

Language Delay Versus Disorder: How to Tell The Difference and When to Refer

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What we will cover over the next 1 ½ hours

1. Identify language milestones
2. Characteristics of : Developmental Language Disorders
: Late Talkers
- 3, Contrast of Monolinguals and Bilinguals
4. Environmental Features that support language acquisitions
5. Strategies to target behaviour and language

Learning Objectives

1. Identify features of late talking and developmental language disorders in preschool children in order to determine if a referral for language intervention is necessary
2. Differentiate dual language learning from a developmental language disorder - is a referral to a Speech-Language Pathologist necessary
3. Employ strategies in a home or daycare setting that target behaviour and language in order to improve developmental outcomes



Language Milestones



STAGE 1: (Birth to 3 months)

The infant communicates reflexively

	Cries, fusses, looks/moves away to protest, reject, show distress/displeasure
	Looks, smiles, makes vowel-like sounds to request action/object
	Looks, makes sounds, smiles, body movements, voice changes (loudness/pitch) to respond to/show awareness of and interest in others

STAGE 2: (3 to 8 months)

The infant is interested in others, but doesn't communicate intentionally

	cries, fusses, looks/moves away to protest, reject, show distress/displeasure
	looks at what/whom she wanted, reaches, moves towards, makes a variety of consonant & vowel sounds to request action/object
	looks at person, makes sounds, smiles, body movements, changes loudness and pitch of voice to respond to/show awareness and interest in others
	makes sounds or performs action related to routine to request social play routines (eg: rocks back and forth to request “Row, Row Your Boat”)
	looks, makes sounds, babbles (eg: “gagaga”), changes loudness and pitch of voice, smiles, body movements to call for attention

STAGE 3: (8 to 12 months)

The infant communicates intentionally and becomes very sociable

	cries/moans to direct or control another's behaviour/protest
	points/gestures to request action/object
	pantomimes to request social routine
	uses sounds that have special meaning and makes eye contact to call for attention, request comfort, show off, greet
	combination of pointing, looking and making sounds to establish joint attention/draw attention to object, people or event in the environment
	starts to use single words to label and request information
	begins to develop a receptive vocabulary -- words of familiar objects and people are used without giving cues (pointing) Communicates primarily for social reasons

STAGE 4: (12 to 18 months)

Infant cracks the language code and uses first words

	uses a small number of single words (10-20)
	one word may have different meanings in different contexts (eg: “mama” could be used to ask a question, comment or make a request)
	use of a word is often too broad or too narrow (e.g. “dog” may refer to any animal with four legs; “baba” may only refer to her own bottle and no one else's)
	begins to develop a receptive vocabulary -- words of familiar objects and people are used without giving cues (pointing) Communicates primarily for social reasons (as at Stage 3)
	perseveres if not responded to

STAGE 5: (18 to 24 months)

The child starts to use two-word sentences and language development takes off

	two-word sentences begin and should be used primarily by 24 months
	one sentence can have different meanings in different situations (eg: “Mommy car” could mean “That is Mommy's car”, “I want to go in your car Mommy”, or “We went in Mommy's car”)
	vocabulary undergoes a growth spurt (increases to about 200 words)
	negatives are used at the beginning of sentences (no/not)
	questions, questions and more questions are asked
	language is used to talk about more than the here-and-now
	understands many words out of context
	responds to a number of simple directions and questions
	starts to have brief conversations (provides new information about a topic you introduced or will ask a question about what you have said)

STAGE 6: (24 to 36 months)

The child starts to use three-word & some four-word sentences ...

Three word sentences begin to develop, sentence length continues to increase and become more grammatically correct closer to 36 months

- prepositions (in/on)
- plurals
- pronouns when talking about ones self (me/I)
- negatives include “can't”, “don't”
- conjunctions (and) use to list two things together
- begin to ask “why”
- -ing being added to action words
- articles (the/a) appear

becomes a story teller; conversations go on for longer, taking more turns

understands many different concepts

follows two-part directions

follows simple stories in books

knows that a pause in the conversation is a signal for the child to take their turn

STAGE 7: (3 to 5 years)

The child uses long, complex sentences and can hold conversations

	links two ideas together in a complex sentence
	pronouns (I, you, he, she, we, they)
	questions sound more like adults' questions; "is", "can", "do" & "will" used in questions
	negatives (3 1/2 - doesn't/isn't; 4 - nobody/no one, none, nothing, as well as past tense)
	vocabulary approaching 5000 words
	language has become a tool for thinking, learning imagining -directs others with language
	appears to understand everything
	conversations continue for longer and child can hold their own - understands the rules
	stories (narratives become a regular part of the child's conversation)

