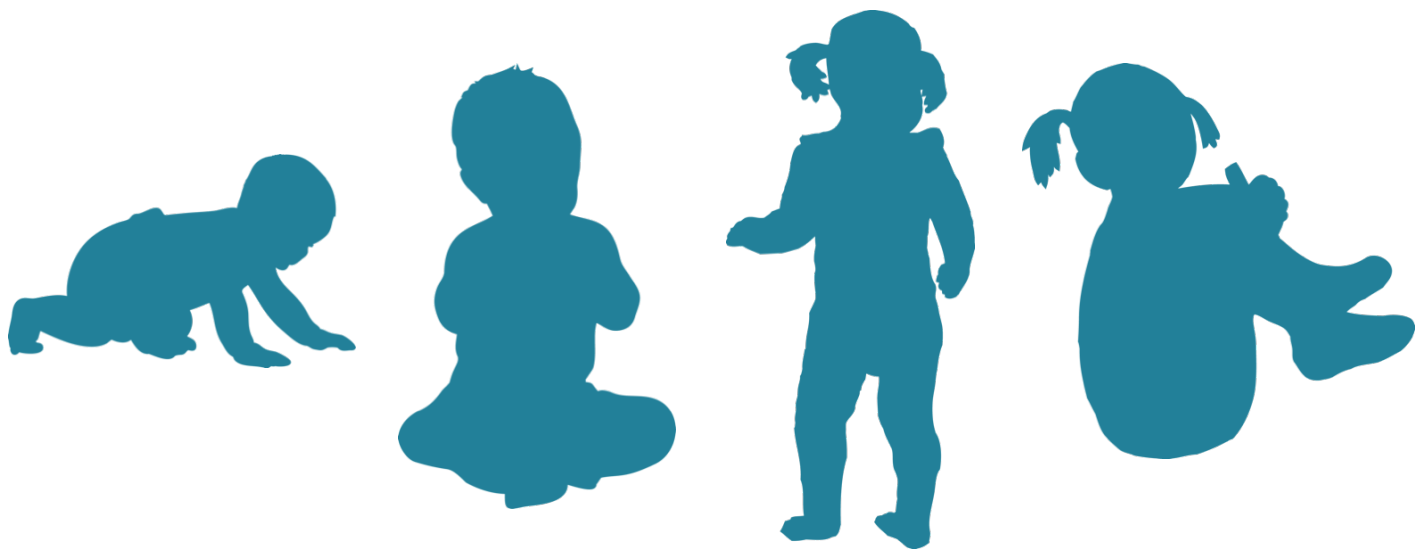


# EARLY Intervention *Parent Handouts* FOR SPEECH & LANGUAGE



## *Set 1*

13 Speech & Language Handouts for Parents

- Developmental Norms (6 pages)
- Language Strategies (7 pages)

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# EARLY INTERVENTION *Parent Handouts* FOR SPEECH & LANGUAGE

## 13 Speech & Language Handouts for Parents

- Developmental Norms (6 pages)
- Language Strategies (7 pages)

This download contains 13 parent handouts for early intervention. Although the handouts in this packet are developed for early intervention, I also use them with severely delayed preschool students.

### Developmental Norms Handouts

- From Coos & Goos to Words (Speech Development Birth to 3)
- Phonological Processes Chart (Lists different processes)
- Before Words (10 skills prior to words)
- Word Count (Word count norms up to age 3)
- Early Language (General differences in expressive/receptive/pragmatic)
- Early Literacy (Skills by age up to 4)

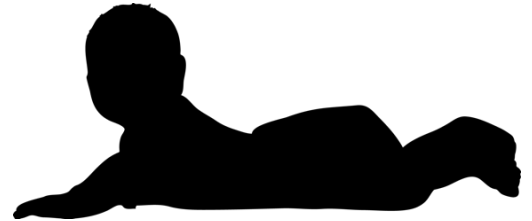
### Language Strategies

- +1 Routine
- 3:1 Rule
- Verbal Routines
- Self-Talk
- Withholding
- Communication Temptations
- Repetitive Books & Songs

