

## Chapter 1 : Speech Or Language Impairments - Project IDEAL

*Language Development in Deaf Child: Language Development is a process starting early in human life. Infants start without language, yet by 4 months of age, babies can discriminate speech sounds and engage in babbling.*

Human civilization has been possible only through language. It is through language only that humanity has come out of the stone age and has developed science, art and technology in a big way. Language is a means of communication, it is arbitrary, it is a system of systems. We know that Speech is primary while writing is secondary. Language is human so it differs from animal communication in several ways. Language can have scores of characteristics but the following are the most important ones: These characteristics of language set human language apart from animal communication. Some of these features may be part of animal communication; yet they do not form part of it in total. Language is arbitrary in the sense that there is no inherent relation between the words of a language and their meanings or the ideas conveyed by them. There is no reason why a female adult human being be called a woman in English, aurat in Urdu, Zen in Persian and Femine in French. The choice of a word selected to mean a particular thing or idea is purely arbitrary but once a word is selected for a particular referent, it comes to stay as such. It may be noted that had language not been arbitrary, there would have been only one language in the world. Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules which permits its members to relate to each other, to interact with each other, to co-operate with each other; it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations. Language consists of various sound symbols and their graphological counterparts that are employed to denote some objects, occurrences or meaning. These symbols are arbitrarily chosen and conventionally accepted and employed. Words in a language are not mere signs or figures, but symbols of meaning. The intelligibility of a language depends on a correct interpretation of these symbols. Although language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Every language is a system of systems. All languages have phonological and grammatical systems, and within a system there are several sub-systems. For example, within the grammatical system we have morphological and syntactic systems, and within these two sub-systems we have systems such as those of plural, of mood, of aspect, of tense, etc. Language is primarily made up of vocal sounds only produced by a physiological articulatory mechanism in the human body. In the beginning, it appeared as vocal sounds only. Writing came much later, as an intelligent attempt to represent vocal sounds. Writing is only the graphic representation of the sounds of the language. So the linguists say that speech is primary. Language is Non-instinctive, Conventional: No language was created in a day out of a mutually agreed upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmits this convention on to the next. Like all human institutions languages also change and die, grow and expand. Every language then is a convention in a community. It is non-instinctive because it is acquired by human beings. No body gets a language in heritage; he acquires it because he an innate ability. Language is Productive and Creative: Language has creativity and productivity. The structural elements of human language can be combined to produce new utterances, which neither the speaker nor his hearers may ever have made or heard before any, listener, yet which both sides understand without difficulty. Language changes according to the needs of society. Finally, language has other characteristics such as Duality referring to the two systems of sound and meaning, Displacement which means the ability to talk across time and space, Humanness which means that animals cannot acquire it, Universality which refers to the equilibrium across humanity on linguistic grounds, Competence and Performance which means that language is innate and produced is society and furthermore, language is culturally transmitted. It is learnt by an individual from his elders, and is transmitted from one generation to another. It is also open to be studied from multifaceted angles.

**Chapter 2 : Adolescent Language Development: Students in Secondary School**

*Language development and its usage both verbal and non-verbal is universal and central to human existence. Language functions as a means of communication, as a means of reflecting on and reorganizing experience, and as a way to receive and transform the accumulated knowledge and values of the community.*

