

# TO INTERVENE OR NOT TO INTERVENE?

When and how to support  
communication skills in the birth to  
three population

## WELCOME!!

- I. Who are we anyway??
- II. Goals/plan for the day?
  - A. Identify basic communication milestones.
  - B. Recognize behaviors and/or underlying causes that are considered red flags for communication disorders.
  - C. Understand when to intervene!
  - D. Learn some strategies to guide your interventions.
  - E. Learn how to use your SLP to the fullest.

# Why are communication skills so important at this age??

## Oral Communication Is the Key to Classroom Success

A strong foundation of language skills  
provides children with the tools they  
need to be successful  
in school.

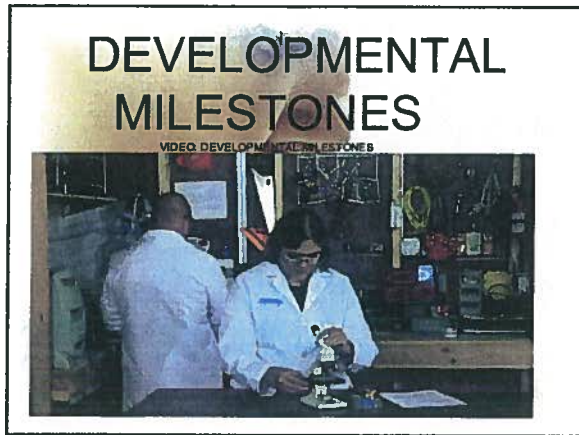


### Language/Literacy Hierarchy



## BASIC TERMS

COMMUNICATION  
LANGUAGE  
RECEPTIVE LANGUAGE  
EXPRESSIVE LANGUAGE  
SPEECH  
SOCIAL COMMUNICATION



## THREE MONTHS

Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*startles to sounds</li> <li>*moves in response to voice</li> <li>*attends to speaker's mouth</li> </ul>	<ul style="list-style-type: none"> <li>*cries to get attention</li> <li>*vocalizes two different cooing sounds</li> </ul>	<ul style="list-style-type: none"> <li>*seeks to make eye contact with an adult</li> <li>*smiles purposefully in response to caregivers face/voice</li> <li>*shows interest in people not objects</li> </ul>



## SIX MONTHS

Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*turns head and searches for speaker</li> <li>*recognizes own name</li> <li>*stops crying and calms when spoken to</li> </ul>	<ul style="list-style-type: none"> <li>*vocalizes in response to a vocalization or singing</li> <li>*laughs</li> <li>*coos often: oo, oh, ah (back vowels) ee, eh, ay (front vowels)</li> </ul>	<ul style="list-style-type: none"> <li>*maintains eye contact</li> <li>*smiles spontaneously to human contact</li> <li>*imitates a facial expression</li> <li>*tries to interact with an adult (initiates talking)</li> </ul>



## NINE MONTHS

Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*recognizes family member names</li> <li>*stops when told "no"</li> <li>*responds with gestures to common phrases: bye-bye, up, come</li> <li>*looks at pictures</li> <li>*stops when name is called</li> </ul>	<ul style="list-style-type: none"> <li>*protests with gestures and by vocalizing</li> <li>*babbling syllables: ma, da, ga</li> <li>*imitates duplicated syllables</li> <li>*variety of sounds (h,m,b,p,t,d,n,w,f,v,y,k,g)</li> </ul>	<ul style="list-style-type: none"> <li>*exchanges gestures with an adult</li> <li>*shows a desire to be with people</li> <li>*shouts to gain attention</li> <li>*enjoys social games</li> <li>*joint attention is robust</li> </ul>

## LET'S SEE WHAT A 9 MONTH OLD LOOKS LIKE!



## NINE MONTHS IS A CRITICAL TIME IN DEVELOPMENT



## TWELVE MONTHS

Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*gives objects upon request</li> <li>*follows some routine directions</li> <li>*understands (give me w/ gesture)</li> <li>*looks at named objects</li> <li>*understands simple questions (eat, nite-nite, bye-bye)</li> <li>*points to two body parts</li> </ul>	<ul style="list-style-type: none"> <li>*says mama and dada meaningfully</li> <li>*imitates</li> <li>-consonant-vowel combinations</li> <li>-non-speech sounds</li> <li>-familiar objects</li> <li>* says one or two words spontaneously</li> </ul>	<ul style="list-style-type: none"> <li>*participates in games like peek-a-boo</li> <li>*waves hi and bye</li> <li>*points to objects to indicate awareness</li> <li>*extends arm to show object</li> <li>*uses gestures to get needs met</li> </ul>

