

SPEECH AND LANGUAGE

Articulation Screening

(ages 2:6 to 6:11)

Directions: Administer all items, regardless of the child's age, to obtain a raw score. Score "1" if the target sound (indicated by bold type) is correctly articulated. Score "0" if the child substitutes, distorts, or omits the target sound.

Say: "We're going to play a word game now. Say these words. Say..."

2:6 to 2:11

- 1. my _____
- 2. home _____
- 3. pie _____
- 4. hop _____
- 5. won _____
- 6. to _____
- 7. hat _____
- 8. bee _____
- 9. tub _____
- 10. high _____

3:0 to 3:5

- 11. do _____
- 12. head _____
- 13. key _____
- 14. make _____
- 15. go _____
- 16. dog _____

3:6 to 4:5

- 17. fun _____
- 18. puff _____
- 19. so _____
- 20. house _____

4:6 to 4:11

- 21. shoe _____
- 22. push _____
- 23. jam _____
- 24. fudge _____
- 25. chop _____
- 26. catch _____
- 27. zoo _____
- 28. buzz _____
- 29. van _____
- 30. move _____

5:0 to 5:11

- 33. rabbit _____
- 34. door _____

6:0 to 6:11

- 35. think _____
- 36. teeth _____
- 37. street _____
- 38. strong _____

CHILD'S AGE OR GRADE _____

Raw Score _____

See Chapter 4 in the *Learning Manual* for interpretation of the raw score.

Based on the raw score _____

Behavioral goals and objectives _____

Further evaluation is suggested _____

Articulation Screener

2:6 to 2:11

Target Sounds: m,p,w,t,b,h

_____ my
_____ home
_____ pie
_____ hop
_____ won
_____ to
_____ hat
_____ bee
_____ tub
_____ high

3:0 to 3:5

Target Sounds: d, k,g

_____ do
_____ head
_____ key
_____ make
_____ go
_____ dog

3:6 to 4:5

Target Sounds: f,s

_____ fun
_____ puff
_____ so
_____ house

4:6 to 4:11

Target Sounds sh, j, ch, z, v, l

_____ shoe
_____ push
_____ jam
_____ fudge (j)
_____ chop
_____ catch
_____ zoo
_____ buzz

_____ van
_____ move
_____ like
_____ ball

5:0 to 5:11
Target Sound: r

_____ rabbit
_____ door

Spanish Articulation Screener

2:6-2:11

Target Sounds:

_____ bebe
_____ lobo
_____ mesa
_____ cama
_____ tio
_____ pato
_____ palo
_____ sapo
_____ huevo
_____ agua
_____ nino

3:0 to 3:5

_____ no
_____ luna
_____ boton
_____ copa
_____ boca
_____ lapiz
_____ ala
_____ sol
_____ llave
_____ calle
_____ falda
_____ cafe
_____ si
_____ piso
_____ vaso
_____ chivo
_____ chanclas
_____ gato
_____ lago
_____ chico
_____ cacho

3:6 to 3:11

_____ dia
_____ nido

_____ pared
_____ jabon
_____ rojo

5:0 to 5:5

_____ rana
_____ cara

6:00 to 6:5

_____ perro

SPEECH AND LANGUAGE SCREENER

Age 19-47 Months (Older than 1.5 years to Under 4 years)

Home Speech Home

Select "Yes" if... you have seen or heard the child do it and he/she does it regularly.

Select "no" if... you have not seen or heard the child do it, or even if you have seen it once, but never again.

If you are not sure if the child has the skill... See if the child can do it by... performing the example on him/her or by trying a similar example with the objects available in your environment. (Make sure you do not show or tell them what skills you are looking for or it will not be accurate.)

Y or N Follows 2-step unrelated directions in order. Example: Go get the ball and knock on the door.

Y or N Asks "What...?" and Where...?

Y or N Tells stories that are mainly descriptions or explain in order (sequence) how something happened. Example: "He got on his bike...and then...and then..."

Y or N Understands the concept of "His/Hers." Example: You say, "Get his shoes," and they will choose the boy shoes.

Y or N Seems to get stuck when saying some words and his/her voice is blocked, sometimes showing tension, especially when excited or frustrated. Example: "My name is... .. Garrett." With silence while looking like he/she is trying to say Garrett.

- Y or N Says words that are consonant+vowel+consonant. Example: Child says, "dog" not da
- Y or N Understands gender (boy, girl)
- Y or N Responds to peer's requests. Example: Another child asks him/her to go get the bucket and the child goes and gets it for him.
- Y or N Says 150-300 words
- Y or N Understands the concept of "Same/Different." Example: You say, "Get the socks that are different." and they will choose the socks that do NOT match.
- Y or N Says 3 word sentences
- Y or N Uses toys functionally. Example: Pushes toy cars like they are driving on a road.
- Y or N Uses "ing" on the ends of words (going, kicking, eating).
- Y or N Gives and takes turns with other children.
- Y or N Asks "HOW?"
- Y or N Plays by himself for at least five minutes
- Y or N Uses meaningful phrases and no longer uses jargon or jibber-jabber that you can't understand.
- Y or N Answers questions correctly about the use of objects (example: You ask, "What do we do with scissors?" They answer, "Cut...")
- Y or N Says irregular past tense words (sat, came, went, fell).
- Y or N Loses his/her voice often, voice is hoarse.
- Y or N Participates during group activities with an adult leader

- Y or N Names common objects
- Y or N Understands and uses familiar basic concepts (hot, cold, up, down)
- Y or N Answers yes/no questions correctly.
- Y or N Has difficulty saying multi-syllabic (long) words and he/she can't say it right after copying you. He/she says the word differently each time they try. Example: When asked to say "banana" 3 times, the child would say something like, nabana, babana, banbana, etc."
- Y or N Regressed or lost some speech, language or social skills that he/she had before. Example: Child was saying "Mommy" or "Hi" or playing social games like "Peek-a-Boo" but does not anymore.
- Y or N Says "in, out, on, off."
- Y or N Answers "what...?" questions that require inference. This means the child uses facts he/she already knows or sees to make his/her "best guess." Example: While the child is looking at a picture of a boy with a hurt knee, standing next to a bike, you ask, "What do you think happened to that boy's knee?" The child answers, He fell off his bike."
- Y or N Follows 2-step related directions. Example: "Go get your shoes and put them on."
- Y or N Plays by him/herself for at least 10 minutes.
- Y or N Groups items by category. Example: Puts all the "big" toys in one pile and the "small" toys in a different pile.
- Y or N Understands the pronouns "mine" and "yours."

