



## Speech, Language and Communication Development Chart

Age	Attention and Listening	Understanding (Receptive language)	Communicating (Expressive Language)	Social Communication and use of language	Speech Sounds	Play
0-11 months	<ul style="list-style-type: none"> <li>Turns towards sounds and locates a range of sounds accurately</li> <li>By 6m can pay fleeting attention but easily distracted by new event</li> <li>Stops and looks when hears own name</li> <li>Is intrigued by new events and actions</li> <li>Listens to, distinguishes, and responds to intonations and the sounds of voices</li> </ul>	<ul style="list-style-type: none"> <li>By 6m responds to different tones of voice</li> <li>Recognises parent's voice</li> <li>By 10m stops and looks when hears own name</li> <li>By end of 1<sup>st</sup> year, begins to understand frequently used words such as "all gone", "bye bye", "no"</li> <li>Understands single signs</li> </ul>	<ul style="list-style-type: none"> <li>Communicates in a variety of ways including smiling, gurgling, crying, making sounds</li> <li>By 6m will engage in sound play with familiar adult</li> <li>Babbling in strings of connected but different sounds, e.g. "ba-da-ga"</li> <li>By 12m, may hear "word" like utterances e.g. "dada", "mama", "papa"</li> <li>Can point to object or activity to express wants and needs</li> <li>May have 1-3 "words" by 12m, related to child's own world and functional needs</li> </ul>	<ul style="list-style-type: none"> <li>Gazes at faces and copies facial movements e.g. sticking out tongue</li> <li>Makes sounds with their voice for social interaction</li> <li>By 12m uses voice, gestures, eye contact &amp; facial expression to make contact with people and keep their attention</li> <li>Initiates an interaction with adult</li> </ul>	<ul style="list-style-type: none"> <li>Babbles with range of sound combinations</li> <li>By 12m consonants such as "b, d, g, m, n, w" predominate</li> </ul>	<ul style="list-style-type: none"> <li>Exploratory play; mouths, bangs, shakes objects</li> <li>By 12m, relates 2 objects, e.g. spoon in cup</li> <li>Plays alone with toys</li> </ul>
18-20 months	<ul style="list-style-type: none"> <li>Likes to listen to a wide variety of sounds</li> <li>By 12m concentrates on most powerful stimulus, difficult to re-focus</li> <li>Is easily distracted by noises or other people talking</li> <li>By 18m will attend to own choice of activity, tolerates limited intervention</li> </ul>	<ul style="list-style-type: none"> <li>By 12m understands key words in phrase e.g. "Where's your dog?"</li> <li>By 12m recognises photos of familiar people and objects</li> <li>Understands simple words in context and understands more than they can say</li> <li>Understands naming words e.g. <i>shoe, ball</i></li> </ul>	<ul style="list-style-type: none"> <li>Creates personal words as begins to develop language</li> <li>Uses around 20-20 single words although these may not be clear</li> <li>Beginning to use words for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Likes being with familiar adults and watches and copies their body language including gesture and pointing</li> <li>Realises that their voice and actions have an effect on others</li> <li>Use pointing with eye gaze to share an interest and make a request</li> </ul>	<ul style="list-style-type: none"> <li>Speech consists of mix of "jargon" and some real words</li> <li>May be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Repeats actions that were enjoyed</li> <li>Begins "pretend" play with toys e.g. gives doll a drink</li> <li>Involves others in pretend play</li> </ul>
18-26 months	<ul style="list-style-type: none"> <li>Listens to and enjoys rhythmic patterns in rhymes and stories</li> <li>Starts to focus on an activity of own choice</li> <li>Responds to own name and can move attention briefly and then re-focus</li> <li>Single channelled attention</li> </ul>	<ul style="list-style-type: none"> <li>Understands action words e.g. "sleep", "jump"</li> <li>By 2y, understands simple instructions/phrases when context apparent, e.g. "get mummy's shoes"</li> <li>Understands instructions with 2 key words (or signs) e.g. "make teddy jump"</li> </ul>	<ul style="list-style-type: none"> <li>By 24m beginning to put 2 words (or signs) together e.g. "Mummy's car", "more juice"</li> <li>Uses different types of everyday words, nouns, adjectives, verbs</li> <li>Uses up to 50 words</li> <li>Asks questions e.g. "where drink?"</li> </ul>	<ul style="list-style-type: none"> <li>Interested in stories, songs and rhymes</li> <li>Begins to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>By 2y6m starting to use "t, s, sh"</li> <li>Imitabilities heard e.g. "car" for "car" "ju" for "spoon"</li> </ul>	<ul style="list-style-type: none"> <li>Starts to demonstrate 2 part play sequence e.g. drives car to petrol station + fills petrol</li> <li>Beginning to play with miniature toys e.g. small world</li> </ul>

