

BRONXVILLE ELEMENTARY SCHOOL

SPEECH & SOCIAL MILESTONES

K-2

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INTRODUCTION

Focus of our Presentation:

The development of speech, language, and social skills in young children and what you can do to support your child at home in these areas.



WHAT IS A SPEECH-LANGUAGE PATHOLOGIST?

A licensed professional who addresses family and/or teacher concerns about their children or students who may have speech and language disorders that impact educational performance and activities of daily living. An SLP may treat the following:

- Expressive Language
- Receptive Language
- Pragmatic Language
- Speech
- Voice

HOW AN SLP CAN HELP IN THE CLASSROOM

- Provide screenings/evaluations/assessments
- Implement/monitor interventions
- Consult with teachers to implement appropriate classroom strategies
- Facilitate the achievement of developmental milestones
- Collaborate with families, caregivers, and teachers
- Provide education and prevention strategies

WHAT IS A SCHOOL PSYCHOLOGIST

School psychologists help children who are experiencing difficulties that hinder their successful learning and participation in school and other activities.

- Consult with teachers, parents, administrators, and community mental health providers about learning, social, and behavioral difficulties
- Assist educators in implementing necessary interventions needed for student success
- Assess and evaluate issues that may arise for our students and Intervene directly or indirectly as needed and warranted
- Work directly with students via individual counseling, support groups, and skills training
- Provide coaching to parents on a wide variety of topics pertinent to child development

HOW A SCHOOL PSYCHOLOGIST CAN HELP IN THE CLASSROOM

Our goal is always to provide assistance, support and guidance to students, teachers and parents to help children reach their highest potential in school.

School psychologists support students and teachers in multiple capacities, directly and indirectly.



WHAT IS SPEECH?
WHAT IS LANGUAGE?

WHAT IS SPEECH?

How we say sounds and words

Articulation

How we make speech sounds using our lips, tongue, teeth, hard/soft palate, and nasal cavity.

Voice

How we use our vocal folds and breathe to make sounds.

Fluency

Rhythm of our speech.

(E.g., Repeat sounds or pause while talking)

Articulation

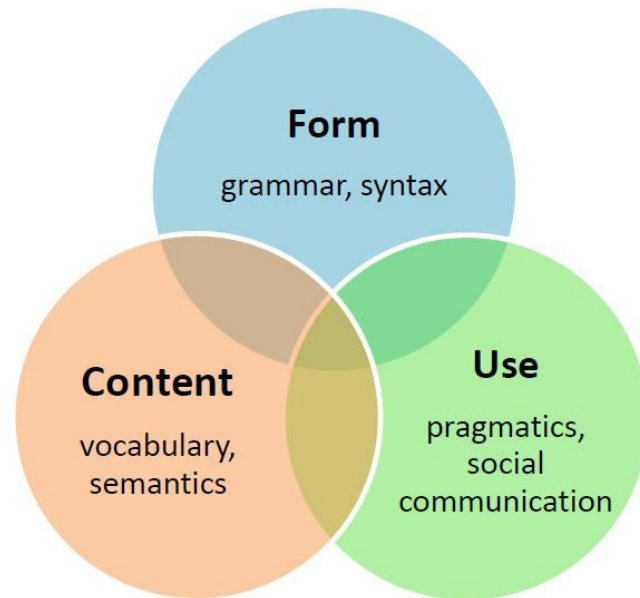
Voice

Fluency



WHAT IS LANGUAGE?

The American Speech-Language-Hearing Association (ASHA) defines language as "... A **code** made up of **rules** that include what words mean, how to make words, how to put them together, and what word combinations are best in what situations. Speech is the oral form of language."



RECEPTIVE LANGUAGE

Comprehension of language

Building blocks necessary to develop receptive language

- Hearing abilities
- Attention and concentration: Sustained effort to complete a task.
- Pre-language skills: Nonverbal communication (e.g., gestures, facial expressions, imitation, joint attention and eye contact).

EXPRESSIVE LANGUAGE

The use of language through speech, sign or alternative forms of communication to communicate wants, needs, thoughts and ideas.

Building blocks necessary to develop expressive language

- Receptive language (understanding)
- Attention and concentration: Sustained effort to complete a task.
- Pre-language skills: Communication without using words
- Motivation and desire to communicate with others.