Characteristics of language Definitions of language Many definitions of language have been proposed. Henry Sweet, an English phonetician and language scholar, stated: Words are combined into sentences, this combination answering to that of ideas into thoughts. Trager formulated the following definition: A number of considerations marked in italics below enter into a proper understanding of language as a subject: Every physiologically and mentally typical person acquires in childhood the ability to make use, as both sender and receiver, of a system of communication that comprises a circumscribed set of symbols e. In spoken language , this symbol set consists of noises resulting from movements of certain organs within the throat and mouth. In signed languages , these symbols may be hand or body movements, gestures, or facial expressions. By means of these symbols, people are able to impart information, to express feelings and emotions, to influence the activities of others, and to comport themselves with varying degrees of friendliness or hostility toward persons who make use of substantially the same set of symbols. Different systems of communication constitute different languages; the degree of difference needed to establish a different language cannot be stated exactly. No two people speak exactly alike; hence, one is able to recognize the voices of friends over the telephone and to keep distinct a number of unseen speakers in a radio broadcast. Yet, clearly, no one would say that they speak different languages. Generally, systems of communication are recognized as different languages if they cannot be understood without specific learning by both parties, though the precise limits of mutual intelligibility are hard to draw and belong on a scale rather than on either side of a definite dividing line. Substantially different systems of communication that may impede but do not prevent mutual comprehension are called dialects of a language. In order to describe in detail the actual different language patterns of individuals, the term idiolect , meaning the habits of expression of a single person, has been coined. Typically, people acquire a single language initiallyâ€”their first language, or native tongue, the language used by those with whom, or by whom, they are brought up from infancy. Complete mastery of two languages is designated as bilingualism ; in many casesâ€”such as upbringing by parents using different languages at home or being raised within a multilingual communityâ€”children grow up as bilinguals. Language, as described above, is species-specific to human beings. Other members of the animal kingdom have the ability to communicate, through vocal noises or by other means, but the most important single feature characterizing human language that is, every individual language , against every known mode of animal communication, is its infinite productivity and creativity. Animal communication systems are by contrast very tightly circumscribed in what may be communicated. Indeed, displaced reference, the ability to communicate about things outside immediate temporal and spatial contiguity, which is fundamental to speech, is found elsewhere only in the so-called language of bees. Bees are able, by carrying out various conventionalized movements referred to as bee dances in or near the hive, to indicate to others the locations and strengths of food sources. But food sources are the only known theme of this communication system. Surprisingly, however, this system, nearest to human language in function, belongs to a species remote from humanity in the animal kingdom. On the other hand, the animal performance superficially most like human speech, the mimicry of parrots and of some other birds that have been kept in the company of humans, is wholly derivative and serves no independent communicative function. Attempts to teach sign language to chimpanzees and other apes through imitation have achieved limited success, though the interpretation of the significance of ape signing ability remains controversial. However, sociolinguistic and psycholinguistic studies have drawn attention to a range of other functions for language. Among these is the use of language to express a national or local identity a common source of conflict in situations of multiethnicity around the world, such as in Belgium, India , and Quebec. Language interacts with every aspect of human life in society, and it can be understood only if it is considered in relation to society. This article attempts to survey language in this light and to consider its various functions

and the purposes it can and has been made to serve. Because each language is both a working system of communication in the period and in the community wherein it is used and also the product of its history and the source of its future development, any account of language must consider it from both these points of view. The science of language is known as linguistics. It includes what are generally distinguished as descriptive linguistics and historical linguistics. Linguistics is now a highly technical subject; it embraces, both descriptively and historically, such major divisions as phonetics, grammar including syntax and morphology, semantics, and pragmatics, dealing in detail with these various aspects of language. Historical attitudes toward language As is evident from the discussion above, human life in its present form would be impossible and inconceivable without the use of language. People have long recognized the force and significance of language. Naming "applying a word to pick out and refer to a fellow human being, an animal, an object, or a class of such beings or objects" is only one part of the use of language, but it is an essential and prominent part. In many cultures people have seen in the ability to name a means to control or to possess; this explains the reluctance, in some communities, with which names are revealed to strangers and the taboo restrictions found in several parts of the world on using the names of persons recently dead. Such restrictions echo widespread and perhaps universal taboos on naming directly things considered obscene, blasphemous, or very fearful. Perhaps not surprisingly, several independent traditions ascribe a divine or at least a supernatural origin to language or to the language of a particular community. So out of the ground the Lord God formed every beast of the field and every bird of the air, and brought them to the man to see what he would call them; and whatever the man called every living creature, that was its name. A similar divine aura pervades early accounts of the origin of writing. The Norse god Odin was held responsible for the invention of the runic alphabet. The inspired stroke of genius whereby the ancient Greeks adapted a variety of the Phoenician consonantal script so as to represent the distinctive consonant and vowel sounds of Greek, thus producing the first alphabet such as is known today, was linked with the mythological figure Cadmus, who, coming from Phoenicia, was said to have founded Thebes and introduced writing into Greece see Phoenician language. By a traditional account, the Arabic alphabet, together with the language itself, was given to Adam by God. The later biblical tradition of the Tower of Babel Genesis Courtesy of the Kunsthistorisches Museum, Vienna The origin of language has never failed to provide a subject for speculation, and its inaccessibility adds to its fascination. But people have tried to go farther, to discover or to reconstruct something like the actual forms and structure of the first language. This lies forever beyond the reach of science, in that spoken language in some form is almost certainly coeval with Homo sapiens. The earliest records of written language, the only linguistic fossils humanity can hope to have, go back no more than 4, to 5, years. On several occasions attempts have been made to identify one particular existing language as representing the original or oldest tongue of humankind, but, in fact, the universal process of linguistic change rules out any such hopes from the start. The Greek historian Herodotus told a possibly satirical story in which King Psamtik I of Egypt reigned " bce caused a child to be brought up without ever hearing a word spoken in his presence. In Christian Europe the position of Hebrew as the language of the Hebrew Bible Old Testament gave valid grounds through many centuries for regarding Hebrew, the language in which God was assumed to have addressed Adam, as the parent language of all humankind. Such a view continued to be expressed even well into the 19th century. Only since the mid 19th century has linguistic science made sufficient progress finally to clarify the impracticability of speculation along these lines. When people have begun to reflect on language, its relation to thinking becomes a central concern. Several cultures have independently viewed the main function of language as the expression of thought. Such an attitude passed into Latin theory and thence into medieval doctrine. Medieval grammarians envisaged three stages in the speaking process: Rationalist writers on language in the 17th century gave essentially a similar account: Such a view of language continued to be accepted as generally adequate and gave rise to the sort of definition proposed by Henry Sweet and quoted above. The main objection to it is that it either gives so wide an interpretation to thought as virtually to empty the word of any specific content or gives such a narrow interpretation of language as to exclude a great deal of normal usage. A recognition of the part played by speaking and writing in social cooperation in everyday life has highlighted the many and varied functions of language in all cultures, apart from the functions strictly

