

**talkwithtoys**

EASY, ENGAGING, EFFECTIVE  
SPEECH THERAPY

the  
speech  
scoop.

# SPEAK UP Workshop

WITH JULIE BARRY, M.A. CCC-SLP  
AND KELLI MEYER, M.ED, CCC-SLP





# Learning Objectives

- \* **Recognize and articulate the motor and language milestones for children 0-3**
- \* **Implement age appropriate evidence based strategies to support speech and language development**
- \* **Utilize toy placement to promote motor skills, sensory exploration and language learning**
- \* **Create engaging, child-led and family centered therapy sessions that align with developmental stages**





# About us

## JULIE BARRY, MA CCC-SLP

Julie Barry is a seasoned PROMPT-trained clinician, specializes in early intervention, motor speech disorders, and preschool speech-language issues. Known for integrating movement into therapy, she provides engaging, evidence-based, and family-centered 1:1 sessions..

## KELLI MEYER, MED CCC-SLP

Kelli Meyer is a nationally recognized Pediatric Speech-Language Pathologist specializing in early childhood language development and parent education. She operates The Speech Scoop, an online community resource, and as a childhood development expert for Lovevery by empowering parents with communication strategies.

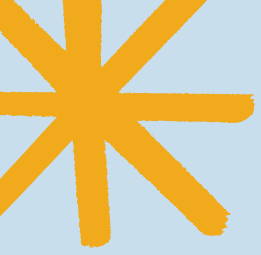


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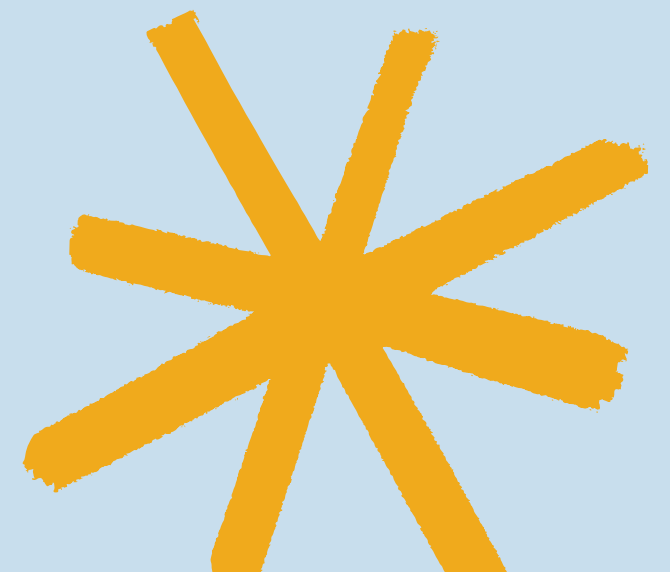




“

In the early stages of development, love is the best language”

-Julie Barry, M.A. CCC-SLP





# A new mindset

CONSIDERATIONS FOR THE WHOLE CHILD

- Positioning
- Placement
- Engagement
- Senses (touch, smell, voice/whisper, input)





# 0-3 Month Milestones

## Speech-Language

ASHA

- Alerts to sounds
- Makes sounds back and forth with you
- Coos, makes sounds like ooooo, aahh, and mmmmm
- Recognizes loved ones and some common objects

## Gross Motor

Nicole M. Sergent MPT

- Turns head from side to side when lying on stomach
- Flexed posture: Arms and legs are bent
- Lifts head briefly when lying on stomach
- Kicks legs and moves arms
- Raises head and chest during tummy time
- Begins to bear weight on legs when held upright

## Fine Motor

Nicole M. Sergent MPT

- Reaching for and grasping objects
- Following objects with their eyes in all directions
- Using a raking grasp to pick up small objects
- Transferring objects from one hand to the other