SOCIAL LANGUAGE

Social communication or pragmatics refers to the way in which children use language within social situations.

Three components including:

1. *Use of language* for different purposes
2. *Adapt language* to meet the needs of the listener or situation
3. *Following the often “unspoken” rules* of conversation and storytelling

SOCIAL SKILLS DEVELOPMENT

WHAT ARE SOCIAL SKILLS?



UNDERLYING PROCESSES OF SOCIAL SKILLS

Seeing:

- Picking up on social cues
- Noticing context
- Noticing other children's behavior
- Monitoring reactions

Thinking:

- Interpreting other children's behavior to understand why they're doing what they're doing
- Being able to predict others' likely responses
- Come up with effective strategies for influencing peers in desired ways

Doing:

- Interacting with peers in positive ways

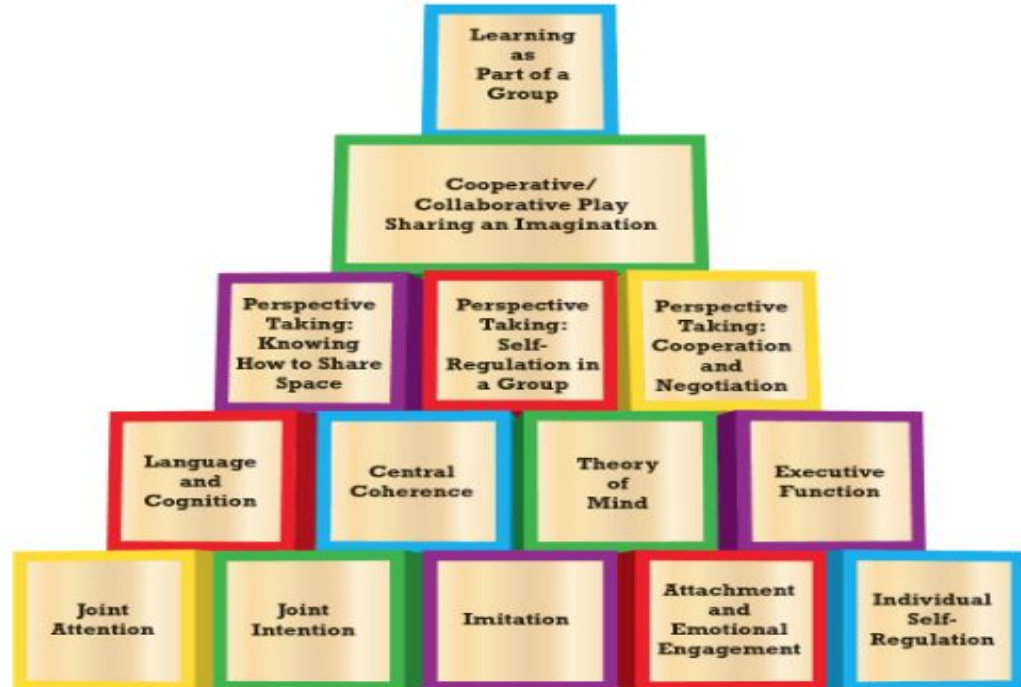
BUILDING BLOCKS FOR SOCIAL SKILLS

Receptive and Expressive Language

Executive functioning

Attention and concentration

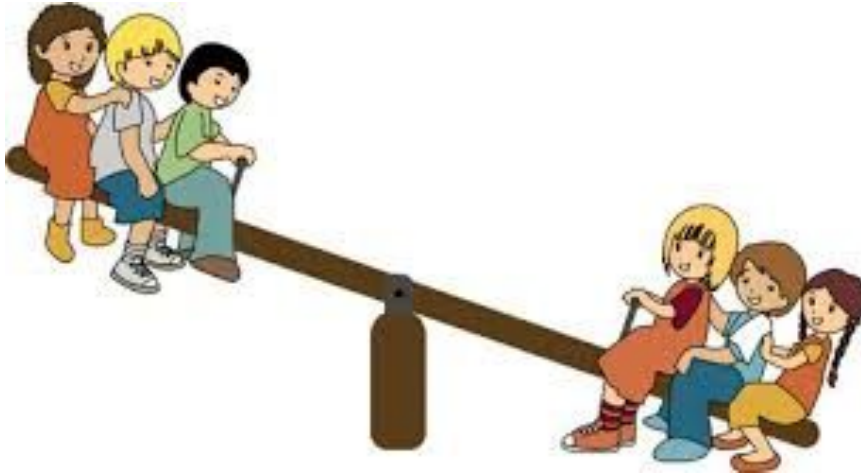
Planning and sequencing



PLAY

WHAT IS PLAY?

