

Supporting Your Child's Language

1. Keep Language Simple During Daily Routines

For example: snack time, brush teeth, jacket on, etc

2. Repeat Words Often

Repeat the same word many times throughout an interaction to provide multiple language models

3. Interpret Your Child's Message

For example, if your child points to cookies, you could model "I want a cookie"

4. Position Yourself Face-to-Face with Your Child

Hold items up to your face to increase eye contact. Get down to your child's level.

5. Wait

Pause to give your child lots of time to respond

6. Offer Choices to Encourage Communication

For example, "Do you want a banana or blueberries?"

7. Use Music, Play, and Share Books

Try your best to avoid screen time

8. Add Gestures

For example: wipe your hands together and say "All done"

9. Avoid Pressure

Do not ask you child "Say ___"
Make comments and ask fewer questions

What DLD IS

- DLD is a persistent language problem that has significant impacts on everyday social and educational progress. This means a child with DLD will have ongoing difficulties understanding and/or using language. This difficulty is present in every language they know/speak.
- DLD may occur with another difficulty, such as HDHD or dyslexia.

What DLD is NOT

- DLD does NOT have a known cause, but, we do know that DLD is NOT caused by emotional difficulties or limited exposure to a language.
- DLD is NOT caused by other medical conditions, for example, Autism Spectrum Disorder, but these children may also have a language disorder (Language disorder associated with X).
- DLD is NOT caused by bilingual or multilingual language learning
- DLD is NOT a difficulty with overall intelligence.
- DLD is NOT a behavioural problem, but, think about how frustrating and anxiety inducing having difficulties with language would be.

Developmental Language Disorder (DLD) in Preschool



Signs of DLD:

Universal:

- Uses more generic words
 - Will use "it" and "go" when other children would say "helicopter" and "fly"
- Uses simple sentence structures
 - Says "I see it" when other children would say "I see a puppy running after a ball"
- Has difficulty relaying a past event

English Specific:

- Sentences are short and not grammatical
- Has difficulty following directions when not part of a routine
- Has difficulty understanding what is said to them
- Has difficulty asking questions
- Has difficulty finding words to express their thoughts

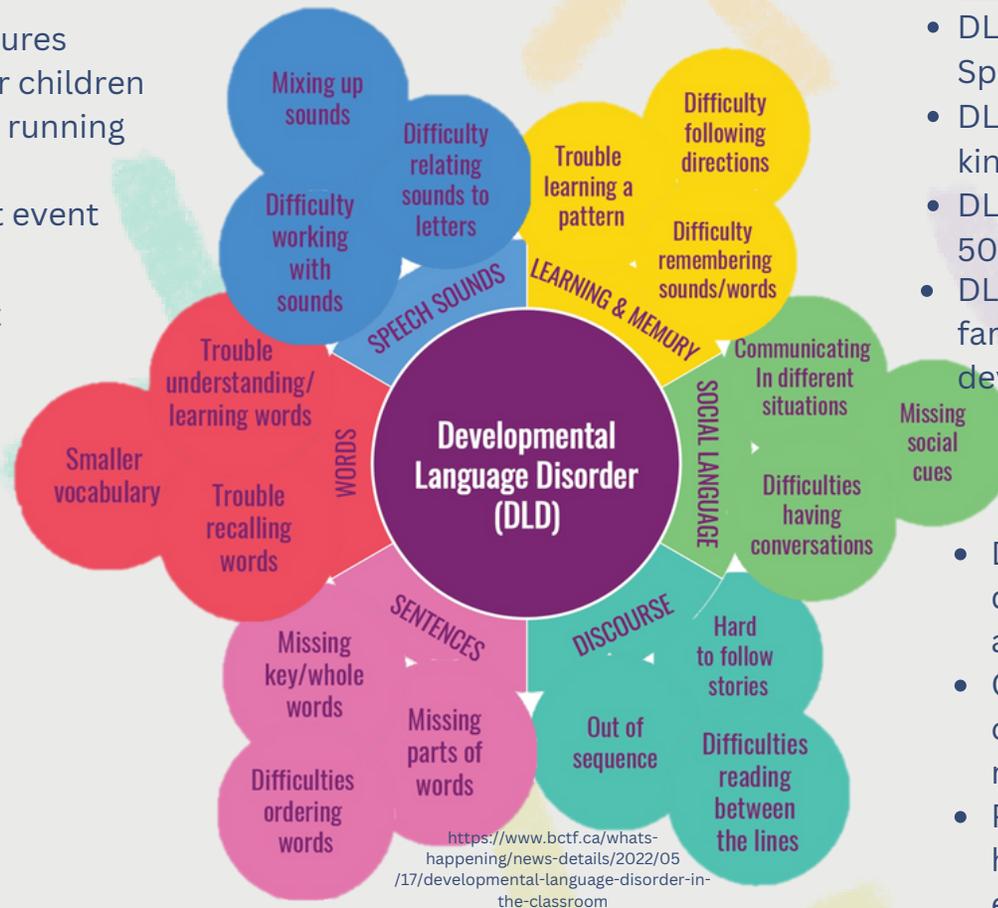
DLD outcomes...