Speech Sound Development

SPEECH INTELIGIBILITY

18 - 24 MONTHS -- 50%

30 - 36 MONTHS -- 75%

48 - 60 MONTHS -- 100%

Age*	Initial Position	Medial Position	Final Position
2yrs	/b, d, h, m, n, p/	/b, m, n/	/m, p,/
3yrs	/f, g, k, t, w/	/f, g, k, ng, p, t/	/b, d, g, k, n, t/
4yrs	/kw/	/d/	/f/
5yrs	/ch, j, l, s, sh, y, bl/	/ch, j, l, s, sh, z/	/l, ng, ch, j, s, sh, r, v, z/
6yrs	/r, v, br, dr, fl, fr, gl, gr, kl, dr, pl, st, tr/	/r, v/	
7yrs	/z, sl, sp, sw, TH, th/	/TH/	/th/
8yrs		/th/	



Disordered Language



Tends to have areas of need in both receptive and expressive language skills

May also have difficulty with the following:

- Following multi-step directions
- Social communication & interactions
- Expressive language (may appear) higher than their receptive language
- Needs more time to respond to questions or follow directions (processing time)
 - Limited/delayed play skills

So when do we refer?

- When parents express concern
- When child does not meet the milestones noted at the above stages given their age level
- When child cannot get his/her needs met through talking and resorts to more behaviours or shows signs of frustration
- When child starts struggling with daily activities at home or in the classroom, showing signs of difficulty in learning the way most of the other children are learning



Late Talkers



Expressive language is delayed for a child's age level and based on their vocabulary levels

18-20 months	fewer than 24 words
21-24 months	fewer than 40 words
24 months	not using any word combinations
24-30 months	fewer than 100 words

Comprehension, play, social, motor and cognitive skills relatively good

Should a 'Late Talker' be referred to a Speech-Language Pathologist?

YES... if child meets criteria for vocabulary levels of a late talker and two or more risk factors for a persisting language delay such as:

Limited babbling/sound play as an infant; few consonant sounds in repertoire now
History of communication delay/learning difficulties in immediate family
Recurrent middle ear problems
Parent variables (low socioeconomic status / poor interaction style)
Lack of sequenced pretend play
Reduced or lack of communicative gestures
Limited or no verbal imitation
Vocabulary consists primarily of object names and few or no action words; Limited change in child's expressive language over time
Poor social skills with peers

Acquiring English as a Second Language



What is Normal?

Interference: may make an English error based on their first language

Example: Spanish: “esta casa es mas grande”

Meaning: “this house is bigger”

Literal Translation: “this house is more bigger”

Silent Period: initially, focuses on listening and comprehension, thus a child may be very quiet and speak little as they focus on understanding the new language. The younger the child, the longer the ‘silent period’

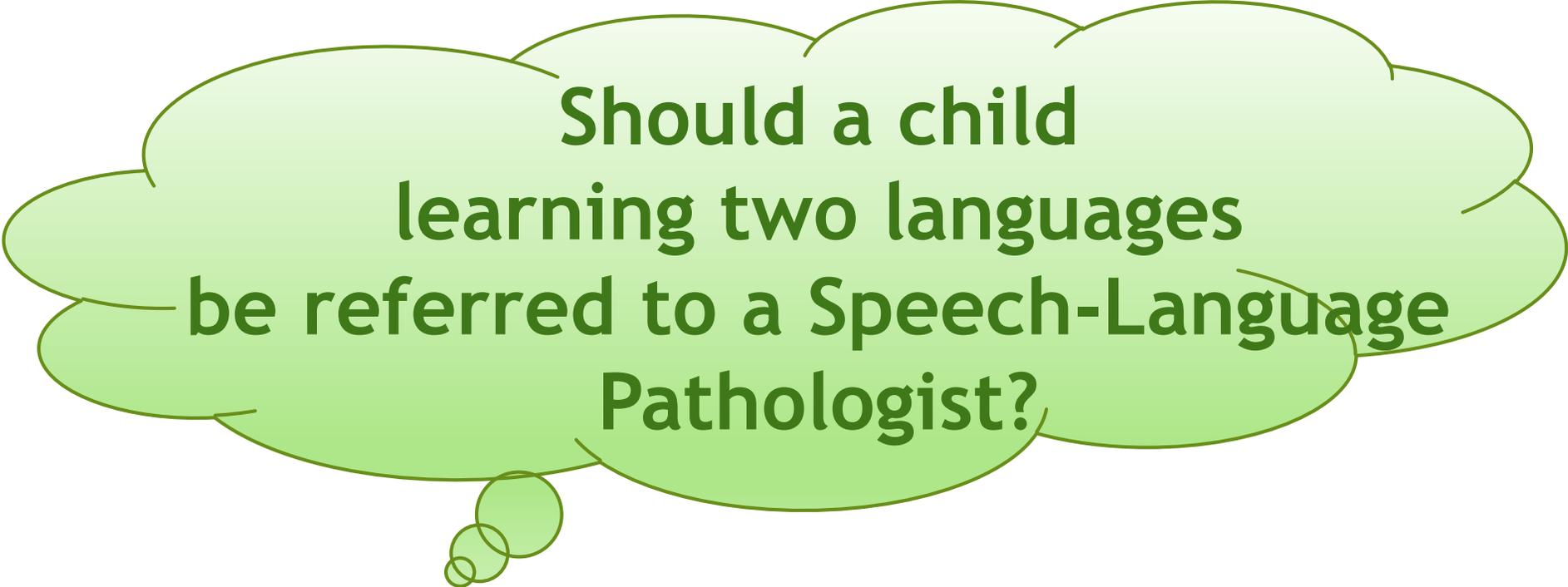
School age: silent for a few weeks to a few months