involved in the communication of thought, which had been the main focus of attention for those who approached language from the standpoint of the philosopher. These thinkers were concerned with the origin and development of language in relation to thought in a way that earlier students had not been. The medieval and rationalist views implied that humans, as rational, thinking creatures, invented language to express their thoughts, fitting words to an already developed structure of intellectual competence. The relations between thought and communication are certainly not fully explained today, and it is clear that it is a great oversimplification to define thought as subvocal speech, in the manner of some behaviourists. But it is no less clear that propositions and other alleged logical structures cannot be wholly separated from the language structures said to express them. Even the symbolizations of modern formal logic are ultimately derived from statements made in some natural language and are interpreted in that light. The intimate connection between language and thought, as opposed to the earlier assumed unilateral dependence of language on thought, opened the way to a recognition of the possibility that different language structures might in part favour or even determine different ways of understanding and thinking about the world. All people inhabit a broadly similar world, or they would be unable to translate from one language to another, but they do not all inhabit a world exactly the same in all particulars, and translation is not merely a matter of substituting different but equivalent labels for the contents of the same inventory. From this stem the notorious difficulties in translation, especially when the systematizations of science, law, morals, social structure, and so on are involved. The extent of the interdependence of language and thought—linguistic relativity, as it has been termed—is still a matter of debate, but the fact of such interdependence can hardly fail to be acknowledged.

**Ways of studying language** Languages are immensely complicated structures. One soon realizes how complicated any language is when trying to learn it as a second language. Likewise, ongoing work in the study of language has underscored just how much effort is needed to bring palpable fact within systematic statement. This article proposes simply to give a brief outline of the way language or languages can be considered and described from different points of view, or at different levels, each contributing something essential and unique to a full understanding of the subject. A more detailed treatment of the science of linguistics can be found in the article linguistics.

**Phonetics and phonology** The most obvious aspect of language is speech. Speech is not essential to the definition of an infinitely productive communication system, such as is constituted by a language. But, in fact, speech is the universal material of most human language, and the conditions of speaking and hearing have, throughout human history, shaped and determined its development. The study of the anatomy, physiology, neurology, and acoustics of speaking is called phonetics; this subject is dealt with further below see Physiological and physical basis of speech. Articulatory phonetics relates to the physiology of speech, and acoustic phonetics relates to the physics of sound waves.

Created and produced by QA International. But, from a rather different point of view, speech sounds are also studied in phonology. Spoken language makes use of a very wide range of the articulations and resultant sounds that are available within the human vocal and auditory resources. Far fewer general classes of sounds are distinctive carry meaning differences in any language than the number of sounds that are actually phonetically different. The English t sounds at the beginning and end of tot and in the two places in stouter are all different, though these differences are not readily noticed by English speakers, and, rightly, the same letter is used for them all. Similar statements could be made about most or all of the other consonant and vowel sounds in English. What is distinctive in one language may not be distinctive in another or may be used in a different way; this is an additional difficulty to be overcome in learning a foreign language. In Chinese and in several other languages loosely called tone languages, the pitch, or tone, on which a syllable is said helps to distinguish one word from another: Languages differ in the ways in which consonant and vowel sounds can be grouped into syllables in words. English and German tolerate several consonants before and after a single vowel: Italian does not have such complex syllables, and in Japanese and Swahili, for example, the ratio of consonant and vowel sounds in syllables and in words is much more even.

