



Language Development

Presented by:

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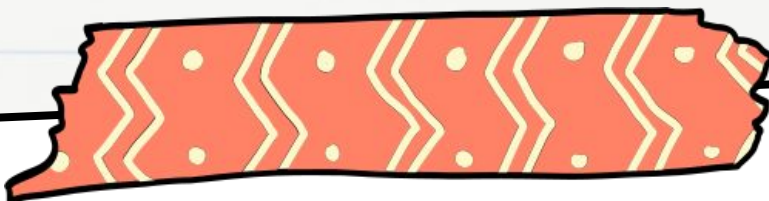
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Overview

- Introduction
- Typical Language Development (Ages 0-5)
- Bilingualism
- Signs to Look Out For
- Classroom Strategies





Introduction

Emma D. Petersen

- Masters student in CSD at Teachers College, Columbia University
- Interests include: how language develops, and speech production/articulation

Amanda Silber

- Master's Student in Communication Sciences and Disorders Program at Teachers College, Columbia University
- Professional interests are literacy, bilingualism, voice, and ASD



What does language development look like in
the first five years?



Birth-1: Language

- vocalizes different vowel sounds
- giggles and laughs
- makes sounds back and forth with careperson
- recognizes familiar faces and sounds (and turns to signal attention)
- responds to facial expressions
- uses gesture to communicate (raising arms to be picked up)
- duplicates babbling noises (mama, dada, nana)



13-18 months: Language

- follows simple directions (give me the doll)
- shakes head for “yes” and “no”
- understands words for everyday objects
- gestures when excited or upset
- mimics speech with strings of elongated vowels and/or consonants



19-24 months: Language

- first 50 words
- shakes head for “yes” and “no”
- understands words for everyday objects
- gestures when excited or upset
- mimics speech with strings of elongated vowels and/or consonants



2-3 years: Language

- starts using word combinations
- can say their name
- using some plural words
- gives reasoning for events
- answering wh- questions (what and where)
- adding -ing to words
- asking why and how



3-4 years: Language

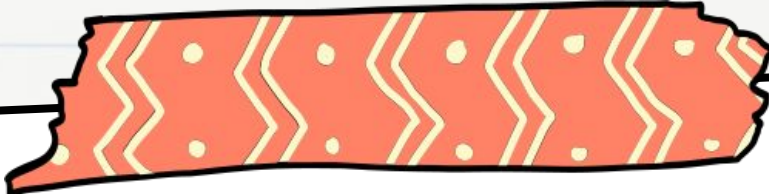
- Compares things, with words like bigger or shorter
- Understands and uses more location words, like inside, on, and under
- Uses words like a or the when talking, like a book or the dog
- Says all the syllables in a word
- By age 4 years, your child talks smoothly. Does not repeat sounds, words, or phrases most of the time
- By age 4 years, your child speaks so that people can understand most of what they say.



4-5 years: Language

- Produces grammatically correct sentences. Sentences are longer and more complex
- Includes (1) main characters, settings, and words like and to connect information and (2) ideas to tell stories
- Uses at least one irregular plural form, like feet or men
- Understands and uses location words, like behind, beside, and between
- Uses more words for time—like yesterday and tomorrow—correctly
- Follows simple directions and rules to play games





Bilingualism



Fact or Myth?

Myth

Bilingual children develop language skills later
than monolingual children



Fact or Myth?

Fact

Being bilingualism does not make a child delayed. They learn language at similar rates to monolingual children.



Fact or Myth?

Myth

If your child is delayed in language, you should speak only one language to them.



Fact or Myth?

Fact

If your child is delayed, they will be delayed in both languages. Cutting out one of the languages will not improve the delay.

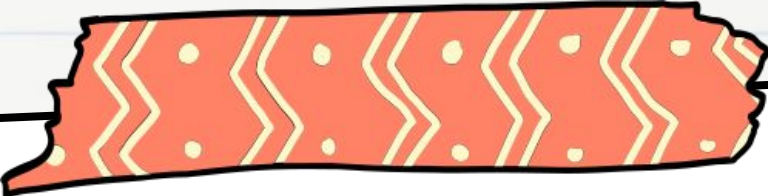


Bottom Line

If your students are bilingual, keep talking to them in both languages!

