



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 how), 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-, 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 using 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, t, d)
- Child does not ask or answer simple questions
- Child does not phrase & sentence
- Child prefers to play alone with toys



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 treating clients.

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 expand 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.speechandlanguageinfoforparents.com

Revised L.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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Children Communication Milestones Manual

Amy M. Wetherby, Barry M. Prizant



Children Communication Milestones Manual:

IAP Handbook of Developmental and Behavioral Pediatrics Sameer H Dalwai, 2021-02-28 Developmental and behavioural paediatrics is the assessment of children to ascertain their developmental status This includes speech and language delay learning difficulties Attention Deficit Hyperactivity Disorder ADHD and social communication disorders including Asperger s Syndrome and Autism Accurate diagnosis means that children and their parents can be given the appropriate support and advice required to ensure the best possible therapy and support BMI Healthcare This book is a comprehensive guide to the diagnosis and management of developmental and behavioural disorders in children Beginning with an introduction to normal development and behaviour the text then discusses surveillance and screening processes Each of the following chapters covers a different disorder or syndrome from Down s syndrome neuroregressive disorders and ADHD to cerebral palsy selective mutism visual and hearing impairments and many more The final sections discuss therapeutic techniques including pharmacotherapy counselling and complementary and alternative medicine Key points Comprehensive guide to diagnosis and management of developmental and behavioural disorders in children Covers many different disorders and syndromes Includes discussion on medicolegal aspects Features illustrations and figures to enhance learning

Simplified Signs: A Manual Sign-Communication System for Special Populations, Volume 1. John D. Bonvillian, Nicole Kissane Lee, Tracy T. Dooley, Filip T. Loncke, 2020-07-30 Simplified Signs presents a system of manual sign communication intended for special populations who have had limited success mastering spoken or full sign languages It is the culmination of over twenty years of research and development by the authors The Simplified Sign System has been developed and tested for ease of sign comprehension memorization and formation by limiting the complexity of the motor skills required to form each sign and by ensuring that each sign visually resembles the meaning it conveys Volume 1 outlines the research underpinning and informing the project and places the Simplified Sign System in a wider context of sign usage historically and by different populations Volume 2 presents the lexicon of signs totalling approximately 1000 signs each with a clear illustration and a written description of how the sign is formed as well as a memory aid that connects the sign visually to the meaning that it conveys While the Simplified Sign System originally was developed to meet the needs of persons with intellectual disabilities cerebral palsy autism or aphasia it may also assist the communication needs of a wider audience such as healthcare professionals aid workers military personnel travellers or parents and children who have not yet mastered spoken language The system also has been shown to enhance learning for individuals studying a foreign language Lucid and comprehensive this work constitutes a valuable resource that will enhance the communicative interactions of many different people and will be of great interest to researchers and educators alike

Oxford Handbook of Deaf Studies, Language, and Education Marc Marschark, Patricia Elizabeth Spencer, 2005 This title is a major professional reference work in the field of deafness research It covers all important aspects of deaf studies language social psychological issues neuropsychology

culture technology and education **Handbook of Family Measurement Techniques: Abstracts** John Touliatos, Barry F. Perlmutter, Murray A. Strauss, George W. Holden, 2000-12-27 This three volume handbook represents a significant and indispensable reference tool for those studying the family Vol 1 contains full abstracts of 504 instruments plus abbreviated descriptions of another 472 Basic scale construction issues can be examined through the combined use of Vol 2 3 An excellent reference tool that will fulfil researchers and clinicians need for quality instrumentation **Language Disorders from Infancy Through Adolescence** Rhea Paul, 2007-01-01 This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments The book covers language development from birth to adolescence *Oxford Handbook of Deaf Studies, Language, and Education* Marc Marschark Professor at the National Technical Institute of the Deaf at Rochester Institute of Technology, Patricia Elizabeth Spencer Research Professor in the Department of Social Work Gallaudet University, 2003-03-27 In Plato's *Cratylus* which dates to 360 B C Socrates alludes to the use of signs by deaf people In his *Natural History* completed in 79 A D Pliny the Elder alludes to Quintus Pedius the deaf son of a Roman consul who had to seek permission from Caesar Augustus to pursue his training as an artist During the Renaissance scores of deaf people achieved fame throughout Europe and by the middle of the 17th century the talents and communication systems of deaf people were being studied by a variety of noted scientists and philosophers However the role of deaf people in society has always been hotly debated could they be educated Should they be educated If so how How does Deaf culture exist within larger communities What do advances in the technology and the genetics of hearing loss portend for Deaf communities In this landmark volume a wide range of international experts present a comprehensive and accessible overview of the diverse field of deaf studies language and education Pairing practical information with detailed analyses of what works why and for whom and banishing the paternalism once intrinsic to the field the handbook consists of specially commissioned essays on topics such as language and language development hearing and speech perception education literacy cognition and the complex cultural social and psychological issues associated with individuals who are deaf or hard of hearing Through careful planning collaboration and editing the various topics are interwoven in a manner that allows the reader to understand the current status of research in the field and recognize the opportunities and challenges that lie ahead providing the most comprehensive reference resource on deaf issues Written to be accessible to students and practitioners as well as researchers The *Oxford Handbook of Deaf Studies Language and Education* is a uniquely ambitious work that will alter both theoretical and applied landscapes It surveys a field that has grown dramatically over the past 40 years since sign languages were first recognized by scientists to be true languages From work on the linguistics of sign language and parent child interactions to analyses of school placement and the mapping of brain function in deaf individuals research across a wide range of disciplines has greatly expanded not just our knowledge of deafness and the deaf but of the very origins of language social interaction and thinking Bringing together historical

