



# STIMULUS TOOLKIT REFERENCE GUIDE



# STIMULUS TOOLKIT

## REFERENCE GUIDE

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Publisher : **Réseau 0-5 Haut-Saint-Laurent**

### The partners organizations of the Réseau 0-5 Haut-Saint-Laurent (2017):

- Centre de la Petite Enfance Abracadabra
- Centre de la Petite Enfance Kaléidoscope
- Centre de Ressources Familiales Haut-Saint-Laurent (CRF)
- CISSS-MO (CLSC Huntingdon)
- Community Learning Center (New Frontiers School Board)
- Espace Suroît
- Résidence-Elle du Haut-Saint-Laurent
- Une Affaire de Famille (UAF)



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Realized in 2017

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# INTRODUCTION

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For more than 8 years now, various early childhood partners have been working on different language stimulation projects. In 2008, the Haut-Saint-Laurent Local Action Committee partners agreed that the problem of language among preschool children is cryptic in the Haut-Saint-Laurent region. Partners have implemented language stimulation workshops, where the participants work in a parent/child dyad in accompaniment of a speech therapist from the region.

**From year to year, the workshops have become more and more popular due to meeting familie's real needs, such as offering the opportunity to be accompanied by a speech-language pathologist, as well as help children to be better prepared for their entry to kindergarten.** The speech therapy service is non-existent to the public on the territory. Because the extent of the Haut-Saint-Laurent territory is vast, families must travel to neighboring territories,

which is not always easy for parents. The promotion and prevention components of this project are essential for language stimulating. The language stimulation workshops put in place by the partners has made it easier to facilitate the school entry for children with speech stimulation needs.

**In 2014, the results of the EQDEM (Colibri) confirm that the language challenge is always a priority on the territory.**

The partners' reflections are continuing in order to find ways to ensure that organizations have everything they need to meet the needs of parents. Thus, in the framework of the reflections, the common toolkit was put in place in 2015. This way, all the organizations use a common practice and common tools in order to stimulate the language, and therefor increase the capacity of the child to express themselves according to their level of development on the territory.

## RÉSEAU 0-5

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## HAUT-SAINT-LAURENT

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### OUR MISSION

To work with young children and their families in the Haut-Saint-Laurent region to improve their living conditions, to promote their overall development, and support for families.

### OUR VISION

It is our lighthouse, our destination. This is what ultimately motivates us to act together: that children aged 0-5 years have everything they need to enter school and to approach life in a successful and positive way. This change goes directly through an action with parents, who are the child's first educators.

# CONTENTS OF THE STIMULUS TOOLKIT REFERENCE GUIDE



- The Suitcase with Words
- Roll and Play (dice)
- Has the Cat Got Your Tongue?
- My First Sentences 1
- Sound Toolkit-Complete Package
- Sound Toolkits-Additional Activities
- Lotto Pronouns- He and She
- The Spiral of Pronouns- He and She
- Twin Sentences
- Build Simple Sentences
- That is weird!-K, G ,N
- That is weird!-P, B, Ms
- Workshop on Photo Sequences (4)
- Pictograms- Because an image is worth a thousand words
- Pictograms 2- On the road to autonomy
- Book: The Adventures of Violette, and the Violette puppet.

# DESCRIPTION OF THE GAMES

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## WORDS

### **Game 1 : THE SUITCASE WITH WORDS**

A language game that lets you develop lexical (words) and syntactic (sentences). Also helps to improve vocabulary and semantic skills (meaning of words). It also allows the determinants (the, one, some) of the pronoun "I" and the present "it's". (See description for proposed activities).

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### **Game 2 : ROLL AND PLAY (DICE)**

Dice and cards that allow you to work on reading images or words using different learning categories: emotions, counting, colours, body parts, actions and animal sounds. (See instructions and guide).

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## SOUNDS

### **Game 5 : SOUND TOOLKITS- COMPLETE PACKAGE**

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### **Game 6 : SOUND TOOLKIT- ADDITIONAL ACTIVITIES**

A game which develops the capability of naming different images. It improves the pronunciation of various consonants in initial position (beginning of word), median (middle of word), and the end of a word. It prompts the use of syllabic segmentation (to separate words in syllables) and phonemics (to separate words by sounds) of varied words. It also increases expressive vocabulary. (See instructions).

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### **Game 11 : THAT IS WEIRD ! - K, G, N**

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### **Game 12 : THAT IS WEIRD ! - P, B, M**

Jeu qui permet à utiliser le langage oral pour discuter et à développer les habiletés de raisonnement à l'aide de situations absurdes. Amener à produire les phonèmes (sons) K,G,N,P,B,N. (Voir instructions pour les objectifs)

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## QUESTIONS AND PRONOUNS

### **Game 3 : WHO GIVES MY TONGUE TO THE CAT?**

A journey that allows you to work and improve the understanding of questions (Where, Who, With What, When, Why, How) while having fun and learning new words. (See instructions for game description).

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### **Game 7 : LOTTO OF PRONOUNS - HE AND SHE**

## SENTENCES

### Game 4 : MY FIRST SENTENCES 1

A game that allows the construction of simple sentences with SV structure (subject and verb) in a graduated way, and enriches verb vocabulary. (Set no.1: Sentences of which only the subject varies, Set no.2: Sentences of which only the verb varies (see instructions for the rules of the game, and for advice to the speakers).

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### Game 9 : TWIN SENTENCES

A game that allows to understand and produce simple sentences (sentences containing a subject group, a verb group, and a verb complement). Understand and produce coordinated sentences consisting of two simple sentences linked by the conjunction “and.” (See instructions).

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### Game 10 : BUILD SIMPLE SENTENCES

Game that allows to build simple sentences (subject-verb-complement). To lead the child to master the agreement in genus of the definite articles “the” and pronouns “he and she.” Enrich the vocabulary of verbs. Enrich basic vocabulary. (See instructions).

## CHRONOLOGICAL ORDER

### Game 13 : WORKSHOP ON PHOTO SEQUENCES

A game that allows to structure the notion of time (temporal and spatial location) thanks to the sequential classification, while stimulating the sense of the observation and the language. (See pedagogical approach).

## VISUAL- NON-VERBAL SUPPORT

2 books including 2 CD-ROMs containing pictograms of images, social scenarios, tables, exercise cards, learning sequences and playgrounds.

### Game 14 : PICTOGRAMS- BECAUSE AN IMAGE IS WORTH A THOUSAND WORDS

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### Game 15 : PICTOGRAMS 2- ON THE ROAD TO AUTONOMY

## EARLY LITERACY

Reading a story to your child on a daily basis promotes phonological awareness and literacy development.

### Game 16: THE ADVENTURES OF VIOLETTE, OR A BOOK OF YOUR CHOICE

The use of the Violette puppet makes the reading more interactive for your child.

# LINGUISYSTEMS GUIDE TO COMMUNICATION MILESTONES

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- Morphology
- Phonological Awareness
- Pragmatics
- Pronouns
- Questions
- Speech Sound Acquisition
- Vocabulary

Janet R. Lanza  
Lynn K. Flahive

800-776-4332  
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## **Financial Disclosure Statement**

**Lynn K. Flahive is employed by Texas Christian University**

### **Disclosure**

**Financial–Lynn Flahive is a LinguSystems author and receives royalties for products and was paid a stipend for this course**

**Nonfinancial–Lynn Flahive has no relevant nonfinancial relationships to disclose**

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**This course, "Communication Milestones," was funded in its' entirety by LinguSystems**



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Printed in the U.S.A.

ISBN 978-0-7606-0826-5

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## About the Authors



**Janet R. Lanza, M.S., CCC-SLP**, has worked as a speech-language pathologist in public schools, private practice, and a university clinic in Texas since 1976. She has been on the faculty of the Department of Communication Sciences and Disorders at Texas Christian University in Fort Worth, Texas, since 1989. At the TCU Miller Speech and Hearing Clinic, Janet is an instructor and clinical supervisor for classroom settings of preschool children with a variety of communication disorders.



**Lynn K. Flahive, M.S., CCC-SLP**, has over 25 years experience as a speech-language pathologist. She worked in private and public schools in Wisconsin, Ohio, Illinois, and Texas for 12 years before joining the Department of Communication Sciences and Disorders at Texas Christian University in Fort Worth, Texas. Lynn has special interests in working with early childhood and early elementary-aged children with phonological and/or language delays. She is a Board Recognized Specialist in Child Language. Lynn is past President of the Texas

Speech-Language-Hearing Association and past Executive Director of the National Student Speech Language Hearing Association.

Janet and Lynn have co-authored numerous products for LinguiSystems. They also present workshops nationally and in Canada on the topics of practical and motivational speech and language therapy for young children.

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## Introduction

*When should I expect my child to say two-word phrases, produce consonant clusters, or follow two-step directions? Does this client have the speech and language skills that are expected at his age?* These are questions often asked of us as speech-language pathologists (SLPs) or that we ask ourselves as we work with children with communication disorders.

Thanks to researchers and clinicians who have provided us with invaluable information over many years, we know that typical speech and language development follows a predictable progression. SLPs must familiarize themselves with the steps in this progression to provide the most effective therapy for clients and to give honest, research-based information to their families. If you are like us, you learned much of this information in college and, given some time to search, could locate it if you needed to. But time is scarce in the life of an SLP. This booklet provides this important information at your fingertips.

We found many different sources for communication milestones while conducting research to create this guide. Most sources agree with each other; some vary a bit. We drew from numerous reliable sources to provide a snapshot of milestones for the major areas of childhood speech and language. As in all listings of milestones, the information represents an average age at which most monolingual, English-speaking children will acquire a skill. If a child has not mastered a certain skill by the suggested age, that does not indicate a disorder. However, if most of the items in an age range have not been achieved, parents and professionals who work with the child should consider further investigation in that area.

*LinguiSystems Guide to Communication Milestones* contains developmental milestones for the following areas:

- Feeding
- Speech-Sound Acquisition
  - Prelinguistic Speech Development
  - Phoneme Development
  - Phonological Patterns
  - Speech Intelligibility Expectations
- Pronouns
- Morphology
- Mean Length of Utterance
- Pragmatics
- Literacy
- Phonological Awareness
- Concepts
- Vocabulary
- Questions
  - Answering Questions
  - Asking Questions
- Listening

We learned a great deal and were reminded of so much helpful information while developing this resource. This process also served as a nice validation that we really are doing things in the right order! We look forward to having this booklet on our shelves to use as a handy reference when talking to parents and co-workers and when making clinical decisions. We hope you will too!

