

Communication Hints and Information

For New Parents

Compiled by the
Speech-Language Pathology Council
of the City Hospitals, Eastern Health



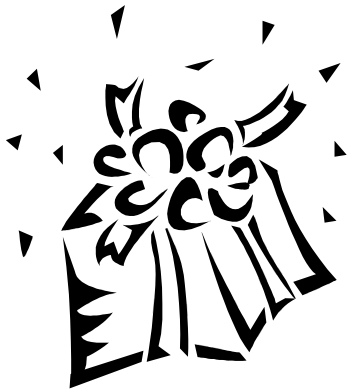
Eastern
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Congratulations on your new baby! The Speech-Language Pathologists of Eastern Health would like to provide you with an information kit on speech and language development. Remember, communication for babies can take many forms...listening, babbling, smiling, laughing, reaching, crying and looking are just a few...and it is never too early to promote good speech and language. Please take the time to read these ideas and suggestions and use them with your child. We hope you find these activities rewarding and fun!!



*Speech-Language Pathologists
of City Hospitals, Eastern Health*

Take Me Home and... Talk To Me



Dear Mom, Dad, and Other Big People,

Thanks for taking time out from your busy schedule to learn some more about my speech and language. You know, speech and language skills are some of the most important skills that I'll develop. Feeling good about myself, making friends, and doing well when I get to school depend on how well I communicate. Sound important? It is, and you have a very important part in it. After all, you're my first, and probably most important, teachers.

There are things you can do to help me learn these important skills. The most important thing to remember is to **talk to me**, even before I can use words to talk to you. When you hold me, look at my face and make soft cooing sounds. Even though you don't use words, your voice will tell me I'm special.

I like to hear you tell me that I'm cute, that I'm getting bigger every day, or that I'll feel better when I have a clean diaper. I like to hear how your day is going. Did you have a good day at the office? Did you burn dinner? Did grandma call to find out how I'm doing? I hope she did, and I hope you told her that I'm fine and that I'm listening and "talking" more every day.

Just because I can't say words doesn't mean that I'm not talking. I have my own special ways that don't need words. Remember when I was sucking on my bottle and you started telling me about getting ready for bed? I stopped sucking and looked at you. Well, I was "telling" you that I was listening.

It won't be long before I'll start making lots of sounds. I'll enjoy hearing you copy my sounds because it lets me know that you are listening to me and that makes me feel important. Imitating my sounds will be fun for you...and helpful to me.

Soon after my first birthday, my words will start developing. You'll need to be good listeners at first, but you'll get the hang of it and then we can really start having "conversations". Don't worry if it's hard to understand what I say. I'm just learning and this talking thing is pretty hard to do.

When I start stringing words together, I'll need your help even more. You see, I'll probably leave out some important words. I'll need to have you put them in for me. Please don't make me say things over, and don't make me show off my talking to your fiends. I'll talk lots more if you encourage me instead of making me.

I enjoy listening when you read to me. I really like it when the words rhyme and when you act out stories with your hands while you're saying the words. I like it when you sing to me, and when you explain to me what's happening just about anywhere.

Wow! We really have a lot of work ahead, but I bet we'll have a lot of fun working together. Actually, I know we'll be a great team now that you know how important it is to talk to me.

With love from, **ME**

Source: *Talk To Me, Developmental Learning Materials (1991)*

DID YOU KNOW...

- By age three, children have acquired more than half the language they will use throughout their lives.
- At birth, children have all the brain cells they will ever need. Between birth and their third birthday, millions of brain cells are either put to work or discarded forever.
- All infants are born with certain innate capabilities and predisposition's to learn language.
- Brain stimulation, including talking, touching and engaging in activities can enhance language development.
- By 7 ½ months, a baby can consistently tell the difference between sound alike words, such as “cut” and “cup”.
- The more words an infant hears, the larger his vocabulary will grow.
- At the age of 18 months, babies learn roughly one word every three days.
- Skill in language is the major component in most IQ tests and of successful learning in school.
- Many behavioral problems that children are experiencing are actually a form of nonverbal communication.

(From More Than Just Talk – Preschool Communication, Children’s Therapy Center, Kathleen M. Toth, MA CCC-SLP).

SIGNS OF HEARING LOSS IN CHILDREN

Does your newborn baby jump or blink when there is a sudden loud noise?

Does your 3-6 month old baby stop crying or stop moving at the sound of your voice or a new sound?

Does your 9-12 month old baby turn towards a speaker?

Does your 2 year old use short sentences.

If you answer NO to any of these questions, it may indicate a hearing problem.
TALK TO YOUR DOCTOR.