**Grammar** Another component of language structure is grammar. There is more to language than sounds, and words are not to be regarded as merely sequences of syllables. The concept of the word is a grammatical concept; in speech, words are not separated by pauses, but they are recognized as recurrent units that make up sentences. Very generally, grammar is

concerned with the relations between words in sentences. Classes of words, or parts of speech, as they are often called, are distinguished because they occupy different places in sentence structure, and in most languages some of them appear in different forms according to their function English man, men; walk, walked; I, me; and so on. Languages differ in the extent to which word-form variation is used in their grammar; Classical Chinese had almost none, English does not have much, and Latin and Greek had quite a lot.

**Chapter 3 : Understanding Language Development in Preschoolers**

*A checklist of milestones for the normal development of speech and language skills in children from birth to 5 years of age is included below. These milestones help doctors and other health professionals determine if a child is on track or if he or she may need extra help.*

Gestures in language acquisition Language development and processing begins before birth. Evidence has shown that there is language development occurring antepartum. DeCasper and Spence [18] performed a study in by having mothers read aloud during the last few weeks of pregnancy. When the infants were born, they were then tested. They were read aloud a story while sucking on a pacifier; the story was either the story read by the mother when the infant was in utero or a new story. The pacifier used was able to determine the rate of sucking that the infant was performing. When the story that the mother had read before was heard, the sucking of the pacifier was modified. This did not occur during the story that the infant had not heard before. The results for this experiment had shown that the infants were able to recognize what they had heard in utero, providing insight that language development had been occurring in the last six weeks of pregnancy. Throughout the first year of life, infants are unable to communicate with language. Instead, infants communicate with gestures. This phenomenon is known as prelinguistic gestures, which are nonverbal ways that infants communicate that also had a plan backed with the gesture. Harding, [19] , devised the major criteria that come along with the behavior of prelinguistic gestures and their intent to communicate. There are three major criteria that go along with a prelinguistic gesture: This process usually occurs around 8 months of age, where an appropriate scenario may be of a child tugging on the shirt of a parent to wait for the attention of the parent who would then notice the infant, which causes the infant to point to something they desire. This would describe the first two criteria. The development of alternative plans may arise if the parent does not acknowledge what the infant wants, the infant may entertain itself to satisfy the previous desire. When children reach about 15â€”18 months of age, language acquisition flourishes. There is a surge in word production resulting from the growth of the cortex. Infants begin to learn the words that form a sentence and within the sentence, the word endings can be interpreted. Elissa Newport and colleagues [20] found that humans learn first about the sounds of a language, and then move on to how to speak the language. This shows how infants learn the end of a word and know that a new word is being spoken. From this step, infants are then able to determine the structure of a language and word. It appears that during the early years of language development females exhibit an advantage over males of the same age. When infants between the age of 16 to 22 months were observed interacting with their mothers, a female advantage was obvious. The females in this age range showed more spontaneous speech production than the males and this finding was not due to mothers speaking more with daughters than sons. In studies using adult populations, 18 and over, it seems that the female advantage may be task dependent. Depending on the task provided, a female advantage may or may not be present. Lateralization effect on language[ edit ] It is currently believed that in regards to brain lateralization males are left-lateralized, while females are bilateralized. Studies on patients with unilateral lesions have provided evidence that females are in fact more bilateralized with their verbal abilities. It seems that when a female has experienced a lesion to the left hemisphere , she is better able to compensate for this damage than a male can. If a male has a lesion in the left hemisphere, his verbal abilities are greatly impaired in comparison to a control male of the same age without that damage. Over diagnosis[ edit ] It is also suggested that the gender gap in language impairment prevalence could also be explained by the clinical over diagnosis of males. Males tend to be clinically over diagnosed with a variety of disorders. Writing development[ edit ] Research in writing development has been limited in psychology. Spoken and written skills could be considered linked. In this phase the child is believed to grasp the technical skills needed for writing, allowing them to create the letters needed to write the words the children say. In this initial phase children experience many opportunities to extend their spoken language skills. Here, children begin to consolidate spoken and written language. The growth from consolidation to differentiation can be challenging for some children to grasp. Here, it is believed that children begin to understand that writing serves a purpose.