# Setting the foundation for language development

## Pre-Verbal

SKILLS BEFORE TALKING EMERGES

REACTS TO ENVIRONMENTAL STIMULI

RESPONDS TO PEOPLE

TURN TAKING IN VOCALIZATIONS

ATTENTION SPAN

JOINT ATTENTION

FOLLOWS DIRECTIONS

PURPOSEFUL VOCALIZATION

IMITATES ACTIONS

USES GESTURES OR SIGNS

INITIATES COMMUNICATION

Kelli Meyer, M.Ed, CCC-SLP





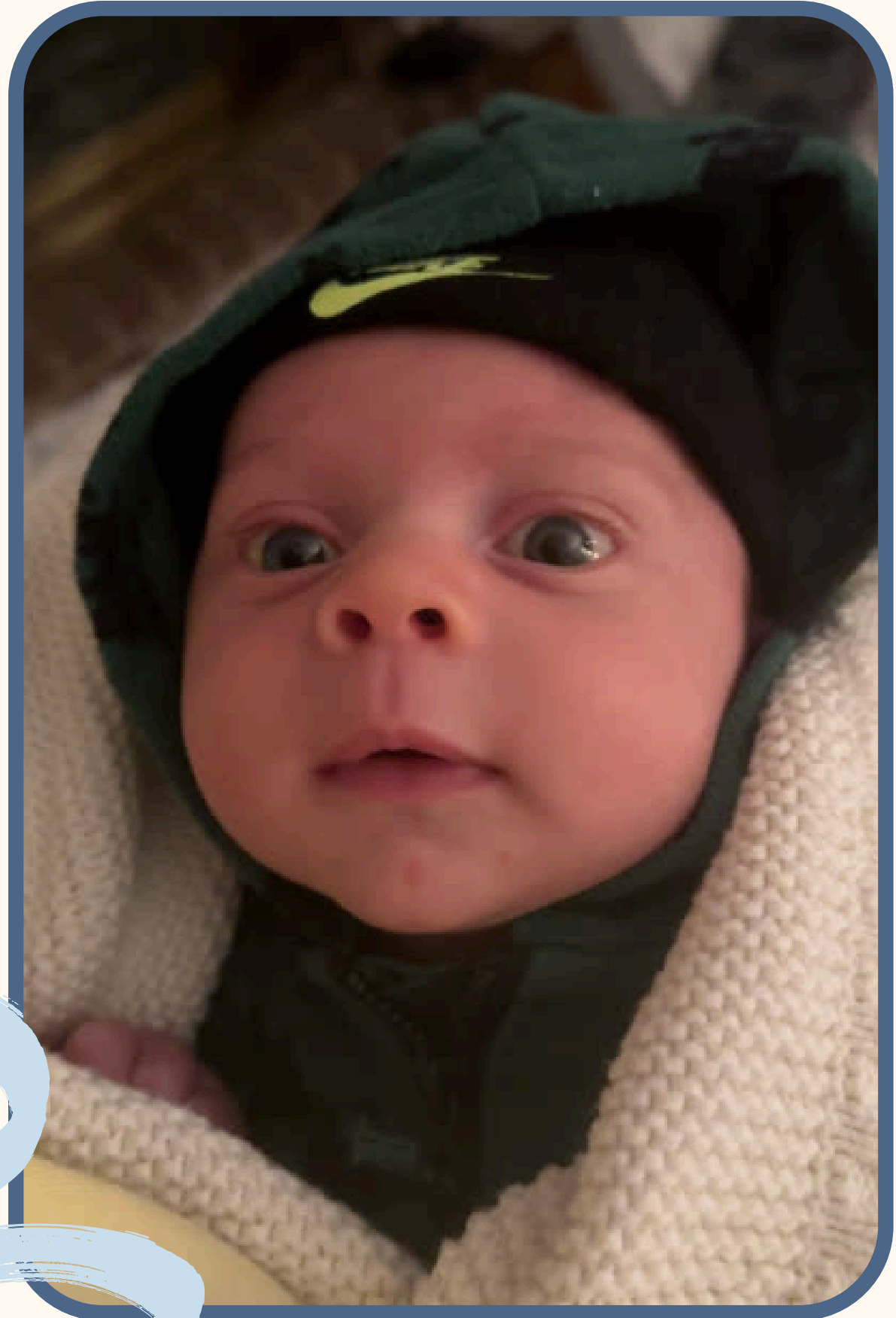
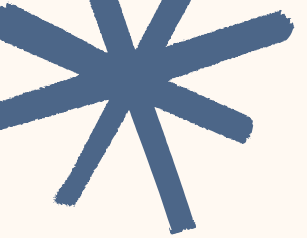
# Reacts to Environmental Stimuli

1-2 MONTHS

examples:

- startles at loud sounds (coffee grinder, dog barking, door slamming)
- responds to different surrounding - sights (bright rooms, daylight)
- reacts to touch
- responds to strong smells (around 8 weeks)





# Responds to People

2-3 MONTHS

reacts in response to someone or something





# 3-6 Month Milestones

## Speech-Language

ASHA

- Giggles and laughs
- Responds to facial expressions
- Looks at objects of interest and follows objects with their eyes
- Vocalizes during play or with objects in mouth
- Vocalizes different vowel sounds—sometimes combined with a consonant—like uuuuummm, aaaaaagoo, or daaaaaaaa
- Blows “raspberries.”