Janet and Lynn

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## Feeding

The American Speech-Language-Hearing Association states that “speech-language pathologists play a primary role in the evaluation and treatment of infants, children, and adults with swallowing and feeding disorders” (ASHA, 2002). SLPs are knowledgeable about normal and abnormal anatomy and physiology with respect to respiration, swallowing, and speech. Thus, it is appropriate for SLPs to play a role in feeding.

Age	Milestones
Birth – 4 months	<ul style="list-style-type: none"><li>• Sucks fingers when near mouth</li><li>• Places hands on bottle during feeding</li><li>• Recognizes a nipple or bottle</li><li>• Pats a bottle with one or both hands</li></ul>
5 – 6 months	<ul style="list-style-type: none"><li>• Holds a bottle independently with one or both hands</li><li>• Mouths and gums solid foods</li><li>• Opens mouth when a spoon is presented</li></ul>
6 – 9 months	<ul style="list-style-type: none"><li>• Feeds self crackers</li><li>• Drinks from a cup held by an adult – some loss of liquid</li><li>• Reaches for a spoon when presented/bangs a spoon</li><li>• Prefers for a parent to feed</li></ul>
9 – 12 months	<ul style="list-style-type: none"><li>• Holds a soft cookie in mouth (9 months) and bites through it (12 months)</li><li>• Imitates stirring with a spoon</li><li>• Eats lumpy, mashed food</li><li>• Chews using rotary jaw action (emerging)</li></ul>
12 – 18 months	<ul style="list-style-type: none"><li>• Grasps a spoon with a full hand</li><li>• Brings a full spoon to mouth, turning spoon over en route</li><li>• Begins to drink through a straw</li><li>• Holds a cup with two hands</li><li>• Drinks with four or five consecutive swallows</li></ul>
18 – 24 months	<ul style="list-style-type: none"><li>• Gives up the bottle</li><li>• Scoops food with a spoon and brings to mouth with spillage</li><li>• Drinks from a cup with limited spillage</li><li>• Swallows with lip closure</li><li>• Self-feeds frequently</li><li>• Chews a broad range of food</li><li>• Has precise up/down tongue movement</li></ul>
24 – 36 months	<ul style="list-style-type: none"><li>• Bites through a variety of food thicknesses</li><li>• Brings a spoon/fork to mouth, palm up, self-feeds with little spillage</li><li>• Holds a small, open cup in one hand with little spillage</li><li>• Chews with lips closed</li><li>• Chews using stable rotary jaw action</li></ul>

We’d like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association ([www.asha.org/policy](http://www.asha.org/policy)); Arvedson (2006); and Nicolosi, Harryman, & Kresheck (2006). For more information, please see the full References, Websites, & Resources list on pages 22-24.

# Speech-Sound Acquisition

## Prelinguistic Speech Development

Oller's study (1980) is widely referenced when looking at the stages children go through in the acquisition of articulation and phonological skills. Though each stage has a designated time frame, there is overlap between stages. Each new stage features characteristics not observed in prior stages.

Stage	Age	Milestones
1—Phonation	Birth – 1 month	<ul style="list-style-type: none"><li>• Demonstrates reflexive vocalizations such as crying, burping, coughing, and sneezing</li><li>• Demonstrates nonreflexive sounds that are similar to syllabic nasals</li></ul>
2—Cooing and Gooing	2 – 3 months	<ul style="list-style-type: none"><li>• Uses sounds that are acoustically similar to<ul style="list-style-type: none"><li>- back vowels</li><li>- consonant-vowel (CV) and vowel-consonant (VC) productions containing back vowels (/u, ʊ, o, ɔ, a/) and back consonants (velars /k, g, ŋ/)</li></ul></li></ul>
3—Exploration/Expansion	4 – 6 months	<ul style="list-style-type: none"><li>• Gains better control of laryngeal and articulatory mechanisms during this period by engaging in vocal play</li><li>• Squeals, growls, yells, produces “raspberries” (bilabial /p, b, m/ and lingual labial trills)</li><li>• Produces vocalizations that vary daily and weekly</li><li>• Produces vowels with better oral resonance</li><li>• Begins marginal babbling with CV and VC syllable sequences</li></ul>
4—Canonical Babbling	7 – 9 months	<ul style="list-style-type: none"><li>• Continues to use CV syllables that have more adult-like timing</li><li>• Uses some reduplicated syllables such as /bʌbʌ/ and /mama/</li><li>• Consonant phonetic inventory may have stops, glides, nasals</li><li>• Vowel phonetic inventory may have lax vowels /ɛ, ɪ, ʌ/</li><li>• Uses fewer velars (back sounds); increases use of alveolars and bilabials (front sounds)</li></ul>
5—Variegated Babbling	10 – 12 months	<ul style="list-style-type: none"><li>• Continues to use CV syllables</li><li>• Begins variegated babbling; uses different CV syllables that result in verbalizations such as /bʌmʌgʌ/ and /tikʌti/</li><li>• Produces adult-like intonation and prosody, resulting in utterances that sound like a real question or exclamation</li><li>• Most commonly used vowels at this time are /ɛ, ʌ, a, ʊ/ (Bauman-Wangler, 1994)</li><li>• Most frequently used consonants at this time are /h, d, b, m, t, g, s, w, n, k, j, p/ (Locke, 1983)</li></ul>

## Phoneme Development

Researchers use two different methodologies to determine the age of speech-sound acquisition. In cross-sectional studies, children of different ages are tested on their abilities to produce speech sounds at a given point in time. Longitudinal studies involve testing the same children's productions over time. Comparing the results of the various studies can be difficult because researchers have used a variety of mastery levels and means of eliciting responses. In some studies, sounds produced correctly 100% of the time were considered mastered, but for others, the criterion was 75% of the time. Words were produced spontaneously in some studies but were imitated in others. Some researchers required the mastery level to be met in all word positions, whereas others were concerned only with the initial and final word positions (Flahive & Hodson, in press).

Despite the variability in criteria, some general agreement yields a few overall conclusions about the acquisition of individual sounds. Nasals "m, n, ng," stops "p, b, t, d, k, g," and glides "w, y" are acquired earliest, followed by fricatives "f, v, s, z, sh, zh," voiced and voiceless "th," affricates "ch, j," and then liquids "l, r" (Sander, 1972). Sander's analysis of previous studies also noted that voiced and voiceless "th" were generally the latest phonemes to be acquired.



Data from Sander (1972)



## Phonological Patterns

### Processes Disappearing by 3 Years

Process	Description	Example
Unstressed syllable deletion	omitting a weak syllable	banana → /nænə/
Final consonant deletion	omitting a singleton consonant at the end of a word	cat → /kæ/
Diminutization	adding /i/ at the end of nouns	dog → /dagi/
Velar fronting	substituting a front sound for a back sound	can → /tæn/
Consonant assimilation	changing a phoneme so it takes on a characteristic of another sound in the word	cat → /tæt/
Reduplication	repeating phonemes or syllables	bottle → /bɒbɒ/
Prevocalic voicing	substituting a voiced consonant for a voiceless consonant before a vowel	sun → /zʌn/

### Processes Persisting After 3 Years

Process	Description	Example
Cluster reduction	omitting one or more consonants in a sequence of consonants	clean → /kin/
Epenthesis	adding a sound, typically /ʌ/, between two consonants	black → /bʌlæk/
Gliding	substituting /w/ or /j/ for another consonant	run → /wʌn/
Vocalization/ Vowelization	substituting a vowel for a consonant	car → /kə/
Stopping	substituting a stop consonant for a fricative, liquid, nasal, or glide	sun → /dʌn/
Depalatalization	substituting a nonpalatal consonant for a palatal consonant	shy → /saɪ/
Final consonant devoicing	substituting a voiceless final consonant for a voiced consonant	bag → /bæk/

Data from Stoele-Gammon & Dunn (1985)

**Phonological Patterns, *continued***

We reviewed several studies to determine the age by which at least 75% of children no longer use a given process.

Individual Process	Description	Example	Likely Age of Disappearance
Denasalization	changing a nasal consonant to a nonnasal	mat → /bæt/	2.6
Assimilation	changing a phoneme so it takes on a characteristic of another sound in the word	cat → /tæt/	3
Affrication	substituting an affricate for a nonaffricate	sheep → /tʃip/	3
Final consonant deletion	omitting a singleton consonant at the end of a word	cat → /kæ/	3
Fronting of initial velar singles	substituting a front sound for a back sound	can → /tæn/	4
Deaffrication	replacing an affricate with a continuant or stop	chip → /sɪp/	4
Cluster reduction (without /s/)	omitting one or more consonants in a sequence of consonants	grape → /gep/	4
Depalatalization of final singles	substituting a nonpalatal for a palatal sound at the end of a word	dish → /dɪt/	4.6
Depalatalization of initial singles	substituting a nonpalatal for a palatal sound at the beginning of a word	shy → /taɪ/	5
Alveolarization	substituting an alveolar for a nonalveolar sound	chew → /tu/	5
Final consonant devoicing	substituting a voiceless final consonant for a voiced consonant	bag → /bæk/	5
Cluster reduction (with /s/)	omitting /s/ in the initial position of a cluster	step → /tɛp/	5
Labialization	replacing a nonlabial sound with a labial sound	tan → /pæn/	6
Initial voicing	substituting a voiced consonant for a voiceless consonant before a vowel	sun → /zʌn/	6
Gliding of initial liquids	substituting a /w/ or /j/ for another consonant	run → /wʌn/	7
Epenthesis	adding a sound, typically /ʌ/, between two consonants	black → /bʌlæk/	8

Data from Peña-Brooks & Hegde (2007)

— Speech Intelligibility Expectations —

Age	Intelligibility Level
19 – 24 months	25% – 50%
2 – 3 years	50% – 75%
4 – 5 years	75% – 90%
5+ years	90% – 100%

Data from Peña-Brooks & Hegde (2007)

We'd like to thank the following sources from which we obtained information for this chapter: Bauman-Wangler (1994), Bowen ([www.speech-language-therapy.com/acquisition.html](http://www.speech-language-therapy.com/acquisition.html)), Flahive & Hodson (in press), Locke (1983), Oller (1980), Peña-Brooks & Hegde (2007), and Sander (1972). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Pronouns

There is no clear-cut progression for the acquisition of pronouns. However, most linguists agree that *I* and *it* are the first pronouns to emerge, followed by *you*. Research also indicates that children use most subjective and objective pronouns by three years of age and possessive pronouns by age five.