Preschoolers: may be silent for a year or more

Codeswitching: Mixing the two languages within a phrase or sentence

Example: “With my teacher, I have utang ng loob (Filipino- ‘debt of gratitude’) because she has been good to me.”

Language Loss: As English is being learned, may lose skills and fluency in their first language if the first language is not reinforced and maintained.



**Should a child
learning two languages
be referred to a Speech-Language
Pathologist?**

NO: If a child is developing in their first language as expected, then their language system is intact. Therefore, it is not a language disorder and a referral to an SLP is not appropriate.

YES: If a child is having difficulty learning all languages, then they are having difficulty developing language and a referral to an SLP is appropriate.

What a language enriched environment may look like



VS



The Power of Our Words

<u>Quantity</u>	# of words spoken to a child in first 3 years of life is strongly associated with a child's language skills, vocabulary size and IQ later in life (especially important from 12-24 months of age for vocabulary development)
<u>Quality</u>	Variety and level of words is also important on vocabulary development (especially important to hear more sophisticated vocabulary from 24-36 months of age)
<u>Positive Feedback</u>	Children who experience more positive feedback in relation to negative feedback have been shown to have the highest language skills at three years of age and beyond
<u>Directly Spoken To</u>	Helps a child learn language and vocabulary more readily rather than passive exposure they get from watching TV/Screen

Along with our words, what else makes an environment language enriched?

Slow down, be present, get down to a child's physical level and play with them...follow their lead

Watch the children for non-verbal communication cues and help interpret a child's verbal and non-verbal message for others

Respond meaningfully to a child's communication attempts especially when addressing you

Balance your questions with comments (4-5 comments for every questions)

Expand on what child has said by adding new information/words to their comment

Less is sometimes best - children will stay longer with one toy when less toys are within reach; Provide opportunities for imaginative play; Think about what is on the walls too; the more cluttered, the more distracting and overwhelming a room/situation can be for a child

Stop counting and start communicating (letters and numbers may be incorporated into daily life, but you don't need to make them the focus of the early years)

Sing....children love to sing, allows for repetition, and often include actions for multi sensory learning; Stay active as children often learn language while on the move.

In Summary...the language enriched environment....

Sounds like

conversation and play and singing and reading and interacting and true listening

Looks like

a space where learners and educators are interacting in all these activities in a positive, nurturing way

Feels like

a place where children grow in confidence as their early adventures with speech are encouraged, respected and supported

Behaviours and Communication



ABC

All Behaviours are Communication

Inappropriate or challenging behaviours can often be linked to a communication breakdown

1. Child may not be able to express himself so others understand
2. Child may not understand what others are saying



Are there things we can do to help change or prevent some of the unwanted behaviours?

Be aware that a child's understanding of language may be more delayed than you realize

Take the time to observe the child and note when challenging behaviours occur and look for the triggers - Look for subtle cues that the child may give prior to exhibiting the challenging behaviour

Often behaviours occur when a child can't get across what he/she wants, so help interpret for him/her

Label what the child is feeling (you seem frustrated) then provide a positive behaviour or word for him/her to use

Keep your instructions simple with key words emphasized

Follow routines and prepare for changes/transitions

Provide positive praise (4 positives for every 'negative')

Provide visuals (gestures, picture schedules and picture recipes)





THANK
YOU!



Your feedback is valued and appreciated so please remember to complete the feedback form



Power Point will be available on the Conference Website
www.interprofessional.ubc.ca/initiatives/earlyyears2020

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