



SPEECH & LANGUAGE MILESTONES BIRTH-5

WHAT IS SPEECH & LANGUAGE?

"Speech" can be thought of as verbal communication. It is the act of speech that we make using our air & vocal cords. It starts with understanding words & sentences. Speech means having the knowledge of many different words.

There are three main components of speech:

- 1. Articulation (how we make each sound)
- 2. Hearing (having our "ear buds")
- 3. Fluency (fluency and rhythm)

"Language" encompasses how we use speech to communicate with others in order to communicate. Language also involves all other parts, including the words & sentences we use to make ourselves understood. It is the use of communication in the form of communication.



SPEECH & LANGUAGE MILESTONES BIRTH-1

SPEECH MILESTONES:

- Produces cooing/gurgling sounds by 3 months
- Begins to babble around 6 months (example)
- Vowels (a, u, m, ooh)
- 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 for 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, t, r) sound, v are typically understood
- 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/stop, up/down")
- Begins to follow simple 2-step directions (e.g., "get your shoes and give them to Dad")
- Begins to name objects when requested
- Answers simple "wh" questions (e.g., "what is this?")



SPEECH & LANGUAGE MILESTONES 3-5 YEARS

SPEECH MILESTONES:

- By age 3-3 1/2
 - 75% intelligible to unfamiliar listeners
 - Should produce m, n, h, w, p, t, k, s, d, g, f, y (as in yet), h- (as in hand), h- (as in quick) & most vowel sounds
- By age 4-4 1/2
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce w, j (as in jump or giant), g- (as in glow)
- By age 5-5 1/2
 - 100% intelligible to unfamiliar listeners, may have pronunciation errors
 - Should produce s, "sh," "th" (as in they), "ch," "ck," "ph," "sh-," "sh-," "sh-," "ph-," "th- (as in stop), "r-," "tr-," "tr- (as in crack)
- Common sound errors that may continue to present at age 5, such as:
 - k, l, s, "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 uttering first words
- Follow contact

BY AGE 2, CHILD CANNOT:

- Say 2-3 word phrases (e.g., "mama")
- Child does not consistently add new words to expressive vocabulary
- Child does not follow simple instructions
- Child interacts with limited play skills



BY AGES 3-5, CHILD CANNOT:

- Verbally communicate without repeating parts of words or imitating sounds (e.g., "mama" or "mama")
- Seems to find the right words, describe an item or event without difficulty
- Begin combining two to four word sentences
- Be understood by both familiar & unfamiliar listeners
- Show themselves to easily without frustration
- Correctly produce names & majority of speech sounds (e.g., s, p, b, t, d)
- Child does not ask or answer simple questions
- Child does not phrase & sentence
- Child prefers to play alone than 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 diagnose a variety of communication & clinical placements, prior to treating them.

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, 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 verbally to have his or her needs met before giving desired object (e.g., "poodle please")

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

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 engage 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.

Repeat 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.SpeechandLanguageDevelopment.com

Reynolds, L. (2000). The Revised Infant-Toddler Language Scale. UnigoSystems, Inc. Typical speech & language development. Retrieved from <http://www.unigo.org/public/speech/language/development/>

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The Development Of Speech

Clifford Lane



The Development Of Speech:

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