# From Coos & Goos to Words

During baby's first year expect:

- ☐ Phonation (cry, burp, sneeze)
- ☐ Coo & Goo (vowels, consonant-vowel (CV, VC))
- ☐ Exploration (squeals, growls, yells, raspberries)
- ☐ Canonical Babbling (reduplicated syllable such as "mama", "baba")
- ☐ Variegated Babbling (begins to use different CV (consonant-vowel) syllables)



P B M T D H W N

Early Developing Sounds



**12 Mos.**

- ☐ Produces first word
- ☐ Produces word approximations ("muh" for "milk")
- ☐ Imitates animal sounds

**18 Mos.**

- ☐ Hums to songs
- ☐ Omits most final consonants
- ☐ Imitates and produces 2-word combinations (mostly nouns & verbs)



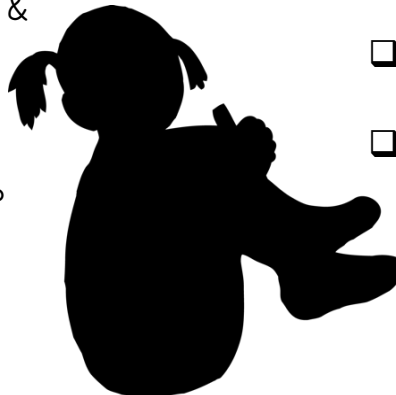
**24 Mos.**

- ☐ Produces CVC structures with early sounds
- ☐ Echoes adult words & inflections
- ☐ Produces 2-word combinations
- ☐ Speech is 25 to 50% intelligible

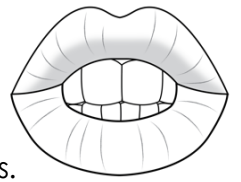


**36 Mos.**

- ☐ Produces 2 -3 word combinations
- ☐ Speech is 50 to 75% intelligible
- ☐ Starts to use some later sounds: K, L, F, S, Y in some words



# Phonological Processes



All children use phonological processes to simplify their speech when learning to talk. These patterns make it easier to coordinate lips, teeth, and tongue to say words. Children typically grow out of many processes by age three.

Final Consonant Deletion	Omission of the last sound in a word. cat → ca.
Cluster Reduction	Omission of one sound from a blend. stop → top
Syllable Reduction	Omission of the weak syllable in a multisyllable word. elephant → efant
Gliding	Liquid sounds (L, R) are changed to glides (W, Y). red → wed
Vocalization	When the ER or L sounds are replaced by a vowel water → watuh
Fronting	Back sounds (K, G, NG) are made in the front (T, D). bike → bite
Deaffrication	Affricate sounds (like CH, J) are replaced by a fricative (like SH, S). cheese → sheese
Stopping	Fricative sounds (like S, F) or affricates (like CH, J) are replaced by a stop (like B, T). zoo → doo
Prevocalic Voicing	Voiceless consonants at the beginning of words are replaced by voiced consonants. pig → big
Postvocalic Devoicing	Voiced consonants at the end of words are replaced by voiceless consonants. bed → bet

# BEFORE WORDS

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Your pediatrician might ask you how many words your child is saying, but there are many other developmental milestones that precede first words.

## Reciprocal Play

You use a sing-song voice and talk to your child. When you stop and look expectantly he makes noises and “talks” back to you using jargon.

## Vocalizes to Objects

Your child holds and looks at objects in his hand. He vocalizes a variety of consonants or vowels.

## Imitates Sounds

Your child copies raspberries, animal noises and other silly sounds. He is interested in watching your face and mouth.

## Joint Attention

Joint attention is when you and your child share interest in the same item. It's an early social skill that is foundational for language and cognition. Your child looks at you and then looks at the airplane and then back at you.