If parents are worried, encourage them to continue using both languages at home.



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Disorder

vs.

Difference



Disorder vs. Difference



Unfortunately, it's quite common for a child to be diagnosed with a disorder, when they don't actually have one.

Language development may look different across cultures, households, and even individuals.

It's important to take the **whole child** into account when deciding whether or not they have a disorder.

Culture Impacts Language

Some Examples:

Eye Contact

Some cultures view eye contact with someone in authority as disrespectful.

This is a **difference**. Not a disorder.

Dialect

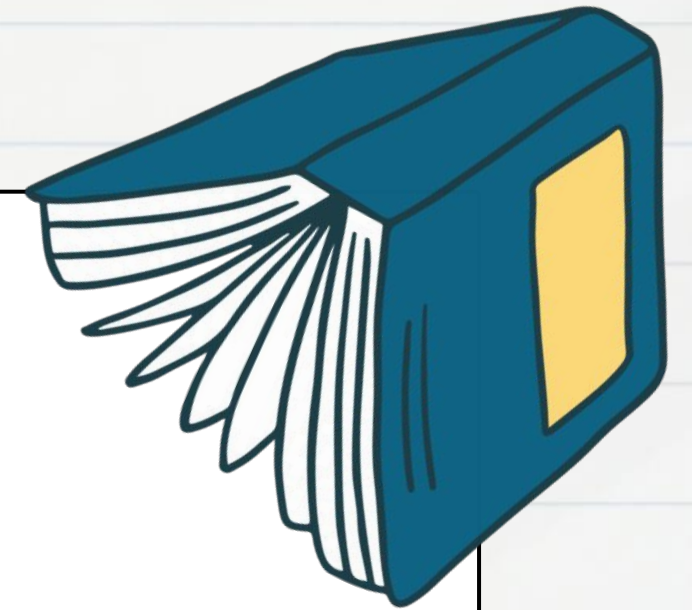
Dialects are a **difference** not a disorder.

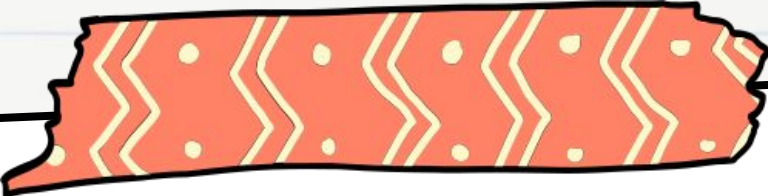
Example: Someone who speaks AAE may leave out some non-obligatory morphemes. This is not a language disorder.

Multilingual Influence

When a child speaks multiple languages, they may have influence from one language as they're learning. This is a **difference**, not a disorder.

Example: Spanish speaking children may leave out pronouns when speaking English.



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Signs to Look Out For

When do we become concerned?



Developmental Age vs. Chronological Age

We want to look at the kids developmentally.

What milestone **HAVE** they met? That gives us information about where they are developmentally.



Developmental Age vs. Chronological Age



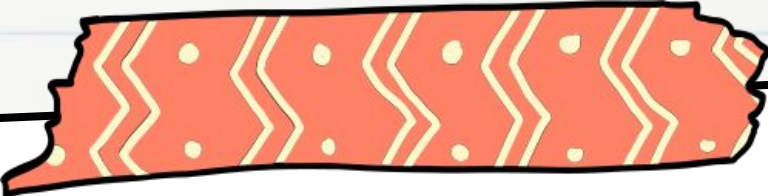
Example

John is 4 years old. John is using gestures to request items.
but is not using verbal language.

Developmentally, John delayed based on the milestones.

This is when we can refer John for an assessment.



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What if they are not
speaking at all?





Children might not use oral language for a variety of reasons.

- Language Delay
- Autism Spectrum Disorder
- Selective Mutism
- They're a late talker
- And more...

