



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 (how 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 3-3½:
 - 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 how), kw- (as in quick) & most vowel sounds
- By age 4-4½:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce v, j (as in jump or giant), g (as in glow)
- By age 5-5½:
 - 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-, th- (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," "ba-ba-ba-ba")
- Seems to find the right words, describe an item or event without difficulty
- Begins combining four to five 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, t, th)
- 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) to work with individuals of varying needs & diagnoses in the areas of articulation, expressive and pragmatic language, articulation 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.

Narrate 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, Uniqua Systems, Inc. Typical speech & language development. Retrieved from <http://www.asha.org/public/speech/development/>

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Development Of Childrens Communication Skills From Birth To Five Years

Vicki L. Schwean, Donald H. Saklofske



Development Of Childrens Communication Skills From Birth To Five Years:

Children's Communication Skills Belinda Buckley,2012-08-21 Based on a huge body of research in child language and communication development Children s Communication Skills uses a clear format to set out the key stages of communication development in babies and young children Its aim is to increase awareness in professionals working with children of what constitutes human communication and what communication skills to expect at any given stage Illustrated throughout with real life examples this informative text addresses normal development of verbal and non verbal communication skills the importance of play in developing these skills developmental communication problems bilingualism cognition and early literacy development working with parents of children with communication difficulties Features designed to make the book an easy source of reference include chapter summaries age specific skills tables sections on warning signs that further help may be needed and a glossary of key terms It will be of great use to a wide range of professionals in training or working in health education and social care

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Resources in Education ,1999-04 **Handbook of Speech-Language Therapy in Sub-Saharan Africa** Ulrike M. Lüdtke,Edward Kija,Mathew Kinyua Karia,2023-02-03 This book synthesizes research on language development and communication disability in Sub Saharan Africa and highlights best practices for providing speech and language therapy services to individuals with language communication and hearing disorders across the lifespan The book brings together a wide range of international contributions from various disciplines such as speech language pathology audiology developmental psychology language education social work neurology neuropsychology pediatrics linguistics pedagogy and phonetics to provide perspectives on problems challenges ideas concepts and models to serve the people in Sub Saharan Africa Key areas of coverage include Challenges for speech language therapists in the health sector Community awareness and the sustainable delivery of services Culture specific support of communication and language development in early childhood Malnutrition dysphagia feeding difficulties pediatric HIV and related issues Communication disability treatments including assessment and intervention augmentative and alternative communication

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Communication, Language and Literacy from Birth to Five Avril Brock, 2008 This is an attractive easy to handle easy to read book One idea I shall definitely be using is the extended vocabulary lists for various learning areas The National Childminding Association This is a useful and accessible book for students at all levels as well as for established early years practitioners and setting managers It provides a clear context and theoretical underpinning knowledge on which to base strategies for supporting the development of young children s language and communication skills from birth onwards Early Years Update This book sets the scene for supporting **Child Development and Education** Teresa M. McDevitt, Jeanne Ellis Ormrod, 2010 Topically organised this text helps students understand development in action It uses case studies practice features basic developmental issues tables trends tables and observation guidelines tables **Handbook of Psychosocial Characteristics of Exceptional Children** Vicki L. Schwean, Donald H. Saklofske, 2013-06-29 Research has documented the reciprocal effects of exceptionality and secondary psychosocial and behavioral characteristics This in depth handbook examines the categories of exceptionality most often described in educational behavioral and health practices Leading authorities from psychology education and medicine evaluate the key characteristics of particular exceptionalities from the vantage point of theory research assessment and intervention Interpersonal Communication Through the Life Span Tricia S. Jones, Martin S. Remland, Rebecca Sanford, 2007 Communication scholars increasingly recognize the influence life stages have on communication This book presents concepts from a unique life span orientation so that readers can gain a better understanding of the impact the life span has on interpersonal communication and relationships The authors include an abundance of current theory and research and also incorporate scholarship from psychology and sociology Section Two is organized around four specific life stages early to middle childhood addresses topics such as emotional and conflict competence adolescence to young adulthood examines identity self disclosure how relationships form and relationships outside the family adulthood to middle adulthood covers marital and family communication and gender issues elderly looks at multi generational issues grandparenting communication challenges for the elderly and romance and intimacy for the elderly

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English 3-11 David G. Waugh, Wendy Jolliffe, 2008 In line with the National Primary Strategy this core introductory textbook provides comprehensive up to date and most importantly creative guidance on teaching English in the early years and primary classroom Covering all of the key curriculum areas in manageable and accessible chapters the book aims to motivate and support teachers to achieve enjoyment progression breadth and balance in their teaching of effective and creative English Key topics covered include assessment for learning co operative learning popular culture and multi media By combining both subject knowledge with effective pedagogical approaches to teaching English this book is an essential one stop resource for all busy teachers

Maternal Child Nursing Care Shannon E. Perry, Marilyn J. Hockenberry, Deitra Leonard Lowdermilk, David Wilson, 2013-01-01 Written by the foremost experts in maternity and pediatric nursing Maternal Child Nursing Care 5th Edition offers the accurate practical information you need to succeed in the classroom the clinical setting and on the NCLEX examination This new edition offers numerous content updates throughout the text to keep you up to date on the latest topics and best practices Plus hundreds of illustrations alert boxes and tables clarify key content and help you quickly find essential information Atraumatic Care boxes in the pediatric unit teach you how to provide competent and

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