## Gross Motor

Nicole M. Sergent MPT

- Reaches toward dangling objects and people's faces
- Holds and shakes rattle
- plays with and watches their own fingers
- reaches for a toy with two hands; uses whole hand to grasp a toy
- passes a toy from one hand to another
- bangs toy on table
- may start rolling back to tummy or tummy to back
- may bear weight on legs

## Fine Motor

Nicole M. Sergent MPT

- Reaching for and grasping objects
- Following objects with their eyes in all directions
- Using a raking grasp to pick up small objects
- Transferring objects from one hand to the other

# Turn Taking in Vocalizations

3-4 MONTHS

Foundational building block of language skills

Generally begins with cooing

Use pauses, verbal routines, songs and motions to encourage verbal responses in turn taking







# PARENTESE

- ✓ Used Real Words
- ✓ Elongates Vowels
- ✓ Sing Song Tone of Voice
- ✓ Natural Pauses to encourage back & forth communication
- ✓ Models Correct Grammar



# BABY TALK

- ✗ Uses Made up words (Ex: “shoezie woozies, goo goo gah gah”)
- ✗ Incorrect Grammar (“Do the baby need milky?”)
- ✗ Models Poor Speech Articulation (“my Wittle baby”)



## EXAMPLE OF PARENTESE







# Develops Attention Span

5-6 MONTHS

Unassisted attention span rule of thumb is 2-3 x child's age in minutes

Example:

1 year = 2-3 minutes

2 years = 4-6 minutes

3 years = 6-9 minutes





# Joint Attention



## 6-7 MONTHS

- Looks back and forth between a toy and you
- Having a shared experience - basis of communication
- Social games are a great place to start
  - peek-a-boo
  - patty cake
  - giddy up horsey
  - ahh choo