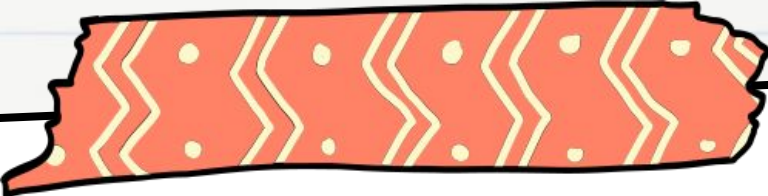




They might just not be ready yet.

It's our job to support their communication
even if they aren't using words yet.



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Classroom Strategies



A Few Strategies:

Low tech AAC

- whiteboards
- alphabet boards
- picture boards

Use Gestures/Imitation

- rubbing tummy during snack time
- waving to people in the classroom
- lifting your hand to ear when you hear something

Less overload, more wait time

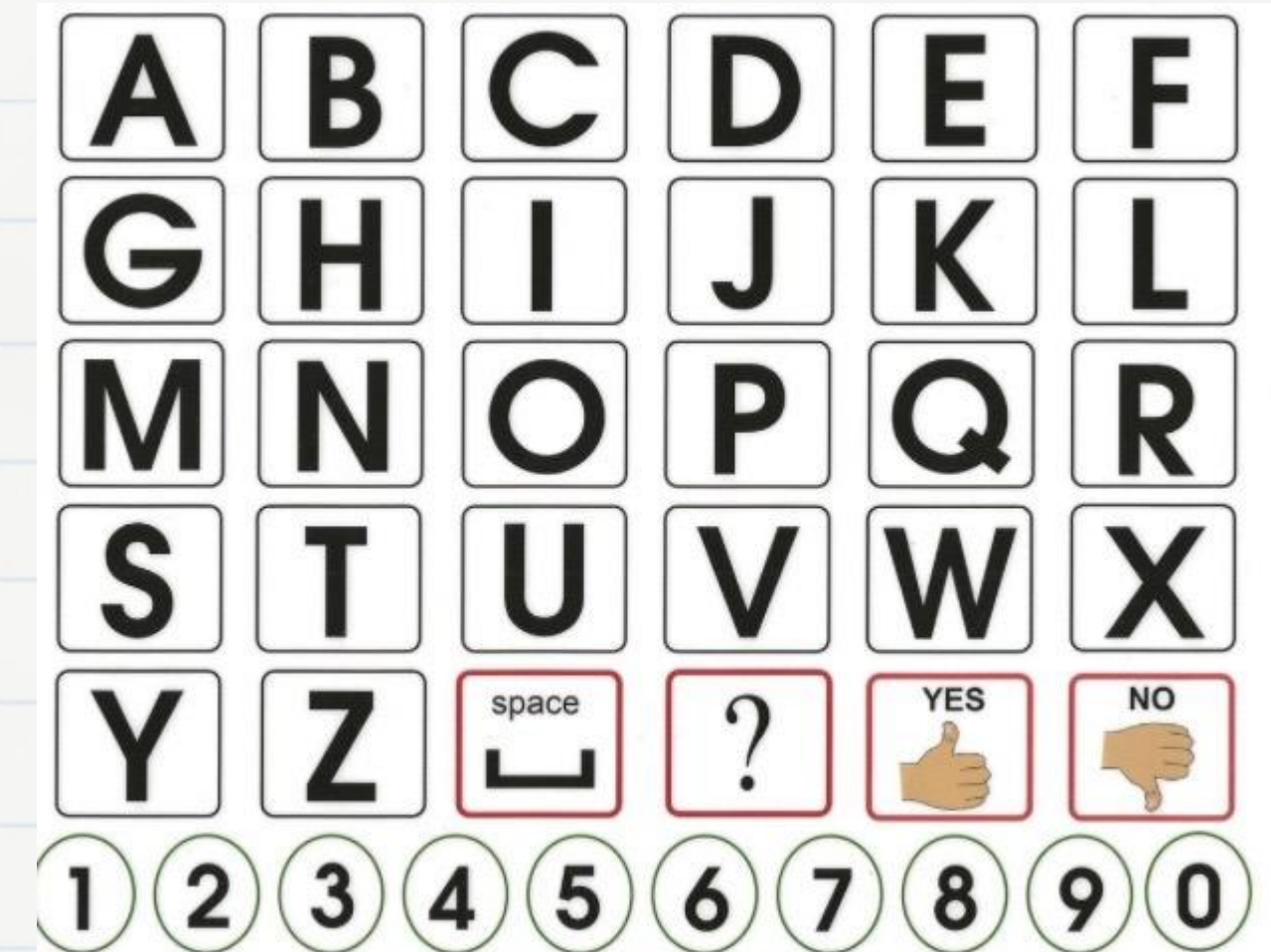
- give child time to respond
- look for gesture, facial expressions, imitation

Play!