SPEECH AND HEARING AT A GLANCE

<p><u>Birth – 6 Months</u></p> <ul style="list-style-type: none"> • Startles or cries in response to loud sounds. • Stirs or awakens when sleeping quietly and someone makes a loud sound. • Makes “coo” or “aaah” sounds. • Repeats the same sounds frequently and babbles. 	<p><u>2-3 Years</u></p> <ul style="list-style-type: none"> • Notices different sounds, such as a dog barking or someone at the door. • At 2 years has an expressive vocabulary of 50-250 words. • At 3 years has a vocabulary of over 1000 words. • Asks questions. • Uses pronouns (e.g., “I”, “you”, etc.) • Uses 2 or 3 word sentences.
<p><u>6-9 Months</u></p> <ul style="list-style-type: none"> • Notices and turns head toward the side and source of new sounds. • Responds to “no” and his/her name. • Babbling increases. Begins to use 2-syllable babbling. • Makes many different sounds. 	<p><u>3-4 Years</u></p> <ul style="list-style-type: none"> • Understands conversation easily. • Beginning to say many sounds correctly. • Uses plurals (e.g. “toys”). • Uses 4 or 5 word sentences. • Talks about experiences from recent past • Speaks so that others (i.e. other than caregiver) can understand. May speak with some dysfluency such as whole word repetitions.
<p><u>9-15 Months</u></p> <ul style="list-style-type: none"> • Turns head in any direction to find an interesting sound. • Responds to name when spoken softly. • Uses his/her voice to get attention. • Begins to use single words. • Gives toys to parents on verbal request. 	<p><u>4-5 Years</u></p> <ul style="list-style-type: none"> • Hears and understands most speech, even when spoken quietly. • Uses most sounds correctly, except possibly /th/, /r/, /l/, /ch/, and /sh/. • Can define common words and explain how they are used (e.g. fork, scarf, etc.)
<p><u>15-24 Months</u></p> <ul style="list-style-type: none"> • Follows simple 2-part requests (e.g., “Get your coat and put it on.”). • Uses about 15-20 words or more. • Imitates words. • Puts 2 words together (e.g., “more milk”). 	<p><u>Remember</u></p> <ul style="list-style-type: none"> • Your baby must hear well to learn to talk. • No child is too young to have a hearing test. • Your child will likely make some speech mistakes as he/she learns to talk. • Contact your physician, an audiologist, or a speech-language pathologist if you are concerned about your child’s hearing or speech.

Helping Kids Discover and Develop Language 0-3 Months

1. ***The infant makes cooing sounds.***

For example, the infant makes sounds such as “oohs” and “ahs”.

What you can do:

- Increase loudness of your own voice.
- Play with your infant and bring him/her close to your face.
- Imitate any attempts at sounds (sighs, coos, sucking sounds and facial expressions).
- Respond to any sound he/she makes as a turn.
- Talk with your infant.
- Smile, laugh or click your tongue.
- Touch your infant.

2. ***The infant’s cry varies with emotional and physical state.***

For example, the infant’s cry will be different when he/she is in pain compared to when he/she is hungry, angry or uncomfortable. Crying is important because it gives the infant a chance to learn to coordinate the structures involved in speaking (tongue, lips and vocal cords).

3. ***The infant responds to human voice.***

For example, the infant may quiet or discontinue his/her vocalizations and/or change his/her activity level.

What you can do:

- Use a happy, soothing voice to quiet your infant.

4. ***The infant makes brief eye contact.***

For example, when the infant is being fed, he/she will look into the caregiver’s eyes.

What you can do:

- Go out of your way to meet your infant’s gaze.
- Guide your infant’s face towards your face to help make eye contact.
- Exaggerate facial expressions.
- Bring attention to your mouth or eyes by patting the side of your face. This adds a visual cue at which your infant can look.
- Feeding, bathing and changing times are great opportunities to make eye contact.

5. ***The infant engages in a back and forth vocal exchange with another person.***

For example, a baby’s turn can be gurgling, sucking on a bottle or any sound or movement a baby makes. This is the beginning of turn-taking which is later required for conversations.

What you can do:

- Imitate your baby’s sounds (sighs, coos, lip smacking) and actions.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language

4-6 Months

1. ***The infant babbles.***

For example, the infant produces various speech sounds such as “buh”, “ma”, “guh”, “goo” and “boo”.

What you can do:

- Imitate your infant’s sounds. Babies love to hear their caregivers copy their sounds. This imitation is important for speech development.

2. ***The infant vocalizes pleasure and displeasure.***

For example, the infant may squeal with excitement or may scream in anger.

What you can do:

- React appropriately.

3. ***The infant is more responsive to siblings and caregivers than to strangers.***

For example, this is natural because infants spend more time with family than strangers. Babies love familiar faces.

4. ***The infant responds upon hearing his/her own name.***

For example, the infant responds to his/her name by establishing eye contact with the caregiver and/or using various facial expressions.

What you can do:

- When saying your infant’s name, look at him/her and attract his/her attention.
- Go out of your way to meet your infant’s gaze when saying his/her name.
- Guide your infant’s face towards your face to help make eye contact.

5. ***The infant smiles and laughs aloud.***

What you can do:

- Maintain face-to-face positioning when you talk to your baby.
- Use a lot of facial expressions.
- Simultaneously move around, sing and rock your baby.
- Remember routines your baby enjoys and use these to induce laughing.

6. ***The infant begins to imitate various sounds.***

For example, during interactions with the caregiver, the infant will imitate speech sounds (“ba” and “ma”) and non-speech sounds (tongue clicks).

What you can do:

- Imitate your baby’s sounds and actions.
- Maintain close physical contact with your infant.

7. ***The infant looks towards the sound source.***

For example, if the infant doesn’t startle to loud noises or look towards the sound, have his/her hearing checked.

What you can do:

- Use various objects that make sounds (rattles, music box, squeaky toys).
- Start talking to your baby while directly facing him/her then gradually move to the side. Ensure that your infant follows you with his/her eyes.
- Move a rattle around your baby. If he/she looks at it, give it to him/her.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language 7-9 Months

1. ***The infant babbles a series of sounds.***

For example, the infant may say “mamama”, “nuhnuh”, “tuhtuhtuh”, “dadada” and/or “papapa”.

What you can do:

- Imitate your child’s sounds. Babies love to hear their caregivers copy their sounds. This imitation is important for speech development.

2. ***The infant understands “no”.***

For example, the infant stops an activity (playing with an object or touching a dangerous object) when the caregiver says “No!”.

What you can do:

- Use a negative intonation, say “No” and stop him/her from what he/she is doing.