# Purposeful Vocalizations

9-10 MONTHS

- vocalizations that are TO someone about something



**Kelli Meyer**  
Pediatric speech therapist







# Follows Directions

10-12 MONTHS

Very SIMPLE

- High five
- Wave goodbye
- Give me the ball
- Throw this away

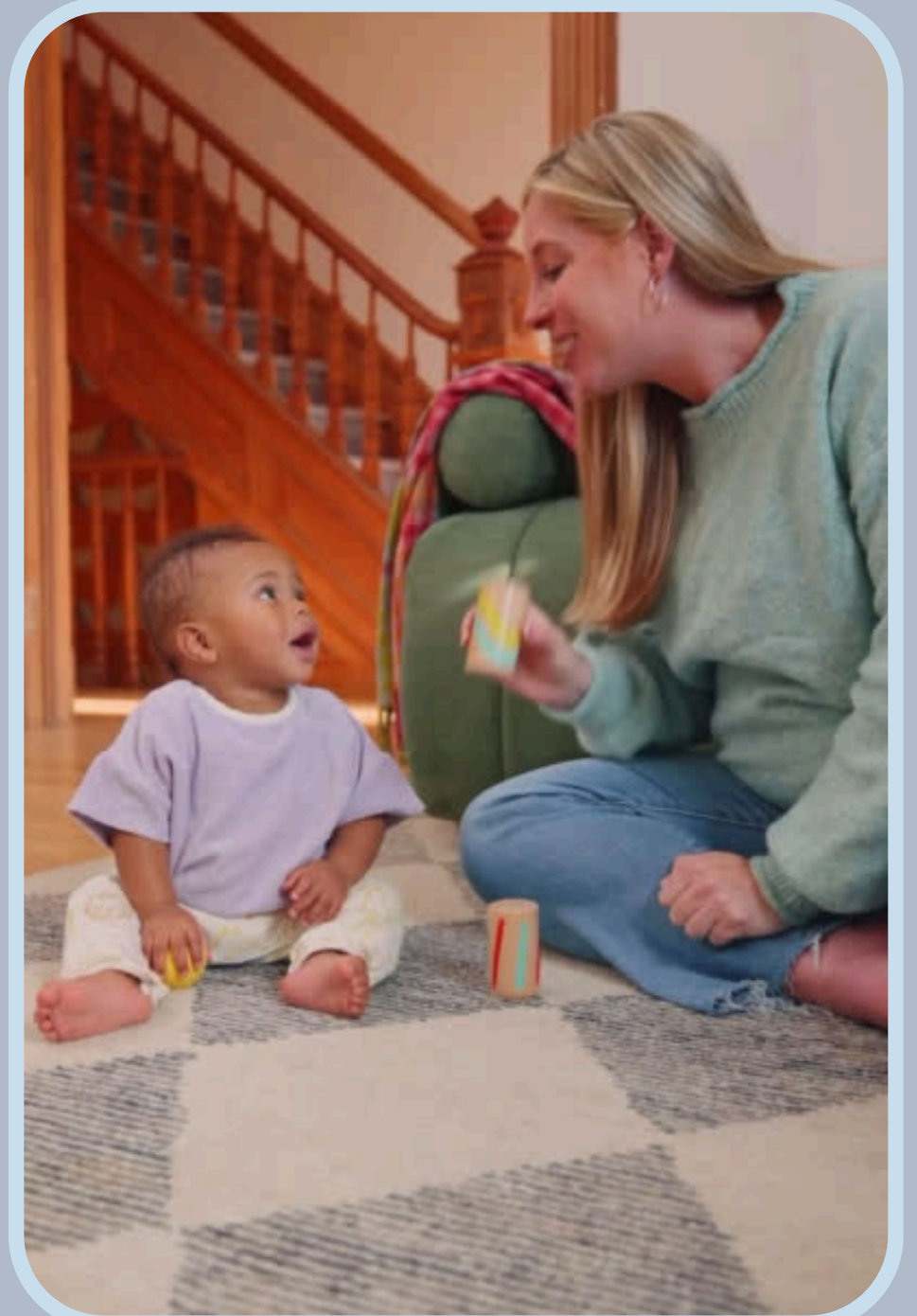




# Imitates Actions

10-12 MONTHS

Copying or imitating a movement; larger muscle movements first, followed by smaller muscle movements (gross -> fine -> speech). This is the foundation of the imitation hierarchy.





# Uses Signs and Gestures

## 11+ MONTHS

### Key Points:

- Signs ARE words (DHH community)  
ASL is a LANGUAGE
- There is no such thing as “baby sign”
  - We accept sign approximations as a child’s gross and fine motor skills develop and refine over time- just like word approximations
- Gestures are symbolic representations of words and/or phrases
  - “\\_(ツ)\_/”
    - IDK
    - Where’d it go
    - Who knows?
    - Uh oh/What happened?



