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Language Development

What's considered typical development?

What's disordered?

How can we help?

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We acknowledge the tradition of
custodianship and law of the Country on
which the University of Sydney campuses
stand. We pay our respects to those who
have cared and continue to care
for Country.



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**WHAT DOES
"LANGUAGE"
MEAN TO YOU?**

What does “Language” mean to you?

Use the link or the QR code below!

<https://www.menti.com/61ezphujih>



WHAT IS LANGUAGE?



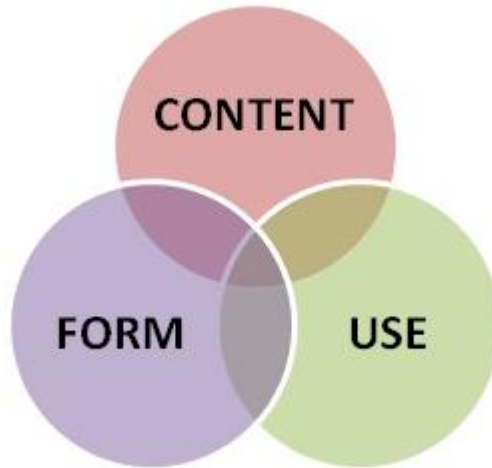
We use language to communicate:

- **Spoken (listening and speaking)**
- Written (reading and writing)
- Other communication systems (e.g. sign language)

People from different countries / backgrounds use different language systems!

WHAT IS LANGUAGE?

Individual components of language



WHAT IS LANGUAGE?

FORM

Phonology = sounds

- Sound systems of language (rules for sound combination)

Morphology = vocabulary

- Structure of words - small units of meaning within words
- E.g. past tense -ed, plural -s/-es

Syntax = grammar

- Word order to form sentences
- E.g. English language uses a SVO structure (She loves chocolate.)
- Other languages might use SOV (she chocolate loves), doesn't make sense in English

WHAT IS LANGUAGE?

CONTENT

Semantics = meaning

- Meaning of words and how words link together
- E.g. minute, hour, winter, minute and hour go together best

WHAT IS LANGUAGE?

USE

Pragmatics = function

- How to use language following social rules
- In younger children: play skills
- How to engage with others in different social situations
- E.g. matching language to the situation, e.g. talking to friends vs the boss

TYPICAL LANGUAGE ACQUISITION

We will be focusing on spoken language (listening & speaking) today!

Listening (Receptive)

- Understanding of information

Speaking (Expressive)

- Ability to convey meaning and messages to others

TYPICAL LANGUAGE ACQUISITION

- ❖ The acquisition of spoken language in most young children occurs automatically:
 - No need for explicit teaching
 - Acquired through interactions with parents, adults and their peers
 - Acquires the language(s) that is being used around them

- ❖ There are some average ages that language milestones generally appear at
- ❖ All children are individuals → milestones as a guide

Information retrieved from:

ASHA-<https://www.asha.org/public/speech/development/communicationdevelopment/>

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TYPICAL LANGUAGE DEVELOPMENT (0-1YRS)

	Listening	Speaking
Birth - 3 mths	<ul style="list-style-type: none">● Startle at loud sounds● Recognise parents' voice	<ul style="list-style-type: none">● Make cooing sounds● Use different cries to indicate different needs
4-6 mths	<ul style="list-style-type: none">● Pay attention to music● Move their eyes in the direction of sounds	<ul style="list-style-type: none">● Cooing and babbling● Giggling and laughing
7mths - 1 yrs	<ul style="list-style-type: none">● Turn and look in the direction of sounds / when you point● Understand words for common items and people (cup, juice, daddy)● Start responding to simple words and phrases, like "No", "Want more?"	<ul style="list-style-type: none">● Babble long strings of sounds, like bababa, mimi● Use sounds and gestures● Imitate different speech sounds● Say 1 or 2 words

TYPICAL LANGUAGE DEVELOPMENT (1-3YRS)

	Listening	Speaking
1-2 yrs	<ul style="list-style-type: none">• Understand some words about body parts• Follow 1 part directions• Respond to simple questions, e.g. "who's that"• Listen to simple stories, songs, and rhymes• Point to pictures in a book	<ul style="list-style-type: none">• Use a lot of new words• Start to name pictures in books• Put 2 words together, e.g, "more apple"
2-3 yrs	<ul style="list-style-type: none">• Understand new words quickly• Follow 2 part directions	<ul style="list-style-type: none">• Use some prepositions (in, on, under)• Put 3 words together• Ask "why"

TYPICAL LANGUAGE DEVELOPMENT (3-4YRS)

	Listening	Speaking
3-4 yrs	<ul style="list-style-type: none">• Understand words of different concepts (colour, shapes, family)• Respond when parents call from another room	<ul style="list-style-type: none">• Answer simple who, what, where questions• Use pronouns• Use some plural words• Ask when and how questions• Put 4 words together but may make some mistakes• Talk about what happened during the day, using about 4 sentences at a time

