

EARLY SPEECH, LANGUAGE & LITERACY SKILLS: HOW DO THEY WORK TOGETHER?

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SPEECH-LANGUAGE PATHOLOGIST = SPEECH THERAPIST = COMMUNICATION THERAPIST

NO MATTER YOUR SPECIFIC GOALS, **WE ARE HERE TO HELP PEOPLE COMMUNICATE.**

ACCESS TO COMMUNICATION IS A BASIC HUMAN RIGHT. EVERYONE DESERVES TO BE HEARD AND TO UNDERSTAND NOT ONLY THEIR IMMEDIATE WORLD BUT ALSO THE POSSIBILITIES THAT ABOUND.

COMMUNICATION IS NOT JUST REQUESTING AND COMMENTING. IT CANNOT BE ENCAPSULATED IN A SMALL, STERILE VOCABULARY OF WORDS USED ONLY WITH HIGHLY FAMILIAR PEOPLE. IT IS HOW WE CONNECT AND FIND PURPOSE.

ROBUST COMMUNICATION NECESSARILY INCLUDES LISTENING, UNDERSTANDING WHAT IS SAID AND, ULTIMATELY, LEARNING A VARIETY OF PERSPECTIVES AND POSSIBILITIES FROM COUNTLESS SOURCES.

LITERACY IS THE ULTIMATE PORTAL TO COMMUNICATION. IT IS THE ACCESS POINT TO GENERALIZE INFORMATION, LEARN SOCIAL SCRIPTS, DEVELOP IMAGINATION AND EXPAND DESCRIPTIVE LANGUAGE.

IT CONNECTS EVERYTHING FROM MACRO (THOUGHTS) TO MICRO (SOUNDS), BRIDGING EVERY PART OF COMMUNICATION FROM LISTENING AND SPEAKING TO SOCIALIZING AND PROBLEM-SOLVING.

DEVELOPMENTAL TIMELINE OF THIS PARTICULAR COMMUNICATION THERAPIST

- RAISED BY PARENTS WHOSE LIFE WORKS HELPED UNDERSERVED PEOPLE BE HEARD AND SUPPORTED
- WROTE A STORY IN 3RD GRADE ABOUT HELPING A FANTASY WORLD FULL OF CHILDREN SPEAK
- FELL IN LOVE WITH THE AUTISM COMMUNITY AS A BEHAVIORAL TECHNICIAN IN 1997
- BEGAN WORKING IN A PRIVATE MULTIDISCIPLINARY CLINIC (SLTA) AS A SPEECH AIDE IN 2001
- EARNED A BACHELORS OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY FROM CSUS IN 2004
- EARNED A MASTERS DEGREE IN THE SAME AREA FROM CSUS IN 2007
- FOUNDED THERAPEUTIC LANGUAGE CLINIC IN RESPONSE TO SLTA CLOSING IN 2016
- EXPANDED TO SUPPORT COMMUNICATION FOR ADULTS WITH PATHWAYS TO EMPLOYMENT IN 2023

SPEECH & LANGUAGE TERMINOLOGY: AREAS OF COMMUNICATION

RECEPTIVE LANGUAGE / COMPREHENSION:

The ability to understand and make sense of what is said

EXPRESSIVE LANGUAGE:

The ability to tell what you think / need / want with words

PRAGMATIC LANGUAGE:

The ability to understand and appropriately respond to social language and play overtures

SPEECH PRODUCTION / ARTICULATION:

The ability to clearly speak words so others understand

SPEECH & LANGUAGE TERMINOLOGY: LITERACY

LITERACY DEVELOPMENT:

The process of learning words, sounds, and language.

EARLY LITERACY:

What children know about reading and writing before they actually learn to read and write.

PHONOLOGICAL AWARENESS:

The ability to discriminate, encode, and manipulate the sound structures of language.
(This starts in a child's first year of life!)

LITERACY:

The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

SIX FOUNDATIONAL LITERACY SKILLS

Adapted from **Six Early Literacy Skills Predict Reading and Writing Success** by Becky L. Spivey, M.Ed.

<u>SKILL</u>	<u>HOW TO BUILD IT</u>	<u>MASTERY INDICATORS</u>
1. <u>PRINT MOTIVATION</u> Interest and motivation for reading.	<ul style="list-style-type: none">■ Make story time part of your routine■ Let your kids see you reading■ Talk about how we read all day long	<ul style="list-style-type: none">■ They bring books to you for fun■ They play with/pretend to read books■ They pretend to write
2. <u>VOCABULARY</u> Knowing the names for things, people, actions, etc.	<ul style="list-style-type: none">■ Read fiction and non-fiction books■ Label all the things in your child's world■ Talk about emotions.	<ul style="list-style-type: none">■ They understand and use new words easily & across a variety of categories■ Thousands of words are expected by the start of school to be able to participate fully.
3. <u>PRINT AWARENESS:</u> Knowing that words in books = words in life.	<ul style="list-style-type: none">■ Point to words as you read them, in books, in stores, on signs.■ Track with your finger to show left-to right, top-bottom progression.	<ul style="list-style-type: none">■ They point to words in a book,■ eventually moving from left-to-right with their finger to connect words.