- Y or N Uses toys to represent different things. Example: The child pretends a small square block is a cell phone, holds his/her ear, talks, and then puts it back in a purse or pocket.
- Y or N Says "What?" often, or doesn't respond when you talk to him/her, or doesn't hear you talking in the other room.
- Y or N Uses at least one of the following words (states of being) "is, am, are."
- Y or N Has frequent ear infections.
- Y or N Understands the following prepositions: beside, in, in-front-of, next-to, on, over, out, under.
- Y or N Is beginning to notice that words rhyme. Example: Hat and cat rhyme, but hat and ball do not.
- Y or N During play and pretend, the child tells you with words or actions what he/she plans to do or what he/she wants to do.
- Y or N Uses plural "s, ies" on the ends of words (shoes, kitties)
- Y or N Says over 500 words
- Y or N Child moves his/her mouth trying to make sound (mouth groping), but sounds do not come out correctly. Child mostly says vowel sounds.
- Y or N Uses the words "a, the."
- Y or N Plays with 2 or 3 children at a time.
- Y or N Asks "WHO?", WHOSE?", WHY?", HOW MANY?"
- Y or N Requests information, answers questions, and acknowledges that something is correct.

- Y or N Initiates interactions using signs, symbols, or words.
- Y or N Speech is 75% intelligible. This means that a non-parent can understand at least $\frac{3}{4}$ of what the child says.
- Y or N Holds out or prolongs an individual sound in a word while speaking. Example: "My name is Sssssssammy." With the S sound being held out.
- Y or N Gives up a toy easily if he/she is done with it.
- Y or N Pretends with self-related activities. Example: Child pretends to eat from an empty spoon.
- Y or N Imitates 1 and 2 word phrases.
- Y or N Uses "hard/soft", "hot/cold", "over/under."
- Y or N Seeks adult help.
- Y or N Speech is 50% intelligible. This means a non-parent understands at least half of what the child says.
- Y or N Uses possessive "s" on the end of words. Example: "That phone is Mommy's or Daddy's."
- Y or N Says the sounds h, w, m, n, b, p, f
- Y or N Says all vowels
- Y or N Says 2 words together
- Y or N Looks at, listens to, and shows appreciate of books.
- Y or N Makes comments related to play theme. Example: The child says to you, "Quiet! The baby is sleeping," while rocking a babydoll.

- Y or N Has problems interacting with others, and/or with nonverbal communication, and/or expressing feelings.
- Y or N Understands and uses the words "big" and "little."
- Y or N Doesn't like to be touched, held, or cuddled.
- Y or N Says 50 to 100 different words
- Y or N Repeats whole words, syllables, or individual sounds in words more than twice in a row and at a fast rate or higher pitch. Example: "My mom went-went-went-went to the store." That ba-ba-ba-baby is mine." "P-p-p-p-p-please give that to me."
- Y or N Consistently seeks out a friend and plays with him/her.
- Y or N Understands the word "Not." Example: You say, "Get the crayon that is not red." And the child chooses a crayon of a different color.
- Y or N Uses the pronouns "I, you, he, she, they."
- Y or N Says 2 syllable words. Examples; Child says "toothpaste" not "paste."
- Y or N Understands 3 word sentences.
- Y or N Understands and names common actions (kiss, hug, hold, tickle).
- Y or N Answers basic "who", "what" and "where" questions.
- Y or N Says sentences with words such as "and, but, or, wonder, think, hope, show."
- Y or N Understands the difference between single and plural words. Example: You say, "Get the cup," and the child gets one cup. Then you say, "Get the cups," and the child gets all the cups.

Social Pragmatic Deficits Checklist for Preschool Children 3:0-5:11 years of age

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Social Pragmatic Deficits Checklist for Preschool Children

Purpose: This checklist was created to assist speech language pathologists (SLPs) in identifying/screening social pragmatic language weaknesses/deficits in preschool children 3:0-5:11 years of age, who may require assessment/intervention services. Provide this form to both preschool teacher and caregiver/s to ensure that the weaknesses are observed **consistently** across all settings/people.

STUDENT INFORMATION:

Date: _____ Child's Name: _____ Sex: ___ M ___ F Child's Age: _____ DOB: _____
 Referred by: _____ Classification: _____
 Language(s) spoken/understood by child (please list): _____
 Current Medical Diagnoses: _____
 Current Psychiatric Diagnoses: _____
 Current Language Diagnoses: _____
 Previous Speech and Language Services: ___ No ___ Yes If Yes, when? _____

PLEASE CHECK ALL APPLICABLE AREAS OF DIFFICULTY (place next to particular area/s of difficulty)

A. Language Processing

- Difficulty following directions/messages without repetitions/visuals (underline all that apply)
 Increased processing and response time when answering questions (>2 secs)
 Does not understand indirect requests/directives
 Does not respond appropriately to questions involving time concepts (>5.0y)
 At times appears as if ignoring the speaker

B. Verbal Expression

- Does not code-switch or use "baby talk" (simpler language) when talking with younger children (<3 y) than self
 Does not add fillers to acknowledge conversational partner's message (e.g. "uh-huh", "okay")
 Does not use deictic terms (specifying time or place) such as "this", "that", "here", "there"
 Does not use language to talk about past or future events
 Does not use language to initiate (provide) information
 Conversations often do not make sense and are confusing to listen to
 Talks endlessly on topics of interest
 Is excessively argumentative (needs to prove own point)
 Difficulty retelling simple stories (e.g., retell what happened in a book, or tell what happened earlier that day)
 Does not attempt to tell jokes, tease, or engage in fantasy play
 Cannot use indirect requests
 Does not use language to discuss emotions or feelings
 Cannot tell two events in correct order (>4.0y)

C. Play Skills:

- Limited or non-purposeful play routines (e.g., rolls around truck or stacks cups; but doesn't truly play) (3-4y)
 Has difficulty with constructive play activities (building with blocks, coloring, puzzles) (3-4y)
 Has difficulty with pretend play activities (pretending to cook or playing doctor) (3-4y)
 Does not assume the role of another person in play (pretend to be a doctor, store clerk, mom/dad) (3-4y)

- ___ Does not self-talk during play routines (describes what s/he doing while playing) (3-4y)
- ___ Does not engage in dramatic play (acts out different scenes)
- ___ Difficulty looking at speakers/listeners when speaking/spoken to
- ___ Unaware (clueless) of what's happening around him/her
- ___ Difficulty getting along with other children
 - ___ attempts to socialize with other children but does not know how to initiate socialization appropriately
 - ___ aloof or uninterested in joining others; plays alone (e.g., videogames vs. creative play)
 - ___ poor behavior causes to be rejected by other children (tries to get attention negatively [grabs a ball])
 - ___ has no friends
 - ___ has friends who treat child poorly
 - ___ his/her only friends are socially inept (have social deficits themselves)
 - ___ prefers adult company vs. children's

D. Problem Solving Abilities

- ___ Difficulty responding to abstract "why", "how", and "what if" questions
- ___ Difficulty making simple predictions (what will happen next)
- ___ Difficulty answering simple inferencing questions (how did this happen?)
- ___ Difficulty recalling/recreating solutions to previously experienced problems or learning from experience (e.g., opening things, reaching for things, turning on things, etc)
- ___ Difficulty understanding cause/effect explanations (e.g., "if you do this, I'll give you that")
- ___ Difficulty classifying objects by size, likeness, or similar attributes
- ___ Difficulty stating how two similar things go together (e.g., how are cat and dog alike?)
- ___ Difficulty identifying differences among semantically related objects (e.g., how's couch different from a chair)
- ___ Difficulty recognizing that a problem exists
- ___ Difficulty solving problems (>4y)
- ___ Difficulty justifying solutions (why is _____ solution better; why did you chose this one?) (>5y)
- ___ Difficulty recognizing that there may be more than one solution to a problem (>4y)

