

Welcome...

Let's Make a Book



- Use the blank booklets on the table
- Use the pictures you brought or action pictures on the table
- Glue one picture per page
- Use this book with your child(ren) to talk about everyday activities.
- If you want to, write a short description of what is happening in the picture

Child Find Chats:

Raising Young Communicators

Speech and Language Development
prenatal to age 5

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THE CHILD FIND CENTER

www.lcps.org Search “Child Find”



Providing free developmental screenings for preschool children ages 2 (by September 30) to 5 (not age-eligible for kindergarten). Screenings are available by appointment only.

**20 Union Street, NW
Leesburg, VA 20176
571-252-2180**

Some preschool children have difficulty developing certain skills. If you have concerns about your preschool age child, visit our website to schedule a developmental screening.

Topics for Discussion

- Differences between Speech and Language
- Foundations and Progression of communication
- Communication and the Brain
- Communication skill through the years
- Considerations for learning multiple languages
- Encouraging Language in everyday activities

Introduction to Communication



Speech and Language Development

Use the 3x5 cards on
your table to write
down 3-4 words that
you associate with
communication

What is Communication?



- Merriam-Webster defines Communication as:
- The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else.

SPEECH VS. LANGUAGE

- Articulation
- Oral Motor
- Fluency
- Voice

- Receptive Language
- Expressive Language
- Pragmatic Language

WHAT'S THE POINT OF POINTING?

Or...IS BEHAVIOR PART OF COMMUNICATION?

YES!! Non-verbal gestures to get needs met, initiate interaction (reaching, pointing).

Acting out, aka tantruming, for attention, to have sensory needs met (hungry, tired, need help soothing), and to express feelings (anger, frustration, excitement).

Tantrums are typical in young children. To support language development for the purpose of reducing tantrums, put words to your child's gestures and behaviors.



FOUNDATIONAL SKILLS FOR COMMUNICATION



"Babies are listening, and you should treat them as conversational partners."



- Erika Bergelson, Duke University
Research on 6-month-old infants and
vocabulary categories



What Your Child Needs to Have in Order to Be Able to Talk

Adequate Hearing

Age appropriate oral-motor skills

Good nutrition

Enough sleep

Good health

Love and nurturing

Opportunities and Expectations to interact verbally throughout the day with caregivers



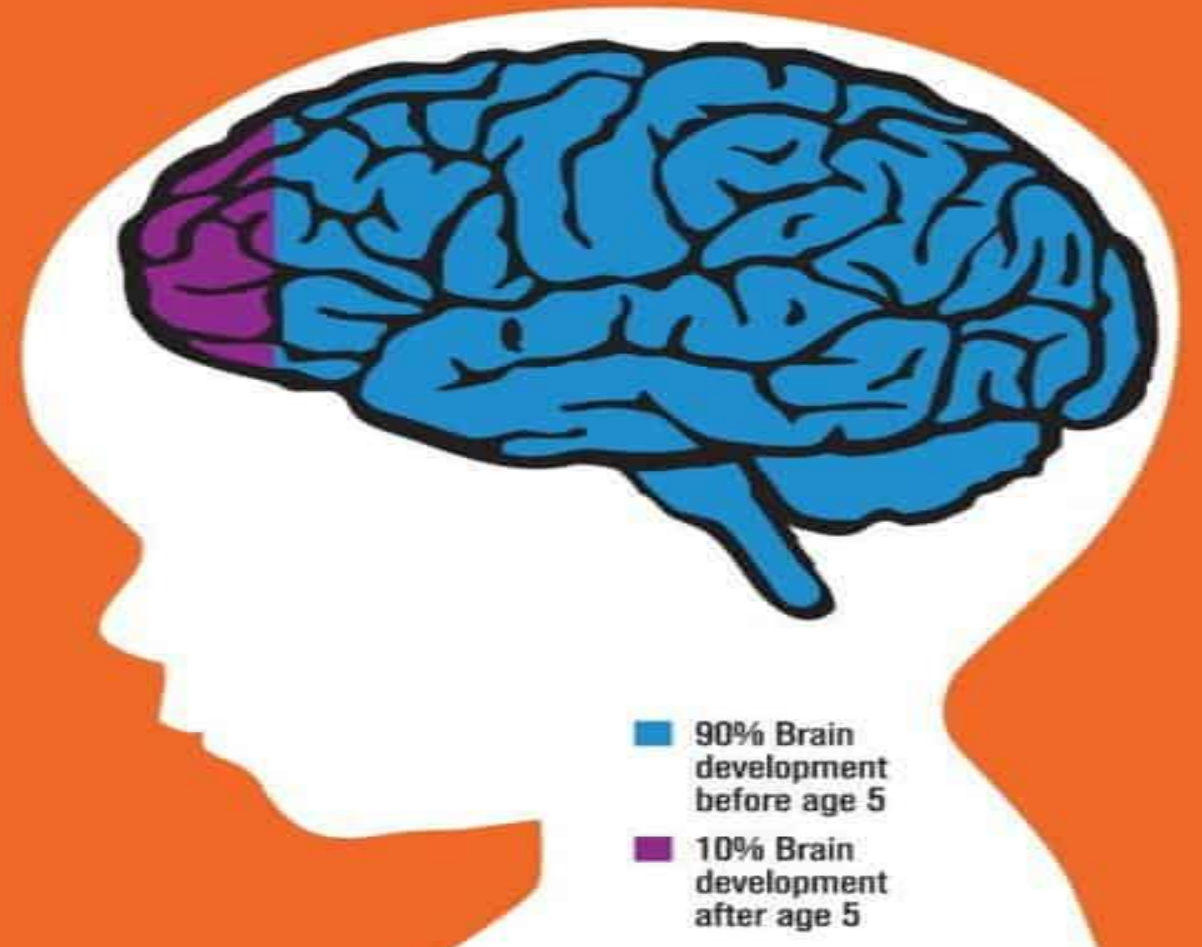
Talking back and forth is the top tier of the "communication cake".
There are a lot of foundational skills that are underneath:

