Let’s Talk:
Communication Development in Young Children

Is there a difference?

Communication
Language
Speech

Is there a difference?

What do you think?

1) Communication, language and speech mean the same thing and can be used interchangeably.
2) Language and speech mean the same thing.
3) Communication, language and speech all have different meanings.
4) I have no clue!!
What will we cover today?

• Communication, Language and Speech
• Red Flags
• Strategies to Support Communication Development
• Supporting Families

Talking about Talking: Let's get on the same page!

Communication
Language
Speech

Interrelationship of Communication, Language and Speech

• Sharing information
• Using words: spoken, written, or signed
• Producing and combining sounds to make words
Let's Give it a Try

A baby’s smile is an example of:

1) Language
2) Speech
3) Communication

Let's Give it a Try

Using the words “mommy” + “go” to say “mommy go” is an example of:

1) Speech
2) Language
3) I’m not sure

Let's Give it a Try

Combining the sounds “s” + “ah” + “k” to form the word “sock” is an example of:

1) Speech
2) Language
3) I’m not sure
Communication Intent
Pragmatics Social Language Language Use

Why are we communicating?
• To gain attention
• To request
• To inform
• To protest…

Children’s Behavior and Communication Intent

What is this child trying to tell me?

Let’s Review

All about the Message All about Words All about Sounds
Communication Language Speech

All about the Reason
Communication Intent
Expressive Language Milestones

Let’s make things a little easier to remember!

Numbers of Words = Age

Age 0: Cooing, Gooing and Babbling (0 Words)
Age 1: Single Words
Age 2: 2-Word Combinations
  Age 3: 3+ Word Combinations
  Age 4: 4+ Word Combinations
  Age 5: 5+ Word Combinations

The Expressive Language Explosion

Age 0: Babbling Explosion
Age 1: Word Explosion
Age 2: Phrase Explosion
  Age 3: Sentence Explosion
    Age 4: Complex Sentence Explosion
    Age 5: Conversation Explosion
### The 1st Year
**Talking**

<table>
<thead>
<tr>
<th>0-6 Months</th>
<th>6-12 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooing &amp; “gooing”</td>
<td>Simple babbling</td>
</tr>
<tr>
<td></td>
<td>Complex babbling</td>
</tr>
</tbody>
</table>

### One to Two Years
**Talking**

<table>
<thead>
<tr>
<th>12-18 Months</th>
<th>18-24 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Word(s)</td>
<td>Weekly Vocabulary Growth</td>
</tr>
<tr>
<td>50 Word Vocabulary</td>
<td>2-Word Combinations</td>
</tr>
</tbody>
</table>

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Video 1

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Let's Talk!

What did she say?

• Words
• Word Combinations

Let's Talk!

What things did she seem to understand?
Two to Three Years

**Talking**

<table>
<thead>
<tr>
<th>24-30 Months</th>
<th>30-36 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily Vocabulary &amp; Sound Growth</strong></td>
<td><strong>Talks About and Asks for Things</strong></td>
</tr>
<tr>
<td>Use 2 + Word Phrases Consistently</td>
<td>3 + Word Combination Word Endings</td>
</tr>
</tbody>
</table>

Video 3

Three to Four Years

**Talking**

<table>
<thead>
<tr>
<th>3 – 3 ½ Years</th>
<th>3 ½ - 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + Word Combinations People Understand 75% of Speech</td>
<td><strong>Vocabulary, vocabulary Grammar, grammar</strong></td>
</tr>
<tr>
<td>Adult-like Grammar</td>
<td>4-5 + Word Combinations</td>
</tr>
</tbody>
</table>
Four to Five Years

**Talking**

<table>
<thead>
<tr>
<th>4 - 5 Years</th>
<th>4 - 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + Word Combinations</td>
<td>Only a few sound errors remain</td>
</tr>
<tr>
<td>Detail, detail, detail</td>
<td>Can rhyme and name some letters and numbers</td>
</tr>
<tr>
<td>Communicates easily with other children</td>
<td></td>
</tr>
</tbody>
</table>

Video 5
Expressive Language Development Check

Q1: "I have new shoes," would be typical of a 4 year old.