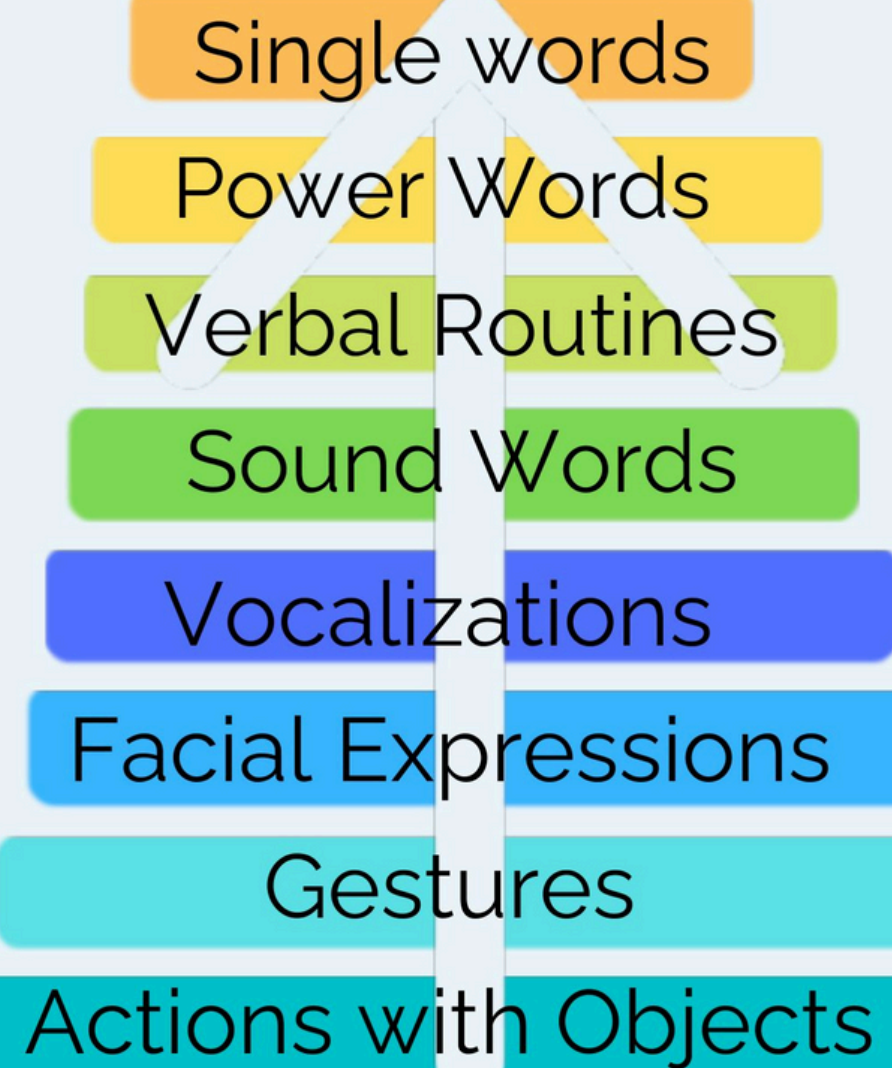


# GESTURES

16 X 16

- Shaking head yes/no
- Reaching up
- Blowing kisses
- Waving
- Pointing
- Clapping
- Shhhh!
- High Five
- Stomping
- Peek-A-Boo
- Motions to songs

## IMITATION Hierarchy





# Initiates communication

10-12 MONTHS

- Gives you something and possibly says something to gain attention
- leading by hand
- hand as tool
- whining/crying with intention to have needs met
- Intent to communicate, play, take a turn or make a request





**“Consider stability for  
certain ability”**

-Julie Barry, M.A. CCC-SLP



# 6-9 Month Milestones

## Speech-Language

ASHA

- Looks at you when you call their name
- Stops for a moment when you say, "No."
- Babbles long strings of sounds, like mamamama, upup, or babababa.
- Looks for loved ones when upset
- Raises arms to be picked up
- Recognizes the names of some people and objects
- Pushes away unwanted objects

## Gross Motor

Nicole M. Sergent MPT

- Babies can roll over in both directions, even while sleeping.
- Sitting: Babies can sit on their own, or may need some support.
- Crawling: Babies can crawl forward on their belly, and may also start to scoot, rock back and forth, or pivot.
- Pulling up: Babies may be able to pull themselves up to a standing position.
- May start to move with alternating arm and leg movements, like creeping, and get from a sitting to crawling position without help.

## Fine Motor

Nicole M. Sergent MPT

- Reaches for objects with either hand, shakes a rattle, and uses a raking grasp to pick up small objects
- Transfers objects between hands
- Uses a pincer grasp (thumb and index finger pads) to pick up small objects like Cheerios
- Pulls items placed vertically in Play-Doh, holds objects with pincer grasp, and pokes objects with their index finger

# 6-9 Month Considerations

FOR THE INDIVIDUAL CHILD

Verbal Routine  
Intonation  
Anticipation  
New motor skills





# 9-12 Month Milestones

## Speech-Language

ASHA

- Points, waves, and shows or gives objects
- Imitates and initiates gestures for engaging in social interactions and playing games, like blowing kisses or playing peek-a-boo
- Tries to copy sounds you make
- Enjoys dancing
- Responds to simple words and phrases like “Go bye-bye” and “Look at Mommy.”
- Says one or two words—like mama, dada, hi, and bye.