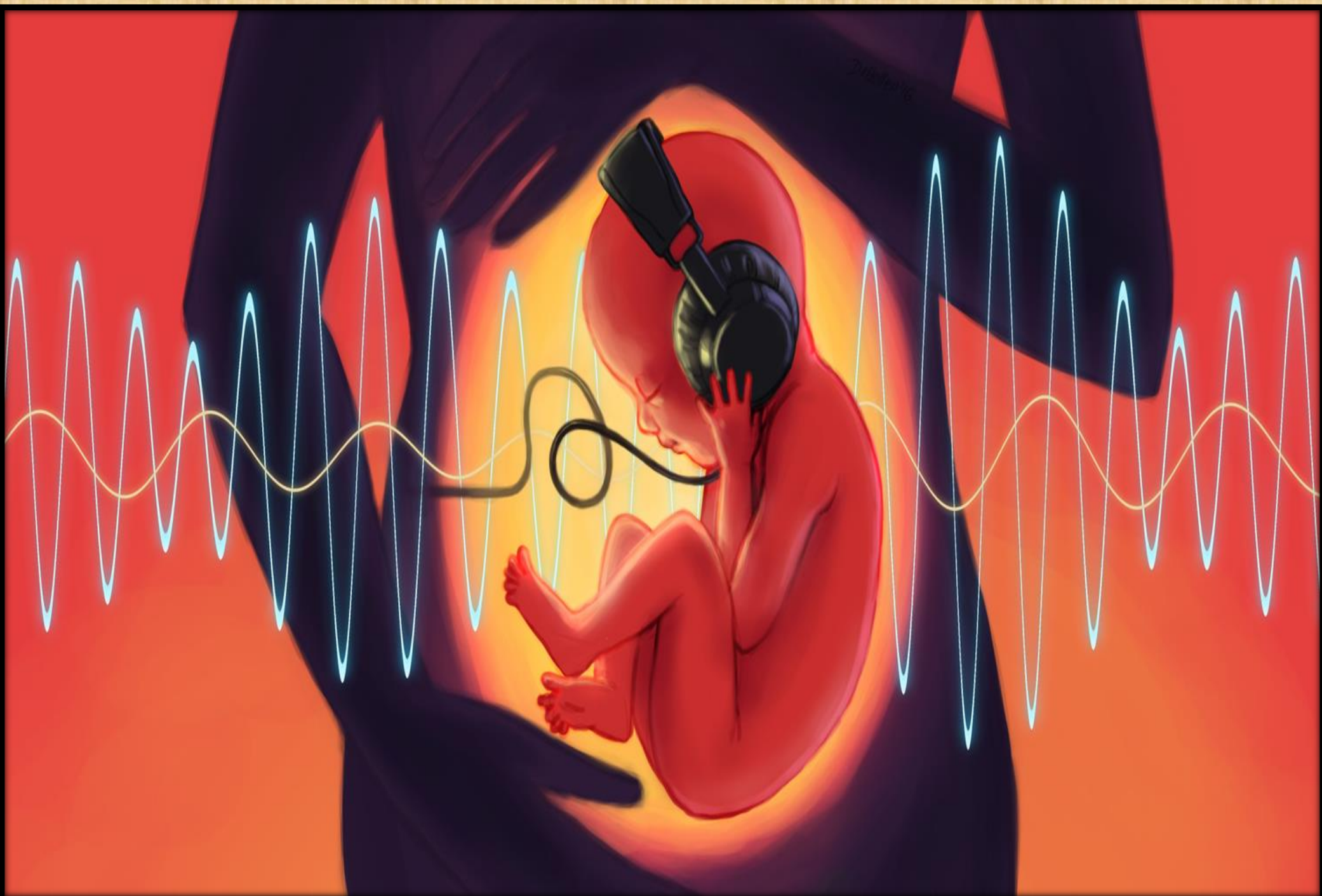
- ♥ Shared engagement
- ♥ Imitation (motor and vocal)
- ♥ Understanding language
 - ♥ Turn-taking
 - ♥ Responding to name
 - ♥ Babbling
 - ♥ Jargon
- ♥ Putting words together in novel phrases

