

# Child Development Seminar

Presented by  
Lauren Barnett, MA, CCC-SLP



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BarnettTherapy.com iHeartSpeech.com

## My Family

Billy (LMHC),  
Elizabeth (almost 12)  
& William (8 1/2)



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*Ages*  
*18 mo —*  
*2 years old*



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Ages 18 mo – 2 years old

## Language Development

Uses 10 to 20 different words (by 18 mo)  
Points to an object or picture  
when it's named to him  
Uses simple phrases (by 18 months)  
Follows simple directions

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Ages 18 mo - 2 years old

## *Speech Development*

Uses many different consonant sounds  
at the beginning of words

Can say b, d, h, m, n, p

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Ages 18 mo - 2 years old

## *Social & Emotional Development*

Imitates the behaviors of others,  
especially adults and older children  
Demonstrates increasing independence

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Ages 18 mo - 2 years old

## *Physical Development*

Walks alone  
Kicks a large ball  
Jumps in place with both feet together  
Scribbles spontaneously  
Pops bubbles with one finger and points

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Ages 18 mo - 2 years old

## *In your Classroom!*

Mr. Potato Head (body parts)  
Flash cards – for vocabulary ideas ONLY  
Books (favorites are Sandra Boynton, word books,  
Touch & Feel books, Margaret Wise Brown)

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# Resource for You!

Whole hearted Holiday series

When Should My Child Say...  
(speech sounds by age!) post



# Ages

# 2 years –

# 3 years old



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Ages 2 - 3 years old

## Language Development

Has around 200 words in speaking  
vocabulary at 2 years

Uses around 250 words at 2 1/2 years

Understands most sentences

Uses 2 to 3 word sentences

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Ages 2 - 3 years old

## Speech Development

Can produce the following sounds consistently:  
f, g, k (c), t & w

A familiar listener should understand half of what they say

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Ages 2 - 3 years old

## *Social & Emotional Development*

Imitates adults and playmates  
Understands concept of “mine” and “his/hers”

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Ages 2 - 3 years old

## *Physical Development*

Holds pencil in writing position with  
fingers pointed down  
Copies horizontal and vertical lines and circles  
Turns pages of a book one at a time  
Pedals a bicycle  
Throws a ball with one hand  
Catches with both hands extended

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Ages 2 - 3 years old

## *In your Classroom!*

Books of pictures of classmates to work on naming  
Color focused activities (example: all red items in a  
sensory tub)  
Books (Eric Carle, Clifford books,  
We're Going on a Bear Hunt)

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## *Resource for You!*

ORANGE You Glad blog post

Teach Your Child Language Skills using fruit & veggies  
YouTube video and a blog post!





# *Ages 3 years — 4 years old*



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Ages 3 – 4 years old

## *Language Development*

Uses nearly 1,000 words at age 3 years  
Has mastered some basic rules of grammar  
Points to colors red, blue, yellow, and green  
Speaks in sentences of four+ words

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Ages 3 – 4 years old

## *Speech Development*

Uses these sounds correctly: kw

Uses sounds at the ENDS of words

An UNfamiliar listener understands 75% of what they say

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Ages 3 – 4 years old

## *Social & Emotional Development*

Imagines many unfamiliar images may be “monsters”  
Often cannot distinguish between fantasy and reality

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## *Physical Development*

Uses scissors for straight or curved lines  
Draws circles and squares  
Holds a pencil correctly  
Hops on one foot  
Runs fast  
Catches a ball with arms bent

## *In your Classroom*

Puppets, Dolls and Dress Up

Simple Board Games

Books (Ladybug Girl, Bear books, If You Give...)

## *Resource for You!*

25 Books of Christmas series

Parents and Preschoolers READ series



## *Ages 4 years – 5 years old*



Ages 4 - 5 years old

## *Language Development*

Recalls part of a story  
Speaks in sentences of more than five words  
Has grammar similar to their family's

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Ages 4 - 5 years old

## *Speech Development*

Uses all speech sounds with possible exceptions of: v, l, th, ch, j, s, z, zh  
100% of speech is intelligible (some errors may be noticeable)

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Ages 4 - 5 years old

## *Social & Emotional Development*

Wants to please friends  
Shows more independence

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Ages 4 - 5 years old

## *Physical Development*

Prints some letters  
Dresses and undresses without assistance  
Uses a spoon, fork, and sometimes a table knife  
Walks backwards

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Ages 4 - 5 years old

## *In your Classroom*

Help with planning activities  
Mystery Bag  
Magnetic Letters and Numbers  
Books (Dr. Seuss, Kissing Hand)

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## *Resource for You!*

B4K - Before Kindergarten series

A Seussy Summer series



## *Ages 5 years — 6 years old*



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Ages 5 - 6 years old

## *Language Development*

Identifies words that rhyme (e.g: cat and hat)  
Follows 1-2 simple directions in a sequence  
Answers open-ended questions (e.g., "What  
did you have for lunch today?")  
Shows interest in and start conversations

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Ages 5 - 6 years old

## *Speech Development*

Can be understood by most people  
Produces all sounds with the possible exception of:  
z, voiced and voiceless /th/, sp, sw and sl

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Ages 5 - 6 years old

## *Social & Emotional Development*

Contributes to a small group without prompting  
Follows the rules  
Cooperates with peers

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Ages 5 - 6 years old

## *Physical Development*

Jumps, kicks, runs, skips  
Kicks, throws and catches a ball  
Uses small, precise finger movements during coloring  
Copies crosses, diamonds and triangles  
Cuts with scissors

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Ages 5 - 6 years old

## *In your Classroom*

Cooking Activities  
PASSCODE for Important Numbers  
Books (There was an Old Lady series, Fancy Nancy;  
Chapter Books like Magic Tree House)

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# Resource for You!

B4K - Before Kindergarten series

Summer Writing series

Win-Lose Game



## Win-Lose Game

*a Good Sportsmanship game  
to play at home!*

## What to do if you are concerned & When to talk with parents...

- First work on it in the classroom
- Document concerns and what you have done to address the concern
- Ask questions and listen to the parent's concerns. "I would like to talk with you about how Billy is doing in the classroom and at home." Then listen!
- Ask "how does he do \_\_\_\_ at home?"
- Use a checklist, developmental list or skills inventory to point toward
- Determine a skill that both of you will work on
- Refer to someone when appropriate (pediatrician, SLP, occupational therapist, etc...)

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## What are the next steps?

### Speech-Language Screening

- A screening is a brief assessment to determine if a child's skills fall within the expected range for his or her age when compared to same age peers. Skills in the areas of articulation (speech sounds), fluency, voice, expression and comprehension are typically addressed, some formally and some informally.
- Screenings are classically scored on a pass/fail system. If a child "fails" any portion of the screening, a further evaluation may be recommended.

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## What are the next steps?

### Full or partial evaluations

- Evaluations range in length of time as well as cost. A detailed report with developmental history, medical history, current communication abilities as well as goals for home, school and therapy will be provided after the evaluation.

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## Q & A Time!

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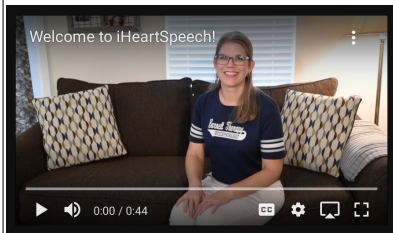
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on YouTube...



on my blog...