E. Behavior

- ___ Has significant difficulty maintaining/shifting eye contact
- ___ Has significant difficulty focusing on tasks and maintaining attention for more than several minutes
- ___ Very impulsive (grabs things, blurts out, runs away, etc)
- ___ Perseverates on activities, toys of interest & on following own agenda (very rigid in how things "need to be")
- ___ Is very immature (heavily reliant on parental guidance; unable to do age-appropriate tasks on his/her own)
- ___ Does not understand what s/he did wrong when receives consequences for inappropriate behavior
- ___ Repeats same behaviors over and over again (does not learn from consequences)
- ___ Is unusually shy, fearful, withdrawn or anxious (underline all that apply)
 - ___ Too Clingy/Weepy
- ___ Has significant behavior tantrums and is very difficult to soothe
 - ___ Very defiant
 - ___ Hits/Bites with punishment having no affect
- ___ Physically/verbally aggressive towards peers, family members, and/or school staff (underline all that apply)
- ___ Is indiscriminately social (too friendly with strangers or kids/adults which the child barely knows)
- ___ Has odd/unusual behaviors (please describe) _____

F. Social Pragmatic Language Skills

- Does not make conversational repairs when listener fails to understand him/her
- Difficulty maintaining personal space
- Cannot maintain a topic for 3+ conversational turns (3y)
- Cannot maintain a topic for 4-5 conversational turns (4y)
- Cannot use language to speak about imaginary conditions ("what if", "I hope") (>4y)
- Difficulty initiating conversations with other children
- Frequently speaks off topic
- Interrupts others when they are speaking
- Does not say "please", "thank you", "you are welcome" or "I am sorry"
- Difficulty remembering names of family members or familiar peers
- Difficulty recognizing facial expressions or moods of others
- Difficulty recognizing body language of others
- Inappropriate emotional reactions (laughs at something not funny, or laughs at someone sad or hurt)
- Emotionally disconnected from others (flat facial expression, rarely smiles or shows emotions, etc)
- Gets mad/frustrated when unsuccessful at task (social/academic) (underline all that apply)
- Cannot recognize the listeners are uninterested in topic (non-verbal body cues)
- Shows unusual gestures, facial expression and/or posture when communicating with others
- Does not show sympathy when others get hurt or involved in difficult situations
- Does not understand that others may want different things from self (≥3y)
- Does not understand that s/he may know something that the other person does not (≥4y)
- Does not understand that others may have different feelings from self (≥5y)
- Does not understand that a person's feelings may be hidden from their face (≥5y)

G. Executive Function Skills:

- Difficulty running simple repetitive errands ("get ___ from ___")
- Difficulty inhibiting "unsafe" behaviors (runs away, grabs sharp objects, hits/bites)
- Difficulty with simple chores/self-care tasks (unable to do things on his/her own without assistance)
- Difficulty with working memory (remembering what happened in the beginning of the story by the end of it)
- Difficulty with behavior inhibition (waiting his/her turn for something)
- Difficulty regulating behavior (throws tantrums when doesn't understand/doesn't get something right away)
- Difficulty with displaying cognitive flexibility (does not transition easily from tasks/activities)
- Difficulty with organization (difficulty following established routines)
- Difficulty with deviation from structure (difficulty deviating from established routines)

Please write a brief descriptive summary of the child's **most significant** social pragmatic difficulties:

ADDITIONAL INFORMATION

Are the above difficulties affecting the child on daily basis? Yes No If yes, how?

Do you suspect the child may have other delays? If so, in what area(s)? (Please circle below)
 Intellectual/Cognitive _____ Language _____ Motor _____ Other (specify) _____

III. SOCIAL SKILLS CHECKLIST

A. Play	Skill Yes/No	Generalized Yes/No	Target three objectives
Solitary play			
1. Functional: Uses one action with one toy	Y N	Y N	
2. Functional: Closed-ended activities	Y N	Y N	
3. Functional: Open-ended activities	Y N	Y N	
4. Symbolic: Routine scripts	Y N	Y N	
5. Symbolic: Creative	Y N	Y N	
6. Plays independently for ____ minutes	Y N	Y N	
Social play			
1. Plays parallel with own set of toys/materials	Y N	Y N	
2. Plays parallel with organized toys/materials	Y N	Y N	
3. Participates in choral/unison group activity	Y N	Y N	
4. Turn-taking with one partner with predictable turns	Y N	Y N	
5. Turn-taking in a group game with predictable turns	Y N	Y N	
6. Shares materials	Y N	Y N	
7. Cooperative play with one partner	Y N	Y N	
8. Cooperative play in structured groups	Y N	Y N	
9. Cooperative play in unstructured groups	Y N	Y N	

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III. SOCIAL SKILLS CHECKLIST *(continued)*

B. Group skills	Skill Yes/No	Generalized Yes/No	Target three objectives
Attending			
1. During meals (snack time, lunchtime)	Y N	Y N	
2. During structured projects (art, work)	Y N	Y N	
3. During listening activities (stories, music)	Y N	Y N	
4. During structured games (board games, outdoor games)	Y N	Y N	
5. During play activities (play center, recess)	Y N	Y N	
6. During discussion activities (circle time, meeting)	Y N	Y N	
Waiting			
1. Sits for group activity	Y N	Y N	
2. Raises hand for a turn	Y N	Y N	
3. Stands in line	Y N	Y N	
Turn-taking			
1. During structured activity	Y N	Y N	
2. During unstructured activity	Y N	Y N	
Following group directions			
1. Nonverbal directions (quiet gesture, turn off light)	Y N	Y N	
2. Attention-getting directions ("Everybody _____")	Y N	Y N	
3. Routine verbal directions ("Clean up," "Line up")	Y N	Y N	
4. Verbal directions in familiar contexts	Y N	Y N	
5. Verbal directions in novel contexts	Y N	Y N	