Communication & The Brain

90%

**of a child's brain
development
happens
before age 5**







Broca's area:

fig 1

Associated with motor planning and speech production, Broca's area is believed to be responsible for lexical and phonological processing. Patients who suffer damage to this part of the brain — a disorder known as Broca's aphasia — have difficulty speaking but can still understand language.



Wernicke's area:

fig 3

Considered the area of the brain critical for language comprehension, Wernicke's area is responsible for processing speech sounds. Patients with lesions to this part of the brain suffer speech comprehension problems and, although capable of producing sounds and word sequences at a normal rhythm, are unable to produce meaningful speech.

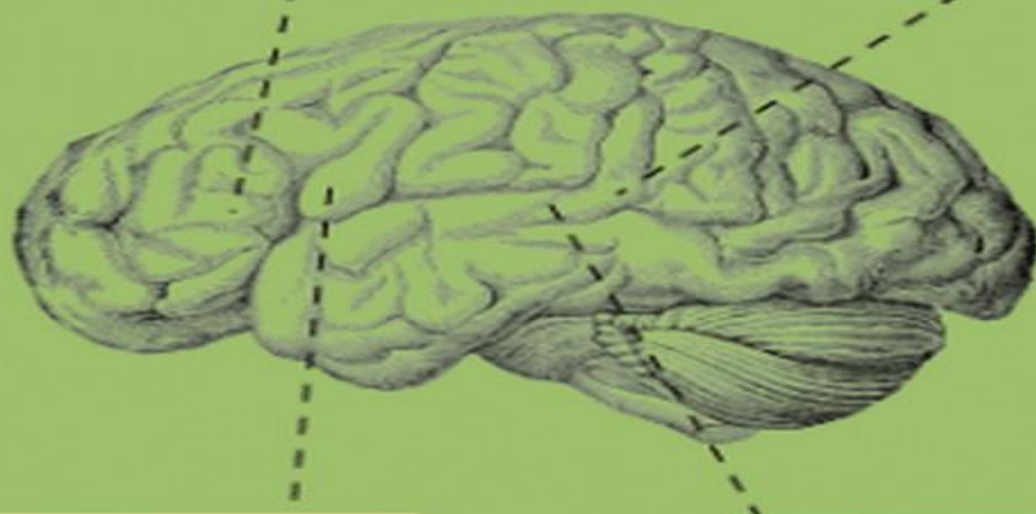


fig 2

Motor Cortex:

The vocalization region of the motor cortex controls the mouth and lips, involved in the physical production of speech.



Auditory Cortex:

fig 4

Receives signals from the auditory nerves in the inner ear, and transmits temporal and spatial frames of reference for the data it receives.

We Learn By Doing



Brains are wired
through hands-on
interaction with
the physical world

A photograph of a man and a baby in a bathtub. The man is on the right, looking at the baby on the left. They are both smiling and playing with a yellow toy. The background is a white bathtub.

TALK
TO YOUR BABY

THEIR
BRAIN
DEPENDS
ON IT

ANYTIME. ANYWHERE.

#TalkToYourBaby

Talking, reading and singing build your baby's brain.

Real Sounds and Brainwave Responses Northwestern University

Our Biological Approach to Auditory Processing



Turn on speakers

Language Development from 2-5 Years



I'm 2!

