



SPEECH & LANGUAGE MILESTONES BIRTH-5

WHAT IS SPEECH & LANGUAGE?

"Speech" can be thought of as verbal communication. It is the act of mouth, throat and vocal cords working together to produce sounds that become syllables, words, & sentences. Speech: Many carries no meaning. It is merely different sounds.

There are three main components of speech:

- Articulation (how we make each sound)
- Intelligibility (our "vocal cords")
- Fluency (fluency and rhythm)

"Language" encompasses how we use speech to communicate with others in order to communicate. Language also consists of three parts: expressive (the words a person uses to communicate), receptive (the words a person understands), and grammar (the rules of communication).



SPEECH & LANGUAGE MILESTONES BIRTH-1

SPEECH MILESTONES:

- Produces cooing/gooing sounds by 3 months
- Begins to babble around 6 months (example)
- Vocalizes p, b, m sounds
- Begins to imitate sounds (e.g., "ba ba")

LANGUAGE MILESTONES:

- Turns toward sounds
- Responds to "no"
- Cries differently for wants & needs
- Recognizes own name & family members names
- Uses gestures to communicate (e.g., reaching arms in response to "up" or waving to others)
- Begins to say "mama" or "dada" (first words usually around 12 months)
- Starts to respond to requests (e.g., "want more?" or "want up?")



SPEECH & LANGUAGE MILESTONES 1-2 YEARS

SPEECH MILESTONES:

- Around two years, child begins to use different combinations of vowels & consonants
- Speech is mostly understood by familiar people & caregivers
- Many words contain only a consonant & vowel (e.g., "da" for "dog")

LANGUAGE MILESTONES:

- Combines 2-word phrases (e.g., "more juice")
- Uses more than 50 words; understands more than 300 words
- Follows 1-step directions (e.g., "get the ball")
- Answers yes/no questions (e.g., "are you a boy?")
- Often uses gestures (e.g., pointing, reaching)



SPEECH & LANGUAGE MILESTONES 2-3 YEARS

SPEECH MILESTONES:

- Sounds p, b, m, n, w, h, s, d, k, g, ng (ling sounds, v are typically mastered)
- Speech should be 50-75% understood by an unfamiliar listener

LANGUAGE MILESTONES:

- Combines 3-word phrases (e.g., "I want juice")
- Starts to understand differences between opposites (e.g., big/little, go up/down)
- Begins to follow simple 2-step directions (e.g., "get your shoes and give them to Dad")
- Begins to name objects when requesting
- Answers simple "wh" questions (e.g., "what is this?")



SPEECH & LANGUAGE MILESTONES 3-5 YEARS

SPEECH MILESTONES:

- By age 3-3½:
 - 95% intelligible to unfamiliar listeners
 - Should produce m, n, h, w, p, t, k, b, d, g, f, y (as in yet), hw- (as in how), kw- (as in quick) & most vowel sounds
- By age 4-4½:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce v, j (as in jump or giant), g (as in glow)
- By age 5-5½:
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce s, "sh," "th" (as in they), sp-, st-, sk-, sm-, sn-, sw-, br-, ph-, th- (as in stage), fl-, tr-, fr- (as in crack)
- Common sound errors that may continue to present at age 5, such as:
 - k, l, a, "th" (as in think), "ch" (as in check)

LANGUAGE MILESTONES:

- Follows 3-step directions (e.g., "put your toy on the table, get your coat, and come here")
- Begins to use 4 or more words in a sentence (e.g., describing day at school)
- Answers more complicated "wh" questions (e.g., "why is he at the doctor?")
- Uses more correct grammar when speaking (e.g., plurals, past tense, pronouns)
- Starts to recognize letters & numbers



RED FLAGS

BY AGE 1, CHILD CANNOT:

- Respond to his/her name
- Begin verbalizing first words
- Have contact

BY AGE 2, CHILD CANNOT:

- Begin combining two-word phrases (e.g., "mama")
- Child does not consistently add new words to expressive vocabulary
- Child does not follow simple instructions
- Child presents with limited play skills

BY AGES 3-5, CHILD CANNOT:

- Verbalize comments or without repeating parts of words or imitating sounds (e.g., "m-m-m-m-mama," "ssssssssss")
- Seems to find the right words, describe an item or event without difficulty
- Begins combining four to five word sentences
- Be understood by both familiar & unfamiliar listeners
- Shows themselves to easily without frustration
- Correctly produce vowels & majority of speech sounds (other than s, t, p, d)
- Child does not ask or answer simple questions
- Child does not play alone & with peers



WHO CAN HELP (WHAT IS A SPEECH-LANGUAGE PATHOLOGIST?)

Speech-Language Pathologists (SLPs) can help! SLPs are all master's-level educated individuals working to help children & adults improve communication. SLPs provide a variety of coursework & clinical placements prior to becoming SLPs.

SLPs are licensed both by the state in which they practice & the American Speech-Language-Hearing Association (ASHA) to work with individuals of varying needs & diagnoses in the areas of articulation, expressive and pragmatic language, articulation and phonology, fluency, voice, feeding and swallowing.

SLPs typically work in clinics, schools, hospitals, or nursing homes.