## Initiating Social Games

Your child initiates “chase” or rolling a ball back and forth. Peek-a-boo starts with your child hiding under a blanket and looking to you to continue the game.

## Imitates Movement

Your child imitates movements such as clapping his hands to copy you. He understands and plays the “How Big?” game by putting his hands out wide.

## Point to Objects

Your child is relating to you! He points to show you things or ask what something is. He points to tell you what he wants or where he wants to go.

## Gesturing

Representational gestures include waving bye-bye and putting his arms up when he wants to be picked up. He uses his body to tell you what he wants!

## Social Referencing

Your child wants you to watch him! He looks over while playing to make sure you're watching as he slides the cars down the ramp.

## Push & Pull

Your child pushes and pulls you to things they want. They might take your hand and lead you around the house.

# Word Count

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How many words should my child be saying?

## 12- 18 Months

First words. Your child begins to intentionally label items. At 12 months they use 2-6 words other than *mama* and *dada*.

## 24 - 30 Months

200-300 words. Your child learns many new words including animals, body parts, and simple verbs. He begins to put these words together.

## 36+ Months

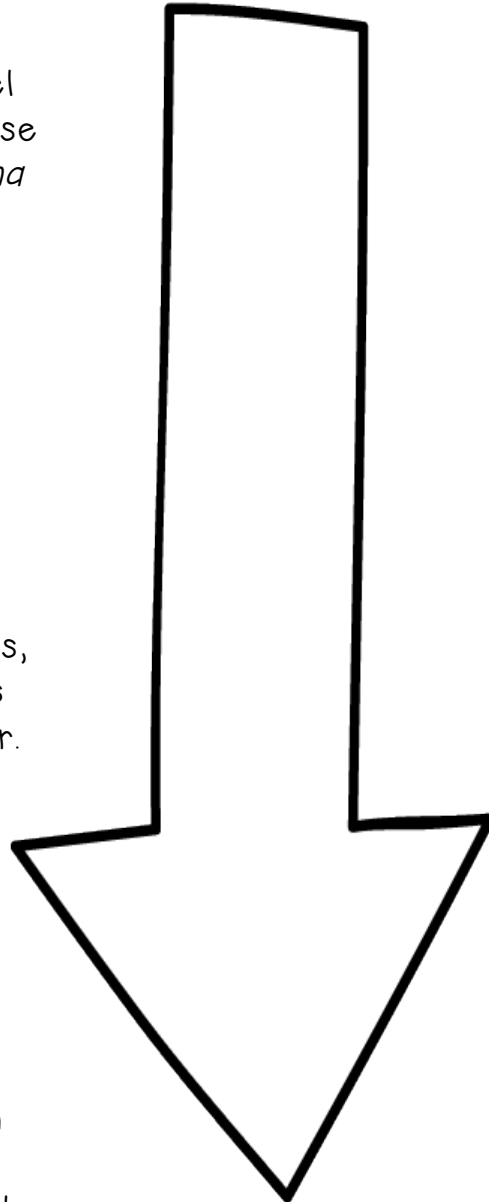
1,000 words. Huge gains in expressive vocabulary during this year. Your child uses mostly 3-word phrases.

## 18 - 24 Months

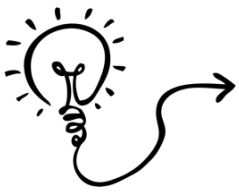
50 words. Your child uses a variety of words - mostly nouns. At this age your child understands many more words than he/she can say. Children typically understand 150 to 300 words.

## 30 -36 Months

450 words. Use positional words (in, on), color words, and ask "what's that?". Uses early pronouns (I, me, you).



# Early Language



## Pragmatic Language

Pragmatics are the social language skills we use in our daily interactions. This includes what we say, how we say it, and our body language. It also includes our ability to judge what is expected in different situations.

## Receptive Language

The first to develop, receptive language is the ability to listen and understand speech. This includes understanding sentences, following directions, understanding a story, or understanding basic concepts.

