

## The Caregivers Role in Speech and Language Development in Young Children

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## DISCLOSURES

- Financial – Paid for my presentation
- Non-financial - None

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# NORMAL SPEECH AND LANGUAGE DEVELOPMENT

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## BIRTH TO THREE MONTHS

- Hearing and Understanding
  - Startles at loud sounds
  - Quiets or smiles when you talk
  - Seems to recognize your voice. Quiets if crying

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## BIRTH TO THREE MONTHS

- Talking
  - Makes cooing sounds
  - Cries change for different needs
  - Smiles

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## 4-6 MONTHS

- Hearing and Understanding
  - Moves eyes in direction of sounds
  - Responds to changes in your tone of voice
  - Notices toys that make sounds
  - Pays attention to music

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## 4-6 MONTHS

- Talking
  - Coos and babbles when playing alone or with you
  - Makes speech-like babbling sounds, like pa,ba, and mi.
  - Giggles and laughs
  - Makes sounds when happy or upset

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## 7 MONTHS TO 1 YEAR

- Hearing and Understanding
  - Turns and looks in the direction of sounds
  - Looks when you point
  - Turns when you call her name
  - Understands words for common items and people – words like cup, juice, and daddy
  - Starts or respond to simple words and phrases like “No,” “Come here,” and “Want more?”

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## 7 MONTHS TO 1 YEAR

- Hearing and Understanding Continued
  - Plays games with you, like peek-a-boo and pat-a-cake
  - Listen to songs and stories for a short time

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## 7 MONTHS TO 1 YEAR

- Talking
  - Babbles long strings of sounds, like mimi, upup, babababa.
  - Uses sounds and gestures to get and keep attention
  - Points to objects and shows them to others
  - Uses gesture like waving bye, reaching for up and shaking his head no
  - Imitates different speech sounds
  - Says 1 or 2 words, like hi, dog, dada, mama, or uh-oh. This will happen around his first birthday, but sounds may not be clear

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## WHAT CAN YOU DO TO DEVELOP SPEECH AND LANGUAGE IN THE FIRST YEAR OR WITH CHILDREN FUNCTIONING BETWEEN BIRTH AND 12 MONTHS COGNITIVELY

- Closely watch hearing. Does he turn to noises or look at you when you talk. See your doctor if there are concerns. If concerns persist, see an Audiologist
- Respond to the child. Look at him when he makes noises. Talk to him. Imitate the sounds he makes.
- Laugh when she does. Imitate the faces she makes.

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## WHAT CAN YOU DO

- Teach the child to imitate actions, like peek-a-boo, clapping, blowing kisses, and waving bye-bye. This teaches turn taking.
- Talk about what you do during the day.
- Talk about where you go , what you do there, and who and what you see
- Teach animal sounds
- Read books every day

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## 1 TO 2 YEARS

- Hearing and Understanding
  - Points to a few body parts when you ask
  - Follows 1-part directions
  - Responds to simple questions
  - Listens to simple stories, songs, and rhymes
  - Points to pictures in a book when you name them

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## 1 TO 2 YEARS

- Talking
  - Word approximations come and go (12-15 months)
  - Words become more constant (15-18 months)
  - Use lots of new words but they may not be clear to anyone but the closest caregivers – (18 – 24 months)
  - Look for around 50 word approximations around 18 months
  - Uses p,b,m,h, and w in words

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## 1 TO 2 YEARS

- Talking (Continued)
  - Approximately 25%-50% of the words are intelligible
  - Starts to name pictures in book
  - Asks questions, like “What’s that?”
  - Puts 2 words together (close to 2 years)

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## WHAT CAN YOU DO?

- Talk about what you see and do
- Use short words and sentences that the child can imitate.
- Use correct grammar
- Talk about sounds around the house
- Play with sounds
- Expand on what the child says. Rule of thumb is to model one step higher.

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## WHAT CAN YOU DO?

- Read books
- Talk about the pictures you see
- Encourage the child to point to pictures and name the pictures

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## 2 TO 3 YEARS

- Hearing and Understanding
  - Understands opposites, like go-stop, big-little, and up-down
  - Follows 2 part directions, like “Get the spoon and put it on the table”
  - Understands new words quickly

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## 2-3 YEARS

- Talking
  - Has a word for almost everything – 200-300 words at 2 months and 1000 words at 3
  - Talks about things that are not in the room
  - Uses k,g,f,t,d, and n in words
  - Uses words like in, on, and under
  - Uses two or three words to talk about and ask for things
  - People who know your child can understand him – approximately 50%-75% of the words are understandable

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## 2-3 YEARS

- Talking (continued)
  - Asks “Why?”
  - Puts 3 words together to talk about things.
  - May repeat some words and sounds

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## WHAT CAN YOU DO?