- **Points to items or pictures when they are named**
- **Knows names of familiar people, clothing, food and body parts**
- **Begins to put words together in phrases**
- **Follows simple instructions**
- **Repeats words overheard in conversation**



Examples of 2-year-old Communication

Speech

Variety of consonant and vowel sounds emerging

Others understand about half of what child says

Language

"That ball" (That is a ball)

"No ball" (The ball is gone)

"More cookie"

"Mommy here"

"Baby ball" (That's the baby's ball)

"Sit chair" (I want to sit in the chair)

Common Early Two Word Phrases

- Description word + Object (Big bubble)
- Possessor + Object (My bubble)
- More + Object (More bubble)
- All done/gone + Object (All done bubble)
- Negative + Object (No bubble)
- Object + Location (Bubble up)
- Person doing action + Action (Daddy blow)
- Action + Object (Blow bubble)
- Person doing action + Object (Mama bubble)

I'm 3!

- Follows instructions with 2 steps
- Can name most familiar things
- Understands words like "in", "on", and "under"
- Says first name and age (if practiced)
- Names a friend
- Uses phrases and sentences to communicate
- Is understood most of the time
- Carries on a simple conversation



Examples of 3-year-old Communication

Speech

90% of children can correctly produce /m, n, h-, w-, p, b, t, d, k, g, f-/*

Variety of vowel sounds

Others understand more than half of what child says

*Iowa-Nebraska Articulation Norms

Language

I got shells.

Why you aren't going?

My tooths hurt.

Guess what?

She taked us.

I'm 4!

- Mostly intelligible when speaking
- Tells a simple story using sentences
- Engages in back-and-forth verbal exchanges and maintains topic of interest
- Asks questions on topics of interest
- Follow 2 and 3-part verbal requests



Examples of 4-year-old Communication

Speech

90% of children correctly produce /tw, kw/ and “y” in addition to earlier sounds*

Variety of vowel sounds

Others understand most of what child says

*Iowa-Nebraska Articulation Norms

Language

I like chocolate and vanilla ice cream.

Now we gonna play a new game.

Do you have a puppy?

I wanna go to Chuck E Cheese.

I'm 5!

- Able to talk about events that happened in the past and make simple predictions about what will happen
- Associates letters and words with objects and people
- Use words and ideas to play cooperatively with peers (give and take of ideas).



Examples of 5-year-old Communication

Speech

90% of children correctly produce /-f, v, l-/*

Variety of vowel sounds

Others understand almost all of what child says

*Iowa-Nebraska Articulation Norms

Language

I like school because there are ducks in the sensory table.

Some clothes covered their backs and then go'd up to their legs.

Do we have to go to the store first?

Encouraging language in everyday activities



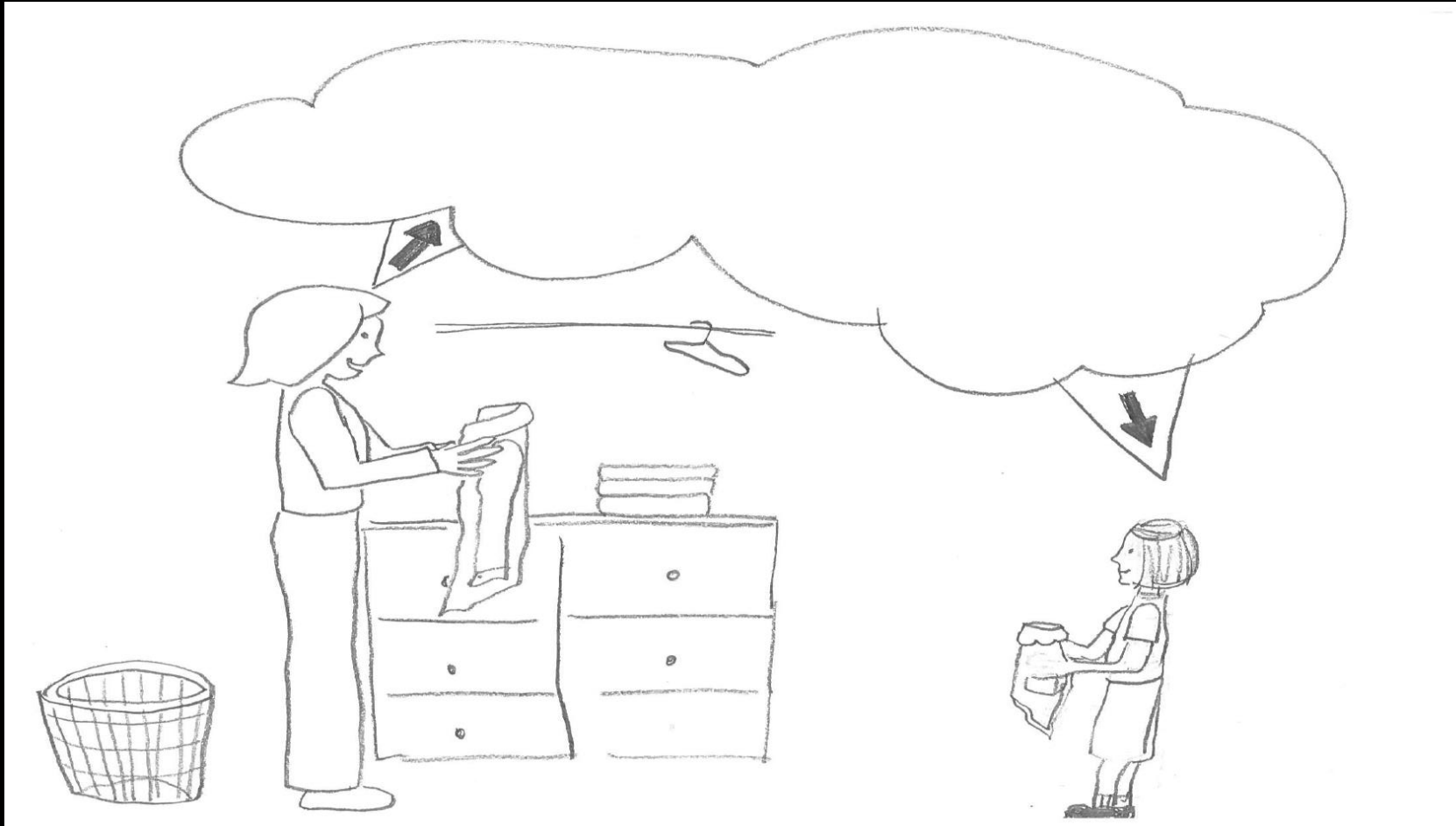
Incidental Learning in Language Rich Environments

