



SPEECH & LANGUAGE MILESTONES BIRTH-5

WHAT IS SPEECH & LANGUAGE?

"Speech" can be thought of as verbal communication. It is the act of mouth, throat and vocal cords working together to produce sounds that become syllables, words, & sentences. Speech: Many carries no meaning. It is merely different sounds.

There are three main components of speech:

- Articulation (how we make each sound)
- Intelligibility (our "vocal cords")
- Fluency (fluency and rhythm)

"Language" encompasses how we use speech to communicate with others in order to communicate. Language also consists of three parts: expressive (the words a person uses to communicate), receptive (the words a person understands), and grammar (the rules of communication).



SPEECH & LANGUAGE MILESTONES BIRTH-1

SPEECH MILESTONES:

- Produces cooing/gooing sounds by 3 months
- Begins to babble around 6 months (example)
- Vocalizes p, b, m sounds
- Begins to imitate sounds (e.g., "ba ba")

LANGUAGE MILESTONES:

- Turns toward sounds
- Responds to "no"
- Cries differently for wants & needs
- Recognizes own name & family members names
- Uses gestures to communicate (e.g., reaching arms in response to "up" or waving to others)
- Begins to say "mama" or "dada" (first words usually around 12 months)
- Starts to respond to requests (e.g., "want more?" or "want up?")



SPEECH & LANGUAGE MILESTONES 1-2 YEARS

SPEECH MILESTONES:

- Around two years, child begins to use different combinations of vowels & consonants
- Speech is mostly understood by familiar people & caregivers
- Many words contain only a consonant & vowel (e.g., "da" for "dog")

LANGUAGE MILESTONES:

- Combines 2-word phrases (e.g., "more juice")
- Uses more than 50 words; understands more than 300 words
- Follows 1-step directions (e.g., "get the ball")
- Answers yes/no questions (e.g., "are you a boy?")
- Often uses gestures (e.g., pointing, reaching)



SPEECH & LANGUAGE MILESTONES 2-3 YEARS

SPEECH MILESTONES:

- Sounds p, b, m, n, w, h, s, d, k, g, ng (ling sounds, v) are typically mastered
- Speech should be 50-75% understood by an unfamiliar listener

LANGUAGE MILESTONES:

- Combines 3-word phrases (e.g., "I want juice")
- Starts to understand differences between opposites (e.g., big/little, go up/down)
- Begins to follow simple 2-step directions (e.g., "get your shoes and give them to Dad")
- Begins to name objects when requesting
- Answers simple "wh" questions (e.g., "what is this?")



SPEECH & LANGUAGE MILESTONES 3-5 YEARS

SPEECH MILESTONES:

- By age 3-3 1/2:
 - 95% intelligible to unfamiliar listeners
 - Should produce m, n, h, w, p, t, k, b, d, g, f, y (as in yet), hw- (as in herd), kw- (as in quick) & most vowel sounds
- By age 4-4 1/2:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce v, j (as in jump or giant), g (as in glow)
- By age 5-5 1/2:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce s, "sh," "th" (as in they), sp-, st-, sk-, sm-, sn-, sw-, br-, ph-, kh- (as in stage), fl-, tr-, fr- (as in crackle)
- Common sound errors that may continue to present at age 5, such as:
 - k, l, a, "th" (as in think), "ch" (as in check)

LANGUAGE MILESTONES:

- Follows 3-step directions (e.g., "put your toy on the table, get your coat, and come here")
- Begins to use 4 or more words in a sentence (e.g., describing day at school)
- Answers more complicated "wh" questions (e.g., "why is he at the doctor?")
- Uses more correct grammar when speaking (e.g., plurals, past tense, pronouns)
- Starts to recognize letters & numbers



RED FLAGS

BY AGE 1, CHILD CANNOT:

- Respond to his/her name
- Begin verbalizing first words
- Have contact

BY AGE 2, CHILD CANNOT:

- Begin combining two-word phrases (e.g., "mama")
- Child does not consistently add new words to expressive vocabulary
- Child does not follow simple instructions
- Child presents with limited play skills

BY AGE 3-5, CHILD CANNOT:

- Verbalize comments without repeating parts of words or imitating sounds (e.g., "m-m-m-m-mama," "ssssssssss")
- Seems to find the right words, describe an item or event without difficulty
- Begins remembering how to form word sentences
- Be understood by both familiar & unfamiliar listeners
- Shows themselves to easily without frustration
- Correctly produce vowels & majority of speech sounds (other than s, sh, z)
- Child does not ask or answer simple questions
- Child does not play alone & with peers



WHO CAN HELP (WHAT IS A SPEECH-LANGUAGE PATHOLOGIST?)

Speech-Language Pathologists (SLPs) can help! SLPs are all master's-level educated individuals working to help children & adults improve communication. SLPs provide a variety of coursework & clinical placements prior to becoming SLPs.

