



Speech, Language and Communication Development Chart

Age	Attention and Listening	Understanding (Receptive language)	Communicating (Expressive Language)	Social Communication and use of language	Speech Sounds	Play
0-11 months	<ul style="list-style-type: none"> Turns towards sounds and locates a range of sounds accurately By 6m can pay fleeting attention but easily distracted by new event Stops and looks when hears own name Is intrigued by new events and actions Listens to, distinguishes, and responds to intonations and the sounds of voices 	<ul style="list-style-type: none"> By 6m responds to different tones of voice Recognises parent's voice By 10m stops and looks when hears own name By end of 1st year, begins to understand frequently used words such as "all gone", "bye bye", "no" Understands single signs 	<ul style="list-style-type: none"> Communicates in a variety of ways including smiling, gurgling, crying, making sounds By 6m will engage in sound play with familiar adult Bubbling in strings of connected but different sounds, e.g. 'ba-da-ga' By 12m, may hear "word" like utterances e.g. "dada", "mama", "papa" Can point to object or activity to express wants and needs May have 1-5 "words" by 12m, related to child's own world and functional needs 	<ul style="list-style-type: none"> Gazes at faces and copies facial movements e.g. sticking out tongue Makes sounds with their voice for social interaction By 12m uses voice, gestures, eye contact & facial expression to make contact with people and keep their attention Initiates an interaction with adult 	<ul style="list-style-type: none"> Babbles with range of sound combinations By 12m consonants such as 'b, d, g, m, n, w' predominate 	<ul style="list-style-type: none"> Exploratory play; mouths, bangs, shakes objects By 12m, relates 2 objects, e.g. spoon in cup Plays alone with toys
18-20 months	<ul style="list-style-type: none"> Likes to listen to a wide variety of sounds By 12m concentrates on most powerful stimulus, difficult to re-focus Is easily distracted by noises or other people talking By 18m will attend to own choice of activity, tolerates limited intervention 	<ul style="list-style-type: none"> By 12m understands key words in phrase e.g. "Where's your egg?" By 12m recognises photos of familiar people and objects Understands simple words in context and understands more than they can say Understands naming words e.g. <i>shoe, ball</i> 	<ul style="list-style-type: none"> Creates personal words as begins to develop language Uses around 20-25 single words although these may not be clear Beginning to use words for a range of purposes 	<ul style="list-style-type: none"> Likes being with familiar adults and watches and copies their body language including gesture and pointing Realises that their voice and actions have an effect on others Use pointing with eye gaze to share an interest and make a request 	<ul style="list-style-type: none"> Speech consists of mix of "jargon" and some real words May be difficult to understand 	<ul style="list-style-type: none"> Repeats actions that were enjoyed Begins "pretend" play with toys e.g. gives doll a drink Involves others in pretend play
18-26 months	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories Starts to focus on an activity of own choice Responds to own name and can move attention briefly and then re-focus Single channelled attention 	<ul style="list-style-type: none"> Understands action words e.g. "sleep", "jump" By 2y, understands simple instructions/phrases when context apparent, e.g. "get mummy's shoes" Understands instructions with 2 key words (or signs) e.g. "make teddy jump" 	<ul style="list-style-type: none"> By 24m beginning to put 2 words (or signs) together e.g. "Mummy's car", "more juice" Uses different types of everyday words, nouns, adjectives, verbs Uses up to 50 words Asks questions e.g. "where drink?" 	<ul style="list-style-type: none"> Interested in stories, songs and rhymes Begins to express feelings 	<ul style="list-style-type: none"> By 2y6m starting to use "I, is, in" Imitations heard e.g. "car" for "car" "ju" for "spoon" 	<ul style="list-style-type: none"> Starts to demonstrate 2 part play sequence e.g. drives car to petrol station + fills petrol Beginning to play with miniature toys e.g. small world

Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions

Ioanna Dimitracopoulou



Recent Advances In The Psychology Of Language Pt A Language Development And Mother Child Interactions:

Language Development and Social Interaction in Blind Children Miguel Perez Pereira, Gina

Conti-Ramsden, 2019-12-09 The Classic Edition of this foundational text includes a new preface from Miguel Perez Pereira examining how the field has developed since first publication The volume provides an in depth account of blind children s developing communicative abilities with particular emphasis on social cognition and language acquisition from infancy to early school age It provides insights into why the development of blind children may differ from that of sighted children and explores development of theory of mind and perspective taking in language learning It also discusses the caregiver child interaction research on early intervention and practical strategies for blind children that can assist parents and practitioners The up to date preface discusses recent neurological research and the comparison between the psychological development of visually impaired and autistic children Language Development and Social Interaction in Blind Children continues to facilitate dialogue between those interested in the study of typically developing children and those interested in the development of children who are blind and challenges some widely held beliefs about the development of communication in blind children

