

## Why Your Young Child Needs Speech Services

Most infants and toddlers who have hearing loss are able to perceive at least some of speech using amplification devices. Also, although many families use some sign language, the majority of families want their child to be able to listen and speak.

### **What do we mean by speech services?**

- Someone with expertise in how expressive speech develops in infants and toddlers
- Someone with expertise in how to stimulate speech production to meet developmental expectations
- Someone with expertise in language development expectations, specifically the parts of language development expected at different ages (syntax, morphology, phonology, semantics, pragmatics)
- Someone with expertise in how to stimulate each of the parts of speech in an age-appropriate manner

### **We have an early intervention provider and have been told that they will meet all of the child's needs**

- Early intervention providers are very knowledgeable about child development and behavior, but that does not mean that they have all of the knowledge and expertise needed to develop age-appropriate speech and language outcomes for children with hearing loss.
- Early intervention services are provided by a team. Sometimes there is one primary provider. In general, this is good in that the family develops a relationship with one person who works with them consistently over time.
- Having a primary provider does not preclude the services of another professional with who has more specific expertise when it is needed to meet a child's needs.
- A child with hearing loss whose parents want them to learn to listen and speak is one of those cases where a knowledgeable speech language therapist is appropriate to have as part of the service team.

### **We are already learning how to develop language during everyday routines and activities. What would a speech therapist do differently?**

- Using daily strategies that will help your baby learn new words, whether spoken or signed, is great! A speech therapist would continually check the child's development in all the areas of language, not just receptive and expressive vocabulary.
- Checking the different aspects of language development should be done on an ongoing basis and not just every 6 months. Are the beginnings of syntax evident at the appropriate time? Is pragmatic language use starting by age 2? Are meaningful units of speech age appropriate?

### **We've been told that babies don't need to work on articulation.**

- Articulation is how clear a speech sound is produced and this is not of concern for infants and toddlers.
- Children with hearing loss need to be producing certain sounds in a specific time frame if intelligible speech is an expected outcome. The speech language therapist can assist the family in determining if this is happening and provide strategies for stimulating use of appropriate speech sounds.

Refer to the following page. Can your service provider assess and provide strategies to develop these skills? If not, the resulting outcome is likely to be unintelligible speech and evident language delays.

Mayne, Yoshinaga-Itano, Sedey (2000). Receptive Vocabulary Development of Infants and Toddlers who are Deaf or Hard of Hearing, *The Volta Review*, 100(5), pp. 29-52. and Mayne, Yoshinaga-Itano, Sedey, Carey (2000). Expressive Vocabulary Development of Infants and Toddlers who are Deaf or Hard of Hearing, *The Volta Review*, 100(5), pp. 1-29. and Sander (1972). When are speech sounds learned? *JSHD*, 37 (February).  
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## Early Language Development for Children with Hearing Loss

### RECEPTIVE VOCABULARY:

Cognitively normal children with early identified hearing loss of mild-profound degree. Any communication mode.

Percentile Ranks (50 <sup>th</sup> = 'typical')			
Age in Months	25th %	50th %	75th%
8 to 10	3	8	19
11 to 13	18	39	79
14 to 16	22	51	90
17 to 19	50	89	195
20 to 22	67	119	212

**Does your child seem to understand any words?**

**How many do you think he understands?**

**About 9 months of age – just a few? About 10? About 20 words?**

**About 1 year of age - 20? 40? 80 words?**

### EXPRESSIVE VOCABULARY:

Cognitively normal children with early identified hearing loss of mild-profound degree. Any communication mode.

Age in Months	25th %	50th %	75th %	Typically Developing Child (50 <sup>th</sup> %)
8 to 13	0	1	4	1 to 3
14 to 19	10	16	30	4 to 20
20 to 25	28	47	119	50
26 to 31	152	198	316	200 to 250
32 to 37	288	397	555	500-1000

**Does your child say (sign/cue) any words?**

**How many do you think he says (signs/cues)?**

**About 18 months of age - 10? 15? 30 words?**

**About 2 years of age – 30? 50? >100 words?**

**Is your child able to do the following? (Select appropriate age skills)**

#### Expressive Language Milestones

- 11 mo: 1 word with specific "Mama" and "Dada"
- 12 mo: 2 words
- 13 mo: 3 words
- 16 mo: 4-6 words
- 18 mo: 7-10 words
- 19 mo: 20 words
- 21 mo: two word phrases
- 24 mo: 50 words and 2 word sentences
- 26 mo: Pronouns
- 30 mo: 250 words, repeats 2 digits
- 36 mo: 3 word sentences, repeat 3 digits,
- 30-36 mo: Four to five word sentences, speech understood at least 80% of the time, use of plurals
- 36-42 mo: Gives full name when asked, counts to three, appropriate use of pronouns, knows gender (boy vs. girl)

#### Receptive Language Milestones

- 12 mo: follows one step command with gesture
- 15 mo: follows one step command without gesture
- 16 mo: points to one picture,
- 18 mo: 2 body parts
- 21 mo: points to two pictures
- 24 mo: follows 2 step command
- 30 mo: concept of "1"
- 36mo: 2 step prepositional command, points to 7 pictures
- 30-36 mo: Follows two prepositional commands (on, in), identifies objects or pictures based on function ("what do you hear with?"), describes concepts (big, little, hot, cold)
- 36-42 mo: Can answer correctly "What do you do when you are sleepy, hungry, or cold?", follows in, on, under, behind), can repeat 3 digits when asked, compares length, able to group or sort (clothes, toys)

**Typical Speech Sound Development Can your child accurately produce \_\_\_? (Select appropriate age skills)**

**Age 1.5 – 3:** p, m, h, n, w, b

**Age 2 – 4:** k, g, d, t, ng

**Age 2.5 – 4:** f, v

**Age 3 – 7:** r, l, s

**Age 3.5 – 7:** ch, sh, z

**Age 4 – 7:** j, v, th as in thumb

**Age 4.5 – 8:** th as in this

**5.5 – 8:** zh as in measure

**Does the child produce at least 10 consonants between the ages of 18 months and 3 years?**

*Correlates with high likelihood of developing intelligible speech*

**What sounds does the child produce consistently?**