



**FUNDACIÓN CENTRO SAN JUAN
DE JERUSALÉN**

**Técnicas para el desarrollo
del lenguaje 0-3 años**



**QUITO-ECUADOR
2020**

NINTH DISCUSSION

SUBJECT: Techniques to aid language development in 0-3 year-old

DATE: Thursday, October 08,2020

ADRESSED TO: speech therapists, early childhood teachers, mothers and fathers.

Objectives:

- To explain normal language development in children aged 0-3 years
- To introduce language acquisition techniques to be used with children aged 0-3 years.

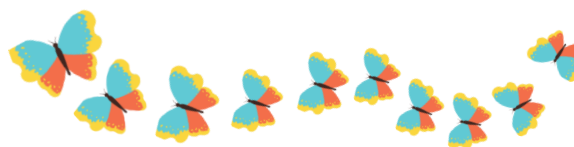


1. Language Development



Jorge mentions that, in line with the latest neuroscientific studies, we are able to understand language development in children on a practically month to month basis. He also stresses that, an understanding of this development is important to assess whether language development is normal, or if there are any issues which need the intervention of a language therapist.

- ❖ From 0-3 years: sensitivity to sounds
 - ❖ During this stage babies do not have verbal language (expression), however an understanding of language is demonstrated (non-verbal language); babies begin to be sensitive to sounds, and hearing forms the basis of understanding and later communication.



- Technique

- Ensure newborn babies listen to adults speaking.
- Speak to them face to face.
- Stimulate the auditory senses using different sounds, such as musical boxes, rattles etc.
- Tell babies when you are feeding them.
- Encourage verbal responses by tickling and massaging the baby
- It is important that the baby hears your voice, it doesn't matter if they don't understand.

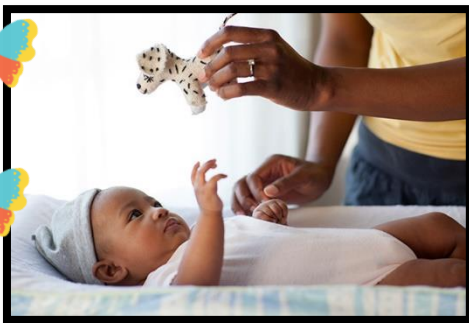


❖ From 4-6 months:

During this stage babies continue to develop and their development is characterized by the following looks, gestures and movements:

- Babies acquire more control over their movements and are able to play with their hands, feet and other objects.
- They are able to make intentional babbling noises.

Observing babies behavior during this stage allows parents to identify how their child communicates. Are they communicating intentionally or not? Are they making eye contact?



- Technique

- When speaking to the baby, do not alter the names of things; it is important to pronounce words correctly.
- Understand how a baby is feeling, by observing their sounds and gestures
- While babies are awake, it is important to give them lots of stimulation by talking to them, singing to them and playing gentle music to them.
- Babies will start to recognize faces, objects, voices and sounds and it is important to talk to them a lot.
- Although babies do not understand words at this stage, they are very conscious of the world around them.



❖ From 7–9 months

At this age babies are able to understand a lot more and have more ways of communicating. They should be able to understand when they are told not to do something (understand 'no'), for example: if someone says 'no, don't do that' they should respond by stopping what they are doing, or turning around, if their name is mentioned. During this period children begin to babble, imitating adult speech. They also learn to sit without support and begin to crawl, this allows them to explore and get to know their environment.

- Technique

- Make sure you are close to the baby's face and speak in an expressive manner, using gestures.
- When the baby makes sounds, encourage them by repeating their sounds back to them and congratulating them affectionately.
- Use the baby's name when speaking to them.
- Play games involving imitation, such as clapping and saying hello, and always add some extra information.
- Narrate everything the baby sees and does, as this will increase their vocabulary.



❖ From 10-12 months

During this period children display different communication styles: reluctant, passive, or sociable. The communication style they display can either help them to communicate with others or make it more difficult; this depends to a large extent on their ability to initiate interactions or respond when others interact with them.





