

COMMUNICATION DEVELOPMENT IN INFANCY

New Parents Group

SPEECH PATHOLOGISTS

What do we do?

- Speech
- Language
- Voice
- Fluency
- Social Communication
- Feeding/Swallowing



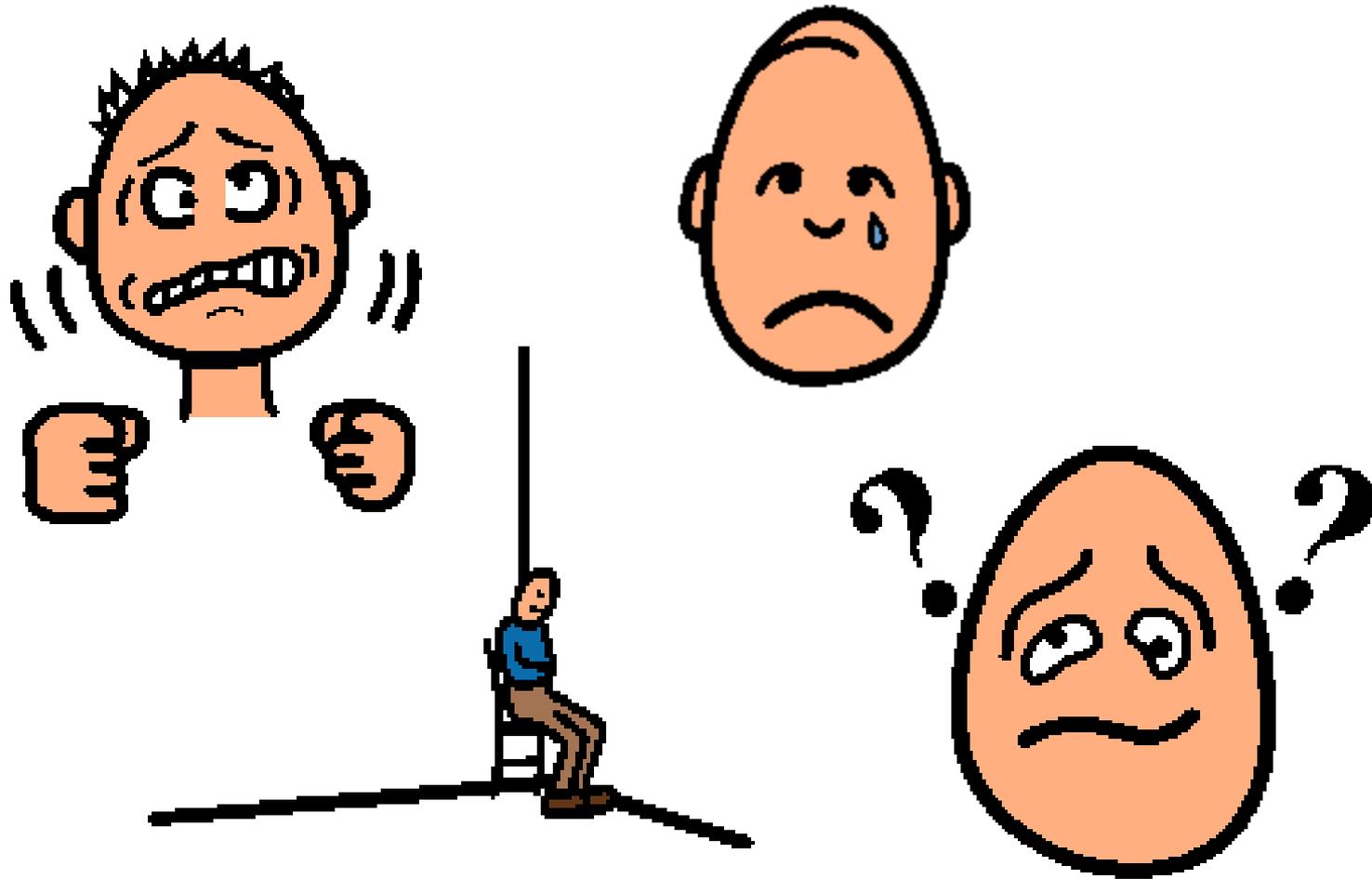
COMMUNICATION - WHY IS IT IMPORTANT?

The purpose of communication is to interact with people.

