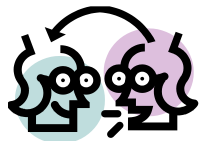




Teresa M. Signorelli, Ph.D., CCC-SLP
 Speech-Language Pathologist
 917-450-7467 (phone) 212-557-5228 (fax)

Clinic & Laboratory 221 East 71st Street, NY, NY 10021
 Business Office 250 East 39th Street, # 10J, NY, NY 10016
 www.myspeechdoctor.com info@myspeechdoctor.com

Speech & Language Development: *An overview of components, skills and strategies for enhancement*



SPEECH: The oral-verbal means of communicating.

Areas of Speech include:

- Articulation:** How speech sounds are made
 e.g., children must learn how to produce the “s” sound in order to say “sun” instead of “tun”
- Voice:** Breathing causes the vocal folds to vibrate and produce sound
 e.g., overuse or misuse and can lead to hoarseness or loss of voice
- Fluency:** The rhythm of speech
 e.g., sound and word repetitions and hesitations disrupt fluency

LANGUAGE: An oral, written or gestural shared rule system

Components of language include:

- Phonology:** Rules of “**sound**” combination to create words
 -[s], [i], [t] = Seat
- Morphology:** Rules that govern **meaningful sound units**
 -“**ed**” to mark past tense
- Semantics:** Regards **meaning** in words, sentences, conversations, etc.
 -“course ” can be a **pathway** or **a class** you take
- Syntax:** Rules that govern **how words are combined** to make phrases and sentences
-Determiner + Subject + Verb + Det + Object → “The dog ate the bone.”
- Pragmatics:** Rules that govern **language use**
-Eye contact duration, **standing distance** from another speaker, **turn taking**

LANGUAGE COMPREHENSION

What we hear, see or read

LANGUAGE EXPRESSION

What we say, gesture or write

Maintains Eye contact
 Attends to a speaker
 Looks at objects for short periods of time

0 to 3 Months

Cries for attention
 Vocalizes a few sounds including coos
 Vocalizes pleasure

Looks to sound source/speaker
 Responds to name
 May cry/stop crying in response to voices

3 to 6 Months

Babbles
 Varies intonation with feelings
 Interrupts others with vocalizations

Listens to music
 Waves, “good-bye”
 Understands gesture for being picked up

6 to 8 Months

Vocalizes in songs and imitation
 Vocalizes to get attention
 Produces about four sounds

Performs familiar tasks on request
 Identifies two body parts
 Looks to objects they hear named

10 to 12 Months

Jargons with intent
 Says one to two words
 Imitates sound combinations

Understand a few action words
 Understands a few prepositions
 Combines toys in play (e.g., bang a drum with a rod)

12 Months

Jargons w/ intermittent real words
 Verbalizes wants/needs
 Imitates new words

Identifies a few common objects
 Identifies at least four body parts
 Shows knowledge of familiar verbs (e.g., eat, sleep)

18 Months

Uses words more than gestures
 Imitates words fairly readily
 Says 10 to 15 words

Speech Sound Development

0 to 3 Months

Cries and sounds of discomfort
Isolated vowels (cooing), Back of the throat sounds like 'guh' and 'uh'

3 to 6 Months

Babbling patterns emerge
Reduplicated babbling (gaga, mama)
Intonation patterns emerge

6 to 8 Months

Variegated babbling (dagu, mina)

10 to 12 Months

Jargon and phrase-like output emerges
Idiosyncratic words appear

12 Months

Adult-like single words emerge
Words used more than vocalizations or gestures

18 to 24 Months

Two-word utterances emerge



IDEAS TO FOSTER COGNITIVE-LINGUISTIC DEVELOPMENT



Remember, all activities should match level of **understanding & motor skills**

TALK to your child as you interact. **NAME & BRING ATTENTION** to items, actions, and people you see.

Be a good **MODEL**. Use language one “step” above your child’s output level (e.g., If your child drop’s his/her cup you might say, “Down” “Fell down”, “Cup fell down”, or “Jacob’s cup fell down” depending on his/her output level.)

REPEAT what you say as well as activities. Repetition and redundancy facilitate learning.

RESPOND to your child’s output be it babbles, coos, gurgles, words or phrases. **REPEAT** what infants do. **EXPAND** on your toddler’s output, add a word to their utterance. If they say, “cookie” you can say, “Yummy cookie”.

READ with your child using simple picture books, single photos per page and limited writing for infants. Pictures and text can increase incrementally with age.

VISIT new places. **Any place** can be a learning environment. Talk about what you are **doing, seeing, hearing, feeling, smelling,** etc. while you are there. With toddlers, **Review** what you experienced when you get home. Tell grandma, sister, dad, cousin...

SING songs, recite nursery rhymes, play children’s music as appropriate for child’s age and interests.

PLAY with infants including simple games like “Peek-a-boo” and “Pat-a-Cake”. With younger toddlers with **Realistic** toys (e.g., life-sized like kitchen, workbench, house cleaning kit). Encourage them to imitate you. With older toddlers also include **Representational** toys (e.g., doll house, play garage). Act out familiar scenes. Provide **multi-sensory experiences** (e.g., Make a sensory bin with dry rice, dry beans, sand or water and the like. Create an **art center** with crayons, paints, paste & paper).

ENCOURAGE toddlers to repeat one to two phrases **from time to time**. Record them talk and let them listen. **GIVE** verbal praise for good talking and good behaviors in general.

Cueing Hierarchy to Foster Cognitive-Linguistic Growth

*Cue your child’s language output in **little steps** *** Try not to talk for them *** Try to pause...after you ask them something *** Silence is not a bad thing

*If you can’t understand what they say, try to guess from the context *** Model likely targets for them *** Give limited options for response (e.g., Do you want an apple or a banana?)

*Use cloze-sentence format (i.e., **Start the phrase and let them finish**) (e.g., “You want the ...” *** They may say, “cookie”.)

*If starting the phrase doesn’t work give them **Sound Cues** *** First say just the **first sound** then pause...to let them answer. If they give no response then say the **first + second** sound then pause...and so on...(e.g., “You want the “c”...wait for response, ”coo”...wait for response, ”cook”...wait for response...then give them the whole model, ”cookie”).

Teresa Signorelli, Ph. D., CCC-SLP is a NY State Licensed, ASHA Certified, Bilingual Speech-Language Pathologist. She is the Clinic Director in the Speech-Language Pathology and Audiology Program at Marymount Manhattan College and consults private practice. Dr. Signorelli combines her academic, laboratory and clinical expertise to provide her patients and clients with superior care. She offers workshops and private consultations to give caregivers knowledge and skill-sets to foster optimal development in children with typical, delayed and disordered development. Her work is published and she presents at conferences internationally.