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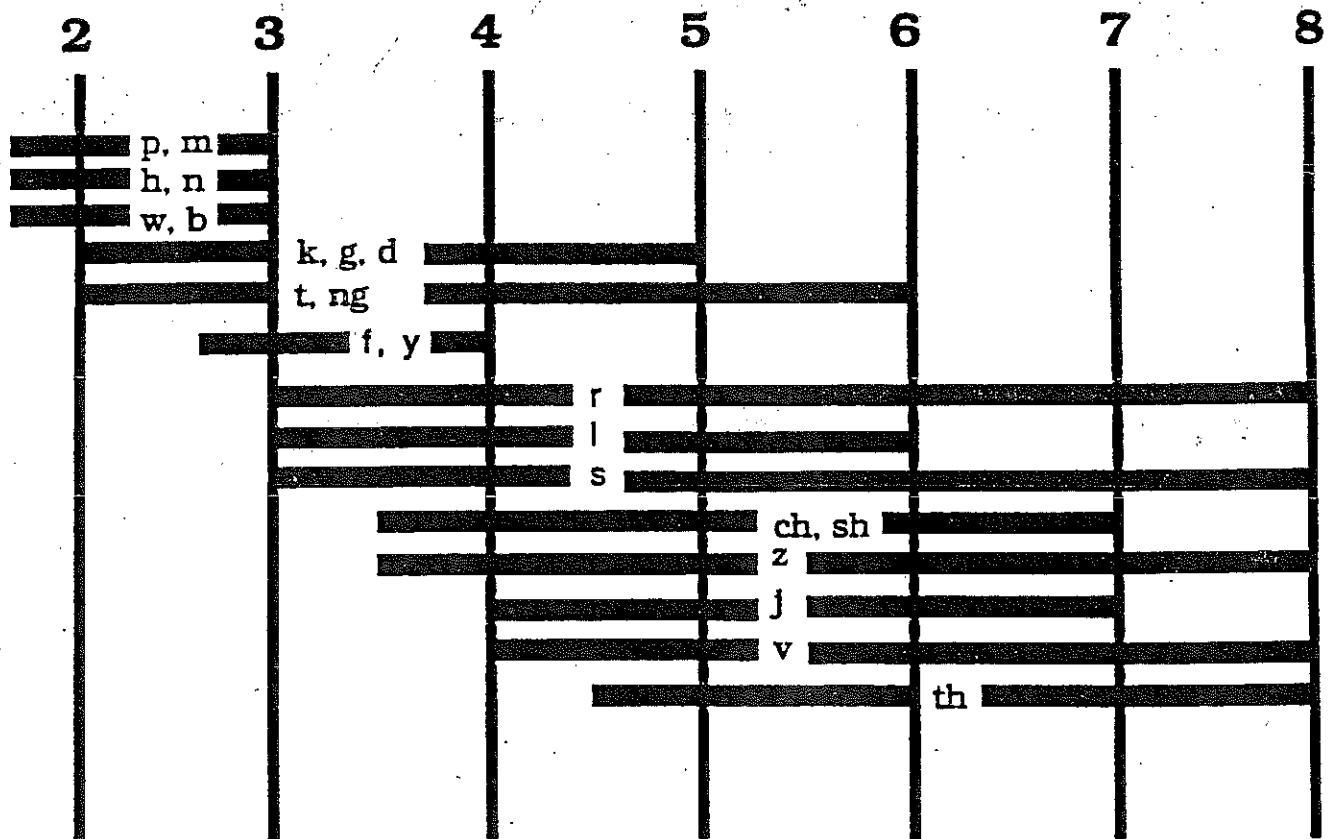
We thought you'd like to know...

...About Speech Sound Development

Many children see the Speech and Language Pathologist to work on sound production. Though children develop speech sounds at different rates, correct sounds are expected by specific ages. For example, children should be saying correct **L** sounds by the age of 6 and correct **R** sounds by the age of 8. Here are the guidelines followed by the Speech and Language Pathologist.

Normal Sound Development

AGE LEVEL



Over



Suggestions to Encourage Speech Sound Development

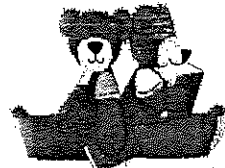
- a. Be a good speech model. When your child makes a sound error, repeat the word correctly in a short sentence. Avoid asking your child to imitate the corrected word.

DO: Child: "See the tat?"
Parent: "Yes, I see the cat."

DON'T: Child: "See the tat?"
Parent: "That's wrong, say cat."

- b. Eliminate teasing or ridicule about your child's speech.
- c. Avoid frequent corrections of your child's speech. Be more interested in **what** your child is saying, not **how** he's saying it.
- d. If the Speech and Language Pathologist suggests direct help, set aside one time each day for practice.
- e. Make talking fun. Encourage your child to talk by listening attentively and accepting his attempts to communicate.

Articulation Norms



Bear buddies read together

These are the new SD articulation norms that are to be followed in determining if a student's sound errors would qualify for articulation services. These are the recommended ages for acquisition for phonemes and clusters based generally on the age at which 90% of the children correctly produced the sound. To qualify, a student would have to be 6 months to one year delayed from the acquisition age.

Phoneme	Age of acquisition (female)	Age of acquisition (male)
m	3.0	3.0
n	3.6	3.0
ng	7.0	7.0
h-	3.0	3.0
w-	3.0	3.0
j-	4.0	5.0
p	3.0	3.0
b	3.0	3.0
t	4.0	3.6
d	3.0	3.6
k	3.6	3.6
g	3.6	4.0
f-	3.6	3.6
-f	5.6	5.6
v	5.6	5.6
unvoiced th	6.0	8.0
voiced th	4.6	7.0
s	7.0	7.0
z	7.0	7.0
sh	6.0	7.0
ch	6.0	7.0
j	6.0	7.0
l-	5.0	6.0
-l	6.0	7.0
r	8.0	8.0

Note regarding phoneme positions:

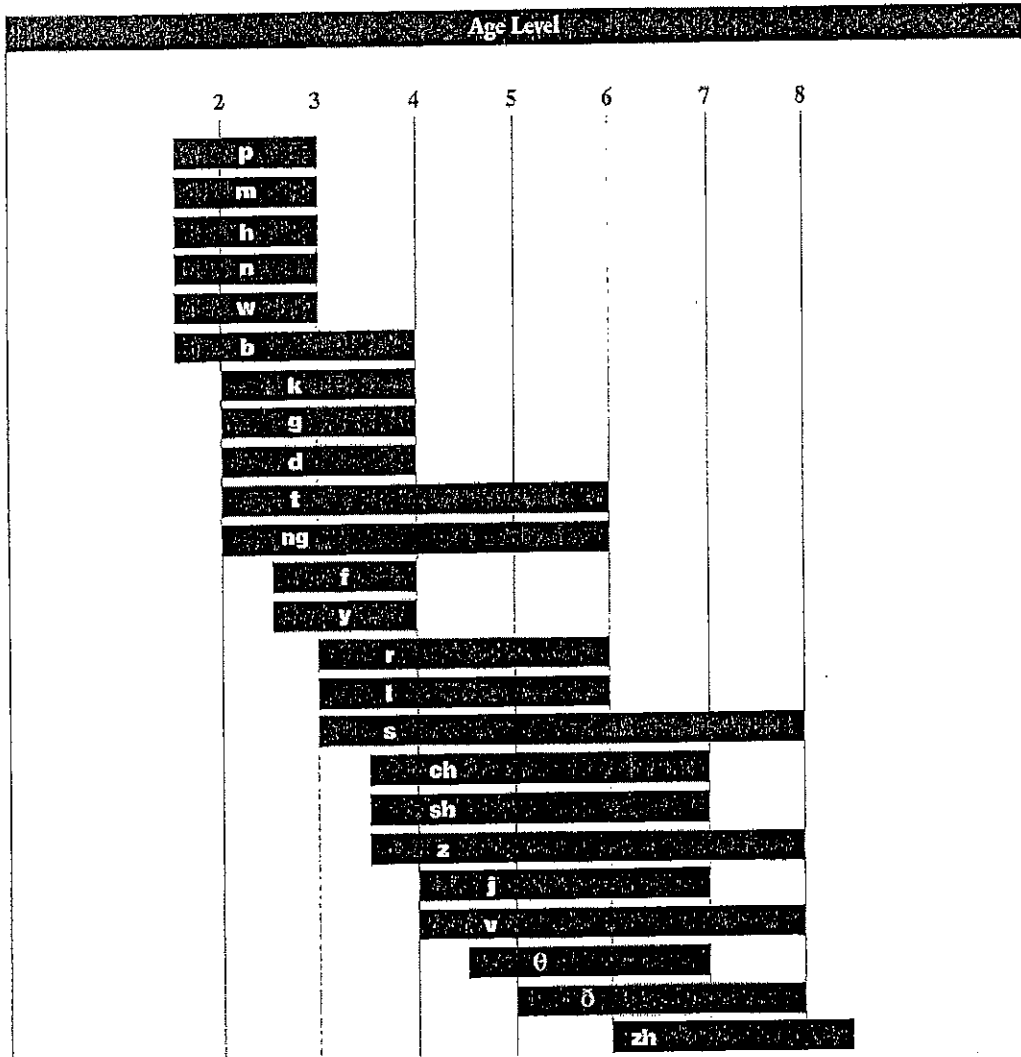
/m/ refers to prevocalic and postvocalic positions

/h-/ refers to prevocalic positions

/-f/ refers to postvocalic positions

word-initial clusters	age of acquisition (female)	age of acquisition (male)
tw, kw	4.0	5.6
sp, st, sk	7.0	7.0
sm, sn	7.0	7.0
sw	7.0	7.0
sl	7.0	7.0
pl, bl, kl, gl, fl	5.6	6.0
pr, br, tr, dr, kr, gr, fr	8.0	8.0
thr	9.0	9.0
skw	7.0	7.0
spl	7.0	7.0
spr, str, skr	9.0	9.-

Sander's Consonant Acquisition

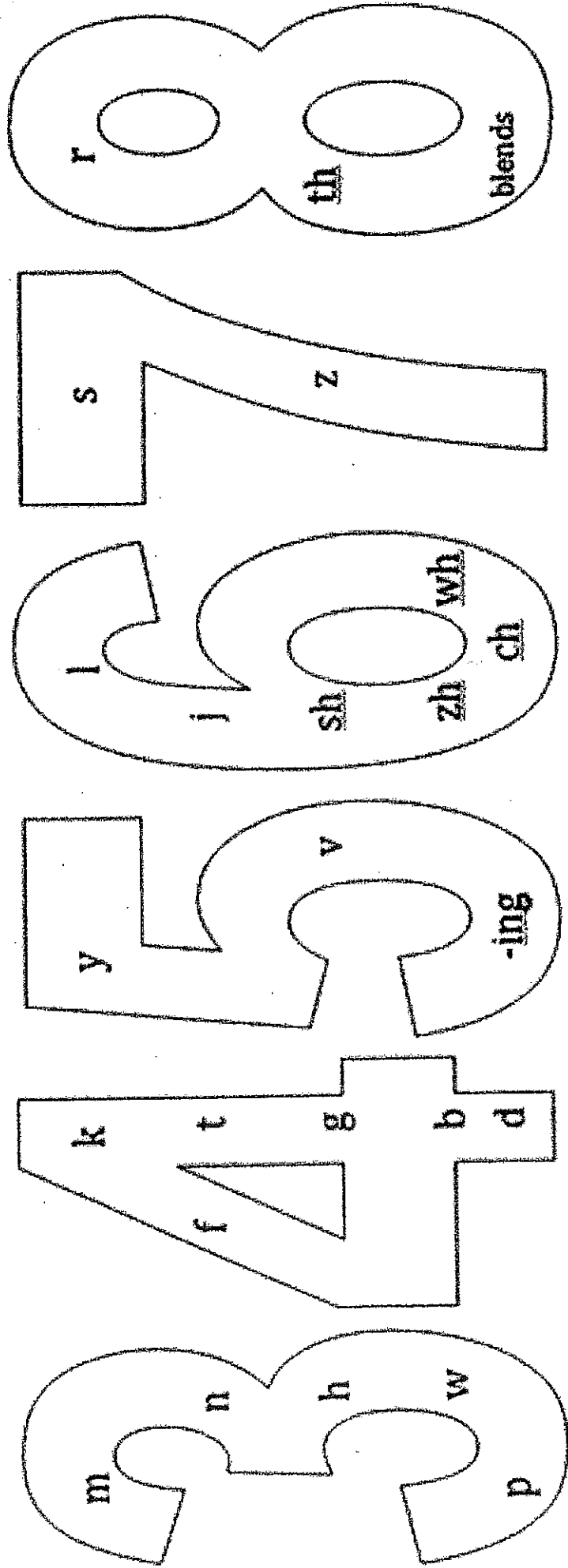


Average age estimates and upper age limits of customary consonant production. The solid bar corresponding to each sound starts at the median age of customary articulation; it stops at an age level at which 90% of all children are customarily producing the sound.

From "When Are Speech Sounds Learned?" by E. Sander, 1972, *Journal of Speech and Hearing Disorders*, 37, p. 62.
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SPEECH SOUND DEVELOPMENT

BY AGE



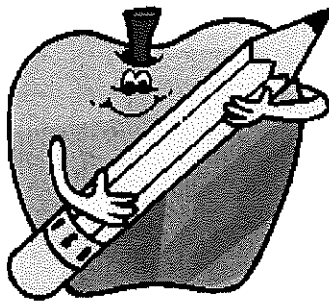
Source: <http://www.chn.hdsb.ca/FAV1-000F7538/>

Creating using developmental norms from Poole, Sander, Hena, Fudala, Templin and Wellman.

Classroom Strategies for Teachers of Selectively Mute Children

by Gail Kervatt, M.Ed.

www.selective-mutism.com



SM children **cannot** talk as the result of the physical symptoms caused by the extreme anxiety they feel. They are **not** being defiant, stubborn, or disobedient.

Do not feel it is your job to make this child **speak**. It is your job to lessen the **anxiety** in all classroom activities for this child. Focus on reducing anxiety and not on producing speech. Forget the words, "yes, no, please, thank you, etc."

Seat the child to the side in the classroom.....not front and center where everyone is looking at him.

Avoid eye contact at first.

Let the child know that you will help him, but will not try to force him to talk.