There are no differences between individuals with DLD and their peers in...

- Participation in post-secondary education
- Employment rates, job satisfaction, levels of job support, job security
- Marriage rates
- Interactions with law enforcement
- Participation in social groups

Potential Impacts

- Emotional and self management difficulties
- Behavioural problems
- Peer/friendship difficulties
- Difficulties with academics

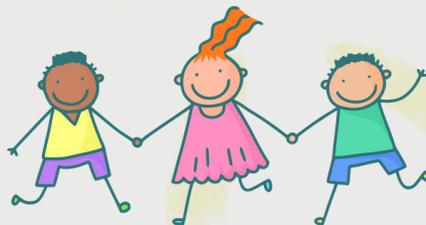


Facts about DLD

- Developmental Language Disorder can be hard to identify in children under the age of 5 years.
- For children under the age of 5, the term Language Difficulties may be used
- DLD affects 5x more children than Autism Spectrum Disorder
- DLD is present in 7-15% of kindergarteners
- DLD leads to later reading difficulties in 50-70% of children
- DLD runs in families - children with a family history of DLD are 2x more likely to develop DLD

Supporting Kids with DLD

- DLD will look different with each child, depending on their specific strengths and needs
- Children's language difficulties may change as they age, especially once more complex skills are required
- Providing visual supports can be helpful for those with DLD. For example, providing picture supports with instructions or providing visual schedules.
- Help teach your child prosocial behaviours! (Behaviours that are positively responsive to others' needs and welfare)





Developmental Language Disorder (DLD) in Primary School

Supporting Your Child's Language

1. Model Simple Language

Use simple, short, repetitive phrases in daily routines (e.g., "Open the door," "Eat the apple.")

2. Repeat Phrases Often

Repeat the same phrase many times throughout an interaction to provide multiple language models

3. Join In

Join in and play with your child. Play, sing, read, these are how your child learns!

4. Expand

Expand your child's message (e.g., if your child says "Truck," you can say "Yes, it is a big truck!")

5. Wait

Pause to give your child lots of time to respond

6. Highlight Vocabulary

Use action words: "Run," "Jump," "Wash"
Use descriptive words: "Big," "Hot," "Wet"

