



Preschool Speech-language Development

Roslyn School District

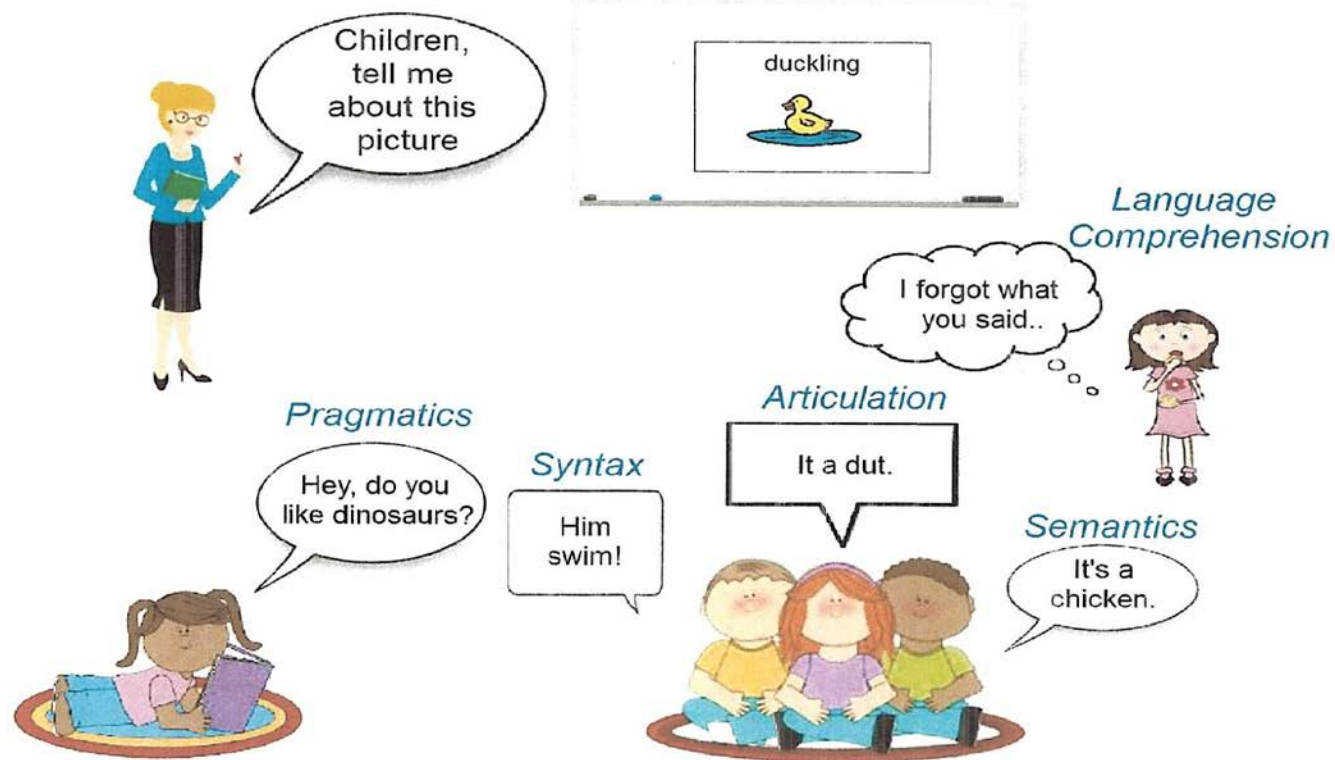
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Speech-language Disorders

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Areas of Speech-language

- **Receptive language-** Story comprehension, question comprehension, single word vocabulary, ability to follow directions
- **Expressive Language-** Semantics (single word vocabulary), Morpho-syntactic skills (grammar, word endings), Articulation/Phonology, Fluency (stuttering), Pragmatics (social use of language)

Milestones ages 3-4

Receptive:

- Can tell a simple story
- Responds when you call from another room.
- Begins to obey requests like "put the block under the chair"
- Understands words for family, like *brother*, *grandmother*, and *aunt*.
- Comprehends simple who, what, and where questions

Expressive:

- Has a sentence length of 3-5 words
- Has a vocabulary of nearly 1000 words
- Names at least one color and shape
- Knows his or her last name, name of street on which he/she lives (4 yrs)
- Says rhyming words, like *hat-cat* (4 yrs)
- Uses pronouns, like *I*, *you*, *me*, *we*, and *they*.
- Uses some plural words, like *toys*, *birds*, and *buses*.
- Most people understand what your child says.
- Asks when and how questions.
- Puts 4 words together. May make some mistakes, like "I goed to school."
- Talks about what happened during the day. Uses about 3-4 sentences at a time.

Milestones ages 4-5

- **Receptive:**
- Points to colors red, blue, yellow and green
- Identifies triangles, circles and squares
- Understands "In the morning" , "next" , "lunch time"
- Understands words for order, like *first*, *next*, and *last*.
- Understands words for time, like *yesterday*, *today*, and *tomorrow*.
- Follows longer directions, like "Put your pajamas on, brush your teeth, and then pick out a book."
- Follows classroom directions, like "Draw a circle on your paper around something you eat."
- Hears and understands most of what she hears at home and in school.
- **Expressive:**
- Has sentence length of 4-5 words
- Uses past tense correctly
- Has a vocabulary of nearly 1500 words
- Can speak of imaginary conditions such as "I hope"
- Asks many questions, asks "who?" and "why?"
- Says all speech sounds in words. May make mistakes on sounds that are harder to say, like *l*, *s*, *r*, *v*, *z*, *ch*, *sh*, and *th*.
- Responds to "What did you say?"
- Names letters and numbers.
- Uses sentences that have more than 1 action word, like *jump*, *play*, and *get*. May make some mistakes, like "Zach got 2 video games, but I got one."
- Tells a short story.
- Keeps a conversation going. Stays on topic longer.
- Talks in different ways, depending on the listener and place. Your child may use short sentences with younger children. He may talk louder outside than inside.



Hmmmmmm.....
Should I be concerned?

Expressive Language: look for students who

- Have a decreased vocabulary, use vague words such as *things* and *stuff*
- Make many grammatical errors
- **Generally** make off-topic comments
- Cannot retell a simple story
- Have **significant** articulation errors

Let's talk....

- *Vocabulary Development*: Introduce seasonal and themed vocabulary. Work on sorting objects into categories.
- *Grammar*: Photo of the day-have kids bring in a photo or take photos of familiar activities during your school day. Have kids describe the picture in detail. Ask them to make up a sentence starting with the word THEY or HE or SHE.
- *Category Games*: Make collages, cut/paste activities, use real objects (which one is different?)



Should I be concerned?

Receptive language: look for students who

- Cannot follow familiar classroom routines or directions
- Have difficulty answering Wh-questions about a story book or home/school events
- Always uses other students as models

To work on Listening.....

- Introduce a variety of Wh- and yes/no questions during story time & after activities
- Play following direction games such as Simon Says
- Focus on key words such as prepositions
- Retell stories, use pictures as cues

Articulation Expectations

- 2 years old = 50% intelligible
- 3 years old = 75% intelligible
- 4 years old = 100% intelligible





Should I correct their speech?

- Introduce simple phonemic awareness activities : (Thumbs up/Thumbs down- show the kids a picture of a cat. Say "tat- give me a thumbs up if I said it correctly, thumbs down if I said it differently)
- Make a referral if there are significant errors. Some sound errors are developmental and will improve as the child matures.

Other

- Many children go through a typical phase when you will hear *dysfluencies (stuttering)*.
- Whole-word and phrase repetitions, interjections and revisions are typical.
- *Atypical*: Sound or syllable repetitions, prolongations, blocks and secondary behaviors (physical)