information research and strategies for teaching and service provision Marc Marschark and Patricia Elizabeth Spencer have given us what is certain to become the benchmark reference in the field

Handbook of Child and Adolescent Psychiatry, Varieties of Development Norman E. Alessi, 1997-04-04 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development Volume 6 introduces the basic science of child and adolescent psychiatry and presents a myriad of treatment options available to psychiatrists Volume 7 contains an overview of the history of the field of child psychiatry and examines contemporary issues facing child and adolescent psychiatrists

Handbook of Child and Adolescent Psychiatry, Varieties of Development Joseph D. Noshpitz, 1997 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development Volume 6 introduces the basic science of child and adolescent psychiatry and presents a myriad of treatment options available to psychiatrists Volume 7 contains an overview of the history of the field of child psychiatry and examines contemporary issues facing child and adolescent psychiatrists

The Nature and Functions of Gesture in Children's Communication Jana M. Iverson, Susan Goldin-Meadow, 1998-03-24 Imagine a child explaining a conservation judgment by saying That one s wider while indicating the height of a glass with his hand Now consider an adult saying She chased him while brandishing an imaginary umbrella in her hands In both of these examples information different from that conveyed by speech is communicated by movements of the hands These movements of the hands that co occur with speech gestures are the subject of this volume of the New Directions for Child Development series Although gesture has always been considered relevant to talk it has usually been seen as a stream separate from speech one that can reflect the attitudes and feelings of speakers but that is not centrally involved in language It was not until recently that gesture became a legitimate interest of language researches The chapters herein focus on the spontaneous gestures that accompany speech especially the speech of children Together they confirm that gesture is a robust and integral part of communication that can provide unique insights into the mind This is the 79th issue of the quarterly journal New Directions for Child Development For more information on

the series please see the Journals and Periodicals section

Handbook of Child and Adolescent Psychiatry, The Grade-School Child Joseph D. Noshpitz, 1997 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development Volume 6 introduces the basic science of child and adolescent psychiatry and presents a myriad of treatment options available to psychiatrists Volume 7 contains an overview of the history of the field of child psychiatry and examines contemporary issues facing child and adolescent psychiatrists

Handbook of Child and Adolescent Psychiatry, The Grade-School Child Paulina F. Kernberg, Jules R. Bemporad, 1997-04-04 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development Volume 6 introduces the basic science of child and adolescent psychiatry and presents a myriad of treatment options available to psychiatrists Volume 7 contains an overview of the history of the field of child psychiatry and examines contemporary issues facing child and adolescent psychiatrists

CSBS DP Manual Amy M. Wetherby, Barry M. Prizant, 2002 A manual and self tutorial on the standardized tool for evaluating communication and symbolic abilities of children whose functional communications age is between six months and two years The test can be administered by a certified speech language pathologist early interventionist psychologist and other professionals trained to evaluate developmentally young children No one mentions the earlier presumably abnormal edition or editions and there was some fear that they were locked in a dark closet somewhere to be forgotten Fortunately it is the test itself rather than the manual that has now been normed

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Handbook of Child and Adolescent Psychiatry, Clinical Assessment and Intervention Planning Joseph D. Noshpitz, 1997 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and

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Handbook of Socialization, First Edition Joan E. Grusec, Paul D. Hastings, 2007 Reviews the knowledge on socialization processes from earliest childhood through adolescence and beyond This book presents theories and findings pertaining to family peer school community media and other influences on individual development It covers the important areas of genetics and biology cultural psychology and affective science **Handbook of Special Education: Low incidence conditions** Margaret C. Wang, Maynard C. Reynolds, Herbert J. Walberg, 1987 **JSL**, 2004 Contemporary Readings in Child Psychology Eileen Mavis Hetherington, Ross D. Parke, 1981 *Teaching English to Deaf and Second-language Students*, 1982 **The Harriet Lane Handbook** Jason W. Custer, Rachel E. Rau, 2009 Representing more than 50 years of expert guidance for pediatric residents and all those who treat children this irreplaceable manual offers fast and accurate bedside consultation Convenient and pocket sized this latest edition includes Expert Consult functionality so users can access the complete contents of the book online

Reviewing **Children Communication Milestones Manual**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Children Communication Milestones Manual**," an enthralling opus penned by a very acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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