At this point, babies should be able to:



- Look in the right place if an object is hidden
- Take their first steps
- Hold a cup by themselves
- Give and collect objects
- Pronounce three or more words

- Technique

- Repeat the sounds a baby makes, copying their intonation
- Play at imitating and repeating sounds and gestures
- Ask children about things they are interested in, such as songs, stories and games, as this will motivate them to talk.
- When sharing stories, ask them questions such as: Where is it? What is it doing? What does it sound like?



❖ From 13 to 15 months: Independence

- Children should be feeding themselves with a spoon, even if this is messy.
- Say four or five words
- Recognize parts of the body
- Imitate adult activities



- Technique

- Take different objects out of a box and ask children to name each item
- Name different parts of the body during daily activities, such as washing and dressing
- Whenever something happens, such as a toy getting lost or broken, try to get the child to explain what has happened



❖ From 16-18 months

During this stage there is a significant increase in children's understanding and expression and children have a greater interest in communicating. Songs increasingly attract their attention and they sing and exhibit echolalia (the repetition of words), they can also understand adults instructions better, name family members and begin to say their own name.



- Technique

- Observe children whilst they are playing, to find out what they like
- Show children familiar objects, for them to name.
- Give clear, simple instructions, accompanied by gestures.
- Ask them several questions every day, about the things around them and what they are doing
- Make little rhymes, songs and onomatopoeic sounds to accompany words, for example: this is doggie, the doggie says "woof, woof".

❖ From 19 to 21 months: Explorer

During this period there is a big increase in vocabulary (of around 18 to 20 words). Children can name four objects or more, whilst taking them out of a box. They also start to recognize familiar objects (in shapes or pictures) and can join two words together to try to explain things that have happened



- Technique

- Make a game of taking different objects out of a box.
- Make a book for the child, with photos of known objects they can recognize and name.
- During bathing or changing times, point out and name parts of their body.
- When something happens, ask them questions to try to find out what it was.
- Give as much information as you can about objects, for example: this is an apple, its a red fruit, try it and see if it is sweet.



❖ From 22 to 24 months: Say simple sentences

It is common for children to refer to themselves by name, but little by little they will start replacing their name with the pronoun 'I'. They will also start to form longer sentences of three or four words and become more curious about their environment. It is important that adults always respond to any questions a child has, as this will stimulate their interest and increase vocabulary.



- Technique

- Put the eye-catching images in the child's book.
- Whilst doing any activity, ask the child questions.
- When you tell them something, notice if they respond using sentences with three words.
- Do not leave children's questions unanswered.
- Help children to express their ideas by asking them simple questions.

❖ From 25-30 months: Increase in vocabulary

During this stage children will use approximately 200 words. Their attention span is longer, echolalia should stop, and they will be able to express their ideas more clearly.

- Technique

- Ask children questions and they will gradually begin to use pronouns.
- Tell children about key events that happen throughout the day, this will encourage them to also tell you things.
- Add familiar vocabulary to their book.



❖ From 31 to 36 months: Stage of why?

During this period children ask a lot of questions about things and in this way gain reasoning and vocabulary. They know their full name and ask a lot of questions involving 'how' and 'when'. They also become more sociable as they are now able to communicate with other children of the same age.



- Technique

- When children ask something they don't know, answer clearly and simply.
- Encourage them to say their first and last name.
- Play games involving actions and ask them what they think you are doing.
- When a child asks a question incorrectly, repeat the question back to them correctly and ask them to also repeat it
- Play verbal games which involve turn taking, so that the adult asks a question and the child responds and vice-versa.

Lastly, Willy mentions that difficulties can be detected at a very young age, for example: if a baby doesn't interact with its parents when they talk to it, if it doesn't react to sounds, if it doesn't vocalize, or if loud sounds don't provoke a reaction. If these difficulties are spotted, consult a pediatrician or otolaryngologist to find out what the issue might be. Hearing is crucial to language development, so it is very important to be aware of any warning signs which indicate different development to their peers.

The stimulation of language during the first few years aids development in many areas, including cognitive development itself. Early language is essential to future communication and literacy and for that reason early detection of problems and early intervention are very important. Problems will be reduced if they are identified early.