Approximate Age	Pronouns
12 – 26 months	I, it (subjective and objective)
27 – 30 months	my, me, mine, you
31 – 34 months	your, she, he, yours, we
35 – 40 months	they, us, hers, his, them, her
41 – 46 months	its, our, him, myself, yourself, ours, their, theirs
47+ months	herself, himself, itself, ourselves, yourselves, themselves

We'd like to thank Owens (1996) from whom we obtained information for this section. For more information, please see the full References, Websites, & Resources list on pages 22-24.

## Morphology

Morphology is the study of how morphemes are put together. A morpheme is the smallest meaningful unit of language. Grammatical morphemes apply inflection that signals meaning to nouns, verbs, and adjectives.

Age	Grammatical Morphemes	Example
19 – 28 months	<ul style="list-style-type: none"> <li>Present progressive <b>-ing</b></li> </ul>	crying
29 – 38 months	<ul style="list-style-type: none"> <li>Regular plural <b>-s</b></li> <li>Present progressive <b>-ing</b> without auxiliary</li> <li>Semiauxiliaries</li> <li>Overgeneralization of past tense <b>-ed</b></li> <li>Possessive <b>-s</b></li> <li>Present tense auxiliary</li> </ul>	socks baby crying gonna, gotta, wanna I runned. girl's hat can, will, be, do
39 – 42 months	<ul style="list-style-type: none"> <li>Past tense modals</li> <li>"Be" verb + present progressive <b>-ing</b></li> </ul>	could, would, should, must, might The baby <b>is</b> crying.
43 – 46 months	<ul style="list-style-type: none"> <li>Regular past tense <b>-ed</b></li> <li>Irregular past tense</li> <li>Regular third-person-singular, present tense</li> <li>Articles</li> </ul>	He kicked. She ate. He drinks. a boy, the tree
47 – 50 months	<ul style="list-style-type: none"> <li>Contractible auxiliary</li> <li>Uncontractible copula</li> <li>Uncontractible auxiliary</li> <li>Irregular third person singular</li> <li>Past tense <b>"be"</b> verb</li> </ul>	The boy's talking. It is big. He is swimming. She has it. She was dancing.

We'd like to thank the following sources from which we obtained information for this section: Bowen ([http://members.tripod.com/Caroline\\_Bowen/?BrownsStages.htm](http://members.tripod.com/Caroline_Bowen/?BrownsStages.htm)); Brown (1973); Haskill, Tyler, & Tolbert (2001); and Retherford (2000). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Mean Length of Utterance

### Based on Brown's Stages of Language Development

For English-speaking children, the mean length of utterance (MLU) is a fairly reliable predictor of the complexity of their language. MLU typically increases 1.2 morphemes per year from 18 months to five years of age (Owens, 1996).

Brown's Stages of Language Development	Age	MLU	Milestones
I	12 – 26 months	1.0 – 2.0	<ul style="list-style-type: none"><li>• Uses one-, two-, and three-word utterances</li><li>• Uses intonation to ask yes/no questions</li><li>• Uses limited <i>wh-</i> questions</li></ul>
II	27 – 30 months	2.0 – 2.5	<ul style="list-style-type: none"><li>• Begins to use grammatical morphemes</li><li>• Uses <i>in</i> and <i>on</i></li></ul>
III	31 – 34 months	2.5 – 3.0	<ul style="list-style-type: none"><li>• Increases in length due to use of auxiliaries</li><li>• Increases use of <i>wh-</i> questions</li><li>• Uses interrogative reversals</li></ul>
IV	35 – 40 months	3.0 – 3.75	<ul style="list-style-type: none"><li>• Uses object-noun-phrase complements</li><li>• Uses indirect or embedded <i>wh-</i> questions</li></ul>
V	41 – 46 months	3.75 – 4.5	<ul style="list-style-type: none"><li>• Coordinates simple sentences</li><li>• Uses locatives (e.g., <i>up</i>, <i>down</i>)</li><li>• Uses <i>and</i> as main conjunction</li></ul>
V+	47+ months	4.5 +	<ul style="list-style-type: none"><li>• Adds negative interrogatives</li><li>• Adds indefinite forms, such as <i>nobody</i>, <i>no one</i></li><li>• Has some difficulty with double negatives</li></ul>

We'd like to thank the following sources from which we obtained information for this section: Bowen ([http://members.tripod.com/Caroline\\_Bowen/?BrownsStages.htm](http://members.tripod.com/Caroline_Bowen/?BrownsStages.htm)); Brown (1973); Nicolosi, Harryman, & Kresheck (2006); and Owens (1996). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Pragmatics

Pragmatics is the study of speaker-listener intentions and interactions, and all elements in the environment surrounding the message. It is often referred to as *social language skills*.

Age	Milestones
Birth – 6 months	<ul style="list-style-type: none"><li>• Startles to loud sounds</li><li>• Responds to voice and sound</li><li>• Turns head toward sound source</li><li>• Watches speaker's face when spoken to</li><li>• Discriminates between strangers and familiar people</li><li>• Stops crying when spoken to</li><li>• Varies responses to different family members</li><li>• Smiles when spoken to</li><li>• Has a social smile</li><li>• Uses babbling for gaining attention and expressing demand</li><li>• Establishes eye contact</li></ul>
6 – 12 months	<ul style="list-style-type: none"><li>• Responds to "no"</li><li>• Responds to name and pats image of self in mirror</li><li>• Points to learn new vocabulary</li><li>• Tries to "talk" to listener</li><li>• Coos and squeals for attention</li><li>• Laughs when playing with objects</li><li>• Tries to communicate by actions and gestures</li><li>• Smiles at self in mirror</li><li>• Plays pat-a-cake and peek-a-boo games</li><li>• Copies simple actions of others</li><li>• Shouts to attract attention</li></ul>
1 – 2 years	<ul style="list-style-type: none"><li>• Follows simple directions, especially with a gestural cue</li><li>• Waves bye-bye</li><li>• Indicates wet pants</li><li>• Repeats actions that made someone laugh</li><li>• Engages in parallel play</li><li>• Pairs gestures with words to make wants known (e.g., "more" and "up")</li><li>• Imitates adult behaviors in play</li><li>• Refers to self by name</li><li>• Exhibits verbal turn-taking</li><li>• Protests by vocalizing "no"</li><li>• Engages in simple pretend play, such as talking on a telephone</li><li>• Says "bye" and other social words, such as "hi," "thank you," and "please"</li><li>• Talks to self during play</li><li>• Practices intonation, sometimes imitating an adult</li></ul>
2 – 3 years	<ul style="list-style-type: none"><li>• Watches other children and briefly joins in their play</li><li>• Participates in associative play</li><li>• Requests permission for items or activities</li><li>• Begins to use language for fantasies, jokes, and teasing</li><li>• Makes conversational repairs when listener does not understand</li></ul>

Age	Milestones
2 – 3 years, <i>continued</i>	<ul style="list-style-type: none"> <li>Engages in longer dialogues</li> <li>Begins to play house</li> <li>Participates in simple group activities</li> <li>Defends own possessions</li> <li>Carries on “conversation” with self and dolls</li> <li>Engages in simple, make-believe activities</li> <li>Begins to control behavior verbally rather than just physically</li> <li>Holds up fingers to tell age</li> <li>Looks for missing toys</li> <li>Helps put things away</li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>Follows two-step related directions without cues</li> <li>Takes turns and plays cooperatively</li> <li>Relates personal experiences through verbalization</li> <li>Separates from primary caregiver easily</li> <li>Frequently practices conversation skills by talking to self</li> <li>Begins dramatic play, acting out whole scenes</li> <li>Shows frustration if not understood</li> <li>Expresses ideas and feelings</li> </ul>
4 – 5 years	<ul style="list-style-type: none"> <li>Follows three-step directions without cues</li> <li>Uses direct requests with justification (e.g., “Stop that. You’re hurting me.”)</li> <li>Uses words to invite others to play</li> <li>Uses language to resolve disputes with peers</li> <li>Plays competitive exercise games</li> <li>Has good control of the elements of conversation</li> <li>Speaks of imaginary conditions, such as “What if ...” or “I hope ...”</li> </ul>
5 – 6 years	<ul style="list-style-type: none"> <li>Begins to use word plays</li> <li>Uses threats and promises</li> <li>Asks meanings of words</li> <li>Likes to complete projects</li> <li>Makes purchases at stores</li> <li>Asks questions for information</li> <li>Chooses own friends</li> <li>Takes more care in communicating with unfamiliar people</li> <li>Engages in cooperative play, such as making group decisions, assigning roles, and playing fairly</li> <li>Announces topic shifts</li> </ul>

We’d like to thank the following sources from which we obtained information for this section: AutismInfo ([www.autisminfo.com/milestones.htm#B](http://www.autisminfo.com/milestones.htm#B)); Beyond Therapy ([http://centralfltherapy.com/?page\\_id=140](http://centralfltherapy.com/?page_id=140)); Brooks & Engmann-Hartung (1987); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); Communication Works ([www.cwtherapy.com/pragmatics2.html](http://www.cwtherapy.com/pragmatics2.html)); KidTalk, Inc. ([www.kidtalk.org/milestones.html](http://www.kidtalk.org/milestones.html)); the National Institute on Deafness and Other Communication Disorders (<http://www.nidcd.nih.gov/health/voice/speechandlanguage.asp>); Nicolosi, Harryman, & Kresheck (2006); and Shulman (1991). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Literacy

SLPs' knowledge of normal and disordered language acquisition, and their clinical experience in developing individualized programs for children and adolescents, prepare them to assume a variety of roles related to the development of reading and writing. Appropriate roles and responsibilities for SLPs include, but are not limited to (a) preventing written language problems by fostering language acquisition and emergent literacy; (b) identifying children at risk for reading and writing problems; (c) assessing reading and writing; (d) providing intervention and documenting outcomes for reading and writing; and (e) assuming other roles, such as providing assistance to general education teachers, parents, and students; advocating for effective literacy practices; and advancing the knowledge base (ASHA, 2001).

This chart lists reasonable expectations of literacy skills in children from infancy through seven years of age.