TYPICAL LANGUAGE DEVELOPMENT (4-5YRS)

	Listening	Speaking
4-5 yrs	<ul style="list-style-type: none">• Understand words for order (first, then), time (yesterday, today)• Follow 2-3 step instructions• Hear and understand most of what is being said at home and in school	<ul style="list-style-type: none">• Talk without repeating sounds/words most of the time• Tell a short story• Keep a conversation going• Use sentences that have more than 1 action word (jump, play & get), may still make mistakes

TYPICAL LANGUAGE DEVELOPMENT (KINDERGARTEN + YEAR 1)

	Listening	Speaking
Kindergarten & Year 1	<ul style="list-style-type: none">• Follows 2-3 step instructions• Listens to and understand stories and remember what they hear	<ul style="list-style-type: none">• Speak clearly• Tell and retell a story• Initiate conversations, stay on topic and take turns• Ask and answer questions (who, what, when, where, why)• Use complete sentences (Year 1)

TYPICAL LANGUAGE DEVELOPMENT (YEAR 2 + 3)

	Listening	Speaking
Year 2 & 3	<ul style="list-style-type: none">• Follow even more complex instructions (3-4 steps)• Understand more direction words, e.g. here, there, over, next to etc.	<ul style="list-style-type: none">• Use more complex sentences• Explain words and ideas• Use words to inform, persuade and entertain• Stay on topic, take turns, and keep eye contact during conversations• Summarise a story (year 3)

TYPICAL LANGUAGE DEVELOPMENT (YEAR 4 + 5)

	Listening	Speaking
Year 4 & 5	<ul style="list-style-type: none">• Form opinions based on what they hear• Listen for specific reasons, such as to learn, enjoy or convince• Listen to and understand information, draw conclusions in different classes (Year 5)	<ul style="list-style-type: none">• Use words correctly in conversation• Use language for different reasons• Understand some figurative language• Summarise ideas in their own words• Organise information so it is clear• Give clear speeches - knowing their audience



**WHAT IS HAPPENING WHEN CHILDREN AREN'T
REACHING THESE MILESTONES?**



LANGUAGE DELAY VS DISORDER

Delay implies:

- Language skills are slow to develop but sequence of acquisition is the same as the development of children with typical language skills.
- The degree of delay is similar for all language components.
- Children may 'catch up'.

Disorder implies:



- A deviation in the typical rate and/or sequence of acquisition.
- Can result in age appropriate skills in one or more components and lags in the development of one or more components.
- Less focus on the idea that children will 'catch up'.

DEVELOPMENTAL LANGUAGE DISORDER-WHAT IS IT?

- ❖ Children can have a language disorder if they have:
 - A deficit in learning to talk, understand, or use any aspect of language in comparison to what is expected for a child at a similar developmental level
- ❖ Language disorders may involve the form, content or use of language in any combination.
- ❖ Receptive (listening) Language difficulties-having trouble understanding others
- ❖ Expressive (speaking) language difficulties-difficulties sharing thoughts, ideas and feelings



LANGUAGE DIFFICULTIES IN PRE-SCHOOLERS (3-5 YRS)

	3-4 years old	4-5 years old
<p><u>Listening</u></p> 	<ul style="list-style-type: none"> - Words for different concepts (e.g. colour, shapes, sizes) - 2 step instructions - Questions (e.g. who, what, where) 	<ul style="list-style-type: none"> - Words of order (e.g. first, next, last) - Words of time (e.g. yesterday, today, tomorrow) - 3 step instructions - concepts of location (e.g. between, above, below etc.)
<p><u>Speaking</u></p> 	<ul style="list-style-type: none"> - answering simple who, what, where questions - asking when and how questions - using plurals - using pronouns (e.g, I, you, we) - using simple conjunctions (and & but) - producing 4-5 word phrases - talking about what happened during the day 	<ul style="list-style-type: none"> - Using sentences that have more than 1 action word (e.g. jump, play, get) - producing sentences of 4-8 words - telling a short story - using irregular plurals - being understood by most people - using more complex conjunctions (e.g. when, so, because, if) - asking for clarification

LANGUAGE DIFFICULTIES IN SCHOOL-AGED CHILDREN

<u>Listening</u>	<u>Speaking</u>
Difficulty following directions (oral/written)	Immature-sounding language e.g. short simple sentences, over use of regularities (i.e. I goed, sheepses)
Poor awareness of sounds	Word finding problems
Misinterpretation of instructions, comments, jokes, body language	Over use of non-specific terms such as 'and then..and then...and then..'
Poor short term and working memory e.g. don't retain information well	Restricted vocabulary
Slow rate of processing	Poor social verbal skills e.g. starting and maintain conversations
Distracted in noisy environment, can't cope with multiple simultaneous verbal messages	Reading, writing and spelling difficulties

