

Speech Hens
Speech-Language Pathology Services


Welcome!

Please turn your audio off.

Feel free to also turn off your video
as **this webinar will be recorded.**

Relax, and enjoy the presentation!

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Speech Hens
Speech-Language Pathology Services

Language Delay
@ 18 months

What it could mean....

Webinar for ECEs, Daycares, & Families
March 28, 2022

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Questions

Questions will be addressed after the presentation.

If you have a question, feel free to post it in the chat section, or if you would prefer to ask your question anonymously, please send a direct message to Laura Downey.

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Lori Holstein,
Registered
Speech-Language
Pathologist

- 33 years as an SLP working with preschoolers and their families in Haldimand Norfolk
- 32 years with the Province's Preschool Speech and Language (PSL) initiative, trained in evidence-based approaches
- Hanen certified to deliver training to parents and educators of children, including those with Autism
- PECS trained (Picture Exchange Communication System)
- Completed Motor Speech Disorders 201 training in 2019

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Milestones from MCCSS
(Ministry of Children, Community and Social Services)

Coles notes:

- 12 month olds = 3-5 words
- 18 month olds = 20 words
- 24 month olds = 100 or more words, combining regularly
- 30 month olds = 350 words, lengthy phrases, sentences, emerging grammar

[Early child development | Ontario.ca](http://www.earlychilddevelopment.ca)

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Quantity vs. Quality!

Are they "powerful words?" <i>No, done, help, on, mine, go, up, milk, eat, ball, hi</i>	These will help a child communicate more effectively than a child with 50 words used to name letters, numbers, shapes, color
Are they used independently?	Or only imitatively?
What functions do they serve?	Naming? Or requesting protesting, greeting?
Where and with whom?	Not generalized across all contexts

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What it could mean...

1. "Late Talker"
2. Motor Speech Disorder
3. Language Delay
4. Language Disorder
5. Autism

Hearing loss?
[Infant Hearing Program | Affiliated Services for Children and Youth \(ascy.ca\)](#)

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1. Late-Talker

"Late Talker"- a Hanen © term, referring to a child with fewer than expected words at 18 months, 24 months, 30 months; or not combining words at expected age.

No concerns in any other developmental areas (language comprehension, interaction, play, gesture)

www.hanen.org

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20-30% of Late Talkers catch up before 30 months. The others may have risk factors that indicate a need for assessment/service (parent-delivered interventions, such as Hanen © Target Word).

[How to tell if Your Child is a Late Talker - and What to Do about It \(hanen.org\)](#)

The sooner, the better!

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2. Motor Speech Disorder (MSD)

Child has difficulty with controlled, integrated movements of the oral motor speech system

- Motor hierarchy looks at motor sub-systems - voicing, phonation, jaw control, lip control, integrating jaw and lip, tongue-tip control

Objective:

- Facilitate control and coordination of speech subsystems

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Some Late Talkers were "quiet" as infants. This is one risk factor for a MSD.

MSDs (including "apraxia") are rare.

Identifying MSDs:

- Watch a child's response to different interventions and specialized assessment after 30 months.
- Between 18-30 months, SLPs use phrases like "a motor speech disorder (MSD) is suspected".

MCCSS funded MSD research and developed an assessment and treatment protocol that is implemented by the PSL

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3. Language Delay

Delay also apparent in other development areas.

SLPs are trained to assess development areas related to expressive language including:

- interaction/attachment
- gesture
- play
- social use of language
- language comprehension

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SLP recommendations include:

- Parent-implemented approaches
- Therapy (individual and group)
- Interaction with peers (local children’s services, child-care)
- Referral to other services (Infant Child Development, H-N REACH, occupational therapy, early learning environments)

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4. Language Disorder

Typical reasons we communicate:

- greet
- imitate
- name
- comment
- describe
- **protest**
- **get attention**
- **request object/action**
- express feelings
- ask, and...
- answer questions

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TYPICAL: Requesting attention with gestures/action

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TYPICAL requesting action/object:



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TYPICAL protesting:



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"Delay" vs. "Disorder"

Disorder implies 'different'. Child's language-uses are not typical.