SLPs are licensed both by the state in which they practice & the American Speech-Language-Hearing Association (ASHA).

SLPs work with individuals of varying needs & diagnoses in the areas of articulation, expressive and pragmatic language, and phonology, fluency, voice, feeding and swallowing.

SLPs typically work in clinics, schools, hospitals, or nursing homes.



HOW TO ENCOURAGE SPEECH & LANGUAGE

Communicative temptations: create situations where a child needs to gesture, vocalize, or verbalize to have his or her needs met before giving desired object (e.g., bubble blower)

Imitations: Having a child imitate you helps him or her to produce words & sounds at appropriate times (e.g., saying "hi" to animal howl as you take them out of the box)

Expanding: using a child's language and expanding it to make it more complex (e.g., child says "ball," adult can say "that is your ball")

Build vocabulary: target and engage relevant new words (e.g., seasonal words) to help build vocabulary

Read aloud: emphasize & reinforce new words, ask questions about the story while reading, ask child to retell the story (if age appropriate)

Ask questions: posing questions about daily activities are a great way to encourage language skills, including naming & understanding functions.

Model everything: modeling your own speech and language can increase exposure to correct production & enhance a child's abilities.

For more information on Speech & Language Development including videos, checklists, webinars and answers to your questions visit:

www.speechandlanguageinfographic.com

Revised L. DOOK, The Parents Infant Toddler Language Scale, UnigraSystems, Inc. Typical speech & language development. Retrieved from <http://www.asha.org/public/speech/development/>

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Pathways Of Language Development

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Pathways Of Language Development:

Pathways to Language Kyra Karmiloff,Annette Karmiloff-Smith,2002-04-30 A remarkable mother daughter collaboration balances the respected views of a well known scholar with the fresh perspective of a younger colleague in a comprehensive overview of the theory and practice of language acquisition **Pathways of Language Development** ,1989

Surveillance of language development in pre-school children Johannes Fellingner,Daniel Holzinger,David Saldaña,2022-12-16 **The Pathways of Language Development** ,1987 **The Neural Signatures of Plasticity in Developmental and Early Acquired Speech, Language and Reading Disorders** Guadalupe Dávila,Heidi M.

Feldman,Diana López-Barroso,2021-12-29 Cognitive Development Marc H. Bornstein,Michael E. Lamb,2011-05-06 This new text consists of parts of Bornstein and Lamb s *Developmental Science* 6th edition along with new introductory material that as a whole provides a cutting edge and comprehensive overview of cognitive development Each of the world renowned contributors masterfully introduces the history and systems methodologies and measurement and analytic techniques used to understand human cognitive development The relevance of cognition is illustrated through engaging applications Each chapter reflects the current state of the field in cognitive development and features an introduction an overview of the field a chapter summary and numerous classical and contemporary references As a whole this highly anticipated text illuminates substantive phenomena in cognitive developmental science and its relevance to everyday life Students and instructors will also appreciate the book s online resources For each chapter the website features chapter outlines a student reading guide a glossary of key terms and concepts and suggested readings with hotlinks to journal articles Only instructors are granted access to the test bank with multiple choice short answer and essay questions PowerPoints with all of the text s figures and tables and suggestions for classroom discussion assignments The book opens with an introduction to cognitive development as well as an overview of developmental science in general its history and theory the cultural orientation to thinking about human development and the manner in which empirical research is designed conducted and analyzed Part 2 focuses on the field s major substantive areas neuroscience and genetics physical and motor development perception and cognitive and language development Intended for advanced undergraduate and or beginning graduate courses on cognitive development taught in departments of psychology human development and family studies and education researchers in these areas will appreciate this book s cutting edge coverage **Developmental Science** Marc H. Bornstein,Michael E. Lamb,2010-10-04 Noted as one of the most comprehensive textbooks in the field *Developmental Science* 6th Edition introduces readers to all of areas in developmental psychology neuroscience genetics perception cognition language emotion self and social interaction Each of the world renowned contributors masterfully introduces the history and systems methodologies and measurement and analytic techniques used to understand the area of human development under review The relevance of the field is illustrated through engaging applications in each chapter As a whole this highly respected text illuminates substantive

phenomena in developmental science its applications across the life span and its relevance to everyday life Each chapter has been substantially revised for this new edition to reflect the current state of the field and the new edition is now accompanied by a website Students and instructors will find chapter outlines topics to think about before reading the chapters a glossary and suggested readings with active reference links on the website Electronic access to the text s figures and tables suggestions for classroom assignments and or discussion and a test bank with multiple choice short answer and essay questions is limited to instructors only Two new chapters highlight many modern developments Each chapter features an introduction up to date overviews of the field summary and conclusion and numerous classical and contemporary references The book opens with an overview of developmental science its history and theory the cultural orientation to thinking about human development and the manner in which empirical research is designed conducted and analyzed Part 2 focuses on the field s major substantive areas neuroscience and genetics physical and motor skills perception and cognitive and language development Part 3 examines personality and social development within the context of the various relationships and situations in which developing individuals function and by which they are shaped The book concludes with a new chapter on the latest applications of developmental science Ways in which developmental thinking and research affect and are affected by practice and social policy are particularly emphasized Used primarily as a graduate level text for courses on developmental psychology science life span and or human development the book can also be used at the advanced undergraduate level Researchers interested in staying abreast of the latest developments in the field also appreciate the book s comprehensive nature