Language development is directly linked to:

- ➡ Ability to relate to others
- ➡ Intelligence
- ➡ Ability to remember
- ➡ Self-esteem
- ➡ Academic Success
- ➡ Employment opportunities

BEHAVIOUR - LANGUAGE LINK



STAGES OF LANGUAGE DEVELOPMENT IN INFANCY

- Pre-Intentional
- Intentional
- First Words
- Combining Words



PRE-INTENTIONAL

Babies are doing and saying things that we can **interpret** - but they are not yet doing those things on purpose.

We need to help them learn to send messages on purpose.



WHAT YOU CAN DO

- ◉ Get face to face
- ◉ Watch your baby and respond
- ◉ Listen to your baby and respond
- ◉ Talk to your baby as though she can talk to you
- ◉ Use sing song talking
- ◉ Follow her lead



INTENTIONAL

- ◉ Children at this stage are understanding more words.
- ◉ Now know that the actions, facial expressions, sounds they use will result in someone else doing or saying something.

We need to help them to use their first words.



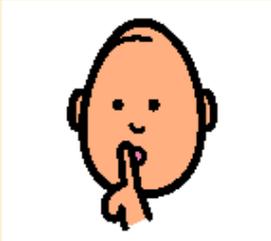
WHAT YOU CAN DO

- ◉ Get face to face
- ◉ Observe your child
- ◉ Wait
- ◉ Listen to your child
- ◉ Join In and Play
- ◉ Imitate
- ◉ Interpret
- ◉ Comment
- ◉ 4S



4S

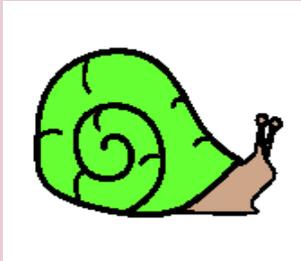
Say Less



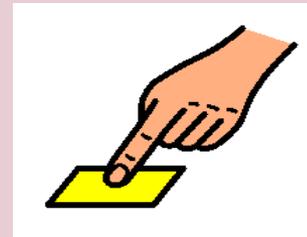
Stress



Go Slow



Show



And repeat, repeat, repeat!

FIRST WORDS

- ◉ Children use their first words!
- ◉ Usually around one year of age.
- ◉ First words are usually easy words to say

e.g. mum pop
 dad nan
 ta bubba

- ◉ Useful, simple words



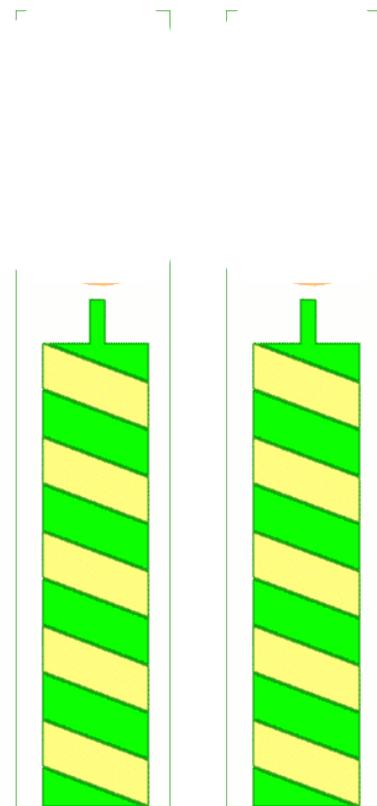
WHAT YOU CAN DO



- ◉ Get face to face
- ◉ **O**bserve your child
- ◉ **W**ait
- ◉ **L**isten to your child
- ◉ Join In and Play
- ◉ Interpret
- ◉ Comment
- ◉ 4S

COMBINING WORDS

- ◉ 18 months - 50 words on average
- ◉ Around 2 years
- ◉ Sufficient vocabulary
- ◉ First phrases are short and useful.