3. ***The infant responds with gestures to another person’s gestures and accompanying words.***

For example, when the caregiver reaches towards the infant and says “up”, the infant puts his/her arms in the air, or when the caregiver waves while saying “bye bye”, the infant waves back.

What you can do:

- Frequently use gestures at appropriate times.
- Show your infant how to produce these gestures by taking his/her hand and showing him/her.

4. ***The infant looks at some common objects when they are named.***

For example, the infant may recognize such words as “ball”, “bottle” and cookie.

What you can do:

- Hold the object in front of your infant and name it before giving it to him/her.
- Name objects your infant shows interest in.
- Always use the same name for the same object all of the time.
- Use simple names (use “car” instead of “automobile”).
- Use specific names for toys (say “Fluffy” for the infant’s stuffed rabbit).
- Repeat the same word over and over again. Don’t worry about using it too much because this is how children learn best (“Oh, truck, nice truck, big truck”).

5. ***The infant recognizes family members’ names.***

For example, the infant looks or turns his/her head in the direction of the person’s name when that person is present. The infant may show excitement when he/she hears the name of a familiar person.

What you can do:

- Use the names of family members when they are in the same room as your infant.
- Point to family members when saying their names.
- During activities constantly use the names of family members (“Daddy rolls ball”).

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language

10-12 months

1. ***The child says his/her first word.***

The child's first words may not sound perfect or may not be used correctly. For example, the child may use "dog" to refer to any four legged animal. With practice, this production will become clearer and will be used appropriately.

What you can do:

- Hold the object in front of your infant and name it before giving it to him/her. This allows your child to see your tongue and lips move as you make the sounds.
- Name objects your infant shows interest in.
- Always use the same name for the same object all of the time.
- Use simple names (use "car" instead of "automobile").
- Use specific names for toys (say "Fluffy" for the infant's stuffed rabbit).
- Repeat the same word over and over again. Don't worry about using it too much because this is how children learn best ("Oh, truck, nice truck, big truck").
- Follow your child's lead (play with the toys with which your child wants to play).
- When speaking to your child use simple language (1 or 2 word sentences at the most).
- Stress new words in your speech.

2. ***The child follows simple commands.***

For example, the child responds appropriately "Put that down", "Come to Mommy" and "Give it to Daddy".

What you can do:

- Accompany your commands with gestures to provide more visual information.
- Keep your commands short or break them down into small parts.

3. ***The child seems to understand simple questions.***

The child may respond to questions such as "Where's the ball?" and "What is that?".

What you can do:

- Exaggerate your intonation and facial expressions and use gestures when asking questions.
- To help your child better understand "where" questions, hide an object while your child watches and then immediately ask "Where is the _____?". Gradually lengthen the time between hiding and seeking.

4. ***The child gestures and/or vocalizes to indicate wants and needs.***

For example, he/she may ask for very common objects such as ball by name and/or may gesture toward the object.

What you can do:

- Use gestures to accompany your own vocalizations.
- Occasionally withhold an object so that your child must ask for it to obtain it.
- Set up situations so that necessary objects are missing (bring out the juice container but put no glasses on the table).

5. ***The child starts speech-gesture games.***

For example, the child tries to involve the caregiver in "peek-a-boo" or "patty-cake".

What you can do:

- Follow your child's lead when he/she starts a game.
- Choose one or two speech games (Itsy-bitsy spider", "peek-a-boo" and "This little piggy") that you can also play over and over so that your child becomes very familiar with them. This will increase the likelihood that he/she will initiate play.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language

1 ½ Years

1. ***The child uses 10 to 20 words, including names.***

What you can do:

- Use daily routines to introduce words (when bathing the child, introduce words such as “boat”, “water”, “pour”, “bubbles” and “splash”).
- Use familiar names of objects and add new words daily.
- Use the same words in different ways (“roll ball”, “throw ball” and “kick ball”).
- Read simple picture books with your child.

2. ***The child uses connected sounds (jargon) that sound like sentences in a foreign language.***

Jargon is often accompanied by gestures. The child will often point to objects and make up names for them.

What you can do:

- Give your child the appropriate names of objects.
- Don't ignore your child's attempts at communicating. Instead, try to understand his/her message.
- Describe what your child is doing, feeling, hearing.

3. ***The child recognizes the names of 1 to 3 body parts.***

What you can do:

- Touch your own body parts and your child's body parts and name them.
- Name the body parts of dolls and stuffed animals.
- Have your child point to his/her body parts while looking in the mirror.
- Associate body parts with their functions when giving your child simple directions (“lick the spoon with your tongue”, “clap your hands”, “kick the ball with your foot” and “touch the ball with your hand”).
- Use daily routines (eating, bathing, dressing) to talk about various parts.
- Sing the song “Head and shoulders, knees and toes...”.
- Draw a picture of a face and name its parts.

4. ***The child begins to understand groupings, such as things to eat, animals and things to wear.***

What you can do:

- Start a picture book for your child by gluing pictures of objects under various categories (people, toys, clothes and animals) in his/her “special” book.
- As your child learns new categories add new pictures.
- Use picture books, coloring books or posters to talk about various categories (while looking at a picture of children playing in a playground point out the play equipment, people, toys and clothes).
- Take your child to places such as the grocery store, the zoo, the park or the toy store.

5. ***The child uses common expressions.***

The child may say “What's that?”, “all gone” or “Oh no”.

What you can do:

- Use common expressions at the correct time over and over again.
- Repetition is good so don't worry if you say the same expression many times during the day.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language

2 years

1. The child begins to use 2-word sentences.

For example, the child may use: agent + object (“Mommy sock”) and agent + action (“Tommy up”). At this stage a child expresses meaning through the tone of his/her voice and the ordering of words in his/her sentences. Your child may use word combinations that adults do not use (“all gone juice”, “more up” and “no down”).

