

Transforming early Education And Child Health Research Centre

Discovering ways to encourage your child's speech and language wes

Webinar 21st October 2021





ACKNOWLEDGEMENT OF COUNTRY





As children grow, they learn to share their thoughts, feelings, interests and needs.

This starts with skills such as looking, using different gestures and vocalizing and builds towards using sounds, words and sentences to share meaning.

Children learn these skills by watching, copying and practicing them in play with their family, friends and caregivers.



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Learning to talk



Listening to and making sounds (birth – 6 months)



Babbling with single sounds (6 months) and with a range of different sounds (9-10 months)



Jargon (10 months) and proto-words (around 11-12 months)



Using 1- 2 word combinations (1-2 years)



Using phrases people (2-3 years)



Using sentences (4 years onwards)



A helpful way to check on your child's communication development is to check the number of words they know and say.

Parents and carers are great reporters of their children's skills.

You can check how your child's early communication skills are

developing by:





Completing the OZI-SF online Completing the ERLI online



Using your child Personal Health Record as a guide



When children start to talk, not all words will be pronounced clearly

Words gradually become clearer as children learn to use a wider range of speech sounds

Speech sounds are learned during the toddler and preschool years



When are speech sounds learned?

Lots of change between 2-4 years



(Across the World) 6 years th (voiceless 5 years th (voiced), zh, 4 years v, s, z, sh, ch, j, l 3 years d, k, g, m, n, ng, f, h, y, w 2 years Average age of acquisition of English consonants across the world (90-100% criteria) The review was based on 15 studies of 7,369 children speaking English in Australia, Republic of Ireland, Malaysia, South Africa, United Kingdom, and United States (McLeod & Crowe, 2018). This information should be used alongside other information about children's speech acquisition; for example, developing 4- to 5-year-old children are usually intelligible, even to strangers (McLeod, Crowe, & Shahaelan, 2015).

Learning English Consonants

https://www.csu.edu.au/research/multilingual-speech/speech-acquisition



A helpful indicator of speech development is how well other people, who are unfamiliar with your child, understand your child's speech.



So, how much of your child's speech should be understood by others?

- 2-year-olds: 50%
- 4-year-olds: 100%



McLeod, S. (2012). Summary of 250 cross-linguistic studies of speech acquisition. Bathurst, NSW, Australia: Charles Sturt University. Retrieved 10/18/21 from http://www.csu.edu.au/research/multilingual-speech/speech-acquisition







Why spend time reading books with children?







Literacy development doesn't start on the first day of school...



"It is within the family context that most children acquire an early understanding of literacy [reading & writing] before they reach school age" (Brown et al., 2012)









This does not mean that families need to teach their child to read and write before they start school. Rather, families can help their children learn "pre-literacy" skills (i.e., foundations skills) in the years before school.

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Think about all the different ways that children are exposed to "literacy" in everyday life









A great way you can be deliberate in helping your child learn about literacy (and develop speech and vocabulary) is through shared-book reading





As you watch Cheryl's "shared book reading video" see if you can identify 10 different strategies she uses to help develop children's speech, language, and pre-literacy skills

Talk about sounds in written words and how sounds are made with our mouth

Point to letters and words

Talk about the title of a book

Ask (some)
questions about
the story + offer
comments on
the story or
pictures

Show your child how to hold and open a book, starting from the front cover

Look at your child when talking about the pictures and words in the book

Talk about rhyming words

Have fun 'playing' with the speech sounds in words

Define new words in a story

Use the story pictures to engage in conversation about the child's life...don't just stick to reading the story



Who can you talk to if you are worried about your child's development?

Your local General Practitioner (GP)

Your local
Community
Health Centre –
for Speech,
Occupational or
Physiotherapy
advice,
assessment or
therapy

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A private allied health clinician – speech pathologist, occupational therapist or physio therapist.

Your local Child and Family Health Nurse

Your early education provider



How can you access allied health services?

For children up until school entry who don't have access to government funding (e.g. NDIS), contact your local Community Health Centre

All children can access private allied health services.