WHAT YOU CAN DO

- Get face to face
- **O**bserve
- **W**ait
- **L**isten
- Join In and Play
- Comment
- 4S
- Add language
- Add information for understanding



PLAY

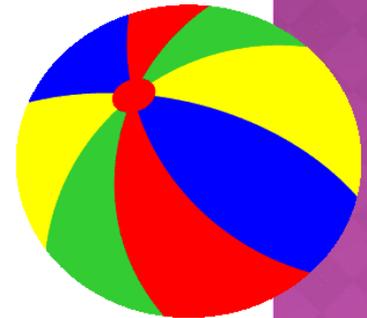


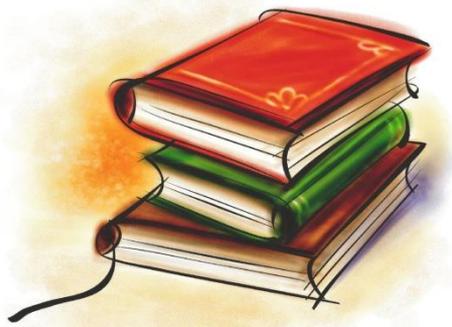
Children's play is their work.

Gives information about their world.

Play and language develop hand in hand.

The power of play ultimately comes from the connection it creates between you and your child.





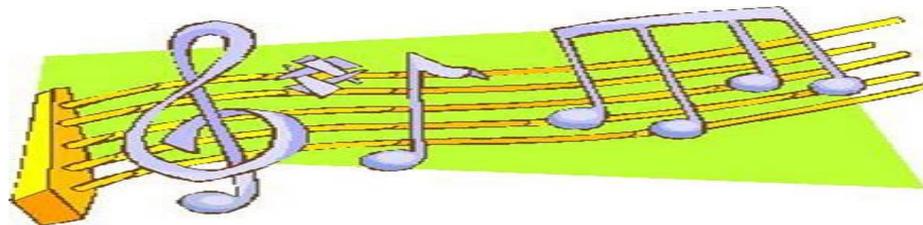
BOOKS

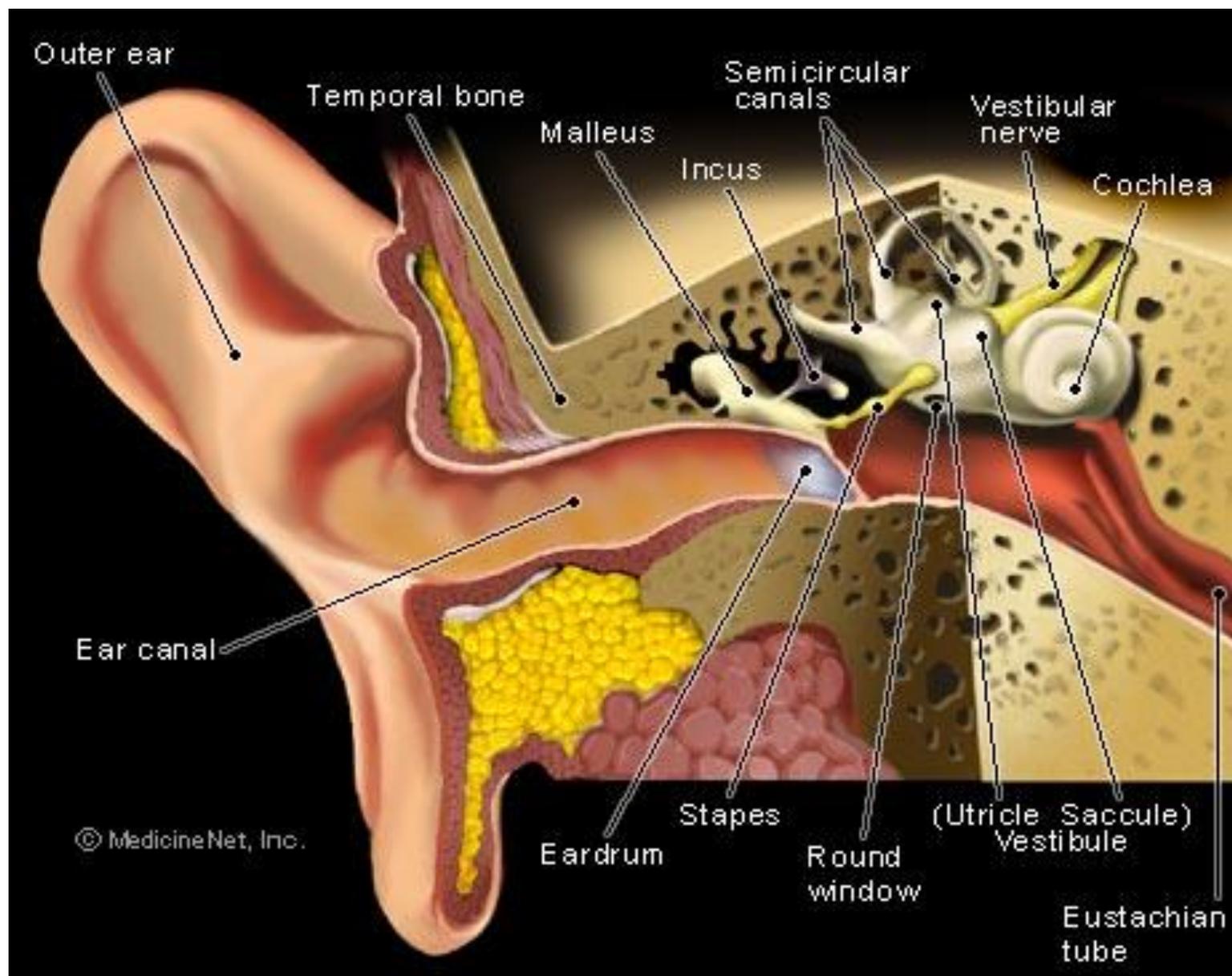
- ◉ Creates a feeling of closeness
- ◉ Connects your child to the world
- ◉ Helps your child talk about things that don't happen everyday
- ◉ Extends your child's thinking
- ◉ Can be looked at again and again
- ◉ Portable
- ◉ Provides a foundation for learning to read and write later on