Suggestions:

- When your child produces 1 word, you can immediately use that word in a 2 or 3-word phrase (Child: “Mommy” Adult: “Mommy help”). Enlarging the child’s production is called expanding.
- Use 2-word sentences in your speech that you think your child can produce. Include words in your sentences that you have heard your child use.
- Talk about what your child is doing while he/she is doing it. For example, you can say, “Truck go” as your child pushes his/her toy across the floor.

2. The child has a vocabulary of at least 50-100 words by 2 years.

Suggestions:

- You can increase your child’s vocabulary by exposing him/her to new experiences.
- Follow your child’s lead and label new actions and objects in which your child shows interest.
- Verbally interact with your child as much as possible.
- Use daily routines (bath time, getting dressed, setting the table) as opportunities to increase vocabulary.
- Label objects, people and actions when reading to your child.

3. The child follows 2 step commands that are accompanied by gestures.

For example, the child understands the request to “Pick up your toys and put them in the toy box” as mom points to the toys and the toy box.

Suggestions:

- Use commands which involve simple words.
- When you are giving longer directions such as “Find your doll and give it to Sue”, break them into smaller parts or provide your child with hints about what he/she is to do (before repeating the second part of the above command, you might say, “You have the doll. Who gets it?”)
- During activities such as baking cookies, making juice or doing crafts allows you to give your child simple directions.

4. The child uses such pronouns as “me”, “mine”, “my”, “you”.

These pronouns are not always used appropriately.

Suggestions:

- Use sorting the clothes with your child as an opportunity to use pronouns. You can talk to whom the clothing belongs and where it goes (“my sock”, “your sock”, “this is mine.”)
- While looking at family pictures talk about the people in the photos using pronouns (“This is mom. Here she is.”)

5. The child uses negative forms such as “not” and “no” in combination with another word.

For example, the child may say “No shoe” when he/she expects his/her shoes to be in a place where they are not; “Not go” when he/she does not want to leave.

Suggestion:

- If your child just says “no” or “not”, expand his/her statement by adding a second word (if your child says “no” while you are pouring juice, respond with “no juice”).

Helping Kids Discover and Develop Language

2 ½ years

1. The child understands such prepositions as “in”, “on” and “under”.
For example, when the caregiver says, “The ball is under the couch”, the child will go to get the ball from the appropriate place.
Suggestions:
 - A hide and seek game can involve the use of many prepositions (your child can hide his/her favorite toy, then you can ask about where the toy has been hidden “Is it on the TV?” “Is it in the desk?”)
 - Label actions that involve your child’s body (“sit down”, “jump up”, “off table”, “fall down”, “under table”).
 - Use prepositions while you and your child are putting things away (“apples in fridge”, “bread on counter”).
 - Activities such as setting the table and putting away the dishes provide you with many opportunities to use prepositions such as “in”, “on” and “under”.
2. **The child produces 2 to 3 word sentences.**
For example, the child may say “Daddy go car”, “Bruno drink juice” or “Me hit ball”.
Suggestion:
 - When your child produces 1 or 2 words, you can immediately use his/her word(s) in a longer phrase (Child: “Diana up” Adult: “Diana wants up.”) Enlarging your child’s production is called “expanding”.
3. **The child understands the concept of “one” and “all”.**
For example, if the caregiver asks for one block, the child will give him/her one block. If the caregiver asks for all the blocks, the child will pick up all the blocks and hand them to the caregiver.
Suggestion:
 - Use the words “one” and “all” during everyday events and emphasize these words in conversation (hold up 1 finger and say “just one” when your child wants to take a handful of candy or a number of cookies from the plate; while making Kool-aid you might say “Just one scoop” or “Pour it all in”; while playing with toys such as blocks, you might say “Give me one block” or “Give me all the blocks.”)
4. **The child uses approximately 150 to 500 words.**
Suggestions:
 - You can increase your child’s vocabulary by exposing him/her to new experiences.
 - Follow your child’s lead and label new actions and objects in which your child shows interest; verbally interact with your child as much as possible.
 - Use daily routines (bath time, getting dressed, setting the table) as opportunities to increase vocabulary.
 - Label objects, people and actions when reading to your child.
5. **The child recites rhymes and songs.**
The child may recite or sing rhymes or songs such as “Twinkle, Twinkle Little Star” and Sharon, Lois and Bram’s “Skinnermarink”.
Suggestions:
 - Take every opportunity to sing songs together as singing often involves physical contact, turn taking, repetition and gestures which help develop conversational skills.
 - Encourage your child to learn and recite his/her favorite nursery rhymes.
 - Repeat nursery rhymes over and over again to help your child learn them (don’t worry if the child’s version of the nursery rhymes is not perfect because it will eventually improve).
 - Say parts of a rhyme your child is very familiar with and have your child fill in the missing parts. (Parent: “Ring around the” Child “rosie” Parent: “Pocket full oP” Child: “Posie”).

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language

3 years

1. The child uses plurals to indicate more than 1 object.

The child may say “books”, “balls”, “dogs”. Some children may add “s” incorrectly as in “foots” instead of “feet”.

Suggestions:

- Read books that contain many examples of plurals to your child (Goldilocks and the Three Bears).
- Talk about what you see and count the objects in the pictures.
- Stress the “s” endings on plural words (cats) whenever they come up in conversation.
- Count the body parts and other familiar objects (“Here is one hand. Here are two hands.”)