Age	Milestones
3 – 12 months	<ul style="list-style-type: none"><li>• Likes to chew and pat books</li><li>• Can focus on large and bright pictures in a book</li><li>• Shares books with an adult as routine part of life</li></ul>
1 – 2 years	<ul style="list-style-type: none"><li>• Recognizes certain books by their covers</li><li>• Listens to simple stories, songs, and rhymes</li><li>• Likes to turn pages</li><li>• Attends to a book or a toy for two minutes</li><li>• Points to and labels pictures independently</li><li>• Pretends to read books</li></ul>
2 – 3 years	<ul style="list-style-type: none"><li>• Likes to listen to books/stories for longer periods of time</li><li>• Holds a book correctly</li><li>• Begins to recognize logos (e.g., McDonald's Golden Arches)</li><li>• Begins to show a difference in writing versus drawing</li></ul>
3 – 4 years	<ul style="list-style-type: none"><li>• Begins to pay attention to specific print, such as the first letter of his name</li><li>• Recognizes logos and other environmental print and understands that print carries a message</li><li>• Identifies some letters and makes letter/sound matches</li><li>• Participates in rhyming games</li><li>• Talks about characters in a book</li><li>• Likes to "read" stories to herself and others</li><li>• Protests if an adult changes the story</li><li>• Produces some letter-like forms in scribbles that resemble letters</li></ul>
4 – 5 years	<ul style="list-style-type: none"><li>• Understands story sequence</li><li>• Understands the function and purpose of print</li><li>• Knows many letter names</li><li>• Uses more letter-like forms than scribbles</li></ul>



Age	Milestones
Kindergarten	<ul style="list-style-type: none"> <li>• Recognizes letters and letter-sound matches</li> <li>• Understands that print is read left to right and top to bottom</li> <li>• Retells simple stories</li> <li>• Begins to write letters and some words heard often</li> <li>• Begins to write stories with some readable parts with assistance</li> <li>• Tries to spell words when writing</li> </ul>
End of Kindergarten	<ul style="list-style-type: none"> <li>• Understands that spoken words are made up of sounds</li> <li>• Recognizes some words by sight</li> <li>• Identifies and writes uppercase and lowercase letters</li> <li>• "Reads" a few picture books from memory</li> <li>• Prints own first and last name</li> </ul>
Beginning of First Grade	<ul style="list-style-type: none"> <li>• Identifies an increasing number of words by sight</li> <li>• Begins to decode new words independently</li> <li>• Uses a variety of reading strategies such as rereading, predicting what will happen, asking questions, or using visual cues or pictures</li> <li>• Reads and retells familiar stories</li> <li>• Reads aloud with ease</li> <li>• Decides independently to use reading and writing for different purposes</li> <li>• Sounds out and represents major sounds in words when trying to spell</li> <li>• Tries to use some punctuation and capitalization</li> </ul>
End of First Grade	<ul style="list-style-type: none"> <li>• Identifies letters, words, and sentences</li> <li>• Has a sight vocabulary of 100 words</li> <li>• Understands what is read</li> <li>• Creates rhyming words</li> <li>• Reads grade-level material fluently</li> <li>• Expresses ideas through writing</li> <li>• Prints clearly</li> <li>• Spells frequently-used words correctly</li> <li>• Begins sentences with capital letters and attempts to use punctuation</li> <li>• Writes a variety of stories, journal entries, or notes</li> </ul>

We'd like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association ([www.asha.org/policy](http://www.asha.org/policy), [www.asha.org/public/speech/development/chart.htm](http://www.asha.org/public/speech/development/chart.htm), and [www.asha.org/about/publications/literacy/](http://www.asha.org/about/publications/literacy/)); the United States Department of Education ([www.ed.gov/parents/academic/help/reader/part9.html](http://www.ed.gov/parents/academic/help/reader/part9.html)); and the University of North Carolina at Chapel Hill, School of Medicine ([www.med.unc.edu/ahs/clds/files/early-childhood-resources/OralandWrittenLanguageMilestones.pdf](http://www.med.unc.edu/ahs/clds/files/early-childhood-resources/OralandWrittenLanguageMilestones.pdf)). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Phonological Awareness

Phonological awareness is the ability to manipulate the structure of an utterance independently from its meaning. It is an auditory task that requires an individual to manipulate the utterance at the word, syllable, or sound level. According to the National Center on Education and the Economy, "Children who readily develop phonemic awareness in kindergarten will probably learn to read easily" (Goldsworthy, 2001, p. 3).

Phonological awareness skills develop from syllable, to onset-rime, to phoneme. These skills begin at age three and continue through the development of early reading skills at ages six and seven.

Skill	Definition	Sample Task
Syllable Segmentation	counts the number of syllables in a word	How many syllables do you hear in <i>butterfly</i> ?
Syllable Blending	blends syllables into a word after they are given separately	What word do you hear when I say <i>cow...boy</i> ?
Rhyming	identifies words that sound alike or rhyme	Which word rhymes with <i>mat</i> ; <i>star</i> or <i>hat</i> ?
Phoneme Isolation	identifies whether a given sound occurs at the beginning, middle, or end of a word	In the word <i>sun</i> , is the /s/ at the beginning, middle, or end of the word?
Initial Alliteration	identifies the beginning sound in a word	Which word begins with /t/; <i>toad</i> or <i>boat</i> ?
Final Alliteration	identifies the last sound in a word	Which word ends with /b/; <i>dog</i> or <i>tub</i> ?
Sound Blending	blends sounds into a word after they are given separately	What word do you hear when I say /b/... /a/.../t/?
Sound Deletion	deletes a given sound from a word and says the new word	Say <i>cup</i> without the /k/.
Sound Substitution	replaces a specified sound in a word and says the new word or syllable	Say <i>top</i> ; now change /t/ to /h/.
Sound-Grapheme Matching	identifies grapheme(s) associated with individual sounds	What letters say /k/?

We'd like to thank the following sources from which we obtained information for this section: Gillon (2004) and Goldsworthy (2001). Flahive & Lanza (2004) was used as a source for this chapter as well. For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Concepts

Knowledge of basic concepts is an essential component of language development. Basic concepts include terms that describe position, time, equality, quantity, and comparisons. These terms are commonly included in directions at home and especially in educational settings.

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"><li>Follows simple spatial directions, such as <i>in</i> and <i>on</i></li><li>Understands <i>another</i></li><li>Uses simple directional terms, such as <i>up</i> and <i>down</i></li><li>Uses two or three prepositions, such as <i>on</i>, <i>in</i>, or <i>under</i></li></ul>
2 – 3 years	<ul style="list-style-type: none"><li>Distinguishes between <i>in</i> and <i>under</i>, <i>one</i> and <i>many</i></li><li>Understands number concepts of <i>one</i> and <i>two</i></li><li>Understands size differences, such as <i>big/little</i></li><li>Understands <i>in</i>, <i>off</i>, <i>on</i>, <i>under</i>, <i>out of</i>, <i>together</i>, <i>away from</i></li><li>Begins to understand time concepts of <i>soon</i>, <i>later</i>, <i>wait</i></li><li>Selects three that are <i>the same</i> from a set of four objects</li><li>Selects the object that is <i>not the same</i> from four objects with three of them identical</li><li>Begins to use adjectives for color and size</li></ul>
3 – 4 years	<ul style="list-style-type: none"><li>Follows quantity directions <i>empty</i>, <i>a lot</i></li><li>Follows equality directions <i>same</i>, <i>both</i></li><li>Understands <i>next to</i>, <i>beside</i>, <i>between</i></li><li>Identifies colors</li><li>Matches one-to-one</li><li>Points to object that is <i>different</i> from others</li><li>Uses position concepts <i>behind</i>, <i>in front</i>, <i>around</i></li></ul>
4 – 5 years	<ul style="list-style-type: none"><li>Understands comparative and superlative adjectives, such as <i>big</i>, <i>bigger</i>, <i>biggest</i></li><li>Understands time concepts <i>yesterday</i>, <i>today</i>, <i>tomorrow</i>, <i>first</i>, <i>then</i>, <i>next</i>, <i>days of the week</i>, <i>last week</i>, <i>next week</i></li><li>Understands <i>different</i>, <i>nearest</i>, <i>through</i>, <i>thin</i>, <i>whole</i></li><li>Identifies positional concepts <i>first</i>, <i>middle</i>, <i>last</i></li></ul>
5 – 6 years	<ul style="list-style-type: none"><li>Understands opposite concepts, such as <i>big/little</i>, <i>over/under</i></li><li>Understands <i>left/right</i></li><li>Understands number concepts up to 20</li><li>Answers “How are things the same/different?”</li><li>Uses adjectives for describing</li><li>Uses comparative adjectives, such as <i>loud</i>, <i>louder</i></li><li>Uses <i>yesterday</i> and <i>tomorrow</i></li><li>Uses adverb concepts <i>backward</i> and <i>forward</i></li><li>Uses prepositions <i>through</i>, <i>nearest</i>, <i>corner</i>, <i>middle</i></li><li>Names ordinal numbers, such as <i>first</i>, <i>second</i>, <i>third</i></li></ul>

We’d like to thank the following sources from which we obtained information for this section: AutismInfo ([www.autisminfo.com/milestones.htm#B](http://www.autisminfo.com/milestones.htm#B)); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); Nicolosi, Harryman, & Kresheck (2006); and Touhy, Brown, & Mercer-Moseley (2001). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Vocabulary

A child's expressive vocabulary grows rapidly from the time of his first word at approximately 12 months, through first grade. Vocabulary increases throughout an individual's lifetime due to education, reading, and life experiences.

Age	Approximate Words in Expressive Vocabulary
12 months	2 to 6 words other than <i>mama</i> and <i>dada</i>
15 months	10
18 months	50
24 months	200-300
30 months	450
36 months (3 years)	1,000
42 months	1,200
48 months (4 years)	1,600
54 months	1,900
60 months (5 years)	2,200-2,500
6 years	2,600-7,000
12 years	50,000

We'd like to thank the following sources from which we obtained information for this section: the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); Nicolosi, Harryman, & Kresheck (2006); and Owens (1996). For more information, please see the References, Websites, & Resources list on pages 22-24.

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## Questions

In language development, a child must be able to ask and answer questions in order to navigate a conversation and to seek and relay information. When assessing a child's ability to ask and answer questions, it is important to separate her content knowledge from her ability to ask or answer questions.

