

North Syracuse



Speech and Language Developm ent

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Vocabulary

The term vocabulary refers to the words a child is able to understand and use. Receptive vocabulary refers to the words that a child understands.

Expressive vocabulary refers to the words that a child is able to use. Vocabulary development in the preschool population grows rapidly as their variety of experiences and interactions expands. The following chart shows the normal development of expressive vocabulary.

Chronological Age	Expressive Vocabulary
12mo. to 18mo.	20 words
18mo. to 24mo.	50 words
2 years	200-300 words
3 years	600-1000 words
4 years	1000-1600 words
5 years	1500-2000 words

Parental Suggestions

- **Enhance vocabulary development by reading to your child, even at a very early age.**
- **When reading to your child talk about the pictures in the book, point out the different aspects on the page (“look at the big yellow sun”).**
- **Talk to your child as you perform daily routines. When you are helping your child get dressed label the different types of clothes.**

Reference:

www.talkingchild.com

www.superduper.com/publications

Syntax

The term syntax refers to the word order of the sentence. Children use grammatical structures to put words together to form sentences. Children begin to put words together around 18 mo. to 24 mo of age but it is not until around 2 years

of age when children start to produce simple sentences that include a variety of grammatical structures. The following chart shows some of grammatical structures that are expected at different age levels.

Age	Grammatical Structures
2 years	Regular plural form, personal pronoun (I, you) Simple questions (what)
3 years	Third person pronoun (he, she), present progressive (is + ing), conjunction (and), negatives
4 years	Irregular plurals, wh question forms, modal verb (could), reflexive pronoun (myself)

Parental Suggestions

- **Use complete sentences when speaking to your child. Children learn the use of these structures through listening and imitating structures used by their parents and caregivers.**
- **Use age appropriate length of statement. Younger children**

(2 years of age) are better able to understand sentences as well as use structures that are presented in a shorter and more concrete manner. You can increase the length and complexity as children become older (3-5 years of age).

Reference

Speech and Language Development Chart (2nd Ed.) by Addy Gard, Leslea, Gilman, and Jim Gorman (Pro-Ed)

Articulation

Articulation is the production of speech sounds. An articulation disorder is when a child does not make speech sounds correctly due to incorrect placement or movement of the lips, tongue, velum, and/or pharynx. It is important to recognize that there are differences in the age at which children produce specific speech sounds in all words and phrases. Mastering specific speech sounds may take place over several years. Also, keep in mind that girls' articulation

skills tend to develop earlier and faster than boys' articulation skills. In addition to simple articulation errors, children may produce Phonological processes. These are errors that affect entire classes of sounds rather than individual sounds. Another disorder that affects articulation is Apraxia of speech. This is a motor planning disorder that often results in inconsistent articulation of any given sound.

90% of	By age...
p. d. m. w. h.	2 years old
t. b. k. g	3 years old
f. v. y	4-5 years
s. z. i. l. r. sh.	5-7 years old

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Parental Suggestions:

- **Speak clearly and at a slow conversational rate.**
- **Know which sounds are expected to be pronounced correctly at your child's age - encourage only the speech sounds which are appropriate.**
- **Model correct pronunciation at natural times during the day. Do not correct your child. For example, if your child says, "I got a pish", you could say, "Yes, you have a fish". You may want to emphasize the target sound**

slightly.

- **Play sounds games if your child is interested. This will increase his overall awareness and discrimination of sounds. You might play with magnetic letters, read rhyming books such as Dr. Seuss, say nursery rhymes or sing songs slowly. Many songs can encourage awareness of sounds through their words (Old MacDonald, Bingo, etc.)**
- **Tell your child when you don't understand what she has said. Let her know that you will listen and try to understand. Have her gesture or show you what she is talking about if needed. Explain to her that sometimes you may not understand what she says and that you know this must be frustrating for her. Let her know you understand how she feels.**
- **Turn off the TV and talk or read to your child.**

Pragmatics

Understanding and using language to interact with others in a variety of social situations. The term pragmatics is also known as *social language*.

Pragmatics involves three major communication skills:

- **Using language for different purposes, such as**
 - **greeting (e.g., hello, goodbye)**
 - **informing (e.g., I'm going to get a cookie)**
 - **demanding (e.g., Give me a cookie)**
 - **requesting (e.g., I would like a cookie, please)**
- **Changing language according to the needs of a listener or situation, such as**
 - **talking differently to a baby than to an adult**
 - **giving background information to an unfamiliar listener**
 - **speaking differently in a classroom than on a playground**
- **Following rules for conversations and storytelling, such as**
 - **taking turns in conversation**
 - **introducing topics of conversation**
 - **staying on topic**
 - **rephrasing when misunderstood**

- **how to use verbal and nonverbal signals**
- **how close to stand to someone when speaking**
- **how to use facial expressions and eye contact**

Appropriate social skills	
2-3 years	<ul style="list-style-type: none"> -Introduces a topic -Starts a conversation -Takes 1-2 turns/topic
3-4 years	<ul style="list-style-type: none"> -Takes 2-3 turns/topic -More aware of their communication partner -Requests for clarification
4-5 years	<ul style="list-style-type: none"> -Change their language depending on their listener -Talk about feelings -Recognize communication breakdowns and repair appropriately -Maintain a topic

A child that has trouble with pragmatics/social skills may have difficulty with:

- **responding appropriately (say unrelated things during conversation)**
- **making eye contact**
- **initiating conversation or play with a peer or adult**

- **maintaining a topic**
- **greeting**
- **using language to interact with peers or adults**

Parental Suggestions:

1) Having play dates with other children

2) Using pretend play to help encourage social language (pretend to talk to different people in different situations).