7. Avoid Pressure

Do not ask you child "Say ___"
Make comments and ask fewer questions

8. Use Multiple Means of Communication

Use pictures, gestures, written, and oral language to support your message

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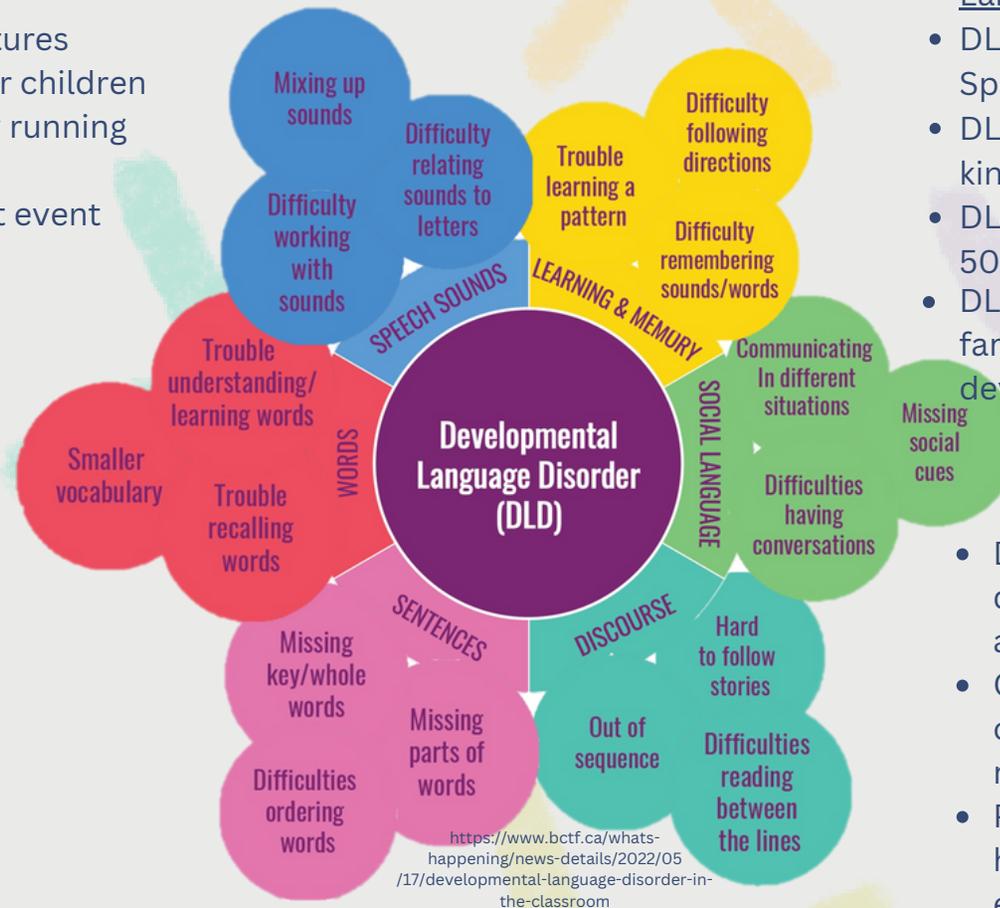
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English Specific:

- Has difficulty producing grammatical utterances
- Has difficulty writing grammatical utterances
- Has difficulty following multistep directions
- Has difficulty with reading, writing, spelling, or math
- Unorganized stories with few details
- Limited use of complex sentences

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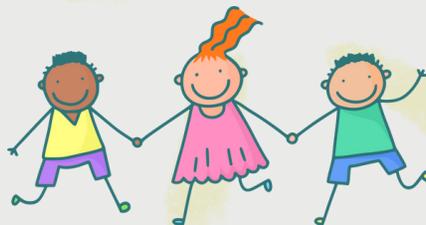
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Speech and Language Milestones



Speech Milestones



Phonological Processes Age of Elimination:

Ages 3 - 4

- Final consonant deletion: the deletion of a final consonant sound in a word (e.g.,: "cat" becomes "ca")
- Assimilation: when a consonant sound starts to sound like another sound in the word (for example: "bub" for "bus")
- Stopping: The substitution of a stop (b, p, t, d, k, g) for a fricative (f, v, s, z, h, th, sh, zh) or affricate (ch, j). (e.g.,: "toap" for "soap")
- Fronting: Substitution of a sound produced in the back of the mouth with a sound produced in the front of the mouth (e.g.,: "tey" for "key")

Age 5

- Cluster reduction: deletion of one or more consonants from a two or three consonant cluster (e.g.,: "poon" for "spoon")
- Depalatalization: substitution of a nonpalatal sound for a palatal sound (e.g.,: "fit" for "fish")
- Deaffrication: substitution of a nonaffricate sound for an affricate sound (ch, j) sound (e.g.,: "ship" for "chip")