Play is the way that children learn about the environment, their bodies and their place in the world around them.



WHY IS PLAY IMPORTANT?

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Play is an avenue through which social skills can develop.

Children learn to plan and sequence play activities, problem-solve challenges and generalize skills from one activity/toy to another.

Children learn how to manage impulses.

Helps teach societal rules and social skills.

Assists in the development of friendships.

Play is needed for fun and relaxation!



COMMON SPEECH AND LANGUAGE MILESTONES

MILESTONES

- There are common developmental milestones and school expectations for children.
- Every child is unique and will reach these milestones in different ways and times.



SPEECH MILESTONES



The following sources were consulted for development of these norms: Poole, Sander, Hena, Fudala, Templin and Wellman.

KINDERGARTEN LANGUAGE MILESTONES

By the end of kindergarten your child should be able to do the following:

Listening

- Follow 1-2 simple directions in a sequence
- Listen to and understand age-appropriate stories read aloud
- Follow a simple conversation

Speaking

- 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

FIRST GRADE-LANGUAGE MILESTONES

By the end of first grade your child should be able to do the following:

Listening

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

Speaking

- 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

SECOND GRADE- LANGUAGE MILESTONES

By the end of second grade your child should be able to do the following:

Listening

- Follow 3-4 oral directions in a sequence
- Understand direction words (e.g., location, space, and time words)
- Correctly answer questions about a grade-level story

Speaking

- 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

DEVELOPMENTAL MILESTONES FOR PLAY AND SOCIAL SKILLS

4-5 YEARS

Play

- Begins taking turns and negotiating
- Play together with shared goal
- Usually prefers playing with other children than playing by themselves
- Plays games with simple rules- hide and seek
- Plays imaginatively (e.g. playing in the home-corner, dressing up, cooking)

Social

- Show some awareness of moral reasoning, such as “fairness”, and good or bad behavior
- Develop friendships
- Express more awareness of other people’s feelings
- Improve sharing and taking turns with other children
- Stick with a difficult task for longer period (controlling frustration or anger)
- Listen while others are speaking

5-6 YEARS

Play

- Play themes include themes never personally experienced (e.g. going to space)
- Plays and negotiates with others during play
- Play is well organized

Social

- Willing to play cooperatively, take turns, and share
- Understand their own feelings
- Understand the consequences of their actions
- Enjoy playing alone, but prefer to play with friends
- Use words to describe their own feelings
- Show empathy and offer to help when they see another in distress

6-7 YEARS

Play

- Enjoys playing in small groups and making up their own games with rules
- Enjoys playing cooperative games but has difficulties coping with losing
- Likes to play with other children of their own gender
- Enjoys using and understanding rules in play

Social

- Competitive spirit when playing games
- An interest in joining a club or sports team
- Form a sense of humor and enjoy telling jokes
- Can distinguish between fantasy and reality
- Pretend play with another child or group of children
- Help out with chores at home, such as clearing the table after a meal or tidying up personal belongings

WHAT CAN YOU DO
TO HELP?