Q2: "Car go," would be typical of a 3 year old.

Q3: "I went to the store and got a new dinosaur. I have lots of dinosaurs. I really, really like them. Do you like dinosaurs?" would be typical of a 5 year old.

Understanding By Age

Age 0: Environmental Sounds and Simple Words

Age 1: 1-Step Commands

Age 2: 2-Step Commands

Age 3: Complex Commands

Age 4: I Understand Everything...almost! "I'm 4...don't 4-get I understand you!"

The Comprehension Explosion

Age 0: Sounds and Simple Words

Age 1: Following Directions

Age 2: Concept Development

Age 3: Answering Questions

Age 4: I'm Listening!
The 1st Year

**Understanding**

<table>
<thead>
<tr>
<th>0-6 Months</th>
<th>6-12 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom’s voice</td>
<td>Non-speech and speech sounds</td>
</tr>
<tr>
<td>Non-speech &amp; speech sounds</td>
<td>Understands single words (common phrases)</td>
</tr>
</tbody>
</table>

One to Two Years

**Understanding**

- Can follow simple **directions**
  - Point to simple body parts
  - Roll the ball; Kiss the baby
- Can answer simple questions
  - Where’s daddy?
  - What is that?
  - Who’s that?
- Points to simple pictures
- Enjoys stories, songs and rhymes

Two to Three Years

**Understanding**

- Follows two requests
  - Get your shoes and bring them to mommy.
- Understands simple differences in **meaning**
  - Up – down
  - Big – little
  - In – on
- Will listen to stories for longer periods of time
Three to Four Years
Understanding

- Can follow more complex commands
  - Get me your cup and daddy’s cup.
  - Put a lot of pretzels in the bag.
- Can answer who, what, where and why questions
- Vocabulary growth
  - Artist, combine harvester
- More complex differences in meaning
  - Fast – slow
  - Happy - sad

Four to Five Years
Understanding

- Listens to and can answer a variety of questions about stories
  - Who found the cheese?
  - What do you think will happen?
  - Why was the mouse sad?
- Understands most of what is said
  - At home
  - At school

Understanding Language Development Check

- Q1: Following simple 1-step commands is a hallmark of 2 year olds.
- Q2: Four year olds can understand almost everything you say.
- Q3: Three year olds can understand a wide variety of questions.
Let's Talk About Complexity

- Vocabulary
- Grammar
- Following Directions

Let's Talk About Speech

Producing and combining sounds to make words

Learning Speech Sounds

Universal Sound System

Shaping and Reinforcement
- p, b, m
- h, n, w
- k, g, d, t, ng
- f, y
- r, l, s
- ch, sh, z
- y, v
- th, zh
The document contains the following content:

**Speech Sound Development**

<table>
<thead>
<tr>
<th>Articulation</th>
<th>Phonology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Motor act of producing the sound</td>
<td>• Patterns and Rules</td>
</tr>
<tr>
<td>• How we make an “r” sound</td>
<td>• Including final sounds</td>
</tr>
<tr>
<td>• “w” for “r”: wabbit for rabbit</td>
<td>• Learning to use back sounds</td>
</tr>
</tbody>
</table>

**Understanding Speech Sound Development**

Q1: A child should be able to be understood by listeners 75% of the time by age

a) 2  
b) 3  
c) 4
Understanding Speech Sound Development

Q2: Speech sound development includes:

a) Expressive and receptive language
b) Grammar and vocabulary
c) Articulation and phonology

Understanding Speech Sound Development

Q3: Phonology is about...

a) Patterns and rules for using sounds
b) The motor act of producing sounds
c) Neither

Red Flags
When Should I be Concerned?

- No babbling by 9 months.
- No first words by 15 months.
- No consistent words by 18 months.
- No word combinations by 24 months.

When Should I be Concerned?

- Slowed or stagnant speech development
- You cannot understand your 2 year old
- Others cannot understand your 3 year old

When Should I be Concerned?

