

Overall Goals
For Speech-Language Development
0-12 months

Prespeech Continuum Goals:

1. Establish eye contact: This involves gaining reciprocal attention directed toward one another's faces.
2. Establish whole body imitation/turn taking; This involves imitative motor activity, which may include waving bye-bye, throwing a ball, and so on.
3. Establish fine motor imitation: This includes behavior such as smiling, kissing, lip movements sticking out the tongue and licking.
4. Increase vocalizations: Non meaningful as well as meaningful vocalizations should be increased and validated when they take place.
5. Establish consistent pairing of sounds and meaning communication: This assists the child in transitioning from prelinguistic to a verbal mode of communication.

Adapted form , “Why do Babies Need Speech Therapy?” Paper presented by S.Vellman, B. Davis and M. Vihman, 1994 At the annual convention of the American Speech-Language -Hearing Association , San Antonio, Tx

Intervention Goals for Infants

Conversation routines:

1. Turn Taking: The goal is to increase the child's and adult's understanding of the necessity of turn taking as a conversational strategy.
2. Imitation: Both the child and adult must learn to read each other's communicative cues.
3. Topic Maintenance: It is necessary that the child learn to maintain joint attention in a conversation, regardless of whether the turn taking is

verbal or nonverbal.

4. Termination: As greater language skills are acquired, the child must learn how to terminate communicative exchanges.

Communicative Functions:

1. Requesting: The child must learn to use requesting as a strategy for imitating communicative exchanges. This goal may be accomplished through the use of verbal or non verbal cues.

2. Denying: This goal involves the child acquiring more acceptable strategies for denying.

3. Demanding: This goal requires the child to demonstrate more acceptable strategies for demanding.

4. Acknowledging: As greater language ability is demonstrated more acceptable strategies for demanding.

5. Commanding: Both verbal and nonverbal commanding behaviors make up this goal.

6. Protesting: Initially, this behavior is nonverbal; however as an increase in language is noted, intervention will focus on language-oriented protesting behaviors.

Communication Form:

1. Vocabulary: As communicative ability increases, an important goal will relate to increasing vocabulary size and content.

These are later than 12 months:

2. Sentence structure

3. Speech intelligibility

4. Social use

Adaptive from, "Communication Intervention for infants and Toddlers: A family context approach," by M. Briggs, 1992 at the annual convention of the Wisconsin Speech-Language -Hearing Association, Oshkosh, WI.

Child and Adult goals to Facilitate Communication

Child Goals:

Social play:

Increase the amount of interaction.
Respond to others with interest
Prefer social contact to being alone
Enjoy being in social contexts

Nonverbal Communication:

Establish habitual nonverbal communication patterns with others
Communicate back and forth with others
Respond to others' speech

Turn Taking

Stay in reciprocal interaction'
Take turns with others
Share the lead in play
imitate other's actions
Stay in give and take exchanges more than briefly

Language

Express experiences and intentions in words
Later than 12 months: use new words and word combinations
Talk about own and others' interest/activities

Conversation

Stay in balance conversations; for social reasons
Communicate for friendly contact
Take conversational turns
Keep the conversation Going
Stay on topic more than momentarily

Adult Goals:

Balance

Act and communicate as much as child does
Respond to child's communicative signals
Initiate communicative exchange
Communication for a response-wait for response
Sustain joint activities

Responsiveness

Respond to emerging communication skills
Respond to child's interests and pace
Respond to child's actions and communication signals
Respond to child's nonverbal communication

Match

Act and communicate in ways the child can imitate
Match actions, sounds, words
Show child how to next communicate
Be childlike

Nondirectiveness

Follow the child's lead; allow the child to share in directing the interaction
Comment more than using questions or commands
Limit questions to authentic one

Emotional Attachment

Become more spontaneously rewarding; engage child more for fun than to get something done
Actively enjoy the child
Be animated
Show childlike play style

Age Related Communication Intervention Goals:

0-1 Month

The child will respond reflexively to

conversational and environmental sounds.
The child will arrest activity when a sound is heard.
The child will be quieted by familiar friendly voices.
The child's repertoire of responses will be increased to include awareness fo new sounds.

1-2 Months

The child will cease activity to attend to unfamiliar voices.
The child will use body parts to produce sounds.

2-3 Months

The child will learn to look directly at the speaker's face.
The child will associate particular sounds with specific activities.

3-4 Months

The child will learn to turn his or her head deliberately toward the source of the sounds.

4-5 Months

The child will learn to recognize his or her own name.
The child will actively make efforts to cause sounds to occur through a motor act.

5-7 Months

The child will be make aware of different vocal patterns.
The child will be able to vocalize to either side
The child will attend to music.
The child will begin to show some understanding of words.

7-10Months

The child will respond consistently when his or her name is called.
The child will recognize names of common objects.

The child will demonstrate some understanding of simple questions.

The child will cease activity when told “no.”

9-12 Months

The child will continue to learn new words.

The child will localize and fix his or her gaze on a sound source to either side or below the hand level.

The child will listen to speech without being distracted by other sounds.

The child will follow simple directions with more accuracy than before.

The child will the rhythm of the music.

The child will understand simple questions.

The child will respond to rhythmic music with body motion.

Adaptive from , “Communication Intervention Birth to three” by Louise M. Rossetti, 2001.

Speech and Language Development from 1995, Communication Skills Builder.

Birth to 3 months:

Birth cry is undifferentiated

Reflexive sound making: produces throat sounds: k, l, g, h, and frontal sounds: ah, eh, uh.

Some variety in noncrying sounds

Differential cry true vocal communication begins

Coos and gurgles

Produces single syllables

Begins blowing bubbles

4 to 6 Months

Babbling begins: double syllables, puts lips together to say, 'm' and nasal tone is heard.

Vocalizes pleasure and displeasure

Stops vocalizing when adult is present

Initiates vocal play

Coos, chuckles, gurgles and laughs

Babbles to self, others and objects

Calls for attention

Vocally expresses eagerness

7-9 months

Uses 'm', 'n', 't', 'd', 'b', 'p' and 'z' when babbling multiple syllables

Babbles tunefully-singing tones

Uses a wide variety of sounds combination, including non-English sounds

Uses intonation patterns in vocal play

Initiates intonation and speech sounds of others

Shouts to get attention, listens, then shouts again

Says, "da-da" or similar patterns.