As a result of the individual being aware of the audience, context and reason they are communicating, both written and spoken language are able to overlap and take several forms at this stage. The highest significance is placed on the second and third phase, consolidation and differentiation respectively. The content of the skills are more similar, but the approach used for both writing and speaking are different. Kantor and Rubin believe that not all individuals successfully move into the final stage of integration. The four principles are recurring principle, the generative principle, the sign principle, and the inventory principle. The recurring principle involves patterns and shapes in English writing that develop throughout writing development. The generative principle incorporates the idea that a writer can create new meanings by organizing units of writing and letters of the alphabet. The sign principle is understanding that the word print also involves paper arrangement and word boundaries. And lastly, the inventory principle is the fact that children have the urge to list and name items that they are familiar with, and because of this they can practice their own writing skills. Myhill concentrated on the development of written language skills in adolescents aged 13 to 15. Chrisite and Derewianke again propose four phases of writing development. The researchers believe that the process of writing development does not stop when an individual leaves formal education, and again, the researchers highlight that these phases are flexible in their onset. The first phase focuses on spoken language as the main aid for writing development, and the development then takes its course reaching the fourth phase, which continues beyond formal education. The environment provides language input for the child to process. Speech by adults to children help provide the child with correct language usage repetitively. Throughout existing research, it is concluded that children exposed to extensive vocabulary and complex grammatical structures more quickly develop language and also have a more accurate syntax than children raised in environments without complex grammar exposed to them. While doing this, the adult prompts the child to continue communicating, which may help a child develop language sooner than children raised in environments where communication is not fostered. The infant is more likely to produce vocalizations in response to a nonverbal behavior such as touching or smiling. Studies have shown that students enrolled in high language classrooms have two times the growth in complex sentences usage than students in classrooms where teachers do not frequently use complex sentences. For example, a child saying "cookie now" a parent may respond with "Would you like a cookie now? For example, a child may say "car move road" and the parent may respond "A car drives on the road. Labeling can also be characterized as referencing. Secondly, the parent simplifies speech to help in language learning. Third, any speech modifications maintain the responsiveness of the child. These modifications develop into a conversation that provides context for the development. An example of cultural differences in language development can be seen when comparing the interactions of mothers in the United States with their infants with mothers in Japan. Additionally, lower class infants may receive more language input from their siblings and peers than from their mothers. For language acquisition to develop successfully, children must be in an environment that allows them to communicate socially in that language. Children who have learnt sound, meaning and grammatical system of language that can produce clear sentence may still not have the ability to use language effectively in various social circumstance. Social interaction is the footing stone of language. The most popular and yet heavily debated explanation is that language is acquired through imitation. This theory has been challenged by Lester Butler, who argues that children do not use the grammar that an adult would use. Functional explanations look at the social processes involved in learning the first language. Phonology involves the rules about the structure and sequence of speech sounds. Semantics consists of vocabulary and how concepts are expressed through words. Grammar involves two parts. The first, syntax, is the rules in which words are arranged into sentences. The second, morphology, is the use of grammatical markers indicating tense, active or passive voice etc. Pragmatics involves the rules for appropriate and effective communication. Pragmatics involves three skills: Each component has its own appropriate developmental periods. It seems like they have a unique system that is designed to recognize speech sound. Furthermore, they can differentiate between certain speech sounds. A significant first milestone in phonetic development is the babbling stage around the age of six months. Babbling is independent from the language. Deaf children for instance, babble the same way as hearing ones. As the baby grows older, the babbling increases in frequency and starts to sound more like words around the age of twelve months.

Although every child is an individual with different pace of mastering speech, there is a tendency to an order of which speech sounds are mastered: Vowels before consonants Stop sounds before any other consonant sounds for example: That means that there is some order to the development of the physical system in young children. The better they get in mastering the sound, the more sensitive they become to the changes in those sounds in their language once they get exposed to it. They learn to isolate individual phenomes while speaking which also serves as the basis of reading. Some processes that occur in early age: Syllable deletion " stressed syllables are emphasis that may be given to certain syllables in a word. So children may say helikat instead of helicopter or fowe instead of telephone. Syllable simplification " another process that happens in order to simplify syllable structure, children delete certain sounds systematically. Substitution " systematic replacement of one sound by an alternative, easier one to articulate substitution process " stopping, fronting, gliding. It means that the young toddler may use sounds that are easier to produce instead of the proper sound in a word.

## Chapter 4 : Language Development in Adolescence | How To Adult

*Language and communication skills are critical to a child's development. Good communication makes them better able to engage in socialization and to learn from their environment and from formal classroom instruction. When we talk about communication we are talking about both speech which is the.*

But all of them cannot communicate like human beings. The language of human beings has certain characteristics which give a definite meaning to their communication. We can talk about the past, the present and the future with the help of language. Language development and its usage both verbal and non-verbal is universal and central to human existence. Language functions as a means of communication, as a means of reflecting on and reorganizing experience, and as a way to receive and transform the accumulated knowledge and values of the community. According to Chomsky The quality of language in which words are used as symbols for objects, events or ideas. The rules in a language for placing words in proper order to form meaningful sentences. The capacity to combine words into original sentences. The quality of language that makes one communicate information about objects and events in another time and place. Language makes possible the efficient transmission of large amounts of complex knowledge from one person to another, and from one generation to another. Displacement permits parents to warn children of their own mistakes. Displacement allows children to tell their parents what they did in school. Functions of Language Language performs a number of functions based on the purpose of its use. Teacher asks the student, "Stay quiet, please". It performs an interactional function-used for maintaining interpersonal eg. Language performs a personal function - where one talks about oneself e. I am feeling very elated today. Is there a drug to cure AIDS? It also performs an informational function - to seek and give varied types of information e. What is the current rate of population growth in our country.