- take turns during play
- model cause and effect
- bring attention to sounds of the classroom
- comment on what the child is doing during play



Low Tech AAC

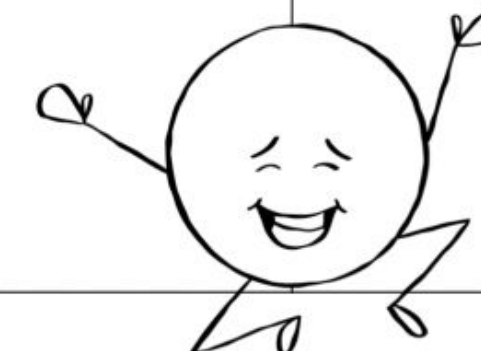
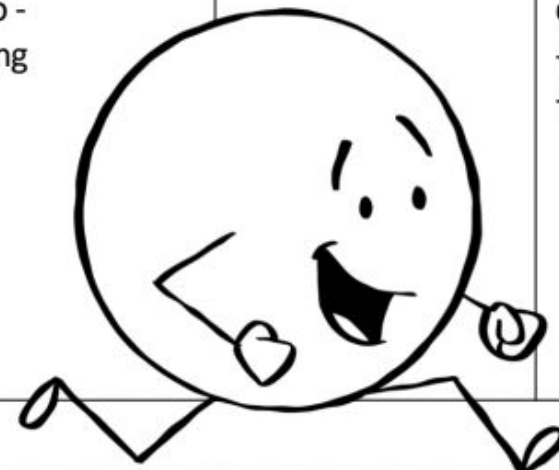


