open questions
- “Meredithpeice Theatre”
 - Act 1
 - Act 2
 - Compare/contrast
 - Which “act” elicits more student language?
- When to use Closed ended questions



The “What-Ifs?”



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

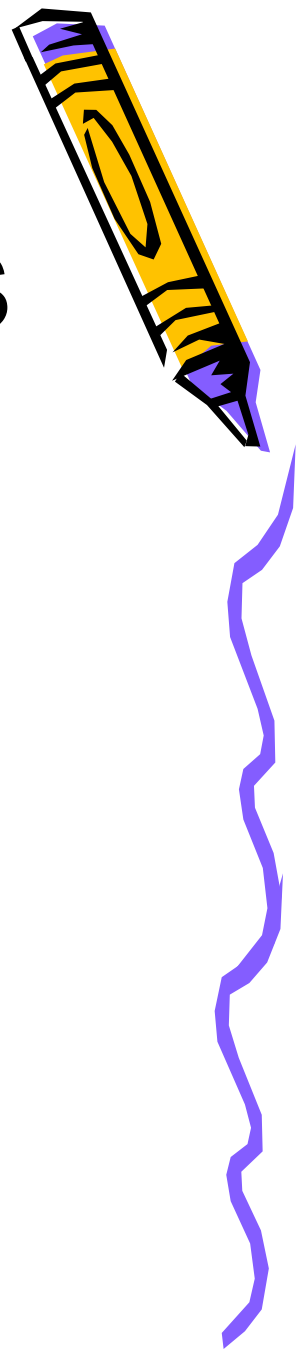


Other Web Resources



- www.starfall.com
 - Free online phonemic awareness games
 - Apps for idevices
- www.speakingofspeech.com
 - “materials exchange” for speech and language materials
- www.superduperinc.com
- www.familylearning.org.uk
 - Free online phonics games
- 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



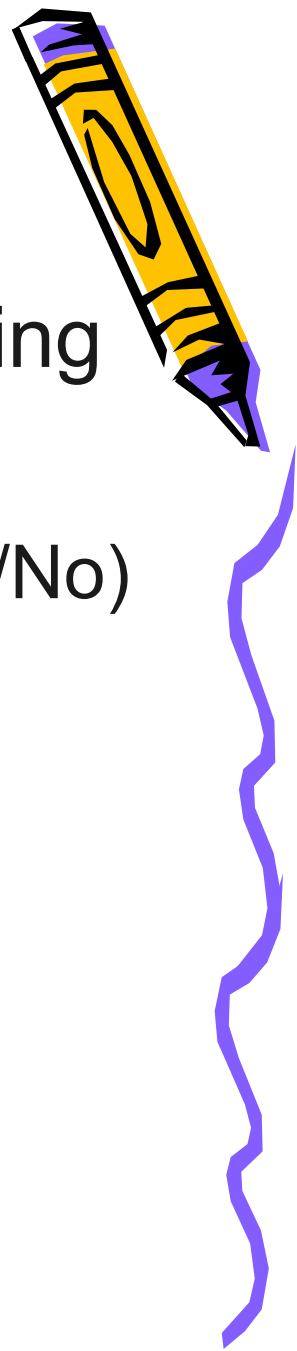
Classroom Application



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



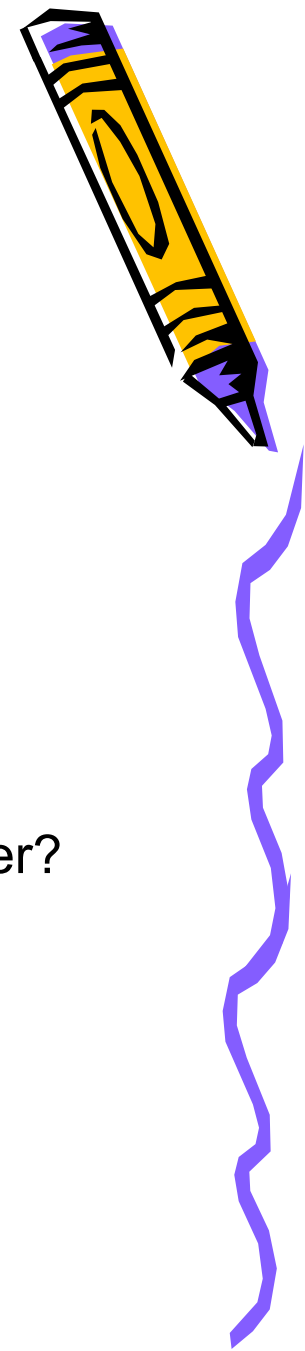
“There’s an app for that!”



- 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?