Talk to the child about ways he can communicate with you....for example nodding his head yes and no, keeping cards on his desk to answer yes and no, using a pass to go to the restroom. Assure him that you are not going to try to make him talk, but need to find ways to communicate. Let him know that if he ever feels comfortable enough to talk, that would be ok too.

Find an outgoing child to be his buddy.....There may be a child to whom he already whispers?? Seat the child next to his buddy. Encourage the child's parents to arrange play dates at home or after school in the classroom so that the child can develop a comfort level with other children.



Talk to the class **when he isn't there** about his "shyness" and how to respond to him: For example:

- Be his friend and include him in all activities.
- Don't try to make him talk.
- Don't say to people, "He doesn't talk."
- Do not yell out or overly respond if the child should speak. Act as if it were normal and continue with your activity.

There are several good books to initiate this discussion such as *Shy Charles*, by Rosemary Wells, *Shy Guy*, by Giles Tibo, or *Understanding Katie*, by Dr. Elisa Shipon Blum.

Go to the child's home for a visit. Do not expect speech. Just let the child interact with you in any way that he can. He could show you his computer, books, fish, etc.

Let the child come in before or after school to help you in the classroom. Let the child's parent be there if he is more comfortable.

Do cooperative group activities (small groups) so that he feels more relaxed. He could be the recorder for a cooperative group.

Allow nonverbal communication in the school setting, especially in the early months of the beginning of school. The student and you will discover a time that more verbal communication can be encouraged. This may take some time and may never occur, but don't let the nonverbal communication become too much of a crutch. There is a fine line between pressure and encouragement.

One word of caution: *The Silence Within*, www.selective-mutism.com or any other current literature on selective mutism, states that it is imperative for this intervention to include individual sessions with the child.....a key person working with the classroom teacher and parents. Hopefully, there is someone willing (preferably someone who is patient and soft spoken), who can be the key worker in your school. The "stimulus fading" strategy starts with one child and then one more at a time is added to form a small group.

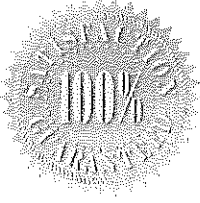
Most children with SM will not speak in front of a whole group. Please do not make it your goal as the classroom teacher to make this child talk in the classroom. You will be most frustrated. It doesn't work in a whole classroom setting. The anxiety has to be lessened slowly, in baby steps beginning individually with the child and the key worker.



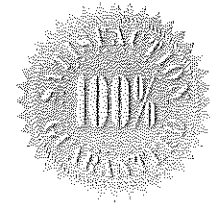
The author of this article, Gail Kervatt, is an elementary school reading specialist who successfully worked with a child with Selective Mutism. Gail has written a practical, informative book about her experience entitled, *The Silence Within*. The book is a valuable resource for teachers and parents and is available from her website at www.selective-mutism.com, The Selective Mutism Group organization at www.selectivemutism.org or to order through Amazon.com. This article and many others can be found in the new, *Supplement to The Silence Within*.



Simplifying Speech Therapy



The TOP Ten Ways To Improve Communication Skills



1. Give wait time.
2. Don't over correct.
3. Treat your child as a full communication partner.
4. Be a good model.
5. Turn off the TV.
6. Read, read, read.
7. Ask open ended questions.
8. Repeat words often.
9. Draw conclusions and explain consequences.
10. Praise your child for talking.

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AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Two to Three Years

[en Español]

How Does Your Child Hear and Talk? | Birth to One Year | One to Two Years |
Three to Four Years | Four to Five Years | Learning Two Languages |
What should I do if I think my child has a problem?

What should my child be able to do?

Hearing and Understanding

- Understands differences in meaning ("go-stop," "in-on," "big-little," "up-down").
- Follows two requests ("Get the book and put it on the table").
- Listens to and enjoys hearing stories for longer periods of time

Talking

- Has a word for almost everything.
- Uses two- or three- words to talk about and ask for things.
- Uses *k, g, f, t, d,* and *n* sounds.
- Speech is understood by familiar listeners most of the time.
- Often asks for or directs attention to objects by naming them.
- Asks why?
- May stutter on words or sounds

What can I do to help?

- Use clear, simple speech that is easy to imitate.
- Show your child that you are interested in what he or she says to you by repeating what he or she has said and expanding on it. For example, if your child says, "pretty flower," you can respond by saying, "Yes, that is a pretty flower. The flower is bright red. It smells good too. Does Sam want to smell the flower?"
- Let your child know that what she or he has to say is important to you by asking him or her to repeat things that you do not completely understand. For example, "I know you want a block. Tell me again which block you want."
- Expand on your child's vocabulary. Introduce new vocabulary through reading books that have a simple sentence on each page.

- Talk about colors (e.g., "Sam's hat is red.")
- Practice counting. Count toes and fingers. Count steps as you go down them.
- Name objects and describe the picture on each page of the book. State synonyms for familiar words (e.g., mommy, woman, lady, grown-up, adult) and use this new vocabulary in sentences to help your child learn it in context.
- Put objects into a bucket and have your child remove one object at a time, saying its name. You repeat what your child says and expand upon it: "That is a comb. Sam combs his hair." Take the objects from the bucket and help your child group them into categories (e.g., clothes, food, drawing tools).
- Cut out pictures from old magazines and make a scrapbook of familiar things. Help your child glue the pictures into the scrapbook. Practice naming the pictures, using gestures and speech to show how you use the items.
- Look at family photos and name the people. Use simple phrases/sentences to describe what is happening in the pictures (e.g., "Sam swims in the pool").
- Write simple appropriate phrases under the pictures. For example, "I can swim," or "Happy birthday to Daddy." Your child will begin to understand that reading is oral language in print.
- Ask your child questions that require a choice, rather than simply a "yes" or "no" answer. For example, rather than asking, "Do you want milk? Do you want water?", ask, "Would you like a glass of milk or water?" Be sure to wait for the answer, and reinforce successful communication: "Thank you for telling mommy what you want. Mommy will get you a glass of milk."
- Continue to sing songs, play finger games ("Where is Thumbkin?"), and tell nursery rhymes ("Hickory Dickory Dock"). These songs and games introduce your child to the rhythm and sounds of language.
- Strengthen your child's language comprehension skills by playing the yes-no game: "Are you a boy?" "Is that a zebra?" "Is your name Joey?"



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

2-3 años

[in English]

¿Qué tal habla y oye su niño? | Nacimiento-1 año | 1-2 años | 2-3 años | 3-4 años | 4-5 años | El niño y el bilingüismo | ¿Qué hacer si se cree que el niño tiene un problema de habla, lenguaje o audición?

¿Qué debe ser capaz de hacer al niño?

Oyendo y comprendiendo

2-3 años

- Entiende palabras opuestas, como *abre-cierra*, *grande-chico* y *arriba-abajo*.
- Sigue instrucciones compuestas, como "Busca la cuchara y ponla en la mesa."
- Entienda con rapidez las palabras nuevas.