**Chapter 5 : CDC | Milestones 5 Years | Learn the Signs. Act Early. | NCBDDD**

*Language Development in Adolescence Although the majority of language development occurs in the critical infant through preschool years, development continues into the adolescent years. Because the development is less acute, the study of this linguistic period in a child's life is relatively new, and is shaped heavily by language disorders.*

This disability category can be divided into two groups: Prevalence Speech and language impairments are considered a high-incidence disability. This estimate does not include children who receive services for speech and language disorders that are secondary to other conditions such as deafness. More than one-half Characteristics Speech Impairments There are three basic types of speech impairments: Articulation disorders are errors in the production of speech sounds that may be related to anatomical or physiological limitations in the skeletal, muscular, or neuromuscular support for speech production. Common fluency disorders include: Language Impairments There are five basic areas of language impairments: Phonological disorders are defined as the abnormal organization of the phonological system, or a significant deficit in speech production or perception. A child with a phonological disorder may be described as hard to understand or as not saying the sounds correctly. Apraxia of speech is a specific phonological disorder where the student may want to speak but has difficulty planning what to say and the motor movements to use. Morphological disorders are defined as difficulties with morphological inflections on nouns, verbs, and adjectives that signal different kinds of meanings. These students will demonstrate restrictions in word meanings, difficulty with multiple word meanings, excessive use of nonspecific terms e. Syntactic deficits are characterized by difficulty in acquiring the rules that govern word order and others aspects of grammar such as subject-verb agreement. Typically, these students produce shorter and less elaborate sentences with fewer cohesive conjunctions than their peers. Pragmatic difficulties are characterized as problems in understanding and using language in different social contexts. These students may lack an understanding of the rules for making eye contact, respecting personal space, requesting information, and introducing topics. Impact on Learning Speech and language disorders are problems in communication and related areas such as oral motor function. Delays and disorders may range from so subtle that they have little or no impact on daily living and socialization to the inability to produce speech or to understand and use language. Fortunately, only a very small percentage of children are at the most extreme of severity. Teaching Strategies As with all students who receive special education services, collaboration of a multi-disciplinary team is necessary. Students with speech or language disorders will receive services from many education professionals, including general education teachers, special education teachers, and speech-language pathologists. Speech-language pathologists provide a variety of professional services aimed at helping people develop effective communication skills. These services may include: Helping children with articulation disorders to learn proper production of speech sounds Helping children who stutter to speak more fluently Assisting children with voice disorders to improve their voice quality Helping individuals with aphasia to relearn speech and language skills Assisting individuals who have difficulty swallowing as a result of illness, surgery, stroke, or injury Evaluating, selecting, and developing augmentative and alternative communication systems Enhancing communication effectiveness The general education teacher should work with the speech-language pathologist to incorporate strategies to help the student generalize strategies mastered in speech therapy. This may include corrective measures, helping with speech and language exercises, and providing the student with immediate feedback when the speech-language pathologist is not present. The general education and special education teacher should both collaborate with the speech-language pathologist for interventions and teaching strategies. Assistive Technology For students with speech and language impairments, the major types of assistive technology can be divided into two areas. First, students with speech and language impairments have an array of computer software packages available to develop their speech and language skills. An example is First Words, a language program that has a number of applications for teaching those who are developing or reacquiring language functions. The program uses graphic presentations combined with synthesized speech to teach high-frequency nouns, and is one of many software packages that can help develop both speech and language. Secondly, students with speech and

language impairments may use augmentative or alternative communication AAC. AAC is the use of symbols, aids, strategies, and techniques to enhance the communication process. This includes sign language and various communication boards, both manual and electronic, that are used by individuals with impaired oral motor skills. The most basic AAC devices are non-electronic communication boards. The boards usually are limited to a number of choices two to four. The choices can be represented by real items, pictures of items, and symbols for items including print. The objective of the communication board is to have the student make a choice, typically of food or activity. Electronic AAC devices range from very simple devices with few buttons such as the Cheap Talk to very elaborate systems that use a keyboard and synthesized speech such as the Dyna Vox and Liberator. Organizations Texas Speech-Language-Hearing Association In the state of Texas, there are approximately 8, speech-language pathologists and audiologists. The mission of this association is to empower speech-language pathologists and audiologists in the spirit of partnership with consumers and families. TSHA is committed to achieving excellence in education, professional development, and leadership through the application of the human and financial resources of the association. Empowering and supporting speech-language pathologists, audiologists, and speech, language, and hearing scientists by:

**Chapter 6 : Characteristics & Functions Of Language Development - TET Success Key**

*Talk to your child's doctor if your child hasn't mastered most of the speech and language development milestones for his or her age or you're concerned about any aspect of your child's development. Speech delays occur for many reasons, including hearing loss and developmental disorders. Depending on.*

For example, how can you be sure he is learning and mastering age-appropriate language skills? This means that you are in a wonderful position to observe, reflect upon and gather information about whether he is developing language skills appropriate for a 3- to 4-year-old child. The questions and tips that follow will help you understand what your child should be doing and learning and how you can support his development. Is your child developing age-appropriate language skills? Review the following list and note how your child is doing in each area.

**Listening skills** – My child can Understand most of what is said and follow directions with at least two steps. Hear and respond to someone calling to him from another room. Hear the television or radio at normal volumes. Notice and respond to sounds in the environment such as a car horn, clock alarm, or the beeping of a kitchen appliance.

**Speaking skills** – My child can Speak in complete sentences of four or more words. Talk easily without stuttering or repeating words or syllables. Say or sing familiar songs or nursery rhymes. Correctly name colors, people, objects, and categories of objects. Speak clearly enough that strangers can understand. Use most speech sounds. Remember that some speech sounds, such as l, r, s, sh, h, y, v, z, and th, may not be fully mastered until age 7 or 8. Use appropriate verb tenses.

**Encouraging language development at home** Now that you understand some of the language skills your child should have, you can reinforce those skills and help him or her make further progress. Here are some habits to practice and activities to try: Speak to your child in a clear, correct, and simple manner. Avoid using baby talk. Make conversation with your child a two-way street. Take time each day to listen to and talk with your child. When your child speaks to you, model good listening behavior. For example, pause an activity and make eye contact. Encourage your child to use language and not just gestures or actions to express ideas, observations, and feelings. Ask questions that require your child to make and express a choice. Engage your child in activities and games that require listening and following directions. Read and sing nursery rhymes with your child. Read and tell stories that have interesting characters and easy-to-follow plots. Discuss the stories together. If your child has a regular babysitter or daycare provider, be sure to pass these tips along to the caregiver.

**Promoting language development at preschool** In preschool your child will be immersed in a world of formal and informal learning. Language skills are a critical ingredient for success, both in learning skills and concepts and in getting along with others. Find out what language skills your child will need to master in order to have a successful start in kindergarten and what, if any, areas are in need of improvement. Try to determine how your child feels about communicating with his teacher and classmates. Does he feel confident and successful in his abilities? Does he usually understand what others are saying? Can he take turns in 1-on-1 and small group conversations? However, you may want to seek help if your child: Was late in starting to speak. Has trouble modulating his voice. Is his voice too loud or too soft? Has difficulty understanding, repeating, and following instructions. Has trouble naming familiar people or objects or struggles to retrieve familiar words from memory. Struggles with rhyming or retelling familiar stories. Has a hard time keeping a conversation on topic.

**Read it a new way:** Ask the child questions about what they think will happen next and encourage them to tell you what they see in the illustrations.

## Chapter 7 : Stages of Language Development - Everything You NEED to Know

*3- to 4-Year-Old Development: Language Milestones If your child is not very talkative, that will likely change soon. Between or at ages 3 and 4, your child should be able to.*

Emerging Language Stage 1. So whatever words you want your child to say, you need to say them a lot. In other words, talk to your child everywhere! Talk when you are eating. Talk when you are cooking. Talk when you are cleaning. Talk when you are driving. Talk when you are shopping. The more you do it, the more natural it becomes. It does mean, when you and your child are interacting, playing, or learning Switch your focus and talk about or play with the book. Believe it or not Children make choices and have preferences although sometimes by accident even during these early stages. Have fun and best of luck to you and your child as you grow together during the special time of language development! For more great activities and resources sign up for our free weekly newsletter. Please share this if it helps you: We are both M. Since then we have done everything together - graduated, worked, and started a family. We spend most of our time with our 4 cute girls and the rest making this site for you. Experience life with us on YouTube.