### Answering Questions

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"><li>Looks in the appropriate place when asked a simple question, such as "Where is Daddy?"</li><li>Chooses an object with intentionality when asked about a choice of two, such as "Do you want milk or juice?"</li></ul>

Answering Questions, continued

Age	Milestones
1 – 2 years, continued	<ul style="list-style-type: none"> <li>Answers “where” questions, such as “Where’s the ball?” by pointing to the pictured item in a book</li> <li>Answers “What’s this?” questions about familiar objects or pictures such as <i>cookie</i> or <i>baby</i></li> <li>Answers “yes/no” questions, possibly with a head nod or shake</li> </ul>
2 – 3 years	<ul style="list-style-type: none"> <li>Points to objects when described, such as “What do you wear on your head?”</li> <li>Answers simple <i>wh</i>- questions logically</li> <li>Answers critical thinking questions, such as “What do you do when you are cold?”</li> <li>Answers questions such as “Where...?,” “What’s that?,” “What’s ... doing?,” “Who is...?”</li> <li>Answers or understands “Can you...?” questions</li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>Answers more complex questions logically, such as “who,” “why,” “where,” and “how”</li> <li>Answers “If...what?” questions, such as “If it starts raining, what would you do?”</li> <li>Answers questions about functions of objects, such as “What are spoons for?,” “Why do we have shoes?”</li> </ul>
4 years	<ul style="list-style-type: none"> <li>Answers “when” questions</li> <li>Answers “how many” questions (in which the answer does not exceed four)</li> </ul>

Asking Questions

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"> <li>Starts to use question forms, beginning with “What’s that?”</li> <li>Uses rising intonation</li> </ul>
2 – 3 years	<ul style="list-style-type: none"> <li>Asks simple ego-centric questions, such as “Where cookie?”</li> <li>Asks “Where...?,” “What...?,” “What...doing?” questions</li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>Asks one-word “why” questions</li> <li>Uses “what,” “where,” “when,” “how,” and “whose” when asking questions</li> <li>Asks “is” questions</li> <li>Inverts auxiliary and subject in <i>wh</i>- questions, such as “Where is dad going?”</li> </ul>

### Asking Questions, continued

4 years	<ul style="list-style-type: none"> <li>Asks the following types of questions using correct grammatical structure:               <ul style="list-style-type: none"> <li>Early Infinitive: "Do you want to...?"</li> <li>Future: "Are we going to ...?"</li> <li>Modal can/may: "Can you...?"</li> </ul> </li> </ul>
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We'd like to thank the following sources from which we obtained information for this section: AutismInfo ([www.autisminfo.com/milestones.htm#C](http://www.autisminfo.com/milestones.htm#C)); Beyond Therapy ([http://centralfltherapy.com/?page\\_id=123](http://centralfltherapy.com/?page_id=123) and [http://centralfltherapy.com/?page\\_id=130](http://centralfltherapy.com/?page_id=130)); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); Nicolosi, Harryman, & Kresheck (2006); and Touhy, Brown, & Mercer-Moseley (2001). For more information, please see the full Reference, Websites, & Resources list on pages 22-24.

## Listening

*Listening* to something is not the same as *hearing* it. Listening skills involve a child's ability to attend to and process what he hears. These skills are integral components of a child's speech and language, social, and academic development.

Age	Milestones
Birth – 3 months	<ul style="list-style-type: none"> <li>Discriminates speech from non-speech sounds</li> <li>Startles to loud sounds</li> <li>Quiets or excites in response to novel sounds</li> <li>Recognizes a primary caregiver's voice</li> <li>Smiles or quiets when spoken to</li> <li>Decreases or increases sucking behavior in response to sounds</li> </ul>
3 – 6 months	<ul style="list-style-type: none"> <li>Moves eyes in direction of sounds</li> <li>Discriminates friendly and angry voices</li> <li>Reacts to changes in tone of voice</li> <li>Attends to music and toys that make sounds</li> <li>Listens to a speaker and watches a speaker's face when spoken to</li> </ul>
6 – 12 months	<ul style="list-style-type: none"> <li>Responds to sound when a source is not visible</li> <li>Responds physically to music</li> <li>Stops an activity when name is called</li> <li>Recognizes words for common items</li> <li>Listens with increased interest to new words</li> <li>Begins to respond to simple requests, such as "Sit here"</li> </ul>
1 – 2 years	<ul style="list-style-type: none"> <li>Follows one-step directions with cues</li> <li>Understands simple questions, such as "Where's Daddy?"</li> <li>Points to named pictures in a book</li> <li>Follows directions to find two familiar objects</li> <li>Listens to simple stories</li> </ul>

Age	Milestones
2 – 3 years	<ul style="list-style-type: none"> <li>• Responds to commands involving body parts, such as “Show me your foot”</li> <li>• Follows two-step directions, such as “Get your cup and bring it to me”</li> <li>• Follows directions that include action + adverb or action + adjective, such as “Walk slowly” or “Give me the red ball”</li> <li>• Demonstrates understanding of several verbs by selecting corresponding pictures</li> <li>• Recognizes family labels such as <i>baby</i>, <i>grandpa</i></li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>• Attends to name being called from another room</li> <li>• Understands simple <i>wh</i>- questions</li> <li>• Understands most simple questions pertaining to her activities and environment</li> <li>• Improves listening skills and begins to learn from listening</li> </ul>
4 – 5 years	<ul style="list-style-type: none"> <li>• Attends to a short story and answers simple questions about it</li> <li>• Hears and understands most of what is said at home and in school</li> <li>• Repeats four digits when they are given slowly</li> <li>• Readily follows simple commands involving remote objects</li> </ul>
5 – 6 years	<ul style="list-style-type: none"> <li>• Repeats sentences up to nine words in length</li> <li>• Follows three-step directions</li> <li>• Responds correctly to more types of sentences but may still be confused at times by more complex sentences</li> </ul>

We’d like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association ([www.asha.org/public/speech/development/chart.htm](http://www.asha.org/public/speech/development/chart.htm)); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); and Wilkes (1999). For more information, please see the full References, Websites, & Resources list on pages 22-24.

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## Red Flags in Communication Development

Parents often ask about warning signs of speech and/or language problems. This list provides some warning signs that parents can refer to when observing their children's speech and language skills.

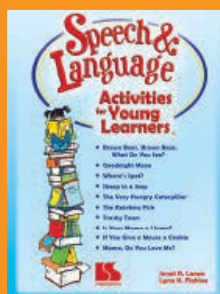
At age	Red Flags
6 months	<ul style="list-style-type: none"><li>• does not laugh and squeal</li><li>• does not look toward new sounds</li></ul>
9 months	<ul style="list-style-type: none"><li>• has limited or no babbling</li><li>• does not indicate when happy or upset</li></ul>
12 months	<ul style="list-style-type: none"><li>• does not point to objects</li><li>• does not use gestures such as waving or shaking head</li></ul>
15 months	<ul style="list-style-type: none"><li>• has not used first word</li><li>• does not respond to "no" and "bye-bye"</li></ul>
18 months	<ul style="list-style-type: none"><li>• does not use at least six to ten words consistently</li><li>• does not hear well or discriminate between sounds</li></ul>
20 months	<ul style="list-style-type: none"><li>• does not use at least six consonant sounds</li><li>• does not follow simple directions</li></ul>
24 months	<ul style="list-style-type: none"><li>• has a vocabulary of less than 50 words</li><li>• has decreased interest in social interactions</li></ul>
36 months	<ul style="list-style-type: none"><li>• strangers have difficulty understanding what the child is saying</li><li>• does not use simple sentences</li></ul>

### Other Concerns

- Is a very picky eater (willing to eat only four or five foods, gags on certain textures)
- Has difficulty with transitions
- Uses repetitive and/or perseverative behaviors
- Shows no interest in communicating
- Drools excessively
- Stutters more consistently and for longer than six months

We'd like to thank the following sources from which we obtained information for this section: BabyCenter ([http://www.babycenter.com/0\\_warning-signs-of-a-language-communication-developmental-dela\\_6734.bc](http://www.babycenter.com/0_warning-signs-of-a-language-communication-developmental-dela_6734.bc)); Braintree Rehabilitation Hospital ([www.braintreerehabhospital.com/pdf/speech-and-language-milestones.pdf](http://www.braintreerehabhospital.com/pdf/speech-and-language-milestones.pdf)); and KidTalk, Inc. ([www.kidtalk.org/milestones.html](http://www.kidtalk.org/milestones.html)). For more information, please see the full References, Websites, & Resources list on pages 22-24.

Also available from Lanza and Flahive



## Speech & Language Activities for Young Learners

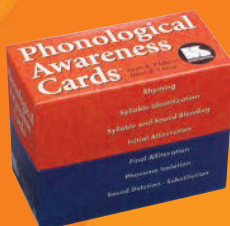
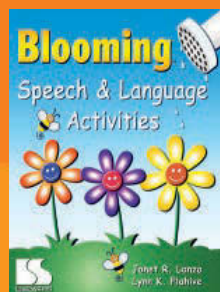
Ages 3-5

7626.....\$41.95

## Blooming Speech & Language Activities

Ages 3-8

1043.....\$39.95



## Phonological Awareness Cards

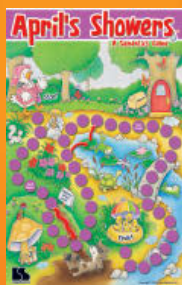
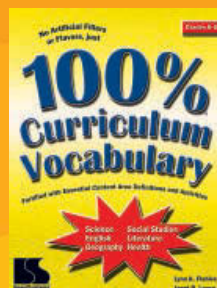
Ages 4-9