SIX FOUNDATIONAL LITERACY SKILLS (CONTINUED)

<u>SKILL</u>	<u>HOW TO BUILD IT</u>	<u>MASTERY INDICATORS</u>
4. <u>NARRATIVE SKILLS</u> The ability to tell a story, describe and sequence.	<ul style="list-style-type: none">▪ Have/help them tell what is happening in the story/picture, instead of just listening to you.▪ Have/help them tell about events they have done or will do using a sequence of events.	<ul style="list-style-type: none">▪ They can retell a familiar story and describe pictures with different words.▪ Events and stories the tell about are in the right order.
5. <u>LETTER KNOWLEDGE</u> Knowing letter labels and the sounds they make.	<ul style="list-style-type: none">▪ Point out letters on signs, labels and in books, saying their label or sound.▪ Talk about how shapes of letters are similar as you draw them in sand, paint, or shaving cream.	<ul style="list-style-type: none">▪ They know letter labels▪ They try to write letters▪ They say the sounds of the letters
6. <u>PHONOLOGICAL AWARENESS</u> An understanding of hearing & manipulating sounds in words.	<ul style="list-style-type: none">▪ Have them fill-in-the-blank to complete rhyming verses in familiar books▪ Clap out syllables in big words (oc-to-pus)▪ Teach to sound out words left-to-right	<ul style="list-style-type: none">▪ They come up with rhyming words▪ They can break words into syllables/sounds▪ They can put sounds and syllables back together into words.

TYPICAL DEVELOPMENT: 0-6 MONTHS

COMPREHENDING

- Looks for who is talking
- Quiets to a familiar voice
- Can tell between harsh or soothing voices
- Watches your mouth while you speak
- Recognizes own name
- Responds to “no” half the time

EXPRESSING

- Makes different noises for different reasons
- Babbles
- Takes turns vocalizing
- Plays with mouth sounds
- Attempts to interact
- Vocalizes to singing

SPEAKING

- Experiments with lips, tongue and palate – e.g.: “raspberries” & tongue clicks
- Repeats a syllable – e.g.: mama
- Changes it up and plays with different sounds

LITERACY LINK: 0-6 MONTHS

- **Talk about what you are doing throughout the day** to build auditory attention and vocabulary, even if they do not understand much.
- **Use different emotions and expressive sounds** to draw attention to language overtures and develop social-emotional skills.
- **Read to your infant daily** to develop interest in books, visual attention, joint attention and overall language skills.
- **Imitate your child's vocalizations** to build turn-taking and social skills, as well as beginning phonological awareness skills.

TYPICAL DEVELOPMENT: 6-12 MONTHS

COMPREHENDING

- Recognizes family names
- Gives items upon request
- Follows simple commands occasionally
- Watches your mouth while you speak
- Attends to pictures
- Understands simple questions

EXPRESSING

- Says “mama” or “dada” meaningfully
- Says a few words meaningfully
- Uses a word to call someone
- Imitates the names of familiar objects
- Vocalizes with intent frequently

SPEAKING

- Imitates consonant-vowel combinations – e.g.: ma, do
- Imitates non-speech sounds
- Produces duplicated syllables – e.g.: baba, nono
- Varied babble and jargon emerging

LITERACY LINK: 6-12 MONTHS

- **Give simple directions in context** like “bring the book” or “turn the page” to build comprehension and joint attention to books.
- **Repeat key words they are learning or saying** (e.g.:“mama” or “ball”) **while pointing to them in pictures** to build word-picture correlations.
- **Narrate life and behavior** (e.g.:You are nuzzling my shirt; you must be hungry!) to build vocabulary, comprehension and a love of language.
- **Use simple gestures with books** (e.g.: Brown Bear, what do you see? I see a yellow duck looking at me) to build participation and expressive skills.

TYPICAL DEVELOPMENT: 12-18 MONTHS

COMPREHENDING

- Identifies some body parts
- Finds objects not in sight
- Maintains attention to pictures
- Points to a few action words in pictures
- Understands about 50 words
- Identifies objects by category – e.g.: food, toys

EXPRESSING

- Names a few objects
- Asks “what’s that?”
- Asks for “more”
- Imitates words overheard in conversation
- Produces three animal sounds
- Says about 15 words

SPEAKING

- Uses a variety of early consonant sounds – e.g.: /t, d, n, h/
- Varies pitch when vocalizing
- “Sings” independently
- Uses true words within jargon-like utterances

LITERACY LINK: 12-18 MONTHS

- **Ask simple questions** (e.g.: do you see a dog? Where's the dog?) to encourage pointing responses and imitation of key words.
- **Give directions to “go get a book” (or give 2-3 choices)** to encourage personal choice, joint and sustained attention, & language skills.
- **Expand their words into phrases** (e.g.: “car” > “See car...blue car”) to validate expressive language use while modeling the next skill level.
- **Sing nursery rhymes and do fingerplays** to encourage playful literacy and auditory attention while supporting with visual and melodic cues.