3) Take advantage of naturally occurring situations (practice greetings at the beginning of a day, or have the individual ask peers what they want to eat).

4) Respond to what the child is saying or asking instead of correcting (if a child wants a cookie but asks for juice, give them the juice).

5) Ask questions or make suggestions to use language for different purposes:

Desired Language Function	Suggested Question or Comment
Comment	"What did you do?"

	"Tell me about..."
Request	"Tell your friend..." "What do you want?"
Question	"Ask me"

Word Finding

Word finding difficulty is the inability to retrieve/name a specific word upon demand. Children and adults, especially those with language disorders, are frequently found to have difficulties with word retrieval. While word retrieval problems may sometimes occur in isolation, they are often accompanied by problems in the other areas of language function.

Parental Suggestions:

- **Read, read, read to your child!**
- **Use cloze activities (sentence completion).**
 "I sit on a _____."
 "Twinkle, twinkle, little _____."
- **Play word classification games.**

- “Let’s see how many animals you can name.”**
- **Play “Name that category.”**
“Red, blue, green, yellow, and orange are all ____.”
 - **Play “What comes next?”**
“1,2,3,4,____.”
 - **Identify an item given a description.**
“It’s an animal that has fur, climbs in trees, and eats bananas. What is it?”

Reference:

Bowen, C. (1998). *Stuck for Words? Word Retrieval Activities for Children*. Retrieved from <http://speech-language-therapy.com/wordretrieval.htm> on 5/26/10

Language Processing

The ability to comprehend and or express language. When you are asked a question, you:

- **hear the question**
- **decode the question**
- **formulate a response**
- **produce the response**

Children with language processing have difficulty somewhere in this process. Retrieved from feat of CNY news @ yahoo.com

Suggestions for parents:

- **Name one item in a category. For example, "Name two animals that live in the zoo."**
- **Process two attributes. For example, "Name something you wear that has pockets"; "Name an animal with stripes."**
- **If -Then-? For example, "If you cut your finger, then__?"**
- **Identify an item given the description. For example, "You keep it in the bathroom, you clean your teeth with, and you put toothpaste on it. What is it?"**
- **Name the category given three items in the category: For example, "A couch, a chair, and a table are....? (Furniture)**

Auditory Processing

The term auditory processing refers to how the brain perceives and interprets sound information. Several skills determine auditory processing ability-or listening success. They develop in a general four-step hierarchy, but all work together and are essential for daily listening. Auditory processing disorders are diagnosed by and audiologist.

(Cochlear Americas, 2009; Johnson et al., 1997; Nevins & Garber, 2006; Roeser & Downs, 2004; Stredler-Brown & Johnson, 2004).

Parent Suggestion:

- **-Improve home acoustics (noise level):**
 - **Volume of television, music**
 - **ipods**
 - **Competition for talking**
 - **Appropriate vocal volume in the home**

- **When given directions to your child, reduce number of steps in command, For example, Rather than, “Go get your blue coat in the hall closet before you brush your teeth, you can say “Go get your coat. Go brush your teeth.”**

- **Identify animal noises. For example, “Who says “meow”?”**

- **Help children identify sounds in the environment. Bring attention to environmental sounds For example, “Listen, is that a ... (Fire truck-airplane-bird, police car-horn-wind? train-rain-laughing/crying?)**

Stuttering

Stuttering involves the repetition, prolongation or blockage of a word or part of a word that a person is trying to say. Stuttering at 2 or 3 years of age is normal and it becomes a concern if it continues beyond several months. The term stuttering is also none as *fluency*.

Parent Suggestions:

- **Attempt to reduce your rate of speech when talking to in or the presence of your child. (Mr. Rogers is an excellent example of a slow speaking rate.)**
- **Wait a few seconds before responding to your child to help keep the pace of the conversation slow.**
- **Maintain eye contact when your child talks to you.**
- **Ask questions one at a time.**
- **Reduce your length and complexity of language when speaking to your child.**
- **Do not interrupt or tell your child to slow down.**

Hearing

Hearing acuity is the ability to receive sounds through the ear. Children often experience medical problems with the middle ear which can directly affect the child's ability to hear sounds. An example of this would be fluid in the ear or an ear infection. Having a middle ear problem would be similar to hearing under water. Children need adequate hearing in order to learn language and speech sound production.

Parent suggestions:

- **Have your child's hearing screened by age 4.**
- **Avoid loud and/or prolonged use of ear buds or headphones.**
- **Avoid noisy situations or toys for extended periods of time.**
- **Promote listening skills by playing auditory games. Including Simon Says, identifying animal or environmental sounds, stop/go or fast/slow with music.**