**Chapter 8 : Characteristics and Features of Language “ NEOEnglish**

*In addition to instruments like the Test of Language Development-3 Primary (Newcomer & Hammill, ), which help a clinician to gain an understanding of a child's language skills across language components, the characteristic profile of language in Down syndrome supports the use of standardized tests that focus on particular areas.*

Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move like crawling, walking, or jumping. In the first year, babies learn to focus their vision, reach out, explore, and learn about the things that are around them. Cognitive, or brain development means the learning process of memory, language, thinking, and reasoning. Listening, understanding, and knowing the names of people and things are all a part of language development. During this stage, babies also are developing bonds of love and trust with their parents and others as part of social and emotional development. The way parents cuddle, hold, and play with their baby will set the basis for how they will interact with them and others. Positive Parenting Tips Following are some things you, as a parent, can do to help your baby during this time: Talk to your baby. She will find your voice calming. Answer when your baby makes sounds by repeating the sounds and adding words. This will help him learn to use language. Read to your baby. This will help her develop and understand language and sounds. Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development. Praise your baby and give her lots of loving attention. Spend time cuddling and holding your baby. This will help him feel cared for and secure. Watch your baby closely for signs of being tired or fussy so that she can take a break from playing. Take care of yourself physically, mentally, and emotionally. Parenting can be hard work! It is easier to enjoy your new baby and be a positive, loving parent when you are feeling good yourself. Look around your home for things that could be dangerous to your baby. As a parent, it is your job to ensure that you create a safe home for your baby. It also is important that you take the necessary steps to make sure that you are mentally and emotionally ready for your new baby. Here are a few tips to keep your baby safe: Babies have very weak neck muscles that are not yet able to support their heads. If you shake your baby, you can damage his brain or even cause his death. Make sure you always put your baby to sleep on her back to prevent sudden infant death syndrome commonly known as SIDS. Read more about new recommendations for safe sleep for infants here. Protect your baby and family from secondhand smoke. Do not allow anyone to smoke in your home. Place your baby in a rear-facing car seat in the back seat while he is riding in a car. Prevent your baby from choking by cutting her food into small bites. Never carry hot liquids or foods near your baby or while holding him. Because children can get serious diseases, it is important that your child get the right shots at the right time. Between 6 and 12 months of age, your baby will learn about new tastes and textures with healthy solid food, but breast milk should still be an important source of nutrition. Breastfeeding is the natural way to feed your baby, but it can be challenging. If you need help, you can call the National Breastfeeding Helpline at or get help on-line at <http://www.breastfeedinghelpline.com>. You can also call your local WIC Program to see if you qualify for breastfeeding support by health professionals as well as peer counselors. Or go to <http://www.breastfeedinghelpline.com>. Keep your baby active. Getting down on the floor to move helps your baby become strong, learn, and explore. Try not to keep your baby in swings, strollers, bouncer seats, and exercise saucers for too long. Limit screen time to a minimum.

## Chapter 9 : Language development: Speech milestones for babies - Mayo Clinic

*What skills do 6- or 7-year-olds typically have by the end of first grade? Explore physical, language and social developmental milestones for first graders.*

By Tiffany Silverberg ; Updated April 18, Language Development in Adolescence Although the majority of language development occurs in the critical infant through preschool years, development continues into the adolescent years. Identification Linguistics development during this time is subtle but important. According to KidsHealth at [www.kidshealth.org](http://www.kidshealth.org). It is marked by numerous physical changes as well as certain cognitive developments. Linguistics development during this time is subtle but important. This development includes learning to use more complex language and to communicate differently depending on the situation. Features For the most part, pragmatics and semantics are the linguistic features which are developed during adolescence. For the most part, pragmatics and semantics are the linguistic features which are developed during adolescence. Pronunciation and phonology are primarily formed during the younger years. At this time, children grow their vocabulary and learn the proper and underlying use of each word. They also develop syntactic use and sentence form. As she learns to think abstractly, she will also be better able to develop complex syntactic creations to explain the new concepts she learns. Also, as she develops socially, she will learn subtle societal differences in how certain groups communicate and will be able to adapt her language to that situation. These abilities prepare a child for further learning and for a growing community of peers and mentors. Theories Various theories of language development have shaped research and understanding of adolescents. The concrete operational stage, from ages seven to eleven, and the formal operational stage, from age eleven to adulthood, are said to be times of abstract thought. In addition, these stages are a time when adolescents learn to classify objects or people. Disorders Language disorders in adolescence are often socially isolating. According to the website of speech pathologist Caroline Bowen, at [www.carolinebowen.com](http://www.carolinebowen.com). Such disorders may impact expressive or receptive skills. Sometimes they are simply not caught at a young age, other times they are chronic problems.