All children who are Medicare eligible can get a Chronic Disease Management Plan and/or a Better Access to Mental Health Care Plan from the GP. This helps fund private allied health services

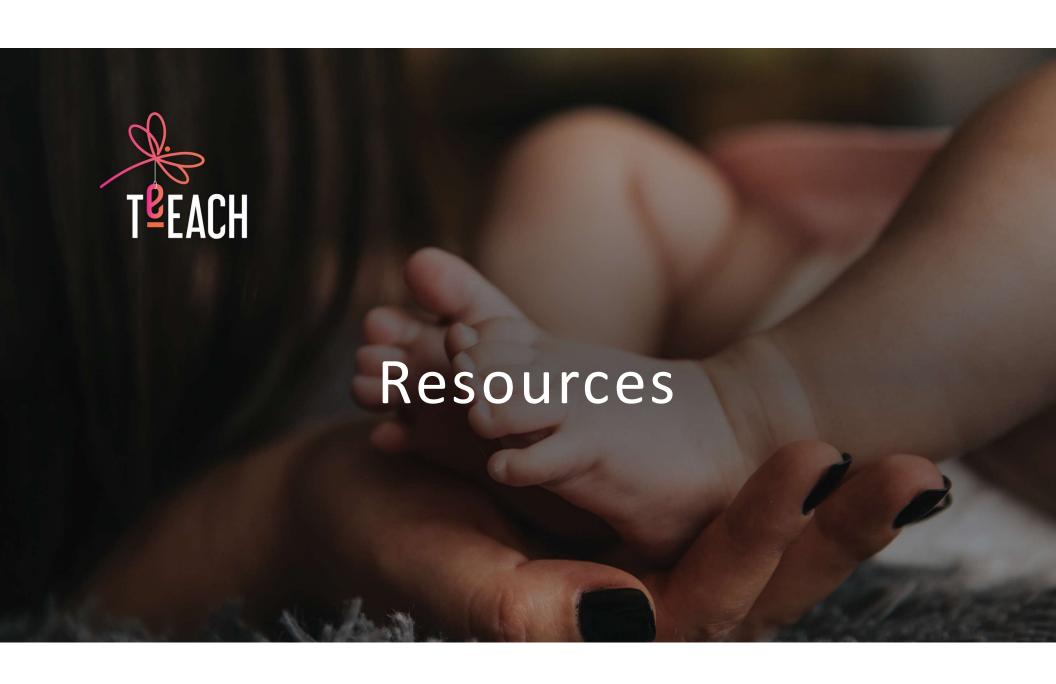




Children under 7 with difficulties in more than one developmental area can apply for funding from the NDIS through our local coordinator – EACH.



Parents and carers can refer their child to any of these services without a referral, recommendation or diagnosis.



Handy hints

CHILD'S

LEARN, PLAY AND GROW TOGETHER









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أفكار للعب

- في هذا السن، سوف يستمتع طفلك: باللعب الجسمات القطعة (puzzles) البسيطة،

- بالعب بينة المزاد لغاب التي تعوق بإضافة
 باللعب بصندوق يحتوي على أشياء مختلفة وقطعاً
 من الأقمشة من مختلف الأشكال والألوان
- من الاقتصادة من مختلف الاستحارة الاقوان يحب أن يرتدي الثياب التنكرية واللعب بالألعاب التي تسمح له بتقليد الأنشطة المنزلية، على سبيل المثال، التحدث على الهاتف واللعب بالدمى وغسل



بعض التلميحات البسيطة والشديدة الفاعلية:

قومى بغناء الأغاني

إستخدمي جملأ بسيطة إلعبي معه على الأرض

إن الأنشطة اليومية هامة للغاية من أجل التحدث

قومي بقراءة الكتب

لإحالة طفلك إلى أخصائي إضطرابات النطق والتخاطب يرجى الإتصال برينيو كوتيج (Rainbow Cottage) على الرقم 4405 9616



South Western Sydney
Local Health District



1 Stronger Families and Communities Strategy

من قبل رينيه موروز كبير أخصائي إضطرابات النطق والتخاطب إدارة الخدمات الصحية في ليفريول مجتمعات من أجل الأطفال 2012

AVS 60493

Play Ideas

- At this age, your child will enjoy: Dressing up. Create a bag with old clothes, shoes, capes, jewellery, headbands, ribbons etc that your child can play with.
- can piay with.