- Daily chores
- Errands
- Play
- Community activities
- Shared screen time



Chore Vocabulary Round Robin

Laundry example



Chore Vocabulary Round Robin

- Look at the blue card on your table
- In a group, list the vocabulary and short phrases that might be used between a parent/care taker and child.

Chore vocabulary Round Robin

Alternative Laundry example



Other Factors in Communication Development



Considerations for Culturally and Linguistically Diverse Children

- Language is more than words: it represents relationships, cultures, values
- Children who grow up learning to speak 2 languages tend to learn English words and grammar more slowly than those who speak only English. (National Institutes of Health)
- Studies have found that bilingual children tend to be better than monolingual children at multitasking. They are also better at focusing their attention. (National Institutes of Health)
- If you want your child to be able to speak your home language, you need to speak it and expect that they use it too.
- Try NOT to mix languages together into a "new" language. However, it is typical for multi-language learners to mix languages as they learn. This is called "code-switching".

Barriers to Language Development

- Excessive use of screen time (TV, phone, tablet)
- Prolonged and frequent use of pacifier and/or bottle
- Poverty
- Family stress
- Mother's education
- Child's health
- Limits in communication foundations (earlier slides)

What Your Child Needs to Have in Order to Be Able to Talk

Adequate Hearing

Age appropriate oral-motor skills

Good nutrition

Enough sleep

Good health

Love and nurturing

Opportunities and Expectations to interact verbally throughout the day with caregivers

Supports for Overcoming Barriers

- Limit or eliminate all screen time www.common sense media.org
- Play with your child and include him/her in household activities.
- Pacifier for self-soothing until 6 months, wean from bottle by 12 months.
- Resources for families www.loudouncares.org
- 1000 books before kindergarten www.1000booksbeforekindergarten.org



The Power of Books



Resources

- American Speech-Language-Hearing Association
<https://www.ASHA.org>
- WIDA The Early Years. A resource to support academic success of multi-language learners.
- <https://ttac.gmu.edu/focusarea/early-childhood>. Training and Technical Assistance Center, resources for early childhood.
- National Institutes of Health
- Sound Health: Music and The Mind. Neurological research through a collaboration of the John F. Kennedy Center and the National Institutes of Health in association with the National Endowment for the Arts. Videos on YouTube.
- <https://www2.ed.gov/pubs/OR> Office of Research

Toddlers' Vocabulary

(Arranged by Frequency)

The core words on his list comprise 96.3% of the total words used by toddlers in the study conducted by Banajee, Dicarlo, and Stricklin.

- | | |
|-------------|-----------------------|
| 1. I | 13. you |
| 2. No | 14. What |
| 3. Yes/yeah | 15. On |
| 4. The | 16. In |
| 5. Want | 17. Here |
| 6. Is | 18. More |
| 7. It | 19. Out |
| 8. That | 20. Off |
| 9. A | 21. Some |
| 10. Go | 22. Help |
| 11. My | 23. All done/finished |
| 12. Mine | |



Goodbye and Thank You For Coming