SPEECH AND LANGUAGE TIPS FOR HOME

- Read Read Read!!!
- Talk with your child frequently about daily activities
- Help your child focus on sound patterns of words
- Have your child retell stories, make predictions, and inferences
- Give directions for your child to follow (e.g., making cookies)
- Discuss how toys/objects are similar and different



HELPFUL WEBSITES FOR ARTICULATION THROUGH LITERACY

[Book Lists By Speech Sound](#)

[Ms. Lupu's Speech Blog](#)

[Sound-Loaded Books for Articulation](#)



STRATEGIES TO IMPROVE LANGUAGE ABILITIES

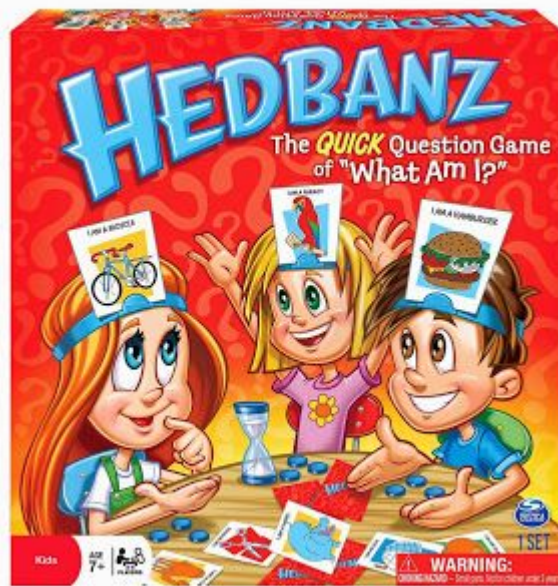
- Eye-contact
- Wait time
- Simplify instructions
- Repeat/Rephrase
- Model
- Visual aids
- Emphasize key words
- Reduce background noise
- Language Expansion
- Play



ACTIVITIES TO IMPROVE RECEPTIVE & EXPRESSIVE LANGUAGE

- **Read Read Read!!** Take turns asking each other questions about the pictures (e.g., Where's the puppy?)
- **I Spy:** See who can find the most objects on the page! Make it more challenging by assigning specific items/concepts ("You find a small key and I'll find a big key." Find me something above the slide. Find me something that can fly.).
- **Simon Says:** Take turns following and giving instructions. Gradually increase the length of the command (e.g. 'Simon says touch your toes'; 'Simon says first touch your toes, then clap your hands'; 'Simon says before you shout hurrah, count to 10').
- **Barrier Games**
- **Board Games...**





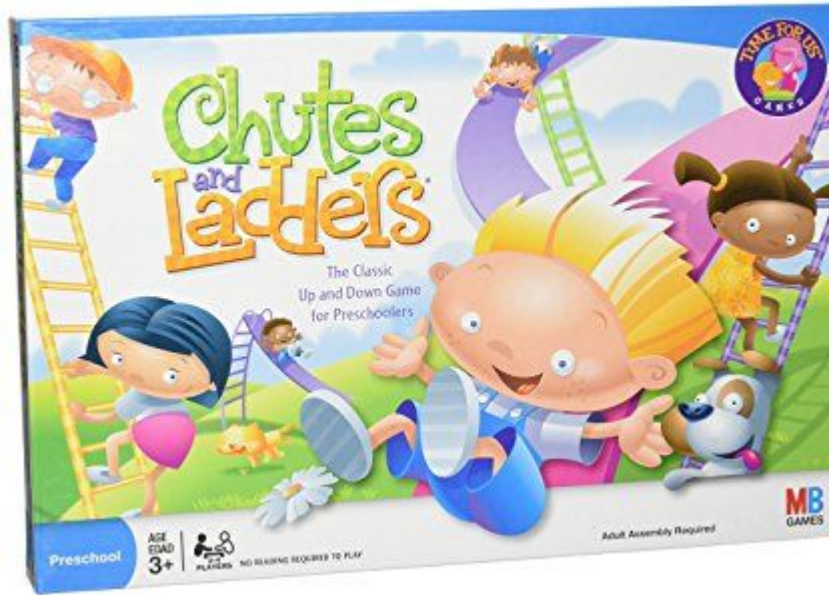
Targets: describing, asking/answering questions, vocabulary, categorization, listening skills, etc.



Targets: Asking/answering questions, describing, similarities and differences, vocabulary and strategic thinking.



Targets: vocabulary building, sentence building, and/or rhyming.



Targets: Pronouns, describing actions, regular and irregular past tense verbs, spatial concepts, cause and effect of “expected” and “unexpected” behaviors, describing emotions



Targets: Categories and vocabulary

FOLLOWING DIRECTIONS

MAKE SOMETHING AND PRACTICE FOLLOWING DIRECTIONS

Try doing a simple project to work on following directions.