Language Development and Disorders W. Yule, M. Rutter, 1987 Communication disabilities are common although their precise nature and degree of severity vary greatly among individuals They are among the most handicapping of disabilities because they isolate a person and in so doing restrict social educational and occupational opportunities One of the purposes of this book was to bring together theoretical practical and clinical knowledge from several disciplines that bear on language and communication into some reasonably accessible form The intent is to provide a broad and multi faceted view of language development and language disorders Thus contributions from education linguistics psychology pediatrics psychiatry neurology neuropsychology and speech therapy are included They describe our current knowledge of language development suggest classifications for language pathology outline what is known of the epidemiology of language difficulties consider assessment and therapy alternative communication systems and the impact of the new technology on communication aids The variety of perspectives that it provides will make it particularly useful to the range of specialists who are concerned with the development of communication skills and language disorders

A Functional Approach to Child Language Annette

Karmiloff-Smith, 1981-07-30 A critical exposition of Piaget s views on child language and thought

Critical Influences on

Child Language Acquisition and Development David J. Messer, Geoffrey J. Turner, 1993-03-15

The book identifies and assesses the importance of a range of influences on child language acquisition and development paying particular attention to situational influences Key issues are highlighted and recent research is succinctly presented There are five sections the deployment of speech during early development linguistic interaction and family background encoding the situation multidimensional aspects of language development and constraints on language development There are twelve chapters on these themes contributed by leading researchers in this area

Conversational Competence and Social Development Ioanna

Dimitracopoulou,1990 This book provides new insight into the development of the child's ability to become a competent participant in conversation. The author combines a pragmatic analysis of the functions language can perform with an innovative and extensive empirical investigation of the development of young children's language use and sociocognitive skills. She gives a detailed description of the development of children's language between the ages of three and a half and seven, broadens the scope of theorizing about language development by placing it in relation to the development of social understanding and provides a new framework for understanding speech problems and designing ways to solve them. It is the first study to find a strong link between language sociocognitive development and social development. It will be welcomed by child language specialists, developmental and social psychologists, conversation and discourse analysts and their advanced students.

Language and Language Acquisition F. Lowenthal, 2012-12-06 F. LOWENTHAL University of Mons, Mons, Belgium. In September 1980, researchers from many different countries and working in disciplines as varied as philosophy, psychology, neurology, mathematics, education, linguistics, sociology and others we forget to mention again met in Mons to discuss problems concerning Language and Language Acquisition. Conflicting opinions among researchers not only from different disciplines but also within a same discipline led to many a lively discussion. This book attempts to recreate the atmosphere of the conference by reproducing the different papers, some of which were rewritten after the initial presentation and discussion session and by giving a summary of each discussion session to enable the reader to understand how each participant reacted. Obviously, we accept full responsibility for these summaries; we hope we have understood correctly what each participant meant. This also holds for the special session devoted to an attempt to define the concept of language. We suggest that further meetings should study language and context simultaneously within the framework of a CONTEXTUAL LINGUISTICS.

The Oxford Handbook of Developmental Linguistics Jeffrey Lidz, William Snyder, Joe Pater, 2016-07-28. In this handbook, renowned scholars from a range of backgrounds provide a state-of-the-art review of key developmental findings in language acquisition. The book places language acquisition phenomena in a richly linguistic and comparative context, highlighting the link between linguistic theory, language development and theories of learning. The book is divided into six parts. Parts I and II examine the acquisition of phonology and morphology respectively, with chapters covering topics such as phonotactics and syllable structure, prosodic phenomena, compound word formation and processing continuous speech. Part III moves on to the acquisition of syntax, including argument structure, questions, mood alternations and possessives. In Part IV, chapters consider semantic aspects of language acquisition, including the expression of genericity, quantification and scalar implicature. Finally, Parts V and VI look at theories of learning and aspects of atypical language development respectively.

Designing Preschool Interventions David W. Barnett, Susan H. Bell, Karen T. Carey, 2002-08-01. This practical text delineates the basic steps of developing effective interventions for learning and behavior difficulties in children aged two to five. The authors set forth an ecological framework that stresses identifying problem situations rather

than classifying individual children as disabled or at risk The core components of naturalistic intervention design are covered in depth including teacher and parent interviewing classroom observation and functional assessment team based problem solving strong accountability methods and legal and ethical safeguards Solidly grounded in empirical research the book presents examples of successful interventions for fostering social competence and language skills and improving interactions with parents teachers and peers

The Development of Perception, Cognition and Language Paul van Geert, 2017-03-31 Originally published in 1983 the aim of this book was to discuss some fundamental problems of cognitive developmental psychology at the time The theme which underlies the discussion is that scientific knowledge of the cognitive characteristics of other people starts from the cognitive instruments that we psychologist employ viz our theories models assumptions methods of enquiry etc Thus our scientific cognitive equipment not only provides the format in which cognition in other people is expressed it also exemplifies in some abstract sense this cognition The first part of the book deals with the concept of development in relation to the structure of developmental theories It is argued that theories originate from implicit conceptual analyses of implicit final state definitions Starting from this specific view on the nature of developmental theories the second part of the book discusses perception and perceptual development