5015.....\$45.95

## 100%® Curriculum Vocabulary

Ages 5-10

1004.....\$43.95



## April's Showers A Semantics Game

Ages 3-8

7414.....\$22.95



\$4.95



# SPEECH AND LANGUAGE MILESTONES

# Speech and Language Milestones

## What should my child be able to do?

Hearing and Understanding	Talking
<b>Birth-3 Months</b> <ul style="list-style-type: none"> <li>Startles to loud sounds.</li> <li>Quiets or smiles when spoken to.</li> <li>Seems to recognize your voice and quiets if crying.</li> <li>Increases or decreases sucking behavior in response to sound.</li> </ul>	<b>Birth-3 Months</b> <ul style="list-style-type: none"> <li>Makes pleasure sounds (cooing, gooing).</li> <li>Cries differently for different needs.</li> <li>Smiles when sees you.</li> </ul>
<b>4-6 Months</b> <ul style="list-style-type: none"> <li>Moves eyes in direction of sounds.</li> <li>Responds to changes in tone of your voice.</li> <li>Notifies toys that make sounds.</li> <li>Pays attention to music.</li> </ul>	<b>4-6 Months</b> <ul style="list-style-type: none"> <li>Babbling sounds more speech-like with many different sounds, including <i>p</i>, <i>b</i>, and <i>m</i>.</li> <li>Chuckles and giggles.</li> <li>Vocalizes excitement and displeasure.</li> <li>Makes gurgling sounds when left alone and when playing with you.</li> </ul>
<b>7 Months-1 Year</b> <ul style="list-style-type: none"> <li>Enjoys games like peek-o-boo and pat-a-cake.</li> <li>Turns and looks in direction of sounds.</li> <li>Listens when spoken to.</li> <li>Recognizes words for common items like “cup”, “shoe”, “book”, or “juice”.</li> <li>Begins to respond to requests (e.g. “Come here” or “Want more?”).</li> </ul>	<b>7 Months-1 Year</b> <ul style="list-style-type: none"> <li>Babbling has both long and short groups of sounds such as “tata upup bibibibi.”</li> <li>Uses speech or non-crying sounds to get and keep attention.</li> <li>Uses gestures to communication (waving, holding arms to be picked up)</li> <li>Imitates different speech sounds.</li> <li>Has one or two words (hi, dog, dada, mama) around first birthday, although sounds may not be clear.</li> </ul>
<b>One to Two Years</b> <ul style="list-style-type: none"> <li>Points to a few body parts when asked.</li> <li>Follows simple commands and understands simple questions (“Roll the ball”, “Kiss the baby”, “Where’s your shoe?”).</li> <li>Listens to simple stories, songs, and rhymes.</li> <li>Points to pictures in a book when named.</li> </ul>	<b>One to Two Years</b> <ul style="list-style-type: none"> <li>Says more words every month.</li> <li>Uses some one- or two- word questions (“Where kitty?”, “Go bye-bye?”, “What’s that?”).</li> <li>Puts two words together (“more cookie”, “no juice”, “mommy book”).</li> <li>Uses many different consonant sounds of the beginning of words.</li> </ul>
<b>Two to Three Years</b> <ul style="list-style-type: none"> <li>Understands differences in meaning (“go-stop”, “in-on”, “big-little”, “up-down”).</li> <li>Follows two requests (“Get the book and put it on the table”).</li> <li>Listens to and enjoys hearing stories for longer periods of time.</li> </ul>	<b>Two to Three Years</b> <ul style="list-style-type: none"> <li>Has a word for almost everything.</li> <li>Uses two- or three- words to talk about and ask for things.</li> <li>Uses <i>k</i>, <i>g</i>, <i>f</i>, <i>t</i>, <i>d</i>, and <i>n</i> sounds.</li> <li>Speech is understood by familiar listeners most of the time.</li> <li>Often asks for or directs attention to objects by naming them.</li> </ul>
<b>Three to Four Years</b> <ul style="list-style-type: none"> <li>Hears you when call from another room.</li> <li>Hears television or radio at the same loudness level as other family members.</li> <li>Answers simple, “who?”, “what?”, “where?”, and “why?” questions.</li> </ul>	<b>Three to Four Years</b> <ul style="list-style-type: none"> <li>Talks about activities at school or at friends’ homes.</li> <li>People outside family usually understand child’s speech.</li> <li>Uses a lot of sentences that have 4 or more words.</li> <li>Usually talks easily without repeating syllables or words.</li> </ul>
<b>Four to Five Years</b> <ul style="list-style-type: none"> <li>Pays attention to a short story and answers simple questions about them.</li> <li>Hears and understands most of what is said at home and in school.</li> </ul>	<b>Four to Five Years</b> <ul style="list-style-type: none"> <li>Uses sentences that give lots of details (“The biggest peach is mine”).</li> <li>Tells stories that stick to topic.</li> <li>Communicates easily with other children and adults.</li> <li>Says most sounds correctly except a few like <i>l</i>, <i>s</i>, <i>r</i>, <i>v</i>, <i>z</i>, <i>ch</i>, <i>sh</i>, <i>th</i>.</li> <li>Says rhyming words.</li> <li>Names some letters and numbers.</li> <li>Uses the same grammar as the rest of the family.</li> </ul>

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**GLOBAL DEVELOPMENT**  
**SKILLS: COGNITIVE**  
**AND LANGUAGE SKILLS**

**MY JOURNEY**

**2017 EDITION**

Réseau 0-5 Haut-Saint-Laurent

Table d'Actions concertées 0-5 Beauharnois-Salaberry

# MY JOURNEY



CHILD'S NAME: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

NAME AND ADDRESS OF THE CHILD CARE CENTRE ATTENDED: \_\_\_\_\_

CONTACT INFORMATION: (NAME, ADDRESS, PHONE NUMBER, EMAIL)  
OF THE SCHOOL THE CHILD WILL BE ATTENDING: \_\_\_\_\_

NAME AND ADDRESS OF THE SCHOOL THE CHILD WILL BE ATTENDING: \_\_\_\_\_

DATE: \_\_\_\_\_



## COGNITIVE AND LANGUAGE SKILLS



1. I understand concepts of time (morning, noon, night, yesterday, tomorrow, today, days of the week, months, seasons).				
2. I speak in full sentences using articles (e.g. a, it, and, he, etc.).				
3. I can retell stories and events in sequence.				
4. I recognize and can name six body parts.				
5. I count objects.				
6. I know and can name three geometric shapes.				
7. I know my first and last names.				
8. I can put things in order of size (from smallest to largest).				
9. I understand simple directions.				
10. I can understand multi-step instructions.				
11. I can complete puzzles of more than 20 pieces.				
12. I understand spatial concepts (e.g. on, under, in front of, behind, etc.).				
13. I can sing songs with rhythm.				
14. I use the pronoun "I".				
15. I look for and experiment with solutions when I have a problem.				

## CHALLENGES

## SUCCESSFUL STRATEGIES


## ADDITIONAL INFORMATION :

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SPEECH LANGUAGE  
AND HEARING MILESTONES

**PREVENT, PROTECT, ACT**

**2014 EDITION**

SAC Speech-language et audiology Canada

## Committed to Prevention

**T**his brochure offers simple guidelines regarding key communication skills children typically acquire by a certain age.

If any of the following describe your child, he or she may be at risk of a communication disorder.

- low birth weight
- pre-maturity (less than 37 weeks)
- anoxia at birth
- family history of speech, language and/or learning problems
- family history of congenital or progressive hearing loss
- drug/alcohol use during pregnancy
- a history of repeated and/or chronic ear infections
- the child speaks loudly or often asks people to repeat

If any of the above are true of your child, consult a speech-language pathologist or audiologist right away as early intervention is key. You can find communication health professionals in your area at [www.communicationhealth.ca](http://www.communicationhealth.ca).

Communication develops over time and every child develops at his or her own rate. The growth chart in this brochure outlines the ages at which most children will reach speech, language and hearing milestones. If a child does not develop one of the skills at the identified age range, it does not necessarily mean there is a problem. However, if you answer 'No' to most of the items on the checklist at or below a child's age, you should consult a speech-language pathologist and/or an audiologist.

## Speech-Language Pathologists and Audiologists

**C**hildren are at risk of developing social, emotional, behavioural and/or learning problems if speech, language and/or hearing problems are not identified early. Early intervention is critical for children with communication problems. Speech-language pathologists and audiologists are involved in the prevention, identification and treatment of a child's speech, language and hearing disorders in partnership with parents, physicians, educators and health-care providers, as difficulties with communication affect the whole family.

Speech-Language and Audiology Canada (SAC) is the national association for speech-language pathologists, audiologists and supportive personnel working with these professionals in Canada. SAC represents over 6,000 members, championing their professional needs, supporting continuing education and providing a comprehensive range of services, thereby maximizing the communication potential of all people in Canada.



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# Speech, Language and Hearing Milestones

## Prevent, Protect, Act



[www.sac-oac.ca](http://www.sac-oac.ca)

**Find a professional near you**

[www.communicationhealth.ca](http://www.communicationhealth.ca)

## Birth to 3 months:

### Does the child:

- make cooing sounds
- have different cries for different needs
- smile at you
- startle to loud sounds
- soothe/calm to a familiar voice

YES

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NO

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## 4 to 6 months:

### Does the child:

- babble and make different sounds
- make sounds back when you talk
- enjoy games like peek-a-boo
- turn his/her eyes toward a sound source
- respond to music or toys that make noise

YES

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NO

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## 7 to 12 months:

### Does the child:

- wave hi/bye
- respond to his/her name
- let you know what he/she wants using sounds, and/or actions like pointing
- begin to follow simple directions (e.g., Where is your nose?)
- localize correctly to sound by turning his/her head toward the sound
- pay attention when spoken to

YES

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NO

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## By 12 to 18 months:

### Does the child:

- use common words and start to put words together
- enjoy listening to storybooks
- point to body parts or pictures in a book when asked
- look at your face when talking to you

YES

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NO

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## By 18 to 24 months:

### Does the child:

- understand more words than he/she can say
- say two words together (e.g., More juice)
- ask simple questions (e.g., What's that?)
- take turns in a conversation

YES

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☐

NO

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## 2 to 3 years:

### Does the child:

- use sentences of three or more words most of the time
- understand different concepts (e.g., in-on; up-down)
- follow two-part directions (e.g., take the book and put it on the table)
- answer simple questions (e.g., Where is the car?)
- participate in short conversations

YES

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NO

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## 3 to 4 years:

### Does the child:

- tell a short story or talk about daily activities
- talk in sentences with adult-like grammar
- generally speak clearly so people understand
- hear you when you call from another room
- listen to TV at the same volume as others
- answer a variety of questions

YES

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NO

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## 4 to 5 years:

### Does the child:

- pronounce most speech sounds correctly
- participate in and understand conversations even in the presence of background noise
- recognize familiar signs (e.g., stop sign)
- make up rhymes
- hear and understand most of what is said at home and school
- listen to and retell a story and ask and answer questions about a story