HOW TO ENCOURAGE SPEECH & LANGUAGE

Communicative temptations: create situations where a child needs to gesture, vocalize, or verbalize to have his or her needs met before giving desired object (e.g., provide pieces)

Imitations: Having a child imitate you helps him or her to produce words & sounds at appropriate times (e.g., saying "hi" to animal howl as you take them out of the box)

Expanding: using a child's language and expanding it to make it more complex (e.g., child says "ball," adult can say "that is your ball")

Build vocabulary: target and expand relevant new words (e.g., seasonal words) to help build vocabulary

Read aloud: emphasize & reinforce new words, ask questions about the story while reading, ask child to retell the story (if age appropriate)

Ask questions: posing questions about daily activities are a great way to encourage language skills, including naming & understanding functions.

Narrate everything: modeling your own speech and language can increase exposure to correct production & enhance a child's abilities.

For more information on Speech & Language Development including videos, checklists, webinars and answers to your questions visit:

www.speechandlanguageinfo.org/speech

Revised L. DOOK, The Parents Infant Toddler Language Scale, UnigraSystems, Inc. Typical speech & language development. Retrieved from <http://www.asha.org/public/speech/development/>

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Speech Origins And Development

Sonja Lanehart



Speech Origins And Development:

Speech Origins and Development Edmund Michael R. Critchley, 1967 **A History of Roget's Thesaurus : Origins, Development, and Design** Werner Hülsen, 2003-11-27 In 1852 Peter Mark Roget eclipsed a rich tradition of topically based dictionaries with the publication of his *Thesaurus of English Words and Phrases Classified and Arranged so as to Facilitate the Expression of Ideas Based on intuition as much as on specific linguistic principles* Roget's book has been a bestseller ever since and is one of the most widely used reference works ever published In this book Werner Hülsen gives the first history of its genesis and publication and investigates the principles of its structural design The author opens with an account of Roget's life and his background in natural science He then charts the parallel histories of dictionaries of synonyms and concepts within the general context of lexicography Synonymy he argues is a necessary feature of languages without which communication would be impossible He traces its theory and practice from Plato to the emergence of French and English synonym dictionaries in the seventeenth century Roget's was the first such book to be arranged by topic and the first to encompass the semantic network of the entire language The author examines the manner and method of its compilation the practical outcomes of the traditions on which it was based and the ways in which the *Thesaurus* reflects and reveals Roget's beliefs and background A History of Roget's *Thesaurus* will interest students and scholars of linguistics semantics and lexicography as well as anyone wishing to know more about a great literary achievement and an astonishing publishing phenomenon *History of English* Arthur Charles Champneys, 1893 Principles of the History of Language Hermann Paul, 1888 **The Origin and Development of the Bengali Language** Suniti Kumar Chatterji, 1926 The Origin and History of the English Language George Perkins Marsh, 1872 *On the Origin, Development, Peculiarities and Destiny of the English Language* Robert Müller, 1860 **History of the English Language** Thomas R. Lounsbury, 1883 *The History of the English Language* Oliver Farrar Emerson, 1894 *Studies in the History of the English Language VIII* Peter Grund, Megan Hartman, 2020-11-09 This volume collects essays that approach notions of creating maintaining and crossing boundaries in the history of the English language The concept of boundaries is variously defined within linguistics depending on the theoretical framework from formal and theoretical perspectives to specific fields and more empirical physical and perceptual angles The contributions to this volume do not take one particular theoretical or methodological approach but instead explore how examining various types of boundaries linguistic conceptual analytical generic physical helps us illuminate and account for historical use variation and change in English In their exploration of various topics in the history of English contributions ask a range of questions what does it mean to set up boundaries between time periods When do language varieties have distinct boundaries and when do they overlap Where do language users draw up clausal constructional semantic phonetic phonological boundaries Thus the chapters explore not only how boundaries illustrate synchronic and diachronic features in the history of the English language but also what we can discover by questioning

perceived or actual boundaries **The Motor Theory of Language Origin** Robin Allott,1989 **Life: Its Nature, Origin, Development, and the Psychical Related to the Physical** Salem Wilder,1886 *An Outline Sketch of the History of the English Language* William C. Kitchin,1888 *The Open Court, a Monthly Magazine* ,1900 **Development of English Literature and Language** Alfred Hix Welsh,1883 The History of Mankind Friedrich Ratzel,1896 *The Aryan Origin of the Gaelic Race and Language* Ulick Joseph Bourke,1876 **A History of Modern Colloquial English** Henry Cecil Wyld,1956 History of the Origin, Development and Condition of Missions Among the Sherbro and Mendi Tribes in Western Africa Daniel Kumler Flickinger,William McKee,1885 **Language in African American Communities** Sonja Lanehart,2022-12-30

Language in African American Communities is essential reading for anyone with an interest in the language culture and sociohistorical contexts of African American communities It will also benefit those with a general interest in language and culture language and language users and language and identity This book includes discussions of traditional and non traditional topics regarding linguistic explorations of African American communities that include difficult conversations around race and racism Language in African American Communities provides an introduction to the sociolinguistic and paralinguistic aspects of language use in African American communities sociocultural and historical contexts and development notions about grammar and discourse the significance of naming and the pall of race and racism in discussions and research of language variation and change activities and discussion questions which invite readers to consider their own perspectives on language use in African American communities and how it manifests in their own lives and communities and links to relevant videos stories music and digital media that represent language use in African American communities Written in an approachable conversational style that uses the author s native African American Women s Language this book is aimed at college students and others with little or no prior knowledge of linguistics

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