MUSIC

- ◉ Captures a child's attention and interest
- ◉ Songs and rhymes often have actions
- ◉ Music is the most repetitive form of play
- ◉ Children can respond to rhythm before they understand and use language
- ◉ Encourages vocal play (play with sounds);
- ◉ Relates to everyday experiences
- ◉ Can develop creativity and imagination
- ◉ Great at encouraging children to initiate
- ◉ Portable





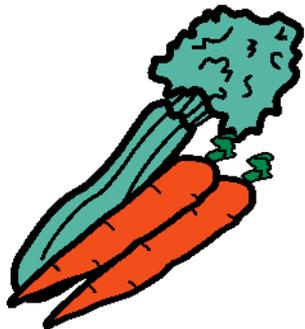
MIDDLE EAR INFECTION

The signs and symptoms of acute otitis media may range from very mild to severe:

- Difficulties in hearing
- Muffled hearing or sense of fullness in the ear
- Does not respond to soft sounds
- Turns up the television or radio
- Talks louder
- Appears to be inattentive
- Tugging or pulling at one or both ears
- Loss of balance
- Complaints of ear pain, ear fullness, or hearing loss by older children
- Fussiness,
- Unusual irritability
- Lying down, chewing, and sucking can also cause painful pressure changes in the middle ear, so a child may eat less than the normal amount or have trouble sleeping.
- Bloody or greenish-yellow pus draining from the ear (This seepage is the sign of a perforated eardrum. The pain leading up to such a perforation may be severe, but it is often relieved by the rupture.)
- Lack of obvious symptoms

WHAT YOU CAN DO

- ◉ Encourage your child to blow their nose
- ◉ Give them hard things to chew



- ◉ Watch out for signs of not hearing
- ◉ Get their hearing checked if you have any concerns

COMMON DIFFICULTIES

Delayed language



- Unresponsive as an infant
- Not babbling by 12 months
- Not using words by 18 months
- Not putting words together at 2½ years

Parents should:

- Use the techniques we discussed today.
- Consult your local Speech Pathologist
- Have your child's hearing tested

Delayed speech sounds

- Don't use the same sounds as other children their age,
- Hard to understand,
- Sound 'babyish' for their age



Parents should:

- ⦿ Continue modelling accurate pronunciation
- ⦿ Don't correct even though it is tempting
- ⦿ Consult a Speech Pathologist
- ⦿ Have your child's hearing tested

Stuttering

- Problem with speech motor control.
- Starts between two and three years old.
- Repetitions, Prolongations, Unusual pauses or facial movements
- Has a genetic link.
- Not caused by anxiety or emotional disturbance.



Parents should:

- Be patient
- Try not to draw attention to their speech
- Keep your own speech smooth
- Consult a Speech Pathologist

IF YOU NEED HELP



Speech Pathology

Usually found in community health, private practice or

not-for-profit organisations.



ANY QUESTIONS