YES

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NO

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LANGUAGE STIMULATION

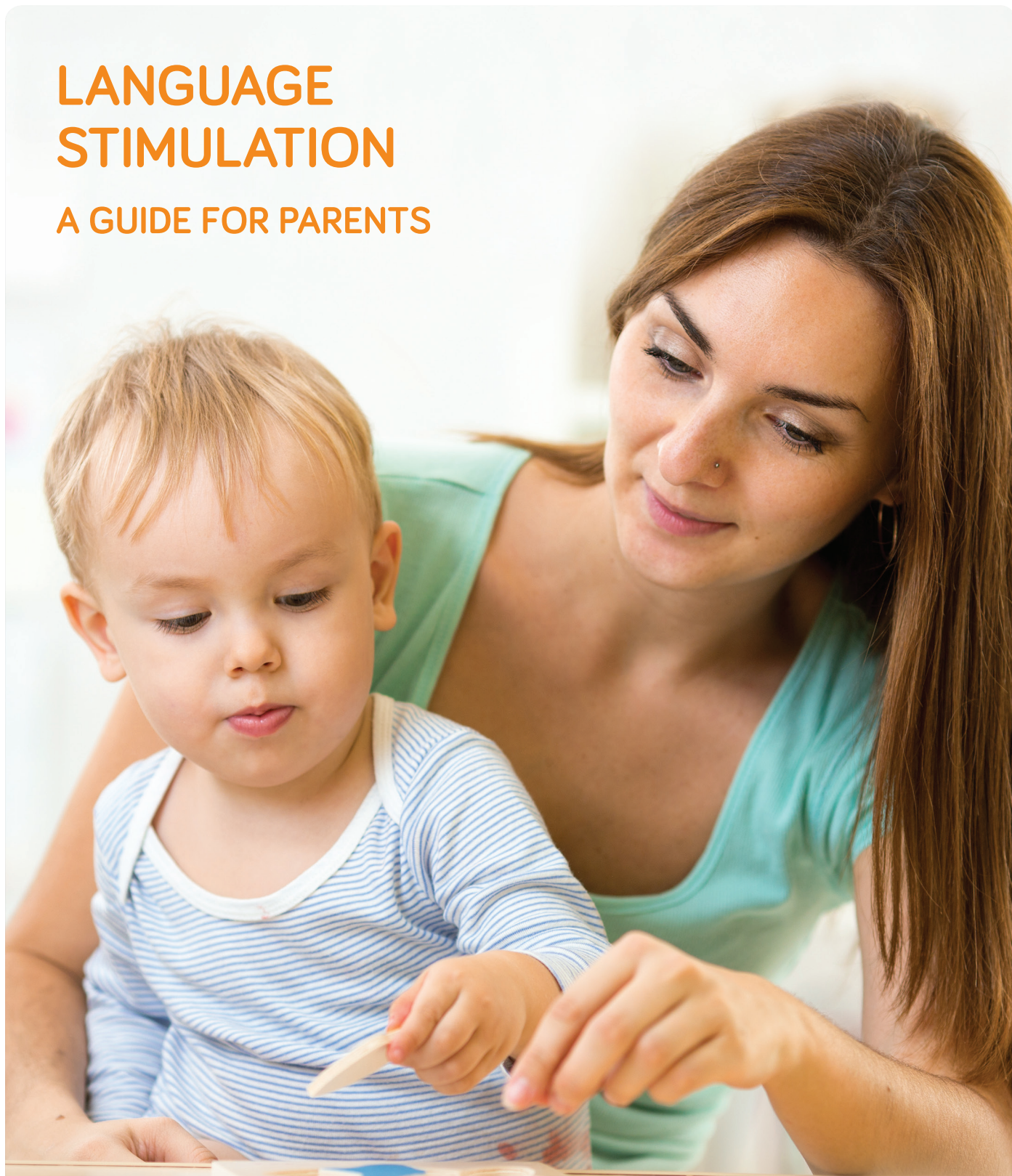
# A GUIDE FOR PARENTS

**2016 EDITION**

by Réseau 0-5 Haut-Saint-Laurent

# LANGUAGE STIMULATION

A GUIDE FOR PARENTS



FOR INFORMATION



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Réseau -5  
HAUT-SAINT-LAURENT



## LANGUAGE STIMULATION/A GUIDE FOR PARENTS

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**ISBN 978-2-9814269-5-6**

Language stimulation/A guide for parents

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Bibliothèque et Archives nationales du Québec, 2016

Bibliothèque et Archives nationales du Canada, 2016

**Editor:** Réseau 0-5 Haut Saint-Laurent

**Authors:** Partners of the Comité d'Action Local du Haut-Saint-Laurent

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**Graphic design:** duval design communication



## PRESENTATION

This guide is addressed to the parents. It was designed to facilitate the accompaniment of the parents with their child for the reinvestment at home



A young child with curly hair is shown from the chest up, looking down at colorful toys on a table. The toys include a yellow cup, a green cup, a pink bowl, and a green toy with pink buttons. The child is wearing a white dress with a floral pattern. The background is a plain, light-colored wall.

## SHARE MOMENTS OF EVERYDAY LIFE

## ACCEPTING

### THAT YOUR CHILD MAKES ACHIEVEMENTS.

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**When you accept that your child makes achievements:**

- You give your child the chance to explore and to learn;
- You learn to understand your child better;
- You help your child have confidence in himself.

### ACCEPTING THAT YOUR CHILD MAKES ACHIEVEMENTS MEANS TAKING A MOMENT FOR...

**OBSERVING... what interests your child  
and what he feels:**

- Pay attention to what your child looks at;
- Watch his facial expressions;
- Observe his body language.

Observation is the first step and the most important to get to know your child.

**WAIT... to see what your child will do.**

When you wait, you give your child the time he needs to try things out for himself.

**LISTEN... to your child and hear what he is trying  
to say: follow his lead!**

MANONLSON, Ayala (1995), *À vous de jouer et d'aider votre enfant à apprendre*, Guide du parent, Le Centre HANEN, Toronto

## ADAPTING TO SHARE

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### When you adapt to share the moment:

- You show your child that you are interested in him;
- Your child can pay attention to what you are saying and doing;
- You feel closer to your child and closer to yourself;
- You have more fun together.

### PLAYING FACE TO FACE

Change your position so that your child can look at you in the eyes (place yourself at his level).

### IMITATE *(copy the actions and sounds of your child)*

- You show your child that you are interested in what he says and what he does;
- Your child may then imitate you.

### INTERPRET *(say it the way your child would if he could)*

- You show your child that you are trying to understand him;
- You provide words to your child to help him learn to speak.

### COMMENT *(talk about what is happening)*

A simple comment may be a magical way to start a conversation!

- You show your child that you are interested.
- You offer your child vocabulary.

### ASK QUESTIONS *(keep the conversation going)*

- You encourage your child to think;
- Your child knows that you are interested.

### TAKE TURNS

A good conversation is like a see-saw: it's only possible when each person takes his turn.

MANONLSON, Ayala (1995), *À vous de jouer et d'aider votre enfant à apprendre*, Guide du parent, Le Centre HANEN, Toronto

## ADDING VOCABULARY AND NEW EXPERIENCES.

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### When you add vocabulary and new experiences:

- You help your child learn about his world;
- You give your child vocabulary that he can use when he is ready.

### USE ACTIONS *(Use gestures to show your child the meaning of words)*

- You give a clear message;
- You attract your child's attention
- You give your child a way to tell you something, even if he still does not have the vocabulary.

### NAME OBJECTS *(provide a word with what you are doing and seeing)*

You help your child understand and learn when you give him a word for:

- Objects that interest him,
- What you are doing,
- What happened or will happen.

### IMITATE AND ADD A WORD OR AN ACTION

- You start from where your child knows already;
- You give your child new information that he can understand;
- You give your child another word to use when he is ready.

### EMPHASIZE IMPORTANT WORDS

You provide new words that are more interesting.

### REPEAT, REPEAT, REPEAT *(Find many ways to use the same actions and the same words)*

You may have to repeat a word 10 times or 100 times, but when you repeat:

- You help your child understand and to remember new words;
- Your child will be able to use new words when he is ready.

MANONLSON, Ayala (1995), *À vous de jouer et d'aider votre enfant à apprendre*, Guide du parent, Le Centre HANEN, Toronto

# THE FOUNDATION OF COMMUNICATION IS PLEASURE!

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**Give your child the desire to speak. You can help him to develop his language at any age!**  
**Here are some ways to stimulate speech and language:**

## AT ONE YEAR

- Read very colourful books to him
- Encourage imitation games, for example “Peek-a-boo”
- Tell him fairy tales
- Use short phrases to speak to him
- Imitate his movements and his vocalizations
- Reward and encourage his efforts for using new words
- Do not put pressure on him to speak because speaking should be fun
- Speak to him about everything you do when you are with him

## AT TWO YEARS

- Read simple and colourful books to him.
- Be a good language role model for him.
- Repeat new words often without insisting that he repeat them: you may diminish his desire to communicate.
- Help him to follow simple directions when you place with him: “take the ball”, “touch daddy’s nose”.
- Talk to him about what you are doing.
- Listen to music with him (often the same one).
- Listen to him when he speaks.
- Praise him when he tries to speak with you and show him that you are happy that he is speaking to you.
- Speak to him when you are in a new situation (e.g. trip), talk to him about what you see.
- Ask him questions about what he sees and about what he knows.

## AT THREE YEARS

- Make conversation with him.
- Use words that may be a little difficult for him when you speak, without making him repeat them: he must hear them often before being able to pronounce them himself.
- Speak with him about similarities and differences between objects.
- Encourage him to tell stories by using books and images.
- Give him the chance to play with other children often.
- Read stories to him that are a bit longer.
- Give him a lot of attention when he speaks to you.

## AT FOUR YEARS

- Help him to classify objects and things that go together, for example: different animals, things we eat, things we can touch.
- Teach him to use the telephone correctly.
- Ask him to help you to plan activities, for example what you will do on the weekend or what you will cook for a birthday dinner.
- Speak to him as an adult, not just at 4 years old, but right from the beginning.
- Read longer and longer stories to him.
- Let him retell or make up stories for you.
- Continue to show him that you are proud of him and that you love it when he speaks to you.

## AT FIVE YEARS

- Encourage him to use language to express his emotions, his ideas, his dreams, his wishes and his fears.
- Talk about what you are doing or what you have done.
- Give him the opportunity to learn songs and rhymes by heart.
  - Speak to him as an adult most of the time, not only at 5 years, but from the beginning.
  - Remember that he understands more than he can say.
  - Listen to him when he speaks to you.

Ordre des orthophonistes et audiologistes du Québec, *Guide de prévention des troubles de la communication à l'intention de la clientèle de la petite enfance*

Ordre des orthophonistes et audiologistes du Québec, *Guide de prévention des troubles de la communication à l'intention de la clientèle de la petite enfance*

# SOME EASY ACTIVITIES TO DO AT HOME

## WE BLOW



### Language goals

- Prepare all muscles of the mouth and tongue

### Procedures

Encourage your child to blow; With a feather, a foam ball, a pinwheel, a straw in the bath or in a glass of water, bubbles, a flute, a candle, a festive flute, a little rice in a bowl, a straw and liquid paint on a cardboard sheet, a dandelion.

