In the Beginning...

- Communication is an interactive “dance”
- Begins VERY early
- Infants and caregivers read each other's cues
- Infants smile, vocalize to respond or gain attention - caregivers imitate their behavior; infants imitate caregivers
- Usually works well, but if interrupted by parenting difficulty or if child’s signals are less obvious...
Doesn’t Mean They Can’t Make the Dance...

✔ But parents may have to learn how
✔ Early intervention is VITAL
There Is a Difference

Between “speech” and “language”
What Is Speech?

✔ Speech is the spoken form of the language.
What Is Language?

✔ Language is the code that we learn to use in order to communicate ideas and express our wants and needs. Reading, writing, gesturing and speaking are all forms of language.
What Makes up This Language Code?

✔ Language is made up of a series of rules for:
  - Creating words from smaller units likes sounds, letters (phonology)
  - Modifying the meaning of root words by adding s, ed, ing, er, dis (morphology)
  - Combining words together (grammar/syntax)
  - Attaching meaning to words (semantics)
  - Holding a conversation, telling a story, using different forms of language for different listeners, purposes and situations. (Pragmatics)
What Is “Normal” Speech and Language Development?

By age 6, a child….

- Has correct articulation of almost all speech sounds, R, S and th may be later. Speech should be 100% intelligible.
- Can use adult-like grammar in sentences and conversations.
- Understands the meanings of most sentences.
- Predicts the next sequence of events and can tell a 4 to 5 part story.
- Knows most opposites and the meaning of away, through toward and from.
- Knows the meaning of yesterday, today and tomorrow.
- Asks and answers questions (why, what, how, etc.)
What Is Normal Speech Sound Development?
These Are the Ages at Which 90% of All Children Have Acquired Consonant Sounds

✔ Ages consonants

- 3 1/2 - b, p, m, w, h (80% intelligible)
- 4 1/2 - d, t, n, g, k, ng, y (90% intelligible)
- 5 1/2 - f
- 6 1/2 - v, voiced th, sh, l, ch
- 7 1/2 - s, z, r, voiceless th, wh
The Language of School

✔ Is different from the casual interactional use of language that children experience before they come to school

✔ BICS vs. CALP (ESL students)

✔ A child’s language must be fairly sophisticated to process teacher’s directions and to learn to read textbooks
Most children enter school with an adult or near adult linguistic code but continue to develop their vocabularies, inferencing skills, their abilities to use language in content areas, to track what is to be said and view language as an object that can be reflected upon - becoming metalinguistic (menyuk, 1983)
What Are Speech and Language (Communication) Disorders?

✔ Speech and language disorders affect the way people talk and understand. Disorders range from simple sound substitutions to the inability to use speech and language at all.
Speech Disorders

✔ Can be classified under the headings of

– Articulation, including substitutions, omissions, distortions or additions of sounds.

– Voice, including problems with respiration, phonation (pitch, intensity and quality) and/or resonance.
As Well As...

- Fluency which includes stuttering and cluttering. An interruption in the rhythm of speech characterized by hesitations, repetitions or prolongations of sounds, syllables, words or phrases.

- Problems with the structure and function of the oral peripheral mechanism including apraxia, dysarthria. Developmental verbal dyspraxia and feeding.
Language Disorders

✔ Are described as receptive (understanding), expressive (spoken) or both and include the areas of:
  - Syntax/morphology…word order, word forms and developmental level.
  - Semantics…vocabulary, meanings, concepts and word finding.
  - Pragmatics - the social use of language
  - Phonological awareness - sound structure
As Well As...

- Phonological processing disorders - severe articulation disorders which affect syntax, plus mastery of the alphabetic system.
- Auditory processing disorders - including auditory perception (discrimination, memory, sequencing, analysis, synthesis), association and auditory attention.
Impact

A speech and/or language disability will prevent a child from receiving full benefit from general education

- Because of an interference with oral and/or written communication in academic or social interactions.
- Because of undesirable or inappropriate behavior due to limited communication skills.
- Or perhaps an inability to communicate without the use of assistive, augmentative/alternative communication devices or systems.
A Communication Disorder Adversely Impacts the Student’s Educational Performance - Academic, Social/Emotional

✔ Auditory processing
  - Essential for understanding and using oral and written language

✔ Semantics
  - Reading comprehension and writing skills are necessary in all curricular areas and dependent upon solid semantic skills
As Well As

✔ Syntax and grammar
  Skills are essential to understanding and using oral and written language.