IMPACT OF DEVELOPMENTAL LANGUAGE DISORDERS

Many young school aged children with language difficulties can be:

- ❖ Disengaged from classroom activities
- ❖ Anxious
- ❖ Isolated from their peers
- ❖ Skilled at masking their difficulties
- ❖ 'Act out' to gain friends/respect from their peers
- ❖ Inconsistent from one situation to another
- ❖ Give up quickly



Research shows that developmental language disorder can have an enormous impact on children which includes:

- ❖ Academic difficulties
- ❖ Personal issues: Anxiety, depression, low self esteem
- ❖ Life skills, partnership and employment issues
- ❖ At risk for substance abuse
- ❖ Youth offender population with language disorder 'significantly overrepresented'



RECOMMENDATIONS + TIPS FOR WORKING WITH CHILDREN WITH LANGUAGE DIFFICULTIES

Be **S.M.A.R.T.**

- Slow down
- (e)Mphasize
- Add visual
- Repeat instructions
- Time to respond



when



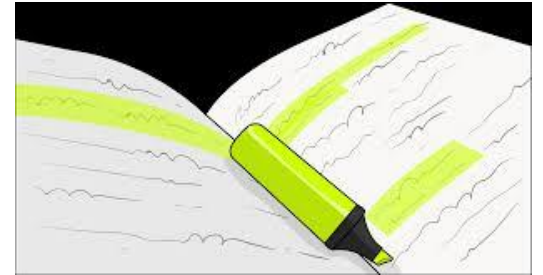
who



action



where



S: Slow down (your speech). Children with DLD need extra time to process speech and language. If you speak too quickly, they miss information.

M: Emphasise key points. Children with DLD need support with listening skills. If you add emphasis, this helps clue them into the critical words and important information.

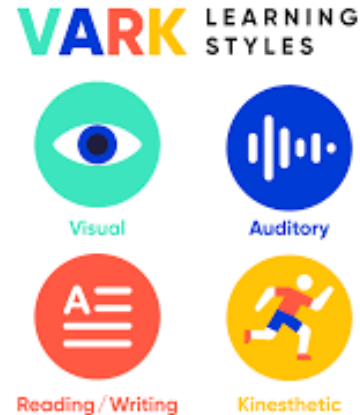
A: Add a visual, gesture, or cue. Children with DLD benefit from extra hints and visual aids.

R: Repeat instructions, two or three times. Repetition of verbal instructions is highly beneficial for children with DLD.

T: Time needed to respond is longer. Children with DLD need extra time to formulate their responses, so we must be patient with them.

OTHER HELPFUL STRATEGIES

- Use simple, concise language
- Provide direct, unambiguous instructions
- Explain new vocabulary explicitly with multiple modalities i.e. language, gestures, pictures. Provide examples
- Check for understanding



LANGUAGE STIMULATION TECHNIQUES

- A set of interaction strategies that can be used in any context with children
 - Great way to build upon a child's communication attempts + model how children can use language
1. Self Talk and Parallel Talk
Educators can talk about:
 - What they're doing (self talk) e.g. "Look at all of this tasty fruit! I'm going to choose watermelon. I love watermelon. It's my favourite fruit!"
 - What the child is doing (parallel talk) e.g. "You're building a tower! You've got the blue block, and it's going on the long red block. [pause] What is coming next? [pause] Now you've found the biggest green block! Wow the tower is getting taller and taller!"

2. Expansions-model how to combine words into short phrases and sentences.

child: "drink"

educator: "Drink water" "The dog is drinking water" "

child: "doggy run"

educator "yes, the doggy is running. Look at the dog run!"

child: "him hurt? "

educator: "Is he hurt?"

3. Extensions-model how to add more information to a child's language.

child: "car go"

educator: "It's a red car. The fast car is going! The car goes... and stops."

child: "baby cry"

educator: "The baby is hungry. Oh no, the crying baby! The baby is sad."

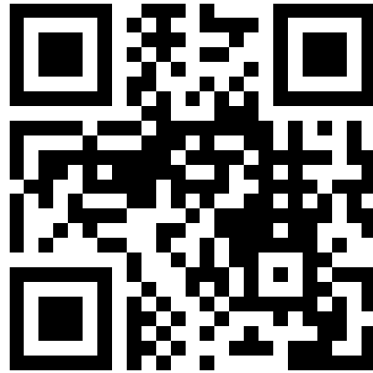


**Thank you for listening to our PD on language
development!
We hope you enjoyed it and gained some helpful
strategies.**

Time to test your knowledge!

Use the link or the QR code below!

<https://www.menti.com/27pvnmwwau>



Any Questions?