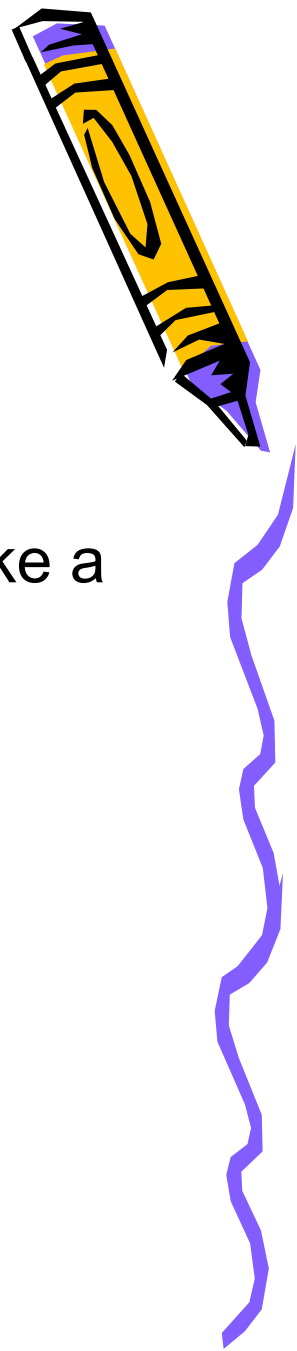
Who to Refer to?



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




How to refer



- Parental referral

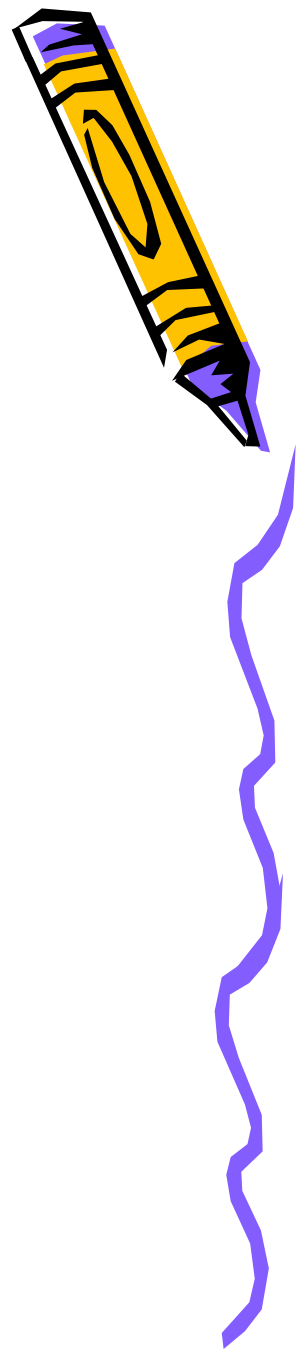
- For 0-3, school-based and private/medical services
- In some circumstances, an educator may make a referral on behalf of the family, but parental consent is always necessary
- 0-3 Call infoline (211)
- School based: call district Special Education/ Services/ Pupil Services office

- 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
 - Ssssssssssunshine
 - 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



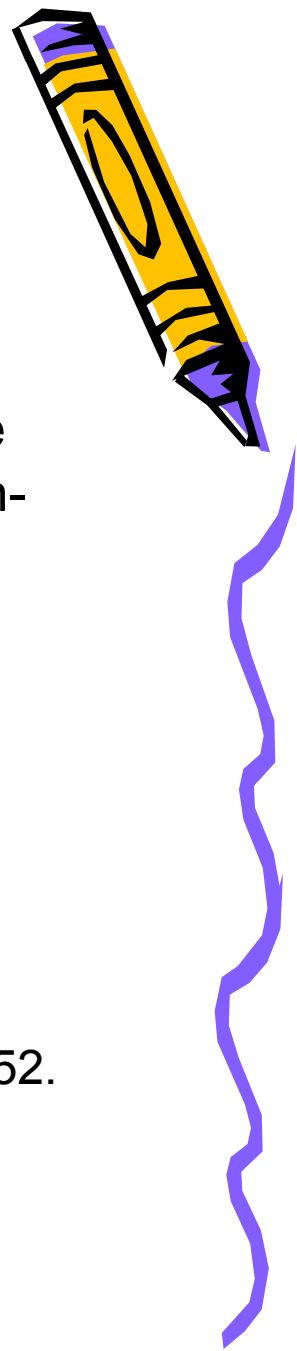
Fluency



- 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’

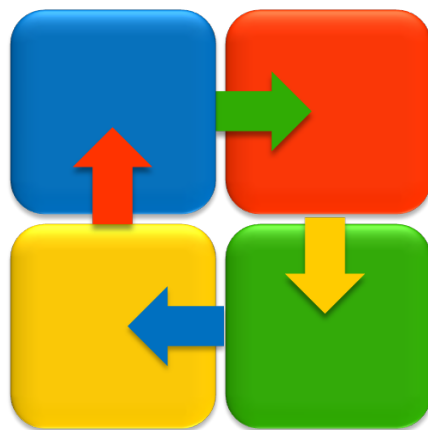


References



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Thank You!

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