 Finger painting and messy play. Try using shaving cream on a plastic table (don't forget to put a cloth on the floor!) You can mix Lux flakes with water to make some 'slime'.
- Cardboard boxes. You can make towers, cubby houses or cars.
- Balls for throwing, bouncing, kicking,
- Play dough. It's easy to make and loads of fun! Try rolling, cutting, squashing.



SUPER Handy Hints

Sing songs

Use simple sentences

Play on the floor

Everyday activities are great for talking

Read Books

To refer your child for Speech Pathology please phone Rainbow Cottage on 9616 4405



Health South Western Sydney Local Health District



Developed by Renee Moroz, Senior Speech Pathologist, Liverpool Hospital Communities for Children 2012

AVS 60493

Your child should:

- Understand family names eq. "daddy, mummy,

- baby".

 Know most action words eg. "running, walking, jumping, flying".

 Follow longer instructions eg. "give me the cup and the spoon".

 Answer "where" 'questions eg. "where has the doll gone?" or understand "what" questions eg. "what is he dollag?".

 Be learning nostion words eg. in/on/under.

 Be learning nose of concerts be, bufdoold.

- Be learning a range of concepts eg. hot/cold, stop/go, hard/soft, wet/dry.

- Your child should: Use 3-5 words in a sentence.
- Use words like "in", "on", "under".
 Use words like "I", "me", "it", "my".
- Talk about themselves, eg. "me good boy", "my finger sore".



What can I do to help?

- Use short simple sentences 3-4 words are best eg. "where's the ball gone", "I want more juice?".

- Talk to your child while you play about what she is doing and what you are doing eg. "Now you're building a house", "you've put some blocks in the truck".
- Spend time playing together everyday 10-15 minutes is great. Sit on the floor. Be part of his game, not just someone who supervises. Make this a part of your daily routine. Your child will love this time together.
- Include her in simple chores she can manage eg. passing dad the sponge when he's washing the car, helping with dusting, passing the pegs for hanging the washing out.
- Cut out pictures from old magazines, and make up a scrapbook. Help your child glue the pictures in the scrapbook. Practice naming the pictures.
- Sing action songs together eg. Galumph, Open-Shut them, Humpty Dumpty, Incy Wincy Spider.
- Make up books about things in your day or special events. Staple paper together to make

Listening & Tum the TV off!

CHAT PACK

TALK

WITH ME

2-3 YEARS

- Expand on what your child has said. Add a new word to show her how to build sentences eg.
 From "more juice" to "want more juice". Make sure you do this in a positive way.
- Use the same words and phrases over and over so that he can match them to the action or situation.
 - Enjoy sitting and listening to a simple story or Start to play imaginatively eg. act out stirring a cup then feeding it to a teddy, building a city/house with cars and people.
 - Play next to other children, but may have

Play Development

Your child will:

Love physical activities such as: climbing, jumping, throwing.

Love feeling and squeezing different shapes and texture.

Enjoy building with blocks and making a

- difficulty sharing.
- Be talkative, 'chatty'.



الإستماع والتحدث

12-18 شهراً

الإستماع والفهم ينبغي على طفلك أن: - يستجيب للأصوات للمالو يسمبيب مصوب معود مثل رنين الهاتف والمكنسة الكهريائية أو صوت السيار

2 - الإجابة عندما يناديهم شخص ما بقسمائهم - إدراك أسماء الأشياء والأشخاص المألوفين

سحدت - يبدأ في استعمال كلمات فردية مثل "ماما (mummy)". "كرة (fall down)". "قريد (drinky)". "وقعت (fall down)". "لا (non)"، "المزيد (more)" ره ۱۱ بدود (more) به المنوية (more) و سندستان و المناسبة (الاستان و المناسبة (الاستان و المناسبة (الاستان و المناسبة المناسبة المناسبة (المناسبة المناسبة المناسبة (المناسبة المناسبة المناسبة (المناسبة (ال