- Little interest in communicating
- Not responding when spoken to
- A sudden loss of speech and language skills
How Can I Help?

Strategies for Communication, Language and Speech Development

• Effective
• Easy to Remember
• Easily Shared with Others

Everyday Activities

Language is learned during typical daily routines

Everyday Activities

Responsiveness

Encouraging Communication
By:
• Following the child’s interest
• Being involved in the activity
What do you think?

When supporting a child’s language development, which strategy should be used with greater frequency?

a) Making comments
b) Asking questions
c) They should be used equally

Commenting

4 to 1 RULE

Talk about what the child is seeing
Talk about what the child is doing
Talk about what you are seeing
Talk about what you are doing
C.A.R.

C=Comment and wait
A=Ask questions and wait
R=Respond by adding a little more

Comment and wait
Ask questions and wait

Pause to give the child a chance to take a communication turn

Respond by Adding a Little More

CHILD: Points to dog
YOU: Point + "doggie"
CHILD: "car"
YOU: "big car"
Early Language and Literacy

Language and Early literacy development must be supported and integrated throughout all aspects of early care and education programs. (PA Learning Standards for Early Childhood)

Pick One!

Talking to Families about a Concern
Helpful Tips

- Routinely discuss all areas of development
- Engage the parent in a conversation
- Start by making a positive observation
- Ask how the child makes wants and needs known
- Reflect on the parent’s observations
- Add your own
- If the parent is not ready to discuss concerns, agree to discuss it again in the near future

Early Intervention in PA… Who is Eligible?

- Infant-Toddler EI (B-3)
- Preschool EI (3-5)

Questions
THANK YOU!!

Susan R. Althouse ("Sue")
salthouse@pattan.net
<table>
<thead>
<tr>
<th>How</th>
<th>My child does ......</th>
<th>I respond by ......</th>
</tr>
</thead>
<tbody>
<tr>
<td>When my child .....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants a drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants to eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs to go to the bathroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets frustrated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hears me say no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs to go to bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wants a hug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How</td>
<td>Communicates</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>When my child .......</td>
<td>My child does ......</td>
<td>I respond by .....</td>
</tr>
<tr>
<td>Is told it’s time to leave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs a break/time alone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Speech and Language Milestones

### What should my child be able to do?

#### Hearing and Understanding

**Birth-3 Months**
- Startsle to loud sounds.
- Quiets or smiles when spoken to.
- Seems to recognize your voice and quiets if crying.
- Increases or decreases sucking behavior in response to sound.

**4-6 Months**
- Moves eyes in direction of sounds.
- Responds to changes in tone of your voice.
- Notices toys that make sounds.
- Pays attention to music.

**7 Months-1 Year**
- Enjoys games like peek-a-boo and pat-a-cake.
- Turns and looks in direction of sounds.
- Listens when spoken to.
- Recognizes words for common items like "cup", "shoe", "book", or "juice".
- Begins to respond to requests (e.g., "Come here" or "Want more?").

#### One to Two Years

- Points to a few body parts when asked.
- Follows simple commands and understands simple questions ("Roll the ball", "Kiss the baby", "Where's your shoe?").
- Listens to simple stories, songs, and rhymes.
- Points to pictures in a book when named.

#### Two to Three Years

- Understands differences in meaning ("go-stop", "in-on", "big-little", "up-downs").
- Follows two requests ("Get the book and put it on the table").
- Listens to and enjoys hearing stories for longer periods of time.

#### Three to Four Years

- Hears you when call from another room.
- Hears television or radio at the same loudness level as other family members.
- Answers simple, "who?", "what?", "where?", and "why?" questions.

#### Four to Five Years

- Pays attention to a short story and answers simple questions about it.
- Hears and understands most of what is said at home and in school.

#### Talking

**Birth-3 Months**
- Makes pleasure sounds (cooing, gooing).
- Cries differently for different needs.
- Smiles when seen.

**4-6 Months**
- Babbling sounds more speech-like with many different sounds, including p, b, and m.
- Chuckles and giggles.
- Vocalizes excitement and displeasure.
- Makes gurgling sounds when left alone and when playing with you.