# Peel And Put Complete Program For Speech And Language Development

**Judd E. Hollander**



## **Peel And Put Complete Program For Speech And Language Development:**

**Peel and Put Complete Program for Speech and Language Development** V. D. Blockcolsky, B. A. Kurn, J. M. Frazer, Ferdinand E. Metz, 1986-01-01 **Teaching Students with Learning Problems** Cecil D. Mercer, Ann R. Mercer, 1985 **El-Hi Textbooks and Serials in Print, 1996** R R Bowker Publishing, Bowker, 1996-02 *El-Hi Textbooks in Print*, 1984 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office, 1974 *The Kindergarten Teacher's Handbook* Elizabeth S. Meyers, Helen H. Ball, Marjorie Crutchfield, 1973 Presents a means of assessing children and individualizing instruction for them **Asha** American Speech and Hearing Association, American Speech-Language-Hearing Association, 1993 **Instructor**, 1976 **Reading Newsreport**, 1972 *The Publishers' Trade List Annual*, 1974 Encyclopedia of Special Education, Volume 3 Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs Canadian Journal of Speech-language Pathology and Audiology, 2007 The Directive Teacher, 1985 *Books and Pamphlets, Including Serials and Contributions to Periodicals* Library of Congress. Copyright Office, 1977-07 The Non-verbal Child Sol Adler, 1983 *Volta Voices*, 1996 **American Journal of Speech-language Pathology**, 1991 Direct Marketing, 1974 **Language Intervention Systems for the Retarded** Macalyne Fristoe, 1975 *Handbook of Early Childhood Special Education* Brian Reichow, Brian A. Boyd, Erin E. Barton, Samuel L. Odom, 2016-06-21 This handbook discusses early childhood special education ECSE with particular focus on evidence based practices Coverage spans core intervention areas in ECSE such as literacy motor skills and social development as well as diverse contexts for

services including speech language pathology physical therapy and pediatrics Contributors offer strategies for planning implementing modifying and adapting interventions to help young learners extend their benefits into the higher grades Concluding chapters emphasize the importance of research in driving evidence based practices EBP Topics featured in the Handbook include Family centered practices in early childhood intervention The application of Response to Intervention RtI in young children with identified disabilities Motor skills acquisition for young children with disabilities Implementing evidence based practices in ECSE classrooms Cultural ethnic and linguistic implications for ECSE The Handbook of Early Childhood Special Education is a must have resource for researchers professors upper level undergraduate and graduate students clinicians and practitioners across such disciplines as child and school psychology early childhood education clinical social work speech and physical therapy developmental psychology behavior therapy and public health

## Reviewing **Peel And Put Complete Program For Speech And Language Development**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Peel And Put Complete Program For Speech And Language Development**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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web once you have the circuit connected electrically then you need to implement the camera control codes this will allow you to at least set the resolution and fps on the camera and probably control when the camera captures images then you need to transfer the image data from the camera to your microcontroller

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web figure 1 is a block diagram of a camera interface and object tracking system as you can see the camera is controlled via some of the microcontroller s general purpose i o pins the analog output of the camera is attached to the external a d

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