18-24 شهراً الإستماعوالفهم ينبغي على طفلك أن: - يفهم الأسئلة البسيطة مثل "أين الكرة"؟ - يقهم الاستانالسيطة ميل اين الذو ؟ - يستمتم بالإيقاعات ويستمع إلى القصص - يعرف أسما بحض أجزا سرالجسم على سبيل الثال "ايزانفك" - يقهم معنى كلمة "الزيد"، على سبيل الثال، "اعطني الزيد"، - الإجابة على الاستكة"بنعم الا"على سبيل الثال، "اعلزيد"،

- مستعد ينبغي على طفاك أن: - يجمع كلمتين معامثل "ماماسيارة"، "باباشراب"، "سيارة كبيرة" - يقول عدة كلمات فردية ولكن قدتكون تهجئة العديدمنها غير مححة صحيحة – يقوجسحبشخص ليرياشيناً ما – يكون لديهمدوالى 50-60 كلمةى مفر راتهم اللغوية

ما الذي يمكنني فعله للمساعدة؟

ما الذي يمكنني قعاله المسلما عد 35 - «الله بلم جمالت مين قوسها المدين والسيطة والمسلما عد 35 - حالفي بلم جمالت مين ووسيطة والمسلما المنظم الكثير من التعالق من مويان أن من من مويان المنظمات المسلم الكثير أمين السيط المتالى عشما يقوم عن المنظم الكثير المنظم الكثير المنظم الكثير المنظم المن

ولسعى حول ما قاله طفلك، أضيفي كلمة جديدة لتبيني

لها كيفة بناء الجمل على سبيل للثالث "عصير" إلى "مزيد من العصير"، كوني حريصة على القيام بذلك بطريقة إليجلبية. - إستمرك باستخدام لغة إليجابية وقومي بالثناء عليه باستمرك راء على سبيل الثال. "عديث (انع"، "محاولة جيدة"

تنمية اللعب:

12-18 شهراً

- يلعب طفلك بالكرة مع الكبار وينتظر دوره - يكون مهتماً جداً بالكتب والكعبات - يكون مفتوناً بالأشياء الجيدة ويرغب في اللعب في كل شيء - لن يفهم معنى الحاجة إلى المشاركة

18-24 شهراً

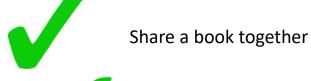
سرهم - يستمتع طفلك بإستكشاف البيئة المحيطة به ولس وسحب كل ما يمكن أن يرى وأن يصل إليه وسحب كل ما يمكن أن يرى وأن يصل إليه يقوم بتقليد حركات والعاب الأخرين مثل التحدّث على هاتف لعبة هانف نعيه - يستمتع بالإتصال الجسدي (الحضن، الدغدغة) - يُظهِر تعلقاً شديداً بوالديه

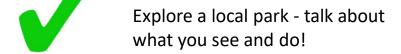


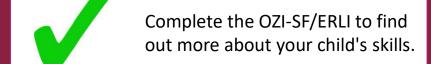


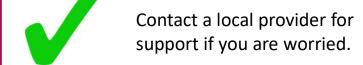
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What can you do today to help your child's communication skills?









Thanks to our presenters and partners

Paint the Town REaD

Barbie Bates

Camden Family Day Care

Abbey Hoppitt

Camden Council

Fiona Devine

Kristen Stevens

Camden Library Services

Cheryl Dodson

Robyn Syphers

Western Sydney University

Cathy Kaplun (Transforming early Education and Child Health (TeEACH) Research Centre)

Elise Baker (School of Health Sciences and SWSLHD)

Kate Jones (WSU Doctoral Student and SWSLHD Senior Speech Pathologist)

Belinda Kenny (School of Health Sciences)

Ellie Sugden (School of Health Sciences)

Liz Slattery (WSU Speech Pathology Student)

SWSLHD

Katrina Tosi (Speech Pathology Head of Department, Primary and Community Health, SW\$LHD)







THANK YOU



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