



BOOK REPORT FORM

Title : _____

Author: _____

Illustrator: _____

Date began: _____ Date finished: _____

of pages: _____

Summary and opinion: _____

Delays in the Development of Speech and Language Phonology

- Awareness of Sounds
- Localization of Sounds
- Imitation of Sounds
- Discrimination of Sounds
- Sequencing Sounds
- Rhyming
- Sound Blending
- Segmentation

Delays in the Development of Speech and Language Phonology

- Awareness of Sounds
- Localization of Sounds
- Imitation of Sounds
- Discrimination of Sounds
- Sequencing Sounds
- Rhyming
- Sound Blending
- Segmentation

LANGUAGE BEHAVIOR IN THE CLASSROOM

The language impaired adolescent

- Frequently uses gestures, not words
- Uses “quips” (short, rapid-fire utterances)
- Speaks in choppy sentences
- Mispronounces words
- Gives “ballpark” responses (answers that are related, but not quite correct)
- Defines words poorly or uses them inappropriately
- Uses overly general words
- Frequently cannot call forth exact words, when vocabulary is known
- Asks for repetitions
- Complains that teachers talk too fast
- Rarely asks questions
- Does not participate in class discussions
- Has problems following directions
- Does assignments incorrectly, or not at all
- Fails to learn from questions asked by other students (i.e. may ask a question that has just been answered)
- Answers may be irrelevant to the question asked
- May interact in an irrelevant way in conversations with peers and adults
- Work is poorly organized
- Has difficulty demonstrating knowledge on written tests
- Does better with “hands on” learning
- Frequently unprepared – (i.e. homework, materials, reports, etc)
- Relates poorly with authority figures and with other students

Naming Words are Nouns

Doing words are Verbs

teacher

study

stove

nibble

square

friend

mother

uncle

walk

spend

invent

school

crumple

bicycle

work

rent

engine

garden

plastic

rodent

market

artist

monster

complain

Now please put these words in the correct column

Noun	Verb

Nouns are naming words. There are **proper nouns** and **common nouns**. **Pronouns** can take the place of a noun.

Please fill in the blanks with a noun or a pronoun.

_____ went to the _____ to buy some fish.

"Yuk!", said _____. "This fish stinks".

Two _____ decided to play a game.

_____ went outside to play, but it began to rain.

On Saturday there was no school, so _____ and _____ stayed _____ and watched TV.

Can a _____ fly?

That _____ is sad. _____ needs a friend.

ORAL LANGUAGE COMPETENCY CHECKLIST

- Attentional problems?
- Word comprehension and naming skills?
- Understands and follows simple directions.
- Understands and follows complex directions.
- Discriminates sounds.
- Sequences sounds.
- Does the child initiate language?
- What kind of language?
- Mean length of utterance.
- Are verb tenses used correctly?
- Appropriate use of interrogative forms:
 - how why where
 - who what when
- Are singular and plural forms used correctly?
- Can the child change imperatives to interrogatives?
- Irregular verb forms used correctly?
- Are there inconsistent language patterns?
- Delayed or inadequate language?
- Articulation problems?
- Difficulties with syntax?
- Cluttering or stuttering?
- Pragmatic / social language skills?
- Organizational problems?
- Understands and uses appropriately concepts of:
 - time numbers space
- Correct usage of prepositional speech.

PARTS OF SPEECH	PARTS OF A SENTENCE
NOUNS	
COMMON NOUNS	
PROPER NOUNS	
PRONOUNS	
VERBS	
ADVERBS	
ADJECTIVES	
PREPOSITIONS	
CONJUNCTIONS	
INTERJECTIONS	

SOME REFLECTIONS REGARDING LANGUAGE

Language is the system of rules internalized in the brain. Speech (vocalization) is the motor act.

Humans are born with the genetic blueprint for developing language, and need only the neural and mechanical "hook-ups" functioning smoothly and cooperatively, to become good communicators and successful language users.....
Rawson 1992

The "language continuum" may be viewed as a braid, rather than a sequential process, consisting of multiple strands which are added to and interwoven with the whole at various points in the developmental process.....Dickinson & McCabe 1991

There is an intimate relationship between language and conceptualization. Critical factors in developing the self-concept depend on the ability for long term storage of symbolic relations.....the inter- action between phonemic and symbolic sets of memories, allow for a modeling of the world.....
Edelman 1992

Language difficulties do not "go away". They simply change as a function of time and the new demands on the organism.

Learning to read and write is part of, not separate from learning to speak and comprehend.....
Wallach & Butler 1994

Language shapes, defines and expresses who and what we are.

Language functioning is dependent upon reception, integration, storage, retrieval and expression of linguistic information.

Speech ---A medium of oral communication that employs a linguistic code, (language); through this medium one can express thoughts and feelings and understand those of others who employ the same code. Communication through vocal symbols. The motor act of verbal expression.

Language --- Any accepted, structured, symbolic system for interpersonal communication composed of sounds arranged in ordered sequence to form words, with rules for combining these words into sequences or strings that express thoughts, intentions, experiences and feelings; comprised of phonological, morphological, syntactical, and semantic components.

Articulation -- In speech, vocal tract movements for speech sound production; involving accuracy in placement of the articulators, timing, direction of movements, force expended, speed of response, and neural integration of all events. The manner in which phonemes are formed. A series of overlapping movements which place varying degrees of obstruction in the path of the out-going air stream and simultaneously modify the size, shape, and coupling of the resonance cavities.

Communication – Any means by which an individual relates experiences, ideas, knowledge, and feelings to another; includes speech, sign language, gestures, writing. It is the process by which meanings are exchanged between individuals through a system of symbols.

Communication Disorder – Any interference with an individual's ability to comprehend or express ideas, experiences, knowledge, and feelings.

Phoneme –The shortest arbitrary unit of sound in a given language that can be recognized as being distinct from other sounds in that language.

Phonetics -- The scientific study of speech sounds.

Phonology -- The study of the sound system of a language.

Pragmatics -- The practical interpretation and use of language. Everyday spoken or written language, e.g. asking questions to gain information, follow directions, etc.

Morpheme -- The smallest unit of meaning in a language. *Free morphemes* can stand alone and designate meaning; e.g. cat, walk, soft. *Bound morphemes* must be joined to a free morpheme to convey meaning. A bound morpheme may be a combining form or an affix. Comprehension begins at the level of the morpheme.

Morphology -- The study of how morphemes are joined together to form words; may provide a bridge between phonology and syntax.

Suprasegmentals – Features such as pitch, stress, intonation, and pause. In connected text, carries as much as 50% of the meaning, in English.

Syntax – Rules that dictate acceptable sequence, combination, and function of words in a sentence. The manner in which words are put together in a sentence to convey meaning. Rules of syntax vary among languages.

Semantics - - In linguistics and logic, the study of meaning.....in thoughts, behaviors, words, phrases, and in sentences. How words “mean” to each other.

Grammar -- The rules for speaking or writing according to the form and usage of a given language. The rules that outline the manner in which words can be combined to form acceptable sentences.