Hablando

2-3 años

- Tiene palabras para las personas, los lugares, las cosas y las acciones familiares.
- Habla sobre cosas que no están en la misma habitación.
- Imita, por ejemplo, la bocina o el motor de un auto al jugar con el mismo.
- Usa los sonidos *g*, *f*, *s* en las palabras.
- Usa palabras como *en*, *dentro*, y *debajo*.
- Pregunta *¿por qué?*
- Las personas allegadas al niño entienden lo que dice.
- Combina tres palabras para pedir las cosas y hablar sobre ellas. Es posible que repita algunos sonidos y palabras.

¿Cómo puedo ayudar?

- Use lenguaje claro y sencillo que sea fácil de imitar.
- Muestre al niño que se interesa por lo que dice al repetir sus palabras y añadir información adicional. Por ejemplo, si el niño dice "flor bonita", usted puede responder diciendo: "Sí, esa flor es muy bonita. Es de color rojo. Huele muy rico. ¿Quieres oler la flor?"
- Demuestre al niño que para usted lo que él tenga que decir es muy importante al pedirle que

repita lo que no pueda entender por completo. Por ejemplo, "Sé que quieres un bloque. Dime otra vez qué bloque quieres."

- Ayude al niño a expandir su vocabulario. Introduzca nuevas palabras leyéndole libros que tengan una oración sencilla en cada página.
- Nombre objetos y describa las ilustraciones del libro. Presente sinónimos para las palabras familiares (ej., mami, mujer, señora) y use el nuevo vocabulario en oraciones para ayudar al niño a aprender las palabras en su contexto.
- Ponga objetos dentro de un cubo y pida al niño que los saque de uno en uno, diciendo cómo se llaman. Repita lo que el niño diga y añada información adicional: "Esto es un peine. Sara se peina el cabello". Saque los objetos del cubo y ayude al niño a agruparlos por categoría (ropa, alimentos, artículos para dibujar, etc.).
- Recorte fotos de revistas viejas y haga un álbum de objetos familiares. Ayude al niño a pegar las fotos en el álbum. Practiquen a nombrar lo que ilustran las fotos, usando gestos y palabras para demostrar cómo usar los objetos.
- Miren fotos de la familia e indiquen quién aparece en las mismas. Use frases y oraciones sencillas para describir lo que ilustran las fotos (ej., "Raúl nada en la piscina").
- Escriba frases sencillas debajo de las fotos describiendo lo que ilustran. Por ejemplo, "Puedo nadar", o "Feliz cumpleaños, papi". El niño comenzará a entender que la lectura es la expresión escrita del lenguaje oral.
- Haga que el niño tome decisiones al contestar preguntas, en vez de hacer preguntas que pueda contestar simplemente con un "sí" o un "no". Por ejemplo, pregunte "¿Quieres un vaso de agua o un vaso de leche?" en vez de preguntar "¿Quieres leche?, ¿Quieres agua?". Asegúrese de esperar por la respuesta y aliente al niño cuando pueda comunicar con éxito lo que desea: "Gracias por decirle a mamita lo que quieres. Mamita te va a dar un vaso de leche".
- Continúen cantando canciones, jugando juegos con las manos y los dedos ("Este cerdito fue al mercado...") y recitando rimas infantiles ("Ada, la desordenada"). Estos juegos y canciones enseñan al niño sobre los ritmos y sonidos del lenguaje.
- Reafirme las destrezas de comprensión del lenguaje del niño jugando a "sí o no": "¿Eres una niña?, ¿Es eso una cebra?, ¿Te llamas Patricia?".

Speech and Language Milestone Chart

By: PRO-ED Inc. (1999)

Developmental milestones

The course of children's development is mapped using a chart of developmental milestones.

These milestones are behaviors that emerge over time, forming the building blocks for growth and continued learning. Some of the categories within which these behaviors are seen include:

- **Cognition** (thinking, reasoning, problem-solving, understanding)
- **Motor coordination** (gross/fine motor, jumping, hopping, throwing/catching, drawing, stacking)
- **Social interaction** (initiating peer contact, group play)
- **Adaptive** (dressing, eating, washing)

By age one

Milestones

- Recognizes name
- Says 2-3 words besides "mama" and "dada"
- Imitates familiar words
- Understands simple instructions
- Recognizes words as symbols for objects: Car - points to garage, cat - meows

Activities to encourage your child's language

- Respond to your child's coos, gurgles, and babbling
- Talk to your child as you care for him or her throughout the day
- Read colorful books to your child every day
- Tell nursery rhymes and sing songs
- Teach your child the names of everyday items and familiar people
- Take your child with you to new places and situations
- Play simple games with your child such as "peek-a-boo" and "pat-a-cake"

Between one and two

Milestones

- Understands "no"
- Uses 10 to 20 words, including names
- Combines two words such as "daddy bye-bye"
- Waves good-bye and plays pat-a-cake
- Makes the "sounds" of familiar animals
- Gives a toy when asked
- Uses words such as "more" to make wants known
- Points to his or her toes, eyes, and nose
- Brings object from another room when asked

Activities to encourage your child's language

- Reward and encourage early efforts at saying new words
- Talk to your baby about everything you're doing while you're with him
- Talk simply, clearly, and slowly to your child
- Talk about new situations before you go, while you're there, and again when you are home
- Look at your child when he or she talks to you
- Describe what your child is doing, feeling, hearing
- Let your child listen to children's records and tapes
- Praise your child's efforts to communicate

Between two and three

Milestones

- Identifies body parts
- Carries on 'conversation' with self and dolls
- Asks "what's that?" And "where's my?"
- Uses 2-word negative phrases such as "no want".
- Forms some plurals by adding "s"; book, books
- Has a 450 word vocabulary
- Gives first name, holds up fingers to tell age
- Combines nouns and verbs "mommy go"
- Understands simple time concepts: "last night", "tomorrow"

- Refers to self as "me" rather than by name
- Tries to get adult attention: "watch me"
- Likes to hear same story repeated
- May say "no" when means "yes"
- Talks to other children as well as adults
- Solves problems by talking instead of hitting or crying
- Answers "where" questions
- Names common pictures and things
- Uses short sentences like "me want more" or "me want cookie"
- Matches 3-4 colors, knows big and little

Activities to encourage your child's language

- Repeat new words over and over
- Help your child listen and follow instructions by playing games: "pick up the ball," "Touch Daddy's nose"
- Take your child on trips and talk about what you see before, during and after the trip
- Let your child tell you answers to simple questions
- Read books every day, perhaps as part of the bedtime routine
- Listen attentively as your child talks to you
- Describe what you are doing, planning, thinking
- Have the child deliver simple messages for you (Mommy needs you, Daddy)
- Carry on conversations with the child, preferably when the two of you have some quiet time together
- Ask questions to get your child to think and talk
- Show the child you understand what he or she says by answering, smiling, and nodding your head
- Expand what the child says. If he or she says, "more juice," you say, "Adam wants more juice."