Age 6

- Pre-vocalic voicing: a voiceless consonant (e.g., k, f) in the beginning of a word is substituted with a voice consonant (e.g., v) (e.g.,: "gup" for "cup")
- Gliding: Substitution of a glide (w, y) sound for a liquid (l, r) sound (e.g.,: "wug" for "rug")

By 6 Months

Most children:

- Turn to source of sounds
- Startle in response to sudden, loud noises
- Make different cries for different needs (for example: "I'm hungry," "I'm tired")
- Watch your face as you talk
- Smile and laugh in response to your smiles and laughs
- Imitate coughs or other sounds (for example: "ah," "eh," "buh")

By 9 Months

Most children:

- Respond to their name
- Respond to the telephone ringing or a knock at the door
- Understand being told "no"
- Get what they want through sounds and gestures (for example: reaching to be picked up)
- Play social games with you (for example: peek-a-boo)
- Enjoy being around people
- Babble and repeat sounds (for example: "babababa," "duduhduduh")

By 12 Months

Most children:

- Follow simple one-step directions (for example: "sit down")
- Look across the room to something you point to
- Use three or more words
- Use gestures to communicate (for example: waves "bye bye," shakes head "no")
- Get your attention using sounds, gestures, and pointing while looking at your eyes
- Bring you toys to show you
- "Perform" for attention and praise
- Combine lots of sounds as though talking (for example: "abada," "baduh," "abee")
- Show interest in simple picture books

By 18 Months:

Most children:

- Understand the concepts of "in and out," and "off and on"
- Point to several body parts when asked
- Use at least 20 words
- Respond with words or gestures to simple questions (for example: "where's teddy?," "what's that?")
- Demonstrate some pretend play with toys (for example: gives teddy a drink)
- Make at least four different consonant sounds (for example: b, n, d, g, w, h)
- Enjoy being read to and looking at simple books with you
- Point to pictures using one finger

By 24 Months:

Most children:

- Follow two-step directions (for example: "go find your teddy bear and show it to Grandma")
- Use 100 or more words
- Use at least two pronouns (for example: "you," "me," "mine")
- Consistently combine two or more words in short phrases (for example: "daddy hat," "truck go down")
- Enjoy being with other children
- Begin to offer toys to peers and imitate other children's actions and words
- Be understood by people 50% to 60% of the time
- Form words and sounds easily and effortlessly
- Hold books the right way up and turn pages
- "Read" to stuffed animals or toys
- Scribble with crayons



By 30 Months:

Most children:

- Understand the concepts of size (big and little) and quantity (a little, a lot, more)
- Use some adult grammar (for example: "two cookies," "bird flying," "I jumped")
- Use more than 350 words
- Use action words (for example: run, spill, fall)
- Begin taking turns with other children, using both toys and words
- Show concern when another child is hurt or sad
- Combine several actions in play (for example: feed a doll then put it to sleep, put blocks in train then drive train and drop blocks off)
- Include sounds at the beginning of most words (for example: say "cat" rather than "at")
- Produce words with two or more syllables or beats (for example: "ba-na-na," "com-pu-ter," "a-pple")
- Recognize familiar logos and signs, for example stop sign
- Remember and understand familiar stories

By age 3:

Most children:

- Understand "who," "what," "where," and "why" questions
- Create long sentences using 5 or more words and talk about past events (for example: trip to grandparents' house, day at childcare)
- Tell simple stories
- Show affection for favourite playmates
- Engage in multi-step pretend play (for example: cooking a meal, repairing a car)
- Be understood by people outside of the family, most of the time
- Be aware of the function of print (for example: in menus, lists, signs)
- Have a beginning interest in, and awareness of, rhyming

By age 4:

Most children:

