

Speech ... Language ...

Pathway to Spoken and Written Communication

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What are your goals ...

- ♦ I want my child to speak/talk
- ♦ I want my child to communicate
- ♦ I want my child to read
- ♦ I want my child to write

Speech

- ◆ **Speech** is the **verbal** means of communicating. Speech consists of the following:
 - ◆ **Articulation**
 - ◆ How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").
 - ◆ **Voice**
 - ◆ Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).
 - ◆ **Fluency**
 - ◆ The rhythm of speech (e.g., hesitations or stuttering can affect fluency).

Language

- ♦ Language is different from speech.
- ♦ **Language** is made up of socially shared rules that include the following:
 - ♦ What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity) - **Semantics**
 - ♦ How to make new words (e.g., friend, friendly, unfriendly) - **Morphology**
 - ♦ How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new") – **Syntax**
 - ♦ What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results) - **Pragmatics**

Communication

- ◆ Definition: the act or process of using words, sounds, signs, symbols or behaviors to express or exchange information or to express your ideas, thoughts, feelings, etc., to someone else
- ◆ Includes speech (AAC) and language
- ◆ Encompasses Syntax, Morphology, Semantics and Pragmatics

End of Kindergarten Communication Abilities

- ◆ **Listening**
 - ◆ Follow 1-2 simple directions in a sequence
 - ◆ Listen to and understand age-appropriate stories read aloud
 - ◆ Follow a simple conversation
- ◆ **Speaking or AAC Device Use Expectations**
 - ◆ Be understood by most people
 - ◆ Answer simple "yes/no" questions
 - ◆ Answer open-ended questions (e.g., "What did you have for lunch today?")
 - ◆ Retell a story or talk about an event
 - ◆ Participate appropriately in conversations
 - ◆ Show interest in and start conversations

End of Kindergarten Communication Abilities

♦ Reading

- ♦ Know how a book works (e.g., read from left to right and top to bottom in English)
- ♦ Understand that spoken words are made up of sounds
- ♦ Identify words that rhyme (e.g., *cat* and *hat*)
- ♦ Compare and match words based on their sounds
- ♦ Understand that letters represent speech sounds and match sounds to letters
- ♦ Identify upper- and lowercase letters
- ♦ Recognize some words by sight
- ♦ "Read" a few picture books from memory
- ♦ Imitate reading by talking about pictures in a book

End of Kindergarten Communication Abilities

- ◆ **Writing**
 - ◆ Print own first and last name
 - ◆ Draw a picture that tells a story and label and write about the picture
 - ◆ Write upper- and lowercase letters (may not be clearly written)

End of 1st Grade Communication Abilities

- ◆ **Listening**
 - ◆ Remember information
 - ◆ Respond to instructions
 - ◆ Follow 2-3 step directions in a sequence

End of 1st Grade Communication Abilities

- ◆ **Speaking**
 - ◆ Be easily understood
 - ◆ Answer more complex "yes/no" questions
 - ◆ Tell and retell stories and events in a logical order
 - ◆ Express ideas with a variety of complete sentences
 - ◆ Use most parts of speech (grammar) correctly
 - ◆ Ask and respond to "wh" questions (who, what, where, when, why)
 - ◆ Stay on topic and take turns in conversation
 - ◆ Give directions
 - ◆ Start conversations

End of 1st Grade Communication Abilities

◆ Reading

- ◆ Create rhyming words
- ◆ Identify all sounds in short words
- ◆ Match spoken words with print
- ◆ Know how a book works (e.g., read from left to right and top to bottom in English)
- ◆ Identify letters, words, and sentences
- ◆ Sound out words when reading
- ◆ Have a sight vocabulary of 100 common words
- ◆ Read grade-level material fluently
- ◆ Understand what is read

End of 1st Grade Communication Abilities

- ◆ **Writing**
 - ◆ Express ideas through writing
 - ◆ Spell frequently used words correctly
 - ◆ Begin each sentence with capital letters and use ending punctuation
 - ◆ Write a variety of stories, journal entries, or letters/notes

End of 2nd Grade Communication Abilities

- ◆ **Speaking**
 - ◆ Answer more complex "yes/no" questions
 - ◆ Ask and answer "wh" questions (e.g., who, what, where, when, why)
 - ◆ Use increasingly complex sentence structures
 - ◆ Clarify and explain words and ideas
 - ◆ Give directions with 3-4 steps
 - ◆ Use oral language to inform, to persuade, and to entertain
 - ◆ Stay on topic, take turns, and use appropriate eye contact during conversation
 - ◆ Open and close conversation appropriately

End of 2nd Grade Communication Abilities

- ◆ **Writing**
 - ◆ Use a variety of sentence types in writing essays, poetry, or short stories (fiction and nonfiction)
 - ◆ Use basic punctuation and capitalization appropriately
 - ◆ Organize writing to include beginning, middle, and end
 - ◆ Spell frequently used words correctly
 - ◆ Progress from inventive spelling (e.g., spelling by sound) to more accurate spelling

End of 3rd Grade Communication Abilities

- ◆ **Speaking**
 - ◆ Speak clearly with an appropriate voice
 - ◆ Ask and respond to questions
 - ◆ Participate in conversations and group discussions
 - ◆ Use subject-related vocabulary
 - ◆ Stay on topic, use appropriate eye contact, and take turns in conversation
 - ◆ Summarize a story accurately
 - ◆ Explain what has been learned

End of 3rd Grade Communication Abilities

- ◆ **Writing**
 - ◆ Plan, organize, revise, and edit
 - ◆ Include details in writing
 - ◆ Write stories, letters, simple explanations, and brief reports
 - ◆ Spell simple words correctly, correct most spelling independently, and use a dictionary to correct spelling
 - ◆ Write clearly in cursive

Implications for AAC Performance

- ◆ Understand your child's RECEPTIVE AND EXPRESSIVE language abilities
- ◆ Match abilities (physical and language) to AAC device being used
- ◆ If a child can't generate a spoken message (i.e. "speak" a sentence); they won't be able to generate a written (i.e., "write") a sentence
- ◆ If a child isn't able to tell a story; they will be limited in their ability to "write" a story

Implications for AAC Performance

- ♦ Assess rote vs. self-generated, spontaneous utterance
 - ♦ Learned sentence patterns must generalize or that are simply, “learned sentence patterns”
- ♦ Seek ease of message generation
- ♦ Build upon success
- ♦ Set achievable goals and expectation based upon where your child is today
- ♦ Seek developmental acquisition not splinter skills