Examples:

- Drawing an animal using shapes
- Folding an origami animal
- Making a simple snack following the recipe
- Creating an easy rainbow loom bracelet



GAMES AND
ACTIVITIES FOR HOME
TO ENHANCE SOCIAL
SKILLS

OUTDOOR PLAY

Kids can learn even more during playtime when it takes place in an outdoor environment.

They have more room to explore, move about and learn about the environment.

Their minds will be stimulated and it's a way to get kids to be more active.



SPECIFIC SOCIAL SKILL GAMES

There are games specifically designed to encourage conversations about social skills.

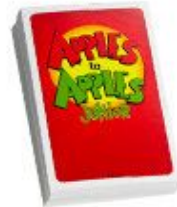
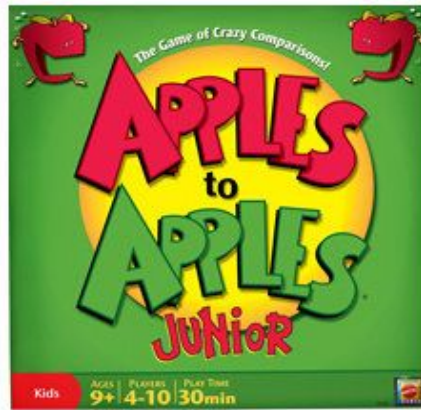
A great game is Q's Race to the Top.



OTHER GAMES THAT FOSTER SOCIAL SKILLS

Apples to Apples

One of my personal favorite games!



TEACHING FLEXIBILITY

USE PROPS TO TEACH ABOUT FLEXIBILITY

Some props to use are yarn, pipe cleaners and popsicle sticks. You can start by having your child hold the different materials and talk about what each represents. Ask for examples of when someone is like a piece of yard versus a popsicle stick.

Yarn = Too Flexible

Pipe Cleaners = Just Right, bendable, but has a backbone

Popsicle sticks = Too Rigid



BOOKS!!

As you all know, there are so many wonderful benefits reading to your child!

Asking how characters are feeling and how could they tell?

Asking them to point out when a character is being flexible.

Asking how the characters could problem solve or solve the conflict.

Help them understand how words can impact others.



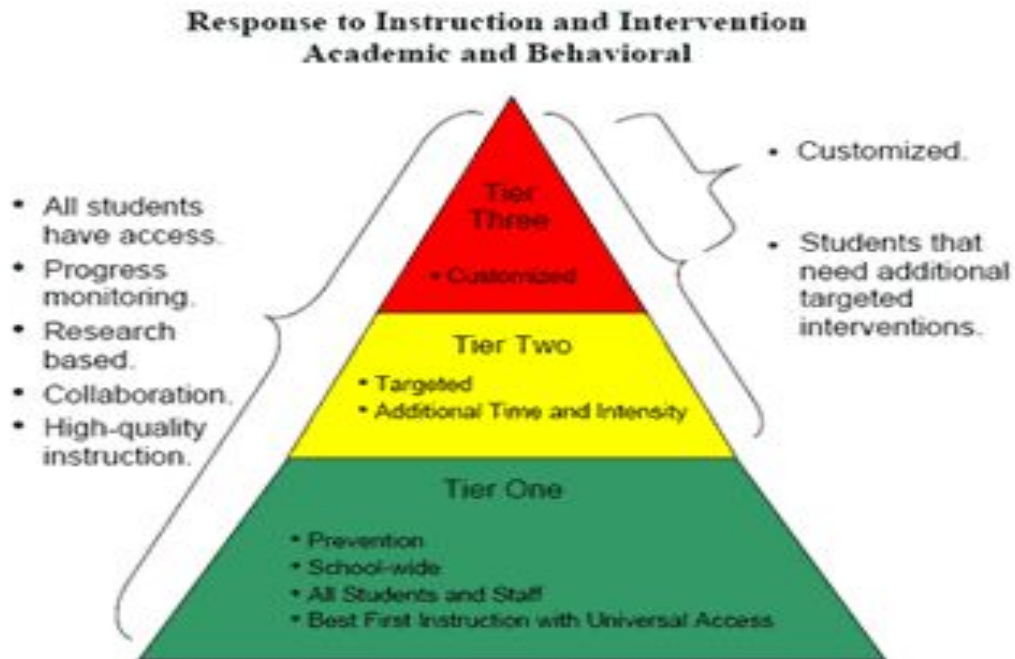
HELPING MY CHILD CREATE FRIENDSHIPS

- An interest-related club, class, or team might be helpful.
- One-on-one play dates.
- Social struggles can help your child learn problem-solving and conflict resolution skills.