2. The child understands “What...doing”, “Where?” “Who?” and “Do you...?” questions.

Suggestions:

- While reading books with your child, ask questions about the pictures (“Where’s the doggie?” “What is he doing?”)
- Emphasize these questions when they naturally occur during the day.

3. The child follows longer, concrete, 2 to 3 step commands.

These requests may involve prepositions, for example, “Get the dog food, put it in the bowl and then wash your hands.”

Suggestions:

- Use commands which involve simple words.
- Ask your child to repeat the command before he/she tries to do it.
- When you are giving longer directions such as “Find your doll and give it to Chris” do not hesitate to break it into smaller parts or provide your child with hints about what he/she is to do (before repeating the second part of the above command you might say “You have the doll. Who gets it?”)
- Activities such as baking cookies, making juice or doing crafts allow you to give your child simple directions.
- Play “Simon Says” with your child. Take turns being Simon.

4. The child understands and uses some adjectives.

For example, the child may use adjectives such as “big”, “little”, “fast”, “slow”, “wet” and “dirty”.

Suggestions:

- Describe an object that interests your child using these adjectives.
- When playing “I spy with my little eye...” use these adjectives as hints.

5. The child’s vocabulary increases dramatically and some children become real chatterboxes. The child may tell short stories, describe immediate experiences, give monologues and converse with friends and adults.

Suggestions:

- Exposing your child to new experiences will help to increase his/her vocabulary. Before going away on a trip, talk to your child about what he/she will see. You might show your child pictures of the area to which you will be traveling. Once at your destination, talk about the new things you are seeing and once back home, encourage your child to talk about what he/she saw.
- Help your child tell stories by asking questions that guide him/her through his explanation.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language

4 years

1. The child asks “Wh-“ questions to learn about the world.

For example, the child will ask “What”, “Where”, “When”, “Why” and “How” questions.

Suggestions:

- Never ignore your child when he/she asks a question. Always provide your child with some type of answer.
- Occasionally, when you are asking your child to do something, fail to provide enough information. This creates the need for the child to ask you questions to fill in the missing details.

2. The child speaks in complete, complex sentences.

For example, the child may say “The cat is hiding under the couch”.

Suggestions:

- Expand or rephrase your child’s 2 or 3 word sentences to make a more complex utterance.
- Read stories to your child which involve sentences of 4 or more words.

3. The child uses the past-tense ending “ed” correctly.

For example, the child may say, “walked”, “played” or “jumped”. The ending may still be applied incorrectly to irregular verbs such as “goed” for “went” or “eated” for “ate”.

Suggestions:

- Talk about events and objects that interest your child.
- Talk about things that happened in the near past with your child (things that happened earlier in the morning).
- Model the correct form for your child (if your child says “I jump off box” you could say “You jumped off the box.”)
- Emphasize the “ed” when you use past tense verbs (“Look, the dog wagged his tail.”)
- Have your child draw pictures to show things that happened in the past that he/she enjoyed.

4. The child can listen to and is interested in stories for extended periods of time.

Suggestions:

- Use storybooks with moving parts or noises to encourage and to increase your child’s interest in stories.
- Use a lot of expression in your voice while reading to your child.
- Use different voices for the lines of the various characters.
- Buy books that your child is interested in – this will help to increase his/her motivation to look at and talk about stories.
- Have a number of books available around your home.
- Set aside a “special reading time” for you and your child.
- Have your child make up his/her own story using picture books without words.

5. The child uses such contractions as “can’t”, “don’t” and “won’t”.

For example, the child may say, “I can’t” or “I don’t want it”.

Suggestions:

- Model the correct form for your child following his/her incorrect production.
- Emphasize the contractions during conversation.
- Read stories that have a lot of contractions such as “Murmel, Murmel, Murmel” by R. Munsch.

6. The child uses “is + verb – ing” consistently.

For example, the child may say, “He is going to store”.

Suggestions:

- Model and stress the correct form in your speech (“She’s jumping in the water”.)
- Emphasize the “ing” ending while reading storybooks.
- Use a variety of verbs with “ing” endings while playing with your child.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

Helping Kids Discover and Develop Language 5 years

1. The child develops time concepts.

The child uses and understands time concepts such as “today”, “tomorrow”, “morning”, “afternoon” correctly.

Suggestions:

- Talk about routine events and when they occur (“You ate breakfast this morning.”)
- Use a calendar to talk about what happened on that day and to talk about events that are coming up or that have passed (birthdays, holidays).
- After reading a story, talk to your child about what happened at the beginning, middle and end.
- Buy your child a watch and talk about time in general terms (“This morning, at 8:30, I drove you to school.”)

2. The child understands “right” and “left”.

Suggestions:

- Talk about body parts in terms of right and left (“Lift your left foot.”)
- Write “left” and “right” on your child’s shoes.
- Sing the “Hokey Pokey” song.
- Play “Mother May I” using right and left instructions.
- Give directions such as “Run to the right”, “Walk to the left” in play and when dancing.

3. The child counts to ten.

Suggestions:

- Count objects, fingers and toes.
- Sing “Ten Little Monkeys Jumping on the Bed”.
- Children’s television shows such as Sesame Street frequently present numbers and counting in a way which appeals to children.

4. The child uses past, present and future tenses.

For example, the child may say “I walked”, “I am walking” and “I will walk”.

Suggestions:

- Talk about upcoming events and things that you and your child will be doing (“Tomorrow, we will go see Uncle Victor”.)
- Talk about things your child did when he/she was 4 and things that he/she will do when he is 6 or 7 years of age.

5. The child understands much of adult conversation including common sayings such as “Time to hit the sack”.

Suggestions:

- Give an explanation for the saying until you are convinced that your child understands it (“Time to hit the sack. Time to go to bed.”)
- Take time to talk with your child. Talk about things that interest your child.

