

OVERVIEW OF SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN

Dr. Shubhangi Kapil Thakur*¹, Dr. Anil B. Kale² and Dr. T. Y. Swami³¹Assistant Professor, Kaumarbhritya Department, R.A. Poddar Medical College (Ayu) Worli, Mumbai.²HOD and Professor, Kaumarbhritya Department, R.A. Poddar Medical College (Ayu) Worli, Mumbai.³HOD and Professor, Kaumarbhritya Department, G.A.C. Dharashiv.

*Corresponding Author: Dr. Shubhangi Kapil Thakur

Assistant Professor, Kaumarbhritya Department, R.A. Poddar Medical College (Ayu) Worli, Mumbai.

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ABSTRACT

Speech and language are the skills we use to communicate with others. We form these skills during the first year of life. speech is making the sounds that become words-the physical act of talking. language is our system of using words and gestures to say what we mean, and understanding what others say. Communication is important for daily living. it forms the basis for social and emotional development, and for learning. The development of speech production skills in infants and young children occur in a sequence of stages, each one of which is related to its predecessor in a coherent way. The orderly progression is observed in all normal infants, and at a slower rate in many retarded children, the development of speech can be like development of motor skills, in general and of intelligence in the sensorimotor period, the infant's ability to communicate evolves, if a child is having difficulties with communication and language, their overall development social interaction, behaviour and academic skills are affected. Hence, there is need to learn normal speech and language development and this article describes the infants developing speech production skills relation to his communicative use of these skills.

KEYWORDS: Speech, language, development, motor skills.

INTRODUCTION

The first three years of life, when the brain is developing and maturing, is the most intensive period for acquiring speech and language skills. These skills develop best in a world that is rich with sounds, sights and consistent exposure to the speech and language of others. There appear to be critical periods for speech and language development in infants and young children when the brain is best able to absorb language. If these critical periods are allowed to pass without to language, it will be more difficult to learn. Speech and language are an essential part of any child's development. Language development impacts your child's social interaction, behaviour and academic skills. The use of language is the ability to generate and understand reproducible sounds or gestures that are recognised by others as representative of concepts. Language development begins slowly and subtle in the first year of life. language skills are subdivided into two realms:^[1] Receptive skills: the ability to comprehend communication.^[2] Expressive skills-the ability to produce communication. Language is defined as a method of both spoken and written communication. Language is made up of multiple components: phonology, morphology, syntax, semantics and pragmatics. Phonology means speech sounds (phonemes) that make up words. Morphology means

units of language, that make up words. syntax means the rules regarding how words can be combined into sentences, including verb tense, word order, and sentence structure. semantics the meaning of words in context or when combined into sentence. Pragmatics means the rules for social communication. Speech includes the components of articulation, fluency, voice. Articulation means production of sounds and affects the intelligibility of sounds. Fluency means the flow of sounds, syllables, words together to form sentence. Voice means the anatomical function of vocal folds as well as airflow to produce sounds.

Various factors play a role in the development

Anatomical defects: cleft lip and palate result in indistinct speech.

Environmental: when the child is overprotected, he does not feel the necessity for communication; hence speech development is delayed or affected.

Familial factors: if parents are not intelligent, the speech of the child will be delayed. There may be similar history of delayed speech in family members. This is due to the delay in maturation of the part of the nervous system concerned with the development of speech.

Genetic factors: genetic factors are associated with the neurological handicaps.

Gender: Girls begin to speak earlier than boys.

Hearing defects: if hearing is absent, the child does not develop speech. if the hearing is defective, the speech development will be poor.

Intact nervous system: Damage to the speech centre results in motor, sensory or conductive or global aphasia.

Early stimulation –: babies who are talked to develop speech earlier than babies who are not taken care of.

Early skills in speech perception and production

Speech and language development can be divided into three periods during early childhood called prespeech period, naming period 10 month to 17 month of age. Neonates demonstrate skills that are useful in the eventual development of receptive language, abilities. Even before birth, fetuses detect sounds and show preferences for some sounds over others. Prespeech period, which begins at birth. In the first few months of life, an infant will typically progress from altering to sound to responding to and seeking familiar voices. An infant's cry will start to differentiate based on his or her needs. Cooing (the production of vowel sounds) occurs at around 3 months of age. 3-4-month old children remain interested in sounds as they grow older and turn voluntarily towards the source of a sound. The infants

will begin to combine vowel sounds at around 5 months of age. Vowel and consonants Sounds will be combined together in the form of babbling at 6 months. At 9 months gesture including reaching to be picked up and waving bye- bye emerge. children integrate babble with into national pattern consistent with the parent's speech this is called jargon. Naming period between 10 months to 18 month –At 10 month begins with the ability to identify caregivers and objects by name, and this ability progress to the verbal expression of single words. At 1 year of age children begin to use specific “mama and dada” as their first words and two additional single words are used. Most children will start to comprehend words frequently used by caregivers (e. g. bath bottle) and will start to follow simple gestures commands. Child will start pointing to indicate a want or need (pointing). At 14 month of age child may combine sounds or mimic conversational words with varying intonations in the form of immature jargons. Child will start pointing to obtain attention of an adult to share something of interest (protodeclarative pointing).18 month of age child may be mimic words that they here (echolalia). Also, child should have a vocabulary of 10 words. Gestures progress during this period with the emergence of pointing.