## Gross Motor

Nicole M. Sergent MPT

- Raises head and chest during tummy time
- Begins to bear weight on legs when held upright
- Makes controlled transitions from sitting to lying on belly
- Takes steps when body is supported
- Pulls up to stand while holding onto furniture (cruises) and can safely lower back

## Fine Motor

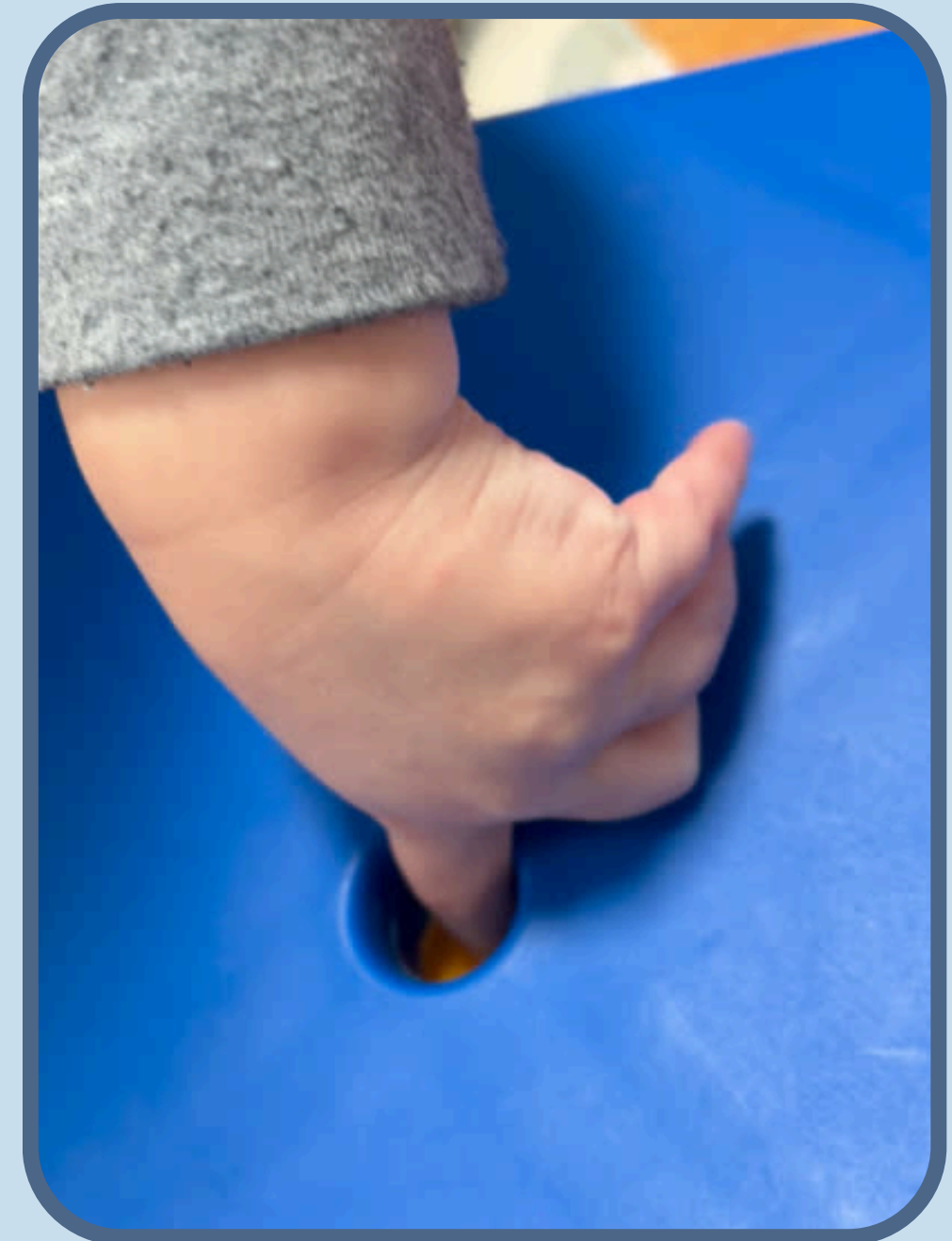
Nicole M. Sergent MPT

- Becomes more successful at picking up small objects using raking motion
- Reaches to obtain objects with one hand
- Begins to munch on soft foods which easily dissolves in mouth
- Places 3 or more objects in larger container
- Stacks one block on top of other or nests cups
- Secures tiny objects by using a pinching motion



# 9-12 Month Considerations

- Gestures
  - Reaching
  - Clapping
- Cause/Effect
- Social Games
  - So big
  - Peek a boo
  - Ah choo
  - Patty cake
- Stages of Pointing
  - Finger isolation in play





# Playing is Moving



## The brain prioritizes movement

MOVEMENT IS ONE OF A CHILD'S TOP PRIORITIES FOLLOWING ESSENTIAL SURVIVAL FUNCTIONS (BREATHING, DIGESTION)