Between three and four

Milestones

- Can tell a story
- Has a sentence length of 4-5 words
- Has a vocabulary of nearly 1000 words
- Names at least one color
- Understands "yesterday," "summer", "lunchtime", "tonight", "little-big"

- Begins to obey requests like "put the block under the chair"
- Knows his or her last name, name of street on which he/she lives and several nursery rhymes

Activities to encourage your child's language

- Talk about how objects are the same or different
- Help your child to tell stories using books and pictures
- Let your child play with other children
- Read longer stories to your child
- Pay attention to your child when he's talking
- Talk about places you've been or will be going

Between four and five

Milestones

- Has sentence length of 4-5 words
- Uses past tense correctly
- Has a vocabulary of nearly 1500 words
- Points to colors red, blue, yellow and green
- Identifies triangles, circles and squares
- Understands "In the morning", "next", "noontime"
- Can speak of imaginary conditions such as "I hope"
- Asks many questions, asks "who?" And "why?"

Activities to encourage your child's language

- Help your child sort objects and things (ex. things you eat, animals. .)
- Teach your child how to use the telephone
- Let your child help you plan activities such as what you will make for Thanksgiving dinner
- Continue talking with him about his interests
- Read longer stories to him
- Let her tell and make up stories for you
- Show your pleasure when she comes to talk with you

Between five and six

Milestones

- Has a sentence length of 5-6 words

- Has a vocabulary of around 2000 words
- Defines objects by their use (you eat with a fork) and can tell what objects are made of
- Knows spatial relations like "on top", "behind", "far" and "near"
- Knows her address
- Identifies a penny, nickel and dime
- Knows common opposites like "big/little"
- Understands "same" and "different"
- Counts ten objects
- Asks questions for information
- Distinguished left and right hand in herself
- Uses all types of sentences, for example "let's go to the store after we eat"

Activities to encourage your child's language

- Praise your child when she talks about her feelings, thoughts, hopes and fears
- Comment on what you did or how you think your child feels
- Sing songs, rhymes with your child
- Continue to read longer stories
- Talk with him as you would an adult
- Look at family photos and talk to him about your family history
- Listen to her when she talks to you

<http://www.idonline.org/article/6313?theme=print>

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SPEECH LANGUAGE PATHOLOGY

A speech-language pathologist (sometimes called a speech therapist) assess, diagnose, treat, and help to prevent communication and swallowing disorders in patients. Speech, language, and swallowing disorders result from a variety of causes, such as a stroke, brain injury, hearing loss, developmental delay, a cleft palate, cerebral palsy, or emotional problems.

Speech and Language Developmental Milestones

3 years

Expressive

- 50-75% intelligible
- Verbalizes toilet needs
- Requests items by name
- Responds to some yes/no questions
- Names everyday objects
- Answers simple questions
- Asks 1-2 word questions
- Uses 3-4 word phrases
- Expressive vocabulary of 50-250 words
- Frequently exhibits repetitions
 - especially starters, "I", and first syllables
- Speaks with loud voice
- Increases range of pitch
- Uses vowels correctly
- Frequently omits or substitutes final consonants
- Uses approximately 27 sounds

Receptive

- Receptive vocabulary 500-900 or more words
- Understands *one* and *all*
- Points to pictures in a book when named
- Identifies several body parts
- Follows simple commands
- Enjoys listening to short stories, songs, and rhymes
- Understands *why*, *who*, *whose*, and *how many*
- Understands most things said to him or her

4 years

Expressive

- Asks and Answers *who*, *what*, *where*, *why* questions
- Frequently asks questions
- Uses language to express emotion
- Uses 4-5 words in a sentence
- Repeats 6 to 13 syllable sentences accurately
- Identifies objects by name
- May continue to use echolalia
- Uses verbs and nouns most frequently

Receptive

- Understands object functions
- Understands differences in meanings
 - (stop/go, in/on, big/little)
- Follows 2 and 3 part commands

5 years

Expressive

- Asks *how* questions
- Uses past and future tense appropriately
- Uses conjunctions
- Continues to drastically increase vocabulary
- Uses 4-6 word sentences
- Exchanges information and asks questions
- Accurately relays a story
- Uses appropriate grammar in most cases
- Sequentially names the days of the week

Receptive

- Follows instructions given in a group
- Has a receptive vocabulary of about 13,000 words

PRESCHOOL LITERACY SCREEN

By

Susan W. Floyd, Ph.D., CCC-SLP

Name: _____ Age: _____ Date: _____

Print Awareness

- ___ 1. What is this? (show book)
- ___ 2. Look at this book. (Child shows interest in storybook.)
- ___ 3. Will you hold it for me? (Child holds book right-side up.)
- ___ 4. Point to a word. (show title of book)
- ___ 5. Point to a letter. (show title of book)
- ___ 6. What is this letter? (show title of book and point to capital letters – must get 1 correct)
- ___ 7. Write a letter (child makes marks that look like a letter)
- ___ 8. Look at this picture. (on book cover)
- ___ 9. What do you think this storybook is about?
- ___ 10. Look at this sign. What does it say? (show stop sign on page 7)

Phonological Processing (Read “The Little Red House” to the child.)

- ___ 11. (Child asks questions about story as you read.)
- ___ 12. Listen to me as I tell you about this picture (describe picture on book cover). Now you tell me about it.
- ___ 13. What is the little red house?
- ___ 14. What was this story about? (Child responds with a few sentences about the basic story.)
- ___ 15. Will you “read” this story to me?
- ___ 16. Look at these fruits (page 6). What colors are they? (Child names one per second.)
- ___ 17. Let’s look at this picture. I see a tree, grass, apple, star, worm, Otto Lotto, and Susie Q. What do you see? (Child names 5 items quickly - 1/sec.)

Rhyming

- ___ 18. Listen: An apple a day keeps me feeling okay.
Now your turn: An apple a day keeps me feeling _____.
- ___ 19. Let’s sing “Happy birthday”. (Child exhibits inflections, rhythm while singing.)
- ___ 20. Let’s clap and say: “Patty cake, patty cake, Baker Man. Make me a cake as fast as you can!” (Child claps and recites along with you.)

___ Total Correct

Criteria for At Risk for Literacy

- Age 3: <10 correct
- Age 4: <15 correct
- Age 5: <20 correct

Floyd & Floyd Associates, 2002

PRESCHOOL LITERACY INTERVENTION PLAN

Name: _____ Teacher: _____ Date: _____

Standards:

SKILLS	STATUS Quarter 1(Date)	STATUS Quarter 2(Date)	STATUS Quarter 3(Date)	STATUS Quarter 4(Date)
Print Awareness				
Phonological Processing	Quarter 1 (Date)	Quarter 2 (Date)	Quarter 3 (Date)	Quarter 4 (Date)
Rhyming	Quarter 1 (Date)	Quarter 2 (Date)	Quarter 3 (Date)	Quarter 4 (Date)

STATUS: M=Mastered P=Progressing SP=Slowly Progressing NT=Not Taught

Susan W. Floyd, Ph.D. Floyd & Floyd Associates