- Follow directions involving three or more steps (for example: "first get some paper, then draw a picture, last give it to mom")
- Use adult-like grammar
- Tell stories with a clear beginning, middle and end
- Talk to try to solve problems with adults and other children
- Demonstrate increasingly complex imaginative play
- Be understood by strangers most of the time
- Be able to generate simple rhymes (for example: cat and bat)
- Match some letters with their sounds (for example, the letter T says 'tuh')

By age 5:

Most children:

- Follow group directions (for example: "all the children get a toy")
- Understand directions involving "if...then" (for example: "if you are wearing red, then line up for gym")
- Describe past, present and future events in detail
- Seek to please their friends
- Show increasing independence in friendships (for example: may visit a neighbour by themselves)
- Use almost all of the sounds of their language with few to no errors
- Know all the letters of the alphabet
- Identify the sounds at the beginning of some words (for example: "pop starts with the 'puh' sound")

For more information visit:

<https://www.ontario.ca/page/early-child-development>

https://littlebeespeech.com/resources/pdf/phonological_processes.pdf

Crowe, K. & McLeod, S. (2020). Children's English Consonant Acquisition in the United States: A review. *American Journal of Speech-Language Pathology*, 29(4), 2155-2169

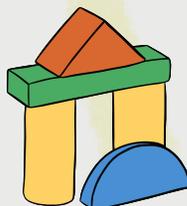


Helpful Resources



Incorporate language learning into your everyday life!

- Getting groceries
- Cooking
- Cleaning up
- Mealtimes
- Driving
- Reading
- Playing games
- Solving problems
- Singing
- Observing nature



Videos!

Literacy... Right from the start (8:41)
<https://www.youtube.com/watch?v=-aXDC8l2uuU>

You Are the key to your child's first words (1:31) https://www.youtube.com/watch?v=_QLX7Rp2brs

Play in Early childhood: The role of play in any setting (8:11)
<https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/>

Conversations Pave the Way for First Words (1:37)
<https://www.youtube.com/watch?v=GfexMrx6agI>

Why Interaction matters (5:18)
<https://www.youtube.com/watch?v=KAFcJVJHLCU>

Sounds and Gestures: Building Blocks for your Child's First Words (1:58)
<https://www.youtube.com/watch?v=7VvBAgQKms0>

Resources to learn about...

Communication Milestones From 6 Months to 5 Years of Age: <https://www.ontario.ca/page/early-child-development>

Speech Sound Development: <https://www.firstwords.ca/speech-sound-development>

Phonological Processes: https://littlebeespeech.com/resources/pdf/phonological_processes.pdf

Speech and Language Development Webinars: <https://www.firstwords.ca/webinars>

Ways to Increase Your Child's Vocabulary: <https://www.londoncyn.ca/2000-words-grow>

Online Child Development Programs: <https://www.childdevelopmentprograms.ca>

Ontario Preschool Speech and Language Services: <https://www.ontario.ca/page/preschool-speech-and-language-program>

Hanan Resources

Main Hanan Website Page: <http://www.hanan.org/Home.aspx>

Parent Programming: <http://www.hanan.org/Programs/For-Parents.aspx>

Parent Guidebooks: <http://www.hanan.org/Guidebooks/Parents.aspx>

Parent Tips: <http://www.hanan.org/Helpful-Info/Parent-Tips.aspx>

Language and Literacy Tips: <http://www.hanan.org/Helpful-Info/Monthly-Language-and-Literacy-Tips.aspx>

Language Building Activities: <http://www.hanan.org/Helpful-Info/Fun-Activities.aspx>

Various YouTube Videos: <https://www.youtube.com/@TheHananCentre>

Free Programming in London

Story Time Programs at the Library (available at most London public library locations)

Playgroups: <https://www.familyinfo.ca/en/Calendar>

EarlyON Programs: <https://www.familyinfo.ca/en/Calendar>

Childreach Programs: <https://familyinfo.ca/en/Calendar/DisplayCalendar/13995>

Rich language exposure will provide your child with language models to help them increase their vocabulary!

There are many ways to provide rich language models and communication opportunities, some ideas are listed to the left.