Gesture



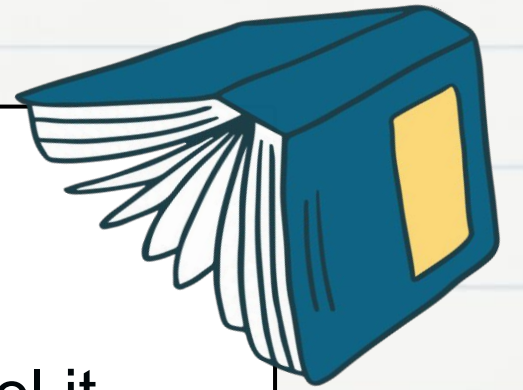
Imitation Hierarchy

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX	LEVEL SEVEN	LEVEL EIGHT
Actions with objects	Communicative gestures	Nonverbal actions with your face and mouth	Vocalizations in play	Exclamatory word	Automatic speech in verbal routines	Functional words	Short phrases
<u>EXPECTED ACTIONS</u> -Shake a rattle -Bang two blocks -Pat hands on table -Remove a blanket -Dump out toys -Put objects in a box -Knock over tower -Stack blocks -Push a car -Roll a ball -Hit a balloon -Pat a drum -Push button on toy -Knock on a door -Stir with a spoon -Hold phone to ear -Pat, hug, and kiss doll -Put hat on -Brush a doll's hair -Feed a doll -Wash a doll -Hammer ball/pegs	<u>Simple big body actions such as:</u> -Pantomime actions -Bang hands onlap -Stomp -Kick -March -Dance -Animal movements <u>Easy communicative gestures:</u> -Reach to be lifted -Wave -Clap -Blow kisses -Give me 5 -Shake head yes/no - Pointing	-Open/close mouth -Raise eyebrows -Puff out cheeks -Round your lips -Chatter teeth -Smile -Pout -Blow -Grimace or snarl -Pucker lips to kiss -Smack lips -Lick lips -Close lips tightly -Stick out tongue -Pull tongue back in -Wiggle tongue -Click tongue -Pretend to lick	-Say "ah" into a bucket -Pant like a dog -Audible inhalation - Squeal or scream -Grunt with effort -Yawn -Fake cough -Fake sneeze -Car/truck noises -Siren noise -Fake laugh - Fake cry -Whine -Snore -Snort like pig -Slurp with drinking -Exhale after drink -Shiver	-Mmm, mmm, mmm -Yum or yummy -Yuck or yucky -Ick or icky - Yay -Ouch, owie - Boo boo -Uh oh -Oops or whoops -Oh -Ew -Eek -Whee -Wow -Whoa -Woo hoo -Pow -Hooray -Aw man -Oh no -Oh yeah - Oh boy -No way	Pause to let child fill in words with Ready, set, go 1,2,3 <u>Social games</u> -Peek-a-boo -Patty cake -Give me 5 -Ride Little Horsie -Row your boat -Ring around the rosies <u>Early songs</u> -Twinkle Twinkle -Itsy, Bitsy, Spider -If you're happy... -Wheels on the bus -Old MacDonald <i>-Develop your own verbal routines during play with the same words each time</i>	-All done/ all gone -Baby Ball -Banana Bath -Bye-bye -Book -Car -Cat -Choo cho -Cookie/cracker -Dada/daddy -Dog -Eye -Hi/hello -Hot -Juice -Milk -Mama/mommy -More -No -Nose -Shoe -Please -Thank you	My _____ More _____ _____ please Bye bye _____ Hi _____ Night night _____ <i>Combine words from a child's established vocabulary</i> <u>Holistic phrases</u> I got it I did it I do it See ya' Come on Right there What's that? Where it go? Where are you?



Model, Model, Model!

Provide opportunities for the child to use these words. If they don't say the word, you model it.



Some Examples:

Requesting Help

Allow the child time to request your help. If they don't model it for them.

Example: You're washing your hands.
Give the child an opportunity to request help, then model "help".

Social Gestures

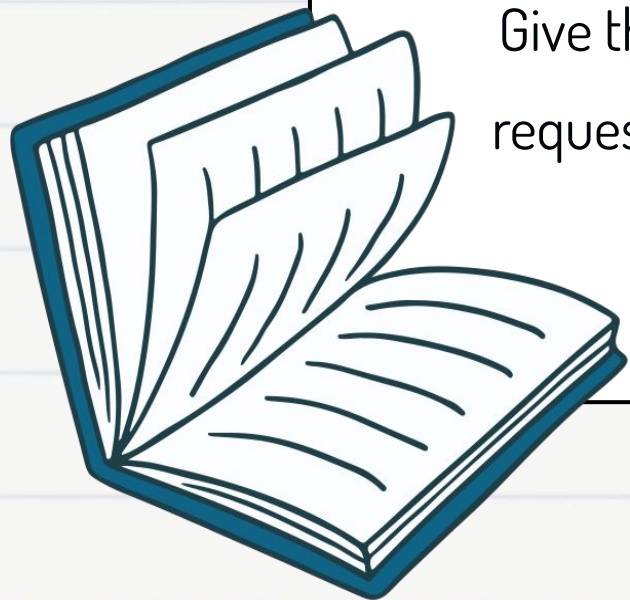
Model waving and saying hello and goodbye throughout the day.

Putting toys away? Say "goodbye" and wave to the toys.
Coming back from the bathroom? Say "hello" and wave hello.

Modeling "yes" and "no"

Model "yes" and "no" along with gestures throughout the day.

When giving them choices, give them the time to respond, then model "yes" and "no" along with your head shaking/nodding.





Comment on everything you are doing.

Repetition is key!

“Let’s put this on the table.”

“The doll is sleeping! Shhh”

“We’re sitting on the carpet.”

“Jane is coloring a picture.”





Offer them **choices**

Encourage gestures, vocalizations, and model requisition.

“Do you want the *doll* or the *car*?”

pointing to each object as you give the choice

 This is a place where you may be able to practice with Low-Tech AAC boards. They can use them to make a choice between 2 activities.



Resources!



Any Questions?



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