- Use short words and sentences. Speak clearly
- Repeat what the child says and add to it
- Let the child know that what he says is important to you.
- Ask him to repeat things you don't understand
- Teach new words
- Talk about colors and shapes
- Count everything

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## WHAT CAN YOU DO?

- Put objects into a bucket. Let the child remove them one at a time and say its name. Repeat what he says and add to it.
- Group objects into categories as you name them
- Cut out pictures and name and group them. Talk about how you use them
- Sing songs and play simple games

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## 3 TO 4 YEARS

- Hearing and Understanding
  - Child responds when you call from another room
  - Understands words for some colors and shapes

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## 3-4 YEARS

- Talking
  - Answers simple who, what, and where questions
  - Says rhyming words, like hat-cat
  - Uses pronouns, like I, you, me, we, and they
  - Uses some plural words
  - Most people understand what the child says (approximately 75% of the words)
  - Has about 1,600 words by age 4

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## 3-4 YEARS

- Talking
  - Asks when and how questions
  - Puts 4 words together but may make some mistakes
  - Talks about what happened
  - Uses about 4 sentences at a time

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## WHAT CAN YOU DO?

- Read, sing and talk
- Ask questions
- Pretend play
- Act out activities
- Retell stories

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## 4 – 5 YEARS

- Hearing and Understanding
  - Understands words for order like first, last, next
  - Understands words for time like yesterday, today and tomorrow
  - Follows longer directions
  - Hears and understands most of what is said

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- Talking
  - Tells short stories
  - Can carry on a conversation
  - Talks in different ways with different people
  - May still have trouble producing some sounds like l, s, z, r, ch, th
  - Names letters and numbers

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## WHAT CAN YOU DO?

- Talk about where things are in space, using words like first, last, left, right.
- Talk about opposites like up, down or big, little
- Give clues and have the child guess the object
- Talk about categories and sort items into categories
- Have the child tell you how to do something
- Pay attention when the child speaks

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## WHAT CAN YOU DO?

- Keep teaching new words
- Teach the child to ask when they don't know what a word means
- Point out objects that are the same and different
- Act out stories
- Read
- Give 2 step directions
- Play board games

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## SIGNS OF POSSIBLE SPEECH OR LANGUAGE DISORDERS

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## SIGNS OF POSSIBLE LANGUAGE DISORDER

- Birth to 3 months Not smiling or playing with others
- 4- 7 months Not babbling
- 7-12 months Making only a few sounds, not using gestures like waving or pointing
- 7 months – 24 months Not understanding what others say
- 12-18 months Saying only a few words

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## SIGNS OF POSSIBLE LANGUAGE DISORDER (CONTINUED)

- 1 ½ - 2 years Not putting two words together
- 2 years Saying fewer than 50 words
- 2-3 years Having trouble playing and talking with other children
- 2 ½ -3 years Having problems with looking at books or simple coloring/drawing

• ASHA, 2018

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## SIGNS OF POSSIBLE SPEECH SOUND DISORDERS

- 1 – 2 years Not saying p,b,m,h, and w the right way in words most of the time.
- 2 – 3 years Not saying k, g, f, t,d, and n the right way in words most of the time. Being hard to understand, even to people who know the child well.

• ASHA, 2018

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## STUTTERING

- Most children repeat words or sounds. Young children may do this a lot and it may seem that they are stuttering.
- This is generally normal and will go away on its own.
- Signs that it may not stop include:
  - Having a lot of trouble saying sounds or words
  - Repeating the first sounds of words
  - Pausing a lot while talking
  - Stretching sounds out
    - ASHA, 2018

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## SPEECH AND LANGUAGE DEVELOPMENT AND SCREEN TIME

- Watching 2 or more hours of TV has been linked to lower performance in kindergarten
- Greatest influence on children in lower socioeconomic group
- How TV is used can influence the outcome. If it is used for discussion it may not have a negative effect.
  - Too Much TV Linked to Decreased School Readiness, Particularly in Low-Income Children. *The ASHA Leader*, 22(5), 13. doi: 10.1044/leader.RIB2.22052017.13.

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## AMERICAN ACADEMY OF PEDIATRIC AND SCREEN TIME

- Birth to 18 months – no screen time except video chatting
- 18 months to 24 months – if families wish to introduce digital media, AAP recommend high quality programming watched with the child
- 2-5 years – no more that 1 hours per day of high-quality programs
- 6 years + - Families limited the number of hours per day

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