## Expressive Language

Expressive language includes the ability to express thoughts and ideas. It includes length of sentences, grammar, content of the message and vocabulary.

# Early Literacy

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## **3-12 mos.**

- Chew, hold, & pat books
- Focus on large, bright pictures in a book
- Share a book with an adult as part of a routine at bedtime

## **12-24 mos.**

- Recognize certain books by the cover
- Listen to simple stories
- Like to turn pages
- Attends to a book for two minutes
- Points to and labels pictures independently.



## **24-36 mos.**

- Like to listen to books for longer period of time
- Holds a book correctly
- Begins to recognize logos (e.g. McDonald's sign)

## **3-4 years**

- Begin to attend to specific print, such as the first letter of his name
- Understands that print carries a message
- Identifies some letters/sounds
- Talks about characters in a book
- Likes to “read” stories to himself and others
- Protests if an adult changes the story



# **+1 Routine** *for increasing language*

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After they acquire their first 50 words, children start to combine single words into phrases. Sentence length should be equal to their age (2 year olds use 2-word utterances and 3 year olds use 3-word utterances) until they are 5 years old.

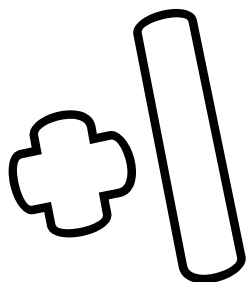
## **The +1 Routine is a strategy to increase your child's utterance length.**

The goal is to model a phrase just one word longer in length than what your child says. This will help your child by exposing him to language just above his current level. You should repeat what your child says and add one word. You will not expect your child to repeat the +1 phrase. Try to vary the type of word you add. Don't just add "please" to the end of every sentence. Use this idea when your child has already initiated the conversation. They need to speak first and you will just expand their utterance.

Child: "bird"                      Parent: "little bird"

Child: "me up"                      Parent: "pick me up"

Child: "help"                      Parent: "help me"



### **Types of Combinations?**

noun + verb (mama go)  
action + object (kick ball)  
action + location (go bed)  
possessor + possession (my ball)

# 3:1 Rule

*for increasing language*

When you're playing with your child it's important for him/her to use language spontaneously. It's really easy to ask your child questions all day. This limits his/her use of language. Instead, focus on saying a statement.

**The 3:1 Rule will help you reduce the number of questions you ask your child and increase the number of statements you make.**

Try to play intentionally with your child using the 3:1 Rule for a few minutes each day. Sit down with your child and his/her toys. While you play, make three comments for each question you ask.

## Playing Kitchen:

### Comments:

I'm the chef!

I made a hot dog.

Oh, that's cold!

Pass the milk please.

### Question:

Do you want ketchup?

Build the 3:1 Rule into your daily routine too. Make comments while you're giving your child a bath, reading a goodnight book, or when you're getting him/her dressed.



# Verbal Routines *for increasing language*

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“Ready, set, go!” It’s a verbal routine you probably use every day with your child, but do you know why your child can fill in the “go”? Verbal routines are words that become predictable because you say them the same way, in the same activity repeatedly.

**Using verbal routines over and over again allows your child predictable practice with a limited set of words. Soon you can omit the last word from a sequence and they can fill in the blank.**

Common verbal routines include familiar songs and nursery rhymes. They can also include a made up song you sing during an activity like “Wash, wash, wash your hands. Make them nice and clean!”

Verbal routines can include phrases that you use in many different settings such as counting “1, 2, 3” or “ready, set, go.”

Sometimes your verbal routines might be specific to your child! If you make up a silly saying while you build and crash blocks, say it over and over again. If your child likes a superhero, put his/her name in a rhyme about being a superhero.



# Self-Talk *for increasing language*

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The best way to improve your child's language is to talk to your child! It sounds simple, and it is! One of the best ways to model language is self-talk.