## THE GROCERY CART



### Language goals

- Paying attention
- Association skills
- Vocabulary acquisition
- Concentration and listening

### Procedures

Place a variety of pictures of food in a bag. You can cut these out with your child from the grocery store ads. Invite your child to pick an image and name the food.

## FACES IN THE MIRROR



### Language goals

- Speech muscles
- Acquisition of body image

### Procedures

- Encourage your child to look in the mirror and make faces with his mouth.
- Invite your child to stick out his tongue, to observe the inside by widely opening his mouth, to touch his palette, his nose, his cheek, his chin, his lips or his teeth with his tongue, click his tongue on his palette, fold his tongue in his mouth, etc.
- Exaggerate smiles. Make huge smiles and hold them in position for 5 seconds and relax. Repeat this exercise as fast as possible.
- Make sounds. Stand in front of the mirror and make a series of sounds

## SPIN THE BOTTLE OF EMOTIONS



### Language goals

- Vocabulary acquisition
- Taking turns
- Expressing emotions

### Procedures

Place images or photos that represent different emotions in a circle, face down, on the floor. Then, place an empty bottle in the centre of the images. Invite your child to spin the bottle. The child has to turn the card over that the bottle is pointing at.

## SEASON ASSOCIATION



### Language goals

- Vocabulary acquisition
- Association and categorization

### Procedures

Place clothes from different season together and have fun with your child organizing them by season. Adapt the activity according to the age of your child: 2 seasons (summer/winter) or the 4 seasons.

## THE BILLY GOAT'S BEARD



### Language goals

- Visual contact
- Using pronouns
- Watching each other

### Procedures

Hum the following rhyme:

*I hold you by the beard  
You hold me by the beard  
The first one to laugh  
Will get a kiss!*

Each of the players hold the chin of the other between his fingers. After saying the rhyme look at each other in the eyes as long as possible without saying a word, and without giggling.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## APPENDIXES

- **REFERENCE FORM TO THE EARLY “CHILDHOOD” TEAM**

CISSS-MO- CLSC of Huntingdon

- **FAMILY LOAN FORMS**
- **PARENTS APPRECIATION GRID**
- **PARENTAL AUTHORIZATION**



# FAMILY LOAN FORMS

## Reference Guide for the Stimulation of the Language

LOANED MATERIALS (WRITE THE NAME OF THE GAME)

GAME : \_\_\_\_\_

GAME : \_\_\_\_\_

GAME : \_\_\_\_\_

GAME : \_\_\_\_\_

COMMENTS : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME : \_\_\_\_\_ SIGNATURE : \_\_\_\_\_

TELEPHONE : \_\_\_\_\_

DATE OF LOAN : \_\_\_\_\_

RETURN : \_\_\_\_\_ SIGNATURE : \_\_\_\_\_

## Before Returning the Language Stimulation Toolkit

1. Clean any items that may have been soiled, put in the mouth, etc. ;
2. Check the inventory of the bag and report any breakages or missing items on return ;
3. Complete the evaluation of the bag.

If you have any questions, do not hesitate to contact

\_\_\_\_\_ at \_\_\_\_\_

# PARENTS

## APPRECIATION GRID

SURVEY "PARENTS APPRECIATION GRID"

1 = strongly agree

2 = somewhat agree

3 = more or less agree

4 = do not agree

NAME OF THE GAME	I am satisfied with the game I used with my child				Easy to understand and use				I notice improvements in my child			
	1	2	3	4	1	2	3	4	1	2	3	4

What suggestions would you make to improve this Toolkit?

OTHER COMMENTS :



# **PARENTAL AUTHORIZATION**

Name of child: \_\_\_\_\_

Date of birth (D/M/Y) : \_\_\_\_\_

<b>Yes</b>	<b>No</b>	I authorize the community organisation to forward to the management and / or the caregiver of my child the information included in this document: _____ _____
<b>Yes</b>	<b>No</b>	I authorize the community organisation to provide the following assessment reports and / or intervention plans to the direction and / or caregiver of my child: _____ _____ _____
<b>Yes</b>	<b>No</b>	I authorize telephone follow-ups or meetings between the staff of: _____ _____

During the process, I will receive all information related to my child.

## **SIGNATURES**

Name of parent or guardian: \_\_\_\_\_

Signature : \_\_\_\_\_ Date (D/M/Y): \_\_\_\_\_

Name of the person in charge : \_\_\_\_\_

Signature : \_\_\_\_\_ Date (D/M/Y): \_\_\_\_\_

This agreement is valid for one year after signed.


# BIBLIOGRAPHY






- Source : LinguiSystems- Communication Milestones-2012 Edition
- Source : American Academy of pediatric dentistry-speech and language Milestones
- Source : Edition 2017 Global development- My journey, Réseau 0-5  
Haut-Saint-Laurent / Table d'Actions Concertées 0-5 Beauharnois-Salaberry
- Source : Speech Language and Hearing Milestones, Prevent, Protect act.  
SAC Speech-language Audiology Canada-2014 Edition
- Source : Language stimulation, A guide for parents, 2016 Edition by Réseau 0-5  
Haut-Saint-Laurent
- Source : Reference form to the "early childhood" team, CISSS-MO- CLSC of Huntingdon




MATERIAL AND PRICING  
OF THE STIMULUS TOOLKIT  
REFERENCE GUIDE  
(2016-2017)

## MATERIAL AND PRICING OF THE STIMULUS TOOLKIT REFERENCE GUIDE (2016-2017)

NAME OF THE GAME	PLACE OF PURCHASE AND PRICE	PUBLISHER/ AUTHOR	TARGETED OBJECTIVES	PICTURE OF THE GAME
The Suitcase with Words	Les Éditions Passe-Temps <b>39,95\$</b>	Author : Hélène Dupré  Publisher : Les Éditions Passe-Temps	Development of the vocabulary	
Roll and Play (dice)	Brault & Bouthillier <b>39,95\$</b>	Publisher : Thinkfun	Learning colors and numbers, developing motor skills.  Learning to follow instructions. Recognition of images / words.	
Has the cat got your tongue?	Brault & Bouthillier <b>49,95\$</b>	Author : Brigitte Chaput et Céline DeBrito  Publisher : Les Jeux de Bri-Bri	Understanding and production of the lexicon.  Understanding and syntactic production.	
My First Sentences 1	Les Éditions Passe-Temps <b>34,95\$</b>	Author : Michelle Khalil, Marie-Claude Pigeon  Publisher : Les Éditions Passe-Temps	Working the production of simple sentences, of the subject-verb type	

NAME OF THE GAME	PLACE OF PURCHASE AND PRICE	PUBLISHER / AUTHOR	TARGETED OBJECTIVES	PICTURE OF THE GAME
<b>Sound Toolkit- Complete Package</b>	Les Éditions Passe-Temps <b>119,95\$</b>	Author : Caroline Lyonnais  Publisher : Les Éditions Passe-Temps	Improve pronunciation of consonants in the beginning, middle and end position of words.  Develop the ability to do syllabic do syllabic and phonemic segmentation of varied words.  Increase expressive vocabulary.	
<b>Lotto Pronouns - He and She</b>	Les Éditions Passe-Temps <b>19,95\$</b>	Author : Michelle Khalil, Marie-Claude Pigeon  Publisher : Les Éditions Passe-Temps	Bring the child to master the pronouns “he” and “she”.  Enrich the expressive vocabulary of the child with regard to the action verbs.	
<b>The Spiral of Pronouns - He and She</b>	Les Éditions Passe-Temps <b>19,95\$</b>	Author : Michelle Khalil Marie-Claude Pigeon  Publisher : Les Éditions Passe-Temps	Bring the child to master pronouns “he” and “she”.  Enrich the expressive vocabulary of the child with regard to the action verbs.	
<b>Twin Sentences</b>	Les Éditions Passe-Temps <b>24,95\$</b>	Author : Julie Demers  Publisher : Les Éditions Passe-Temps	Understand and produce simple sentences (sentences with subject and verb.)  Understand and produce coordinated sentences consisting of two simple sentences linked by the conjunction “and”.	
<b>That is weird! - K, G ,N</b>	Les Éditions Passe-Temps <b>29,95\$</b>	Author : Michelle Khalil, Marie-Claude Pigeon  Publisher : Les Éditions Passe-Temps	Develop reasoning skills by encouraging and identifying absurd situations.  To produce the sounds / k / , / g / and / gn.  Develop receptive and expressive vocabulary.	

NAME OF THE GAME	PLACE OF PURCHASE AND PRICE	PUBLISHER / AUTHOR	TARGETED OBJECTIVES	PICTURE OF THE GAME
<b>Build Simple Sentences</b>	Les Éditions Passe-Temps <b>19,95\$</b>	Author : Geneviève Lépine  Publisher : Les Éditions Passe-Temps	Produce simple “subject-verb-complement” sentences.  Bring the child to master the articles “the” and “the” as well as pronouns “he” and “she.”  Enrich the vocabulary of verbs.  Enrich basic vocabulary in different categories.	
<b>Workshop on Photo Sequences (4)</b>	Brault & Bouthillier <b>51,95\$</b>	Publisher : Nathan	Promote the observation and taking of relevant indices on images.  Develop logical construction of a narrative.  Enriching vocabulary.	
<b>Pictograms - Because an image is worth a thousand words</b>	Brault & Bouthillier <b>49,95\$</b>	Author : Anne-Marie Le Gouill  Publisher : Les Éditions Milmo	Visual support to help develop autonomy and language.	
<b>Pictograms 2 - On the road to autonomy</b>	Brault & Bouthillier <b>49,95\$</b>	Author : Anne-Marie Le Gouill  Publisher : Les Éditions Milmo	Visual support to help develop autonomy and language.	
<b>Book: The Adventures of Violette, and the Violette puppet.</b>	Available by the Réseau 0-5 Haut-Saint-Laurent <b>FREE</b>	Author : Réseau 0-5 Haut-Saint-Laurent	Promote early literacy, and enrich the vocabulary of the child.	

FOR INFORMATION :







WITH THE FINANCIAL SUPPORT



**AVENIR D'ENFANTS**  
DES COMMUNAUTÉS ENGAGÉES

2016-2017