Symbolic Play Inge Bretherton, 2014-05-10 Symbolic Play The Development of Social Understanding describes the development of symbolic play from infancy through the preschool years This text is divided into 12 chapters that focus on make believe as an activity within which young children spontaneously represent and practice their understanding of the social world The first chapter introduces the development of event schemata produced in symbolic play about children's management of the playframe and about the development of subjunctive or what if thought The next chapters are devoted to the development of joint pretending specifically the use of shared scripts in the organization of make believe play and the subtleties of metacommunication These chapters also emphasize the supporting role of the mother in early collaborative make believe These topics are followed by discussions of the child's growing ability to represent the internal states of the inanimate figures whose doing can vicariously enact The remaining chapters focus on social interaction through symbolic play with dolls toy animals object props and language This book will prove useful to psychologists and researchers in the fields of human development society and family

Language Acquisition Paul Fletcher, Michael Garman, 1986-05-22 An invaluable resource for students and professionals alike with an interest in child language acquisition

The Acquisition of Numeral Classifiers Kasumi Yamamoto, 2011-05-03 The book is about the numeral classifier system and the acquisition of Japanese classifiers by Japanese children It consists of two parts First it provides a general typological characterization of numeral classifier phrases and discusses problems in determining what constitutes the nature of classifiers It also discusses the semantic properties of numeral classifiers based on an analysis of four languages from four different language families Second it examines the acquisitions of Japanese numeral classifiers by Japanese preschool children ages 3 to 6 with a

primary emphasis on the development of comprehension The importance of the study is that it reveals that young children have a much greater sensitivity to the conceptual underpinnings of the numeral classifier system than was previously considered to be the case The research results also provide a converging source of evidence that young children often come to initially grasp the structure of the world in ways that are better understood in cognitive than perceptual terms The implications will contribute to not only the area of language acquisition but also categorization and conceptual development

Garfinkel and Ethnomethodology John Heritage, 2013-06-17 The writings of Harold Garfinkel have had a major impact on the social sciences and linguistics This book offers a systematic and innovative analysis of his theories and of the ethnomethodological movement which he has inspired It is the only full length study focused on the writings of Harold Garfinkel and will be essential reading for all those concerned with understanding and evaluating one of the most radically original social scientists of recent times

Children's Language Gina Conti-Ramsden, Catherine E. Snow, 2014-02-04 This volume presents current research findings on vital issues in language development compiled by an international group of leading researchers The data are drawn from studies of the acquisition of Swedish Polish Serbo Croatian Hungarian Portuguese Italian and English Themes emphasized in all the chapters include the importance of the social context of acquisition the existence of interconnections among various domains of language development and the impossibility of understanding acquisition using a simple theory or a single methodological approach

Hearing Eye II Douglas Burnham, Ruth Campbell *G. Away*, B J Dodd, 2013-10-28 This volume outlines some of the developments in practical and theoretical research into speechreading lipreading that have taken place since the publication of the original *Hearing by Eye* It comprises 15 chapters by international researchers in psychology psycholinguistics experimental and clinical speech science and computer engineering It answers theoretical questions what are the mechanisms by which heard and seen speech combine and practical ones what makes a good speechreader Can machines be programmed to recognize seen and heard speech The book is written in a non technical way and starts to articulate a behaviourally based but cross disciplinary programme of research in understanding how natural language can be delivered by different modalities

The Meaning of More Alexis Wellwood, 2019 This book examines the semantics of comparative constructions using words such as more as too and so on and proposes a new account that rejects a fundamental assumption of the degree semantics framework The findings have implications not only for semantics but also for language acquisition and cognitive science more broadly

The Acquisition of Romance, With Special Reference To French Eve Clark, 2016-01-08 First published in 1986 This edition offers a grammatical sketch of French with occasional comments on how other Romance languages diverge from this picture a brief account of the sources available on language acquisition by children and a summary of the overall course of development in children acquiring the major Romance languages The remainder of the review takes up different facets of the language acquisition process in more detail

The Crosslinguistic Study of Language Acquisition Dan Isaac

Slobin,2017-07-05 An essential handbook for professionals and advanced students in the field Volume 1 contains comprehensive studies on the acquisition of 15 different languages from ASL to Samoan written by top researchers on each topic Volume 2 concentrates on theoretical issues emphasizing current linguistic and psycholinguistic research Unique in its approach toward individual languages and in its comparative perspective this book is a hallmark of a rapidly growing area of interdisciplinary international research Learning Through Interaction C. Gordon Wells,1981 A fundamental study of language development from infancy to primary school *Text and Thinking* Roger G. van de Velde,2019-10-08 No detailed description available for Text and Thinking

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