Infant Pathways to Language John Colombo,Peggy McCardle,Lisa Freund,2008-10-15 The recent progress in cognitive neuroscience and the importance of genetic factors and gene environment interactions in shaping behavioral functions in early childhood have both underscored the primacy of early experience and development on brain development and function The contributors to this volume discuss different paradigms and approaches

Literacy Evaluation Chrystine Bouffler,1993

Encyclopedia of Behavioral Neuroscience ,2010-06-03 Behavioral Neuroscientists study the behavior of animals and humans and the neurobiological and physiological processes that control it Behavior is the ultimate function of the nervous system and the study of it is very multidisciplinary Disorders of behavior in humans touch millions of people s lives significantly and it is of paramount importance to understand pathological conditions such as addictions anxiety depression schizophrenia autism among others in order to be able to develop new treatment possibilities Encyclopedia of Behavioral Neuroscience is the first and only multi volume reference to comprehensively cover the foundation knowledge in the field This three volume work is edited by world renowned behavioral neuroscientists George F Koob The Scripps Research Institute Michel Le Moal Universit Bordeaux and Richard F Thompson University of Southern California and written by a premier selection of the leading scientists in their respective fields Each section is edited by a specialist in the relevant area The important research in all areas of Behavioral Neuroscience is covered in a total of 210

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,2001 Proceedings of the annual meeting of the Society in v 1 11 1925 34 After 1934 they appear in Its Bulletin

Foundations of Language Development Eric H. Lenneberg,Elizabeth Lenneberg,1975 Foundations of Language Development **Sign Language Research Sixty Years Later: Current and Future Perspectives** Valentina Cuccio,Erin Wilkinson,Brigitte Garcia,Adam Schembri,Erin Moriarty,Sabina Fontana,2022-11-14 Pathways to Multilingualism Tara Williams Fortune,Diane J. Tedick,2008 In this volume an international roster of scholars offers theoretical perspectives research reviews and empirical studies on teaching learning and language development in immersion education The editors bring together research from three distinct branches including foreign language bilingual and indigenous immersion programs Language and Social Disadvantage Judy Clegg,Jane Ginsborg,2006-09-22 Language and Social Disadvantage critically analyses and reviews the development of language in direct relation to social disadvantage in the early years and beyond Definitions and descriptions of social disadvantage are addressed and wider aspects discussed Theory and practice in relation to language development and social disadvantage are explored The book is divided into two sections the first addresses the theoretical associations and relationships between social disadvantage and language where cognition literacy behaviour learning socio emotional development intervention and outcomes are considered in depth The second section applies the theory to practice where real life intervention studies in nurseries schools and other contexts are reported Research and practice based in the UK is a focus of all the chapters and research reports A genuinely interdisciplinary and collaborative approach is taken using perspectives from speech and language therapy psychology and education The book is ideal for professionals and students interested in the study of language development and intervention in the context of social disadvantage **Early Childhood Classroom Processes** Rebecca Kantor,David Fernie,2003 This Volume is the culminating project of 10 years of collaborative study in a preschool classroom where each year 3 and 4 year olds and their teachers meet daily to construct a life together in an early childhood program In the chapters each author presents a discussion of his or her early childhood education topic of interest In each chapter the uniqueness of a sociocultural ethnographic perspective and the field of a data analysis is highlighted through a comparison with a traditional early childhood literature on that topic Certain salient and pervasive cultural themes emerged across analyses peer culture and

school culture social construction and educational possibilities These analyses extend our understanding of a single classroom to broader implications for theory and practice Bookbuyers' Reference Book ,1993 **Language Learning in Children Who Are Deaf and Hard of Hearing** Susan R. Easterbrooks,2020-11-03 This volume is the long awaited revision of the only textbook on primary language instruction written with classroom teachers of deaf and hard of hearing children TODs in mind It builds on the work of the previous edition describing the experiences of four real TODs and demonstrates practical application of the concepts discussed Up to date chapters on theory of language learning assessment and evidence based practice supplement specific examples of real cases in the field Avoiding promotion of one teaching philosophy over another this volume demonstrates the commonalities across classroom language instruction approaches for DHH children and helps guide teachers to enhance learning outcomes *The Practitioner* ,1987 Pathway to Piaget Hugh Rosen,1977

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