## The human brain does one thinking task at a time

THE BRAIN LAYERS THINKING TASKS ON TOP OF AUTOMATED PROCESSES. WHEN MOVEMENT IS AUTOMATIC THE CHILD CAN BETTER PROCESS



# 12-18 Month Milestones

## Speech-Language

ASHA

- Looks around when asked “where” questions—like “Where’s your blanket?”
- Follows directions—like “Give me the ball,” “Hug the teddy bear,” “Come here,” or “Show me your nose.”
- Points to make requests, to comment, or to get information
- Shakes head for no and nods head for yes
- Understands and uses words for common objects, some actions, and people
- Identifies one or more body parts Uses gestures when excited, like clapping or giving a high-five, or when being silly, like sticking out their tongue or making funny faces
- Uses a combination of long strings of sounds, syllables, and real words with speech-like inflection

## Gross Motor

Nicole M. Sergent MPT

- Can imitate standing on one foot with hands held
- Can move backwards to sit on child-sized chair
- Throws a ball forward
- Enjoys pulling a string toy behind
- Walks up and down steps holding parents hands or rails
- Squats and pick up toys

## Fine Motor

Nicole M. Sergent MPT

- Isolates one finger to point at objects
- Uses both hand cooperatively with one holding and one manipulating
- Writes on paper with marks or scribbles  
Plays appropriately with shape sorter
- Can place circular and square pieces in a wooden knob puzzle
- Turns pages of a book
- Feeds self with spoon



# IMITATION Hierarchy

Single words

Power Words

Verbal Routines

Sound Words

Vocalizations

Facial Expressions

Gestures

Actions with Objects



# 19-24 Month Milestones

## Speech-Language

ASHA

- Uses and understands at least 50 different words for food, toys, animals, and body parts.
- Speech may not always be clear—like du for “shoe” or dah for “dog.” Puts two or more words together—like more water or go outside.
- Follows two-step directions—like “Get the spoon, and put it on the table.”
- Uses words like me, mine, and you Uses words to ask for help
- Uses possessives, like Daddy’s sock.

## Gross Motor

Nicole M. Sergent MPT

- Kicks ball with force
- Climbs on/off furniture well
- Walks up and down stairs with one hand on rail
- Hold caregiver hand
- Throws ball into large box or bucket
- Enjoys play on a scoot bike - no pedals
- Can go up and down small ladder and slide

## Fine Motor

Nicole M. Sergent MPT

- Can place tiny objects into small container
- Imitate vertical strokes and circular scribble on paper
- Purposefully turn pages of book one at a time
- Turns knobs and opens doors
- Can place triangular piece in knobbed puzzle



# When planning your session think...

HOW WILL WE MOVE?

WHAT WILL WE SAY?



# 25-36 month milestones

## Speech-Language

ASHA

- Uses word combinations often but may occasionally repeat some words or phrases, like baby – baby – baby sit down or I want – I want juice.
- Tries to get your attention by saying, Look at me!
- Says their name when asked
- Uses some plural words like birds or toys
- Uses –ing verbs like eating or running. Adds –ed to the end of words to talk about past actions, like looked or played
- Gives reasons for things and events, like saying that they need a coat when it's cold outside
- Asks why and how
- Answers questions like “What do you do when you are sleepy?” or “Which one can you wear?”
- Correctly produces p, b, m, h, w, d, and n in words.

## Gross Motor

Nicole M. Sergent MPT

- Can stand on one foot alone for a few seconds
- Enjoys and can follow simon says that include motor movements
- Walks backwards
- Hops on one foot
- Catches a ball
- Uses jungle gyms and small play sets with ease and safety awareness