TYPICAL DEVELOPMENT: 18-24 MONTHS

COMPREHENDING

- Understands longer sentences
- Follows unfamiliar commands
- Follows a two-step related command
- Understands the meaning of action words
- Understands new words rapidly

EXPRESSING

- Uses 1- to 2-word phrases frequently
- Uses 50-100 different words
- Tries to relate personal experiences
- Refers to self by name
- Imitates 2- to 3-word phrases
- Uses 3-word phrases at times

SPEAKING

- Produces 1- to 2-syllable words
- Misses some consonants or syllables in bigger words
- Deletes final consonants (e.g.: “ca” for “cat”)
- Uses /k, g/ now
- More consistent use of sounds in simple words

LITERACY LINK: 18-24 MONTHS

- **Use location words** (e.g.: the dog is under the chair; the book is on the table) to build vocabulary and auditory attention in a fun, physical way.
- **Model accentuated sounds at the end of words** (e.g.: “cat” to fix “ca”) to develop phonological awareness and speaking skills.
- **Expand their phrases into sentences** (e.g.: “blue car” > “I see the blue car...blue car is going fast”) to validate their expressive language use while modeling the next skill level.
- **Have them imitate phrases** (“it wasn’t me!”) to build expressive language.

TYPICAL DEVELOPMENT: 24-30 MONTHS

COMPREHENDING

- Understands size concepts
- Identifies four objects by function (e.g.: something to eat, something to wear)
- Understands location phrases
- Understands the concept of “one” (e.g.: just take one)
- Responds to simple questions

EXPRESSING

- Uses 200-350 words
- Uses at least two sentence types (not just “I want”)
- Uses action words
- Uses pronouns – I, you, me
- Asks for help
- Uses negation – no, not
- Speaks in 3-word phrases frequently

SPEAKING

- Produces 1- to 3-syllable words
- 80% intelligible to a parent
- Still some substitutions or sound distortions (e.g.: p/f, w/l, sh/s)
- May imitate your cuss words! Be careful!

LITERACY LINK: 24-30 MONTHS

- **Focus on various descriptive terms** (e.g.: little, pretty, orange, sparkly, gross) to build an ability to describe things they don't know the words for.
- **Talk to your child about plans for the day, what is happening and what you just did** to build understanding of past, present and future.
- **Let them “read” a familiar book to you out loud** to build confidence in speaking, literacy and descriptive language.
- **Ask questions about the story or pictures (including who, what, and where), pointing to & modeling the answers** to build language skills.

TYPICAL DEVELOPMENT: 30-36 MONTHS

COMPREHENDING

- Follows two- to three-step unrelated commands
- Answers yes/no questions correctly
- Identifies part of an object
- Understands the concepts of “one” and “all”
- Responds to Wh- questions

EXPRESSING

- Uses verb+ing
- Uses plurals
- Uses prepositions
- Expresses physical states
- Counts to three
- Relates recent experiences via verbalization
- Converses in sentences

SPEAKING

- Produces familiar 4-syllable words
- 80% intelligible to strangers
- Substitutions, sound distortions and omissions decrease considerably
- Able to use more fricative sounds – e.g.: /s, f, sh/
- No more final consonant deletion

LITERACY LINK: 30-36 MONTHS

- **Ask them to point to parts of objects in pictures** (e.g.: show me the dog's tail, or where is the door of the car?) to increase visual and auditory attention.
- **Hand your child a book upside down and/or backwards** to help them build awareness of how to orient a book for reading.
- **Track with your finger while reading aloud** to bring awareness to left-to-right print and build visual tracking skills.
- **Syllabify large words** (e.g.: um-bre-lla) to build phonological awareness and speaking skills.

“

CHILDREN
ARE MADE READERS
ON THE LAPS
OF THEIR PARENTS.

”

Emilie Buchwald

THERAPEUTIC LANGUAGE CLINIC, INC.

TLC IS A PRIVATE, MULTIDISCIPLINARY CLINIC LOCATED IN FAIR OAKS, CA, PROVIDING
ASSESSMENT, TRAINING, CONSULTATION & DIRECT THERAPY IN THE AREAS OF:

- SPEECH & LANGUAGE THERAPY (SLP/ST)
- OCCUPATIONAL THERAPY (OT)
- FEEDING THERAPY (FT)
- AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)
- ASSISTIVE TECHNOLOGY (AT) *NO DIRECT THERAPY FOR AT
- SUPPORTED LITERACY

PRESCHOOL READINESS BOOST!

This summer, TLC will be piloting a new preschool readiness program!

This two-week program is for those littles not quite ready to participate in the classroom environment.

Social, early academic and life skills will be taught by speech-language and occupational therapists!

Free Speech & OT Screenings

Not sure if your kid needs help?

TLC will be offering FREE screenings for kids aged 4-5 this coming May 2023.

Speech-language and occupational therapy screenings will be available.

Call today to get on the list!
(916) 671-3683

Or email the front desk at:
therapy@tlcinctherapies.com

THANK YOU!

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