✔ Pragmatics
  Necessary to the understanding and use of language to listen, comprehend, solve problems in math and science and use/understand language in various interactions.
  ↘ Phonological processing
  Needed to develop the sound system of language, alphabetic system and to develop syntax and morphological structures.
Plus

✔ Fluency
  - Can prevent students from fully participating in the classroom and limit social interactions.

✔ Voice
  - Can adversely affect oral communication skills in all curricular areas

✔ Articulation disorders
  - Basic skill in developing sound-symbol relationships for spelling as well as reading.
What Causes a Communication Disorder?

- Hearing loss
- Syndromes
- Cerebral palsy, nerve/muscle disorders
- Severe head injury, stroke, viral diseases
- Mental retardation
- Exposure in utero to drugs, alcohol, etc.
- Physical impairments/cleft lip &/or palate
- Inadequate speech/language model
- Frequently, the cause is unknown
Behaviors to Look for in Your Classroom.

✔ Inattentiveness
✔ Sequencing problems
✔ Can’t get ideas or thoughts across
✔ “Class clown”
✔ Extreme forgetfulness
✔ Lack of communication
✔ Coping behaviors
✔ Lack of academic progress
✔ Withdrawal/exclusion from group activities
✔ Poor self concept
✔ Disjointed conversational style
What Is the Impact of a Language Disorder in the Older Student?

✔ Cognition
  – Remain concrete operational thinkers..Bring “chaos to order.”

✔ Language comprehension/listening
  – Miscomprehend, can’t find main idea, difficulty following directions. Listening is “boring.”

✔ Language production/conversation
  – Language is not organized, false starts, verbal mazes. Unaware of communication rules, poor grammar.

✔ Survival language
  – Can’t use the slang or jargon of the hour
Children at Risk for Reading Disabilities.

✔ Early identification of language-based reading disabilities (Hugh Catts)
  - Speech sound awareness
  - Word retrieval
  - Verbal memory
  - Speech production/perception
  - Comprehension
  - Expressive language
  - Other important factors
Developing Literacy Skills

✔ Children with developmental delays need activities that stimulate the development of oral language.

✔ Sample activities (Strickland & Morrow, 1990)

   Use recipes, read labels, read signs, use thematic experiences such as story book reading with related art, drama and cooking activities to help child understand and integrate concepts, create and use interactive storyboards, use repeated readings to facilitate internalization of concepts and grammar presented. Have a print rich environment.
One Method of Matching Oral Language and Reading Instruction With Pictures, If the Child:

Do This:

✔ Names objects, people, actions, animals
✔ Describes objects/ actions frame by frame but can’t create a coherent story
✔ Attempts to relate a story based on pictures, but lacks detail/coherence
✔ Share picture books to develop vocabulary and book handling skills.
✔ Encourage contextualized reading of labels, tags, products, characters.
✔ Retell stories, ask & answer questions, use journals for pictures, let students dictate stories to be written in their journal.
<table>
<thead>
<tr>
<th>Behavior Activities</th>
<th>Suggested Reading</th>
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<tr>
<td>✔ Provides a story with characters, topic and sequence.</td>
<td>✔ Develop a personalized set of sight words, teach letter recognition, phonemic awareness.</td>
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<tr>
<td>✔ Tells a complete story with no need for pictures for listener understanding</td>
<td>✔ Use commercial phonics-based reading readiness materials.</td>
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<td>✔ (Syndactics/1989)</td>
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What Else Can You Do in the Classroom?

✔ Involve your speech-language pathologist in assessment and in the classroom.

✔ Know both the level of understanding and expressive of language of your student as well as level of phonological awareness and how it relates to their learning.

✔ Use a variety of language forms during instruction to enable students with both high and low language skills to understand content. Check for understanding.
What Can You Do in the Classroom?

✔ Models for inclusion

✔ Follow these tips for articulation, fluency, phonological processing disorders, language and auditory processing.
Questions

✔ And comments…..