Adapted From: Helping Kids Discover and Develop Language, K. Angus, D. Cahalan, D. Chenette, H. Enrich, G. Warr-Leeper

READ-TO-ME

SUGGESTIONS FOR PARENTS AND INTERESTED OTHERS

Start reading to your baby as soon as possible. Remember, your baby is never too young to hear you read.

Hold your baby as you read for some extra cuddling time.

Use lots of expression as you read. Change the pitch of your voice and your reading rate to fit the action of the story.

Start by looking at wordless books, picture books, and nursery rhymes. Remember that you can also tell the story by talking about the pictures.

Read stories, say rhymes, and sing songs to stimulate language development and to help your baby learn to listen.

Set aside a special read-aloud time each day. Just before nap or bed seems to be an especially good time for reading aloud.

Have a variety of books available. Cloth books and board books are wise choices for babies.

Let your child help select books; even very young children have favorite stories. Ask questions about the stories and pictures so your child can join in the fun. Even very young children who are not talking can answer by pointing to pictures.

Read to your baby or child throughout the day. For example, read signs when you are going somewhere in the car. When you go to the grocery store, read your shopping list and name individual items as you place them in your shopping cart. Read cards and letters you receive to your child and talk about the people who sent them.

Remember to make Read-To-Me time a FUN time!

Source: Talk To Me, Developmental Learning Materials (1991)

Speech-Language Pathologists are Health Care Professionals who Diagnose and Treat Speech, Language, Voice and Swallowing/ Feeding Disorders.

When does a child need a referral to a Speech-Language Pathologist?

Seek answers if your child:

- Shows no reaction to sound in the first three months of life.
- Is not babbling and making sounds by 10 months.
- Doesn't gesture, show, give or point to get something by 12 months.
- Doesn't understand simple commands like "See your ball? Get your ball!" by 18 months.
- Doesn't pretend play, like feeding a stuffed toy, by 18 months.
- Is not using single words by 18 months.
- Doesn't understand a variety of simple concepts like "big-little, up-down" by 24 or 30 months.
- Is not joining two words by 28 months.
- Shows other communication problems, or you have a sense that something is just not quite right with the child's way of communicating or interactions.

Speech-Language Pathologists are in a number of programs and divisions across the City Hospitals. To find out more information on how to make a referral for a child, please call the Janeway at 777-4957 (Development Team) or 777-4804 (Rehabilitation Team).

**MEMORABLE MOMENTS
in SPEECH and LANGUAGE DEVELOPMENT**

your BABY's name here

FAVORITES:

Use this space to note the sounds, music, records, tapes, programs, books, games, finger plays, places, and songs your baby likes best.

FIRSTS:

Use this space to note first words, combinations of words, and sentences your toddler says.

FOR MORE FUN AND MEMORABLE MOMENTS:

Consider taping a conversation between you and your child and playing it back for your mutual enjoyment now – and years from now.

Source: *Talk To Me*, Developmental Learning Materials (1991)

TRADITIONAL BABY GAMES THAT ENCOURAGE SPEECH

Peek-a-Boo

Lightly cover your baby's face with a scarf. Talk to your baby and, as you pull the scarf away, say "Peek-a-boo". Or hide your own face with your hands or the scarf. Cuddle your baby to show that you didn't disappear.

So BIG

"How big is baby?"

Move baby's hands outward.

"So BIG!"

Move baby's hands upward.

Pat-a-Cake

Pat-a-cake, pat-a-cake, baker's man.

Clap baby's hands together.

Bake me a cake as fast as you can.

Move baby's hands in a circular motion.

Roll it...

And pat it...

Touch baby's hands together lightly.

And mark it with a "B"

Write the letter "B" in the air.

And put it in the oven for baby and me.

Pretend to put cake in imaginary oven.

Source: *Talk To Me, Developmental Learning Material (1991)*

TRADITIONAL BABY GAMES THAT ENCOURAGE SPEECH

A Little Snowflake

A little snowflake fell one day.

Hold hand above your head.

It landed on my nose.

*Bring hand down slowly and gently
touch baby's nose.*

It sent a little shiver.

*Run fingers down baby's body
and gently shake baby's toes.*

Clear down to my toes.

The Wheels on the Bus

The wheels on the bus go round and round,

Hands

Round and round, round and round.

make

The wheels on the bus go round and round,

turning motion.

All through the town.

Bounce

The people on the bus go up and down,

up

Up and down, up and down.

and

The people on the bus go up and down

down.

All through the town.

Pretend

The horn on the bus goes honk, honk, honk,

to

Honk, honk, honk, honk, honk, honk.

honk

The horn on the bus goes honk, honk, honk,

a

All through the town.

horn.

Source: *Talk To Me, Developmental Learning Material (1991)*

TRADITIONAL BABY GAMES THAT ENCOURAGE SPEECH

This Little Piggy

This little piggy went to market.

Wiggle baby's big toe.

This little piggy stayed home.

Wiggle baby's second biggest.

This little piggy had roast beef.

Wiggle baby's middle toe.

This little piggy had none.

Wiggle baby's second smallest.

And this little piggy cried,

Wiggle baby's little toe.

“Wee! Wee! Wee!” all the way home.

(Gently, please!)

This Little Froggy

This little Froggy wanted ice cream.

Use the same motions as in
This Little Piggy.

This little froggy wanted tea.

This little froggy wanted pudding.

This little froggy wanted peas.

This little froggy cried,

“Ribbit! Ribbit! Ribbit! I want it all, please.”