**Self-talk is when a parent talks about what the parent is doing. You should use an animated and excited voice to make it really fun and engaging.**

Self-talk can be done throughout normal daily routines and many parents automatically use self talk. When using self talk, use short and simple language. Don't use baby talk, but keep your sentences at a level your child understands.



## **Shopping:**

"What do we need? We need bananas. I found the bananas! I need four bananas. One, two, three, four. I'll put them in the cart."

Children need to hear and be exposed to thousands and thousands of words. The more words they hear and are exposed to, the more words they will use!

# Withholding

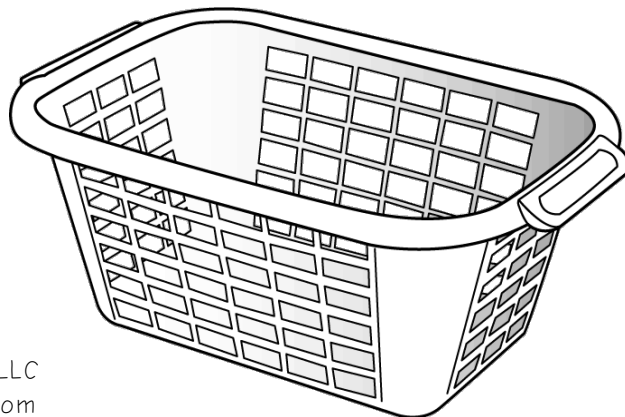
*to increase language*

If your child has several words, but isn't using them independently, try using the withholding strategy. Withholding is a simple strategy where you intentionally wait before you give him something until he communicates with you.

You know your child so well that you can anticipate most of his needs. Sometimes this limits the verbal communication your child needs to use throughout the day. When your child points to what he wants, look at him and say "tell me what you want". Then wait and see if your child responds. If he doesn't respond you can give a verbal model, i.e. "say milk". Once your child responds verbally, give him what he wants. This strategy only works if your child has demonstrated that he has that word in his vocabulary.

## Let's Practice!

Get your child engaged in an activity. Grab a laundry basket and a ball. Start shooting the ball into the basket. Be silly and make it fun. Once your child is really excited and engaged, grab the ball and hold it. Withhold the ball until he asks for it saying "ball" or "my turn".



# Communication Temptations

*for increasing language*

Your child has the opportunity to speak all day, but sometimes opportunity isn't enough. Your child needs a motivating reason and reward in order to communicate!



**Communication Temptations set up the environment in a way that entices your child to make a request that results in a positive experience. With a highly desired activity there is a high likelihood she will ask for it again!**

There are thousands of ways to set up communication temptations! You just need to find something highly motivating so the child enjoys it.

Let's Try It! Start with bubbles. Get the type of bubbles with a twist lid that your child can't open by herself. Hand her the bubbles but don't anticipate her needs! Wait until she communicates to you that she needs the lid unscrewed. Blow some bubbles and then put the lid back on. Let her ask again. If she can't blow the bubbles by herself, you've got another temptation! Wait until she asks for you to blow them. Remember to keep it fun and avoid letting her get frustrated!

Other great activities:

- wind up toys
- balloons
- snacks in pouches
- toys put in jars



# Repetitive Books & Songs

*for expanding language*

Picking books to read with your young child is almost as important as reading them! Picking books with repetitive texts allows you to work on many language and pre-literacy skills. Sit with your child facing you so your child can watch your face and mouth.

**Books with repetitive texts provide a rhythm to speech much like music. They become easily memorized and children know what to expect next. This allows them to begin to use words to finish parts of the books.**

Favorite Repetitive Texts:

Goodnight Moon by Margaret Wise Brown  
Brown Bear, Brown Bear, What do you see?

by Bill Martin Jr. & Eric Carle

Are You My Mother? by P.D. Eastman

Pete the Cat by Eric Litwin

The Napping House Audrey & Don Wood

It's okay to read a book over and over again. Use inflection to make your voice interesting. Use hand gestures and facial expressions that exaggerate your meaning.