WHAT WE DO TO HELP
YOUR CHILDREN

RESPONSE TO INTERVENTION



WHAT IS RTI?

What is Response to Intervention (RTI):

- A multi-tier approach to the early identification and support of students with learning and behavior needs.
- Bronxville's RTI process has been very successful with supporting children who are struggling to meet grade-level expectations, due to academic needs or social-emotional-behavioral difficulties.
- The 1st tier of the RTI process is the high-quality instruction each student receives throughout the school day.
- All of our students are routinely screened to ensure that they are meeting grade level expectations. These assessments are extremely helpful in helping us identify those students who might need additional support, such as ELA or Math Skills, speech/language services, occupational therapy, a social skills group, or individual counseling.
- When a child is struggling despite multiple classroom interventions being implemented, they are then referred to the RTI team.

WHAT IS RTI, CONTINUED

- The RTI team is a multi-disciplinary committee who discuss the interventions that have been implemented with your child's teacher and recommend additional, usually more intensive evidence-based interventions to provide your children with additional support.
- This may include pull-out direct support via ELA or Math Skills, or more intensive classroom-based support during Intervention Block, which is a period built into every elementary student's schedule where they receive any necessary interventions.
- Tier 2 interventions vary across group size, frequency and duration of intervention.
- These interventions are monitored very closely to ensure that the supports are indeed working and helping your child achieve success.
- If your child continues to struggle despite the implementation of multiple interventions, students have the opportunity to receive more individualized and intensive support to address skill deficits.
- Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for an educational evaluation to better identify their areas of need, help us best target our interventions, and identify strengths and weaknesses in their academic achievement compared to their same grade peers.

BENEFITS OF RTI

- Provides extra help in any area in need of remediation BEFORE students fall significantly behind their classmates.
- With the appropriate type of intervention and support, these students are likely to show improvement without needing special education services.
- This is extremely beneficial as ALL students have access to MULTIPLE types and levels of evidence-based interventions, services and supports.
- Your child's teacher and other support staff are continuously monitoring the progress of our students and will inform you if the team believes your child would benefit from extra support, remediation or services.
- Our RTI process has been very effective at identifying children in need, as well as providing students with the tools they need to be successful in the classroom.

A word cloud on a dark gray background. The words are arranged in a circular pattern around the central phrase "social out my am". The words are in various colors and sizes, with some being larger and more prominent than others. The colors include shades of blue, orange, green, purple, and pink. The words are: respect, relationships, take, possible, people, interact, situation, Comfort, strive, others, base, aware, need, social, out, better, maintain, past, cues, Friendship, do, me, am, score, some, say, so, get, time, manner, make, ability, non-verbal, empathy, build, good, communication, and life.

respect relationships take possible people
interact situation Comfort strive
others base aware need
social out better maintain
past cues Friendship do me am
score some say so get time
manner make ability non-verbal empathy
build good communication
life

SOURCES

<http://www.asha.org/public/speech/development/kindergarten/>

<https://childdevelopment.com.au/areas-of-concern/understanding-language/receptive-language-understanding-words-and-language/>

<https://www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills/>

<https://www.asha.org/public/speech/development/parent-stim-activities.htm>

<http://www.readingrockets.org/article/activities-encourage-speech-and-language-development>

http://www.lasalleschools.net/teacher_sites/district_staff_pages/mrs__jenkins__site/resources_for_parents_and_students/activities_for_school_age_language_development/

<https://childdevelopment.com.au/areas-of-concern/using-speech/expressive-language-using-words-and-language/>

<https://childdevelopment.com.au/areas-of-concern/play-and-social-skills/social-communication-pragmatics/>

<https://www.psychologytoday.com/blog/growing-friendships/201108/what-are-social-skills>