Table 1.1: Receptive and Expressive Language Milestones./

Age Range	Receptive Response	Expressive Response
0 to 6 weeks old	Startles or widens eyes in response to sound	Shows variation in crying (hunger, pain)
6 weeks old to 4-month-old	Quiets in response to voice, blinks eyes in response to sound	Makes musical sounds; coos; participates in reciprocal exchange
4- to 9-month-old	Turns head toward sound; responds with raised arms when parent says “up” and reaches for child; responds appropriately to friendly or angry voices	Babbles; repeats self-initiated sounds
9- to 12-month-old	Listens selectively to familiar words; begins to respond to “no;” responds to verbal routine such as wave bye-bye or clap; turns in response to own name	Uses symbolic gestures and jargon; repeats parent. Initiated sounds
12- to 18-month-old	Points to three body parts (eyes, nose, mouth); understands up to 50 words; recognizes common objects by name (dog, cat, bottle, ball, book); follows one-step commands accompanied by gestures (“give me the doll,” “hug your bear,” “open your mouth”)	Uses words to express needs; learns 20 to 50 words by 18 months old; uses words inconsistently and mixed with jargon, echolalia, or both
18-month-old to 2 years old	Points to pictures when asked “show me;”; understands soon, in, on, and under; begins to distinguish you from me; can formulate negative judgments (a pear is not a cookie)	Uses telegraphic two-word sentences (“go bye-bye” “up daddy,” “want cookie”)
30-month-old	Follows two-step commands; can identify objects by use	Uses jargon and echolalia infrequently; makes average sentence of 2½ words; adjectives and adverbs appear; begins to ask questions, asks adults to repeat

		actions (“do it again”)
3 years old	Knows several colors; knows what we do when we are hungry, thirsty, or sleepy; is aware of past and future; understands today and not today	Uses pronouns and plurals; can tell stories that begin to be understood; uses negative (“I can’t,” “I won’t”); verbalizes toilet needs; can tell full name, age, and gender; forms sentences of three or four words
42-month-old	Can answer such questions as “do you have a doggie?” “Which is the boy?” and “what toys do you have?”; understands little, funny, and secret	Can relate experiences in sequential order; can recite a nursery rhyme; can ask permission
4-year-old	Understands same versus different; follows three-step commands; completes opposite analogies (a brother is a boy, a sister is a ...); understands why we have houses, stoves, and umbrellas	Tells a story; uses past tense; counts to 3; names primary colors; enjoys rhyming nonsense words, enjoys exaggerations; asks many questions a day
5-year-old	Understands what we do with eyes and ears; understands differences in texture (hard, soft, smooth); understands if, when, and why; identifies words in terms of use; begins to understand left and right	Indicates “I don’t know,” indicates funny, and surprise; can define in terms of use; asks definition of specific words; makes serious inquiries (“how does this work?” and “what does it mean?”); uses mature sentence structure and form

18-24 month of age children will experience a dramatic increase in vocabulary, both receptive and expressive which marks the word combination period. Total expressive language can include up to 50-100 words by the end of this period and child’s receptive vocabulary

usually larger. At the end of this period a child should be combined words into two-word sentence. Children also begin to identify parts and points to pictures when named.

Table 1.2: Phonemes and Intelligibility: this table describes the articulation of words and percent intelligibility of sounds.

Age (Years)*	Sounds Mastered	Percent intelligibility
2	--	50
3	14 vowels and p, b, m	75
4	10 vowels blends and n, ng, w, h, t, d, k, g	100
5	f, v, y, th, I, wh	100
6	R, s, z ch, j, sh zh and consonant blends	100

2 years of age child’s speech articulation should be at least 50% intelligible to others, at 30 month of age echolalia should cease, children should be using pronounce appropriately and they should be able to distinguish one item from a greater number. At 3years of age child should communicate in 3-word sentence. Speech articulation should be 75% intelligible. Child should be able to follow 2 step directions including Prepositions and pay attention for longer periods of time when read to. Children may begin to ask “what” and “where” questions. At 4 years of age speech should be completed intelligible (100%). Child should be able to relate experience verbally using complex syntax and speak fluently.

CONCLUSION

In the beginning children are not capable of the language skills they need to hold a conversation and communicate. In first years, children only can make sounds like babbling and cooing and they are receptive which means

they only listen and cannot produce words. After they turn to two, they become expressive and they begin to develop both phonological and vocabulary development that they able to produce words as children keep growing up to seven, they improve morphologically and syntax development as well.

SUMMARY

Assessments of Normal growth and development of language production and speech in daily routine paediatric clinic may benefits in prevention, screening, detection, diagnosis and treatment of language and speech disorders.

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