## Fine Motor

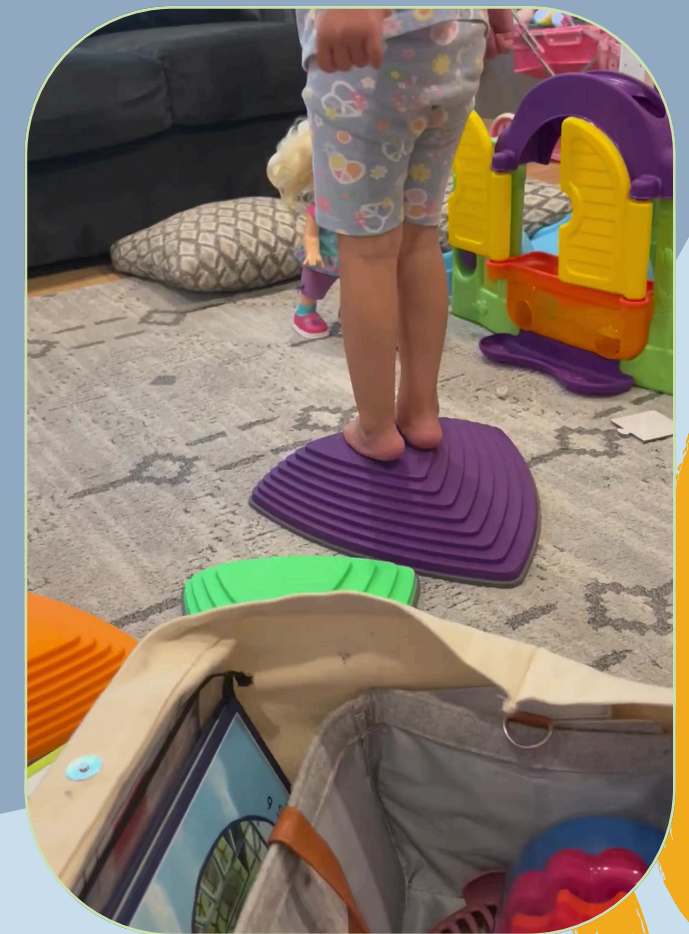
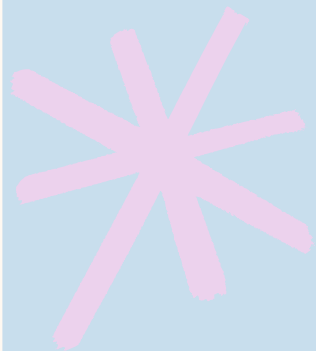
Nicole M. Sergent MPT

- Stacks six blocks into a tower by 24 months old and multiple towers or structures by 36 months
- Can hold a crayon using her thumb, index, and middle fingers
- Copies horizontal lines and a cross (by 36 months)
- Copies a circle and draws first purposeful drawing (by 36 months)
- Can cut along a line on paper (by 36 months)
- Can place paste on paper
- Begins to dress herself
- Eats with a fork



# Motivate with Movement

- Movement for regulation
- Following Directions
- Actions + “ING”
- Colors (processing)
- Cause/Effect
- Basic Concepts






# Key Takeaways

- \* **Prelinguistic skills are the foundation for language development**
- \* **Stability for Abilities**
- \* **Play is Moving**

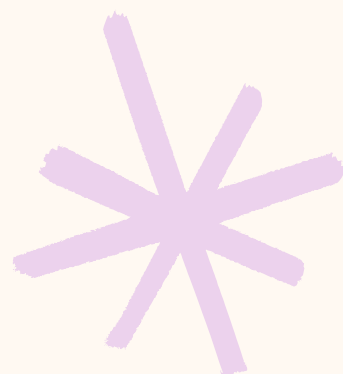
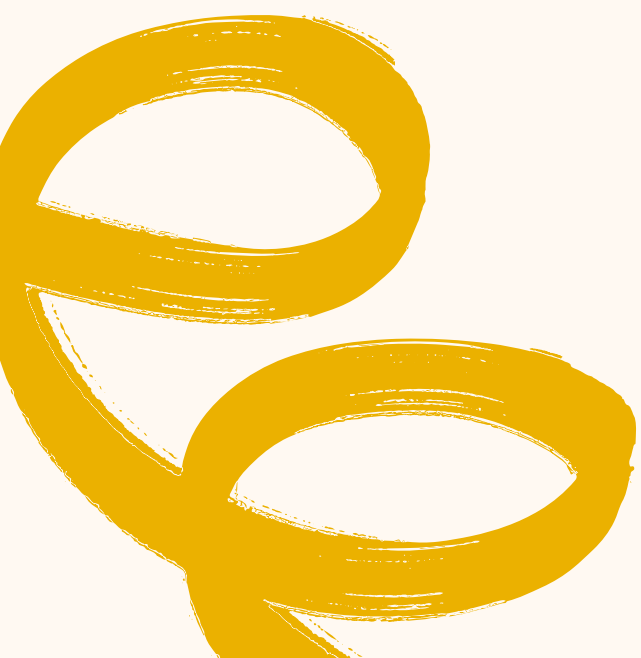