**7 Months-1 Year**
- Babbling has both long and short groups of sounds such as "tata upup bibibibi."
- Uses speech or non-crying sounds to get and keep attention.
- Uses gestures to communication (waving, holding arms to be picked up)
- Imitates different speech sounds.
- Has one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear.

**One to Two Years**
- Says more words every month.
- Uses some one- or two- word questions ("Where kitty?", "Go bye-bye!", "What's that?").
- Puts two words together ("more cookie", "no juice", "mommy book").
- Uses many different consonant sounds of the beginning of words.

**Two to Three Years**
- Has a word for almost everything.
- Uses two- or three- words to talk about and ask for things.
- Uses k, g, f, s, d, and n sounds.
- Speech is understood by familiar listeners most of the time.
- Often asks for or directs attention to objects by naming them.

**Three to Four Years**
- Talks about activities at school or at friends' homes.
- People outside family usually understand child's speech.
- Uses a lot of sentences that have 4 or more words.
- Usually talks easily without repeating syllables or words.

**Four to Five Years**
- Uses sentences that give lots of details ("The biggest peach is mine").
- Tells stories that stick to topic.
- Communicates easily with other children and adults.
- Says most sounds correctly except a few like /l, s, n, w, x, ch, sh, th.
- Says rhyming words.
- Names some letters and numbers.
- Uses the same grammar as the rest of the family.
Average age estimates and upper age limits of customary consonant production. The solid bar corresponding to each sound starts at the median age of customary, articulation; it stops at an age level at which 90% of all children are customarily producing the sound (from Templin, 1957; Wellman et al., 1931). Source: Sander © 1972 American Speech-Language-Hearing Association.


PHONOLOGY FUN

For those of you who were interested in learning more about phonology, here are some sites with basic information and examples. Some also include information about articulation and the difference between these two aspects of speech sound development.

http://www.asha.org/public/speech/disorders/SpeechSoundDisorders.htm#signs_phon
http://www.home-speech-home.com/phonological-processes.html

In short, all children use phonological processes when learning to say words. Since their speech sound system is immature, they find ways to simplify adult productions, i.e. nana for banana, meemaw for grandma, pooper for computer, etc. Interestingly, most children use a similar set of processes or rules. Many of these phonological or simplification rules disappear by age three, most by age four, and all should be gone by age 5. [Though I will note that, as adults, we regress to childhood and use these simplification processes when we say things such as “probly” for “probably”, “jeet-yet” for “did you eat yet?” etc.]

Children may need phonological intervention for several reasons: 1) they use sound patterns that are atypical, which generally makes them very difficult to understand 2) phonological patterns persist after the age they should typically disappear 3) they are using so many patterns that their speech is unintelligible (75% of children’s speech should be intelligible by age 3 and 100% by age 5). Some children with severe phonological impairments are actually able to be understood by familiar listeners (parents, siblings, grandparents) because these individuals have managed to figure out the child’s pattern.

HERE’S A FUN LITTLE ACTIVITY FOR YOU:

See if you can figure out the basic error pattern (or rule) that is at work in each of the following productions. The answers are on Page3. No cheating! 😊

1. Adult form: I have two dogs.
   Child says: I ha tu daw.

2. Adult form: bubbles, daddy, water, basket, hippo
   Child says: buh-buh, dada, wawa, bah-bah, po-po

3. Adult form: key, car, cow, baker, go, game, gum, again
   Child says: tee, tar, tow, bater, doh, dame, dum, uh-den
4. Adult form: bad dog  
Child says: bat dawk

5. Adult form: baby, cracker, spoon  
Child says: hay-hee, haa-her, hoon

6. Here’s a more challenging one for you. There are several processes going on here...can you figure them out?
   
Adult form: Bobby has my car.

Child says: Baba ha my tar.
ANSWERS:

1. Here the child is deleting the final consonant(s) of each word. This is a common phonological rule or way that children simplify adult productions. **Final Consonant Deletion** usually disappears by 3 years 3 months. Note that this process will impact a child’s ability to produce plurals, possessives and contractions (all of which are marked with consonants at the end of words).

