

Developmental Language Considerations

AGE	SKILLS	EXAMPLE	ASPECTS TO CONSIDER
<p>2.6 - 3 years</p> <p><i>(*There will be individual differences at each age level due to variation in the acquisition of language skills)</i></p>	<p>Begins to use the “WH” questions to get information.</p> <p>Understands some simple pronouns</p> <p>Uses simple sentences</p> <p>Understands simple spatial concepts</p> <p>Understands some quantity concepts.</p> <p>Understands actions in pictures.</p> <p>Can tell about remote events.</p> <p>Understands <i>simple</i> negatives</p>	<p>Usually obtained in this order: What, Where, When, Why, and How. <i>(Although Why and How are somewhat abstract and may be absent or acquired much later for the child with DD.)</i></p> <p>I, you, me</p> <p>I drink water</p> <p>Put the ball in the box. Take the ball out of the box.</p> <p>Give me all of the blocks. Give me some of the blocks.</p> <p>Tell me what is happening in this picture.</p> <p>What do you do when you are hungry?</p> <p>Do not cross the street.</p>	<p>In a typically developing child, at <u>2 years of age</u>, approximately 2/3 of what the child says should be intelligible.</p> <p>At <u>3 years of age</u>, approximately <u>90%</u> of what the child says should be intelligible.</p> <p>Avoid using he, she, that, or it as pronouns when asking a question. This may be too confusing for the child.</p> <p><u>Locative prepositions</u> are acquired first. These locate items in spatial dimensions (in, on, go to...)</p> <p>Next, children acquire <u>connective prepositions</u>, which show the relationship of people/things to each other, e.g. <i>Put it <u>with</u> the books.</i></p> <p>When expressive language difficulties or limited vocabulary are present, child may relate better to the request to “show me”.</p> <p>*If at all possible, phrase your questions in the affirmative, these are less complex. (Mom was at home when it happened? As opposed to Mom wasn’t home when it happened?)</p>

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<p>3.6 - 5 years</p> <p><i>(*There will be individual differences at each age level due to variation in the acquisition of language skills)</i></p>	<p>Compares objects.</p> <p>Can understand some simple time concepts (<i>@age five- child generally knows: morning, afternoon, night, day, later, after, while, tomorrow, yesterday, today</i>)</p> <p>Responds to simple “When” questions.</p> <p>Can identify a common object.</p> <p>Can define/state the purpose of some simple words. (ex., car, hat, shoe, chair)</p> <p>Responds to simple “Where” questions.</p> <p>Understands under and over.</p>	<p>Which one is bigger?</p> <p>Did you go in the daytime? Was it a school day?</p> <p>When do you eat breakfast?</p> <p>Show me the fork on the table. (<i>Recognition is easier than Recall</i>)</p> <p>Tell me what a car is.</p> <p>“Where” is your coat?</p> <p>Put the ball under the table. The block is over there.</p>	<p>-A concrete or visual reference is essential for children with DD when asking them to make comparisons.</p> <p>-Prepositions, although short and relatively simple, can carry complex meanings which young children find difficult to interpret.</p> <p>When using prepositions, link them with concrete items or real life events.</p> <p>*Instead of asking, “What happened to you?”- which is a more difficult concept, ask, “What did someone do to you?”</p> <p>-Link questions to real-time events, e.g. before bedtime</p> <p>-Temporal prepositions (before, after, first, last) are acquired late and children will generally know “after” earlier than ‘before’.</p> <p>When using temporal prepositions, it is advisable to link them to <u>specific reference points in the child’s daily routine</u>.</p>

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<p>5 - 7 years</p> <p><i>(*There will be individual differences at each age level due to variation in the acquisition of language skills)</i></p>	<p>Understands time concepts more abstractly.</p> <p>Understands basic sequences of time.</p> <p>Can describe a simple and familiar procedure.</p> <p>Begins to understand more complex directions.</p> <p>Understands 'er' endings.</p> <p>Use of 'ly' adverbs.</p> <p>Uses superlatives to describe.</p> <p>Uses basic adjectives to describe people and objects.</p> <p>Can retell a story with visual support.</p>	<p>Fall, winter, spring, summer.</p> <p>Tell me what you did first. Tell me what you did last.</p> <p>Tell me how to make a sandwich. <i>*May be difficult for children with DD who have poor sequencing and organizational skills. May be easier to ask for the child to "show' you.</i></p> <p>Put the book in the red box that is open. <i>*May be more difficult, later emerging or absent in children with DD who cannot follow multi-step directions.</i></p> <p>Which one is the skater?</p> <p>He spoke softly.</p> <p>I am the best player.</p> <p>The dog is small and brown.</p> <p>Read/tell a story with a picture book. Then ask to have the child retell it using the pictures for support.</p>	<p>The number of body part words both understood and named (two skills: recognition and recall) increases with age. Words for parts of the face (eyes, nose, ears) are acquired before words for extremities (arms, legs, hand, foot) and torso (tummy). With this in mind, it will be helpful to have a doll or model available to ask child to 'show me'. <i>*Researchers have noted that children younger than 4 years of age poorly understand the use of dolls as a symbolic representation of themselves or others. (Thierry, Lamb & Pipe, 2005).</i></p> <p>Children under the age of 7 may lack the ability to link information together and will require more external support in the form of questions, probes and prompts to 'scaffold' the child's narrative skills.</p> <p>Children are less able to give appropriate and accurate responses when the question refers to objects, persons or actions <i>not present</i> in the immediate setting. (Concrete and visual examples are more important with younger children).</p> <p>Truth and Lies: Provide identification of lies by using simple and concrete examples addressing a single issue (concrete- with a present reference). Example: Child is coloring a picture of Barney. Interviewer may ask, "If I said you are playing with cars right now, what would I be doing?" Depending on child's response, interviewer could then ask, "Would I be telling the truth or telling a lie?" **An open question will be more effective with a child over the developmental age of 7 years- and a choice type question, (am I telling the truth or am I telling a Lie) with children under 7 years.</p>

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<p>8- 12 years</p> <p>(*There will be individual differences at each age level due to variation in the acquisition of language skills)</p> <p>By age 12, basic language and communication skills have been established in typically developing children.</p>	<p>Continued mastery of previous skills.</p> <p>Continued growth of vocabulary.</p> <p>Continued ability to use more complex sentences and descriptions. Can relate and describe past events with some detail.</p> <p>Beginning to think more abstractly and to use more abstract concepts. The use of concrete language and examples is still important.</p>	<p>(See previous examples)</p> <p>Vocabulary development depends upon exposure, familiarity, and the individual child and his/her particular circumstances.</p> <p>He was a tall man in a red jacket. He was running very fast around the corner.</p> <p>To say, 'describe the room' may be appropriate for most children. However, for the child with DD, it may be better to 'scaffold' with concrete questions such as; Tell me the color of the walls. Was there a chair in the room?</p>	<p>By 8 years of age, most typically developing children are able to correctly identify <u>examples</u> of telling the truth vs. lies. In terms of conceptual development, children find it easier to identify "lies" before they develop the skills to identify "truth".</p> <p>Child is likely to over-generalize if he hasn't got a word for something. Children with DD may lack the vocabulary to describe genitalia or sexual acts. If they lack the word for something they will label it using the word for something similar that they do have a label for, (Such as leg or foot for the word ankle) Children develop more general terms to describe emotion before more specific terms. Children tend to rely on happy and sad initially. By the age of 8, most typically developing children are able to verbally identify more specific emotions.</p>

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