For example, child is verbal, using 20 words, but is not seeking attention, requesting or protesting (the three most frequent reasons that children typically communicate).

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Compare

<u>Delay</u>	<u>Disorder</u>
<ul style="list-style-type: none"> • Typical verbal/nonverbal behaviors mama, dada, up, hi, no, bye-bye (or gesture), juice, (favorite food names, people names), (favorite routines) yay! (and clapping). • Used for all functions: requests, imitates, asks, answers, greets, comments, protests, expresses feelings (daddy go?) 	<ul style="list-style-type: none"> • Atypical: naming objects, letters/numbers, appears to be using sentences with "filler", imitates questions (instead of answering). • Fewer functions: naming, imitating • Jabber, nonspecific, to self not others: more 'expressive' than receptive, difficulty asking/answering questions, seems not to understand explanations or novel instructions

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Social/pragmatics/expressive language disorder

Child is AS verbal as you might expect, but functions of language are 'different'.

Therapeutic approaches to assist the child in developing language to ask/answer questions, request and protest (because they are still doing this, often nonverbally, with some behaviors).

Visual scheduling to aid comprehension and compliance, reduce anxiety

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5. Autism Spectrum Disorder (ASD)

Includes:

- Interaction impaired
- Play is unusual, repetitive
- Nonverbal, or language that is **disordered** - repetitive, sporadic, restricted social uses
- Unusual behaviours

Referral to developmental pediatrician

[Early Childhood Indicators of Autism | Autism Ontario](#)
[Autism spectrum disorder: advances in evidence-based practice \(cmaj.ca\)](#)
[About Autism | Autism Ontario](#)

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ATYPICAL: Requesting by using hand as a tool



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ATYPICAL: Sends messages to the desired item (not adult)



E.g., a toddler scaling the fridge

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Autism

Therapeutic approaches may include:

- parent-implemented approaches (Hanan © "More Than Words")
- PECS (low tech or high tech) to improve requesting, language of turns, protests, commenting
- AAC (augmentative/alternative communication), usually visuals, to support comprehension of adult expectations (visual scheduling)
- AAC to support protesting
- modelling new ways to play
- social routines
- interdisciplinary

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Goals :

INTERACTION: using communicative temptations, the child's interest, to engage and get eye contact

LANGUAGE FUNCTIONS: requesting, protesting, naming, commenting

PLAY: social routines, new ways to play

COMPREHENSION: visual scheduling, simple language, objects and other signals

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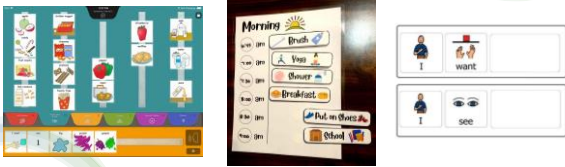
Autism

Other disciplines:

- Ontario Autism Program
[Ontario Autism Program | ontario.ca](http://ontario.ca)
- H-N REACH
- Occupational Therapy
- Child Care Programs
- School personnel
- Extended family members

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PECS (high-tech), Visual schedule, AAC (sentence strips)



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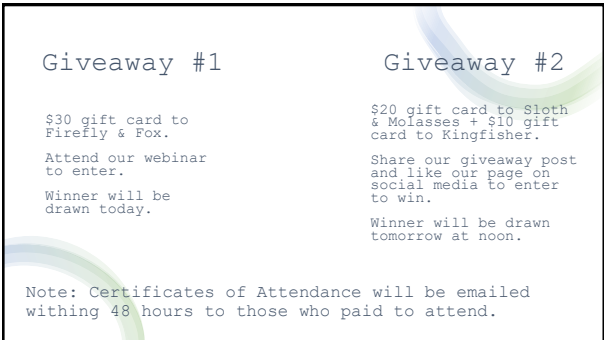
Seven horizontal lines for taking notes.

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Seven horizontal lines for taking notes.

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Seven horizontal lines for taking notes.

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Thank you for your participation!

- Repeating this webinar
- Recordings
- Resources
- Suggestions (other disciplines to share this with, other webinar topics)

- Plans for ASD-specific webinar
- Plans for Hanen © strategy-specific webinar (May 2nd, 2022, 7-8:30pm)