2. Here the child is simplifying the word by reproducing one of the syllables, i.e. the second syllable in hippo (“po”) is used twice to produce “po-po”. This is known as **Reduplication** and typically disappears by 3 years.

3. If you said that the child is substituting the “k” sound with a “t” and the “g” sound with a “d” you are correct. This is known as **Fronting** (Velar Fronting to be exact). Both “k” and “g” are made with the back of the tongue; “t” and “d” are made with the front of the tongue. Hence, the child is using a front sound vs. a back sound, or “fronting”. Sounds made in the back of the mouth, such as “k” and “g”, cannot be seen like sounds made at the front of the mouth and are, therefore, more difficult for many children to learn to use. Fronting should disappear by 3 years 6 months of age.

4. In this case, the child is using “t” for “d” and “k” for “g”. Both “t” and “d” are made the same way, but “t” is whispered and “d” is noisy or voiced. The same is true for “k” and “g”. The child is making the noisy sounds (voiced sounds) that come at the end of a word, into whispered sounds (voiceless sounds). This rule is known as **Final Devoicing** and should disappear by age 3.

5. This child is substituting the “h” sound for most consonants. This is known as a “favorite sound substitution” and is an **atypical** pattern that dramatically affects intelligibility. “h” is a common culprit, so common that SLPs have coined the term “H-ing”. Atypical patterns can be very difficult to correct. It would also not be uncommon for this same child to say “appy” for “happy.” Remember, this is about rules, not whether or not the child can produce the sound (articulation). The child’s rule system may be that: consonants are substituted with “h”, but when “h” comes at the beginning of the word, it is deleted! (These are the more interesting patterns for SLP’s to figure out.)

6. Reduplication: “bah-bah” for “Bobby”
   Final Consonant Deletion: “ha” for “has”
   Fronting: “tar” for “car”

Fascinating and interesting, isn’t it? Hope you had fun!! If you have questions, ask any speech and language pathologist. 😊
Birth to 1
- I can sit and roll. Do I want to walk?
- I know how to babble and coo and play peek a boo!
- Let me give you a big smile, I might even start laughing.
- I love clapping and playing with my hands.
- Would you like me to imitate a few animal sounds?
- I know you are here, Mom, even if I can’t see you.
- You know what toys are my favorites.

1 Year
- I just want you to know I might be shy with strangers.
- I can walk out of this room if I want to.
- I seriously know how to get your attention!
- Even if you are an adult, don’t you just love it when we play and sing?
- I have a few words and I will use them “Uh-oh”!
- When I hand you a book that means I want to hear a story.

2 years
- In case you haven’t noticed I am a little copycat.
- Be careful I do know how to be defiant, but am willing to start negotiating. Talk me through it.
- Maybe I will just talk in sentences.
- I love to play but I draw the line at sharing even if I like that kid.
- Wasn’t it fun seeing that kid at the park?
- Today just for you I will follow simple two step instructions

3 years
- I think I’ll make some new friends today!
- I can take turns when I play.
- I won’t be upset if you leave me at child care.
- I can dress myself and will you let me pick my clothes. Please?
- Let me tell you my name and how old I am!
- Want to play pretend with me?
- I think I will pedal my big wheel to Grandma’s!

4 years
- I really want to play with my friends!
- Let me sing a simple song for you complete with hand motions.
- I can really cooperate if you want me to.
- I think I will draw a person with a beautiful face.
- Want to play Candy Land; how about Chutes and Ladders?
- Hop, Hop, Hop do I look like a bunny?
- Let me pour you a glass of water.

5 years
- I feel bad if someone is sad. Do you need a hug?
- I want to be a leader here, but I want to be like my friends, too.
- Oh, by the way, I really like rules.
- Want to hear a really good story complete with details?
- Just so you know I can count to ten and I like to print letters.
- Watch me do a somersault.
- Look out kindergarten, here I come!!