## LET'S SEE WHAT A 12 MONTH OLD LOOKS LIKE!



## EIGHTEEN MONTHS

Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*vocabulary continues to grow (about 50 words)</li> <li>*follows two directions with one object</li> <li>*finds objects not in sight</li> </ul>	<ul style="list-style-type: none"> <li>*uses 15-20 real words</li> <li>*imitates words readily</li> <li>*asks "What's That?"</li> <li>*asks for "more"</li> <li>* speech 25% intelligible</li> <li>*telegraphic speech</li> </ul>	<ul style="list-style-type: none"> <li>*points, shows and gives objects to adults accompanied with vocalizations</li> <li>*hands toy to adults for help</li> </ul>

## LET'S SEE WHAT AN 18 MONTH OLD LOOKS LIKE!

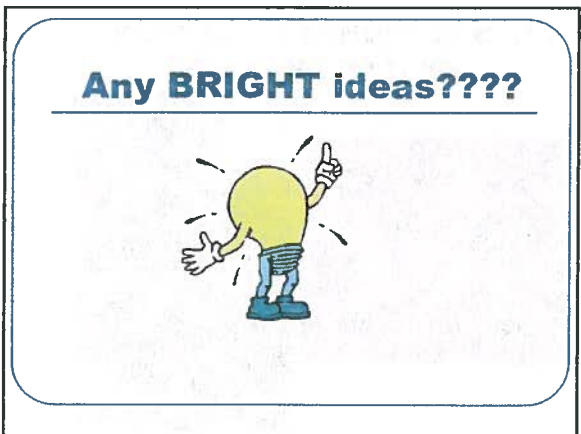


TWENTY-FOUR MONTHS		
Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*understands 200-300 words</li> <li>*follows novel commands</li> <li>*points to named pictures in books</li> <li>*follows two step commands</li> <li>*understands my, I, mine</li> </ul>	<ul style="list-style-type: none"> <li>*uses 50 different words</li> <li>*starts to combine words</li> <li>*says own name</li> <li>*says pronouns me or my</li> <li>*speech 50% intelligible</li> <li>*grammatical markers (ing, in, on, plural s)</li> </ul>	<ul style="list-style-type: none"> <li>*shows an interest in being around other children</li> <li>*engages in pretend play with caregiver</li> <li>*participates in a conversation by responding to what/where questions for 2-3 turns</li> </ul>



THIRTY MONTHS		
Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*understands the concept of one</li> <li>*answers simple questions</li> <li>*identifies some objects by their function</li> </ul>	<ul style="list-style-type: none"> <li>*refers to self as me or I</li> <li>*uses no</li> <li>*uses 3 word phrases</li> <li>*grammatical markers developing</li> <li>-ed: walked</li> <li>-articles: a/the</li> <li>- possessive s: (doggie's food)</li> </ul>	<ul style="list-style-type: none"> <li>*relates remote experiences</li> <li>*vocalizes for all needs</li> </ul>

THIRTY-SIX MONTHS		
Receptive Language	Expressive Language	Social Communication
<ul style="list-style-type: none"> <li>*understands attributes of objects such as size and color</li> <li>*points to action words in pictures</li> </ul>	<ul style="list-style-type: none"> <li>*says first and last name</li> <li>*uses simple sentences to relate ideas</li> <li>*mastered sounds: h,n,m,w,b,p + all vowels</li> <li>*grammatical markers: is</li> <li>*speech 75% to 100% intelligible</li> </ul>	<ul style="list-style-type: none"> <li>*answers wh-questions</li> <li>*talks about interests and feelings</li> <li>*enjoys pretend play</li> </ul>



- Underlying Conditions that are Red Flags for Communication Disorders.

  - Disturbances of the auditory pathway.
  - Disturbances with the oral mechanism.
  - Underlying genetic or neurological issues.
  - Environment/Experiences