Source: *Talk To Me, Developmental Learning Material (1991)*

TRADITIONAL BABY GAMES THAT ENCOURAGE SPEECH

Itsy, Bitsy Spider

The itsy, bitsy spider

Make your fingers climb upward

Climbed up the water spout.

atop each other.

Down came the rain

Wiggle fingers and move hands

And washed the spider out.

downward to indicate rain.

Out came the sun and dried up all the rain.

Form a circle with hands.

And the itsy, bitsy spider

Make your fingers climb upward

Climbed up the spout again.

again.

Here Is An Engine

Here is an engine

Show baby your hand.

That runs on this track.

Run your fingers up and down

It whistles, "Toot, toot!"

baby's stomach and chest as you

And then it runs back.

say the words.

Source: *Talk To Me, Developmental Learning Material (1991)*

TRADITIONAL BABY GAMES THAT ENCOURAGE SPEECH

Where is Thumbkin?

(Start with hands behind back.)

Where is thumbkin?

Hold up right wrist, thumb inside.

Where is thumbkin?

Hold up left fist, thumb inside.

Here I am!

Right thumb pops up.

Here I am!

Left thumb pops up.

How are you today, sir?

Wiggle right thumb.

Very well, I thank you!

Wiggle left thumb.

Run away!

Move right hand behind back.

Run away!

Move left hand behind back.

Jack-in-the-Box

Jack-in-the-box sits so still.

Hold up fist, thumb inside.

Won't you come out?

Thumb remains inside.

Yes, I will!

Thumb pops out.

Source: *Talk To Me, Developmental Learning Material (1991)*

USING PICTURE BOOKS TO TEACH THE MEANINGS OF WORDS

There are several different areas of meaning that children have to learn.

- **Vocabulary:** Books are a great way to learn new words. Remember to talk about all different kinds of words: names of things (insect), names of actions (leap), and describing words (huge, squishy).
- **Concepts:** Children are expected to know many abstract ideas when they start school: colors, sizes, shapes, quantities, same and different, to name a few. The pictures in picture books are a good way to “show” the child what these different ideas are.
- **Using Words Correctly:** Children learn from experience how to use words correctly. For example, many young children call all animals “dogs” until they learn that dogs are only one kind of animal. Older children learn things like people can think, but rocks can’t.

Some Tips:

1. The most important thing you can do is encourage the child to talk about the story and pictures with you.
2. If possible, try to show the meanings of words in pictures. For example, “look, here are the monster’s *claws*”.
3. Try to relate new words to things the child already knows: “This monster is very big. It’s *huge*; see, it’s even bigger than the house.”
4. Don’t be afraid to teach the children big, long words. Many children enjoy learning words we think are hard, like the names of dinosaurs.
5. Many books are designed just to teach new words and ideas, for example, picture dictionaries or books of colors or numbers, or Ruth Heller’s books of collective nouns, verbs, and adjectives.

Here is an example of an activity you can do:

Read *The Important Book*, by Margaret Wise Brown. This book is a classic available at most bookstores in a softbound, lower priced edition.

Read aloud:

The important thing about an apple is that it is round. It is red. You bite it, and it is white inside and the juice splashes in your face, and it tastes like an apple, and it falls off a tree.

But the important thing about an apple is that it is round.

Now put the words in context:

- Show me how you eat an apple.
- Oh, you bit it.
- Did the juice splash on your face? Is your face wet now?
- Is your apple fresh and crunchy or old and squishy?
- Tell me what you do when you’ve finished.
- You throw it away?
- Because you don’t eat the seeds?

- The part you throw away is called the core. It has the seeds in it.
- Was it good?
- Now you give me one.
- What color is it?
- What should I do with it?

Then ask thinking questions:

- What do you think the important thing about an apple is?
- What other things are round like an apple?
- What else has juice in it?

Then read a few more pages, letting the child just listen. Stop when the child shows special interest in something like wind or grass.

A Hole Is To Dig, by Ruth Krauss, is another excellent book:

Read aloud:

A face is so you can make faces. A face is something to have on the front of your head.

Then ask:

- What else is a face for?
- What do you use your face for?
- Can you show me a sad face?
- Is your nose part of your face? How about your neck?

Tana Hoban's books are written and photographed to teach concepts children need to learn. You can see from the titles how useful they are: *More Than One; Push, Pull, Empty, Full; Is It Rough, Is It Smooth, Is It Shiny?; Over, Under, Through and Other Spatial Concepts*.

Joan Hanson's books teach more complicated kinds of meanings, like opposites or words that have more than one meaning. Look for *More Similes, More Synonyms, More Antonyms, and More Homonyms*.

Ruth Heller's books teach unusual, interesting words, such as *gam, muster, bevy, mesmerizing, astonishing, cavort*, and *slither*.

Source: *Books Are for Talking Too!*, Communication Skill Builders Inc. (1990)

PICTURE BOOKS

NOUN-VERB AGREEMENT

Barton, Byron
Airplanes
Boats
Building a House
Trains
**Trucks*

Burningham, John
Jangle, Twang
Skip, Trip

Crews, Donald
Harbor

Keats, Ezra Jack
The Snowy Day

Lerner, Sharon
Orange Is A Color

Lindgren, Barbo
Sam's Car
**Sam's Cookie*
**Sam's Lamp*

Noll, Sally
Jiggle, Wiggle, Prance

Reiss, John
Colors

Rockwell, Harlow
My Kitchen

Sendak, Maurice
Alligators All Around

Wells, Rosemary
Noisy Nora

SINGULAR AND PLURAL NOUNS

Barton, Byron
Boats

Ets, Marie Hall
In the Forest

Hoban, Tana
Is It Larger? Is It Smaller?

Keats, Ezra Jack
Over in the Meadow

Peppe, Rodney
Humphrey the Number Horse

Schade, Susan, and Jon Buller
The Noisy Counting Book

TWO AND THREE WORD UTTERANCES

Barton, Byron
Airplanes
Boats
Building a House
Trains
**Trucks*

Brown, Margaret Wise
Goodnight Moon
The Runaway Bunny

Burningham, John
Jangle, Twang

Carle, Eric
The Very Hungry Caterpillar

Crews, Donald
Harbor

TWO AND THREE WORD UTTERANCES	CATEGORIES
(Cont'd)	
Heller, Ruth <i>Many Luscious Lollipops: A Book About Adjectives</i>	Amery, Heather, and Stephen Cartwright <i>The First Thousand Words: A Picture Word Book</i>
Hutchins, Pat <i>Rosie's Walk</i>	Barton, Byron <i>Airplanes</i> <i>Airport</i> <i>Boats</i>
Krauss, Ruth <i>Bears</i>	<i>Building a House</i> <i>Buzz, Buzz, Buzz</i> <i>Trains</i> <i>*Trucks</i>
Lerner, Sharon <i>Orange Is A Color</i>	
Lindgren, Barbo <i>Sam's Car</i> <i>*Sam's Cookie</i> <i>"Sam's Lamp"</i>	Brown, Margaret Wise <i>The Important Book</i>
Martin, Bill <i>Brown Bear, Brown Bear, What Do You See?</i>	Crews, Donald <i>Harbor</i>
Noll, Sally <i>Jiggle, Wiggle, Prance</i>	Ets, Marie Hall <i>In the Forest</i>
Reiss, John J. <i>Colors</i>	Gage, Wilson <i>Squash Pie</i>
Rockwell, Anne <i>Big Wheels</i>	Gibbons, Gail <i>Tool Box</i>
Rockwell, Harlow <i>My Kitchen</i>	Heller, Ruth <i>A Cache of jewels and Other Collection Nouns</i> <i>Kites Sail High: A Book About Verbs</i> <i>Many Luscious Lollipops: A Book About Adjectives</i>
Sendak, Maurice <i>Alligators All Around</i>	Hoban, Tana <i>Is It Larger? Is It Smaller?</i>
	Lerner, Sharon <i>Orange is A Color</i>
	McPhail, David <i>Emma's Pet</i>

<p>CATEGORIES (Cont'd)</p> <p>Rockwell, Anne <i>Big Wheels</i></p> <p>Rockwell, Harlow <i>My Kitchen</i></p> <p>Roffey, Maureen <i>Look, There's My Hat</i></p> <p>Russell, Yvonne <i>Words In My World: The I Can Look It Up Book</i></p> <p>Wildsmith, Brian <i>Brian Wildsmith's ABC</i></p>	<p>ADJECTIVES (Cont'd)</p> <p>Hoban, Tana <i>Is It Rough, Is It Smooth, Is It Shiny?</i></p> <p>Hutchins, Pat <i>The Very Worst Monster</i></p> <p>Keats, Ezra Jack <i>Peter's Chair</i></p> <p>McPhail, David <i>Emma's Pet</i></p> <p>Martin, Bill <i>Brown Bear, Brown Bear, What Do You See?</i></p> <p>Martin, Bill, Jr., and John Archambault <i>Listen to the Rain</i></p>
<p>ADJECTIVES</p> <p>Bang, Molly <i>Ten, Nine, Eight</i></p> <p>Bennett, Jill <i>Teeny Tiny</i></p> <p>Brown, Ruth <i>A Dark, Dark, Tale</i></p> <p>Carle, Eric <i>The Very Hungry Caterpillar</i></p> <p>Chorao, Kay <i>Kate's Quilt</i></p> <p>De Regniers, Beatrice Schenk <i>It Does Not Say Meow and Other Animal Riddle Rhymes</i></p> <p>Gackenbach, Dick <i>Harry and the Terrible Whatzit</i></p> <p>Heller, Ruth <i>Many Luscious Lollipops: A Book About Adjectives</i></p>	<p>Reiss, John J. <i>Colors</i></p> <p>Rockwell, Anne <i>Big Wheels</i></p> <p>Viorst, Judith <i>My Mama Says</i></p> <p>PREPOSITIONS</p> <p>Ahlberg, Janet and Allan Ahlberg <i>Each Peach Pear Plum</i></p> <p>Allen, Pamela <i>A Lion in the Night</i></p> <p>Bancheck, Linda <i>Snake In, Snack Out</i></p> <p>Barton, Byron <i>Trains</i> <i>*Trucks</i></p> <p>Brown, Margaret Wise <i>The Runaway Bunny</i></p>

PREPOSITIONS (Cont'd)

Brown, Ruth

A Dark, Dark Tale

Carle, Eric

The Secret Birthday Message

Chorao, Kay

Kate's Box

**Kate's Car*

Gackenback, Dick

Harry and the Terrible Whatzit

Hill, Eric

Spot's Birthday Party

Hoban, Tana

*Over, Under, Through and Other
Spatial Concepts*

Hutchins, Pat

Rosie's Walk

Krauss, Ruth

Bears

Mayer, Mercer

There's An Alligator Under My Bed

Noll, Sally

Jiggle, Wiggle, Prance

TALK, SING, READ and PLAY

With Your Child !



This educational package has been compiled by the Speech-Language Pathologists of the City Hospitals, Eastern Health.

COMMENTS

IF YOU WISH TO MAKE ANY COMMENTS OR HAVE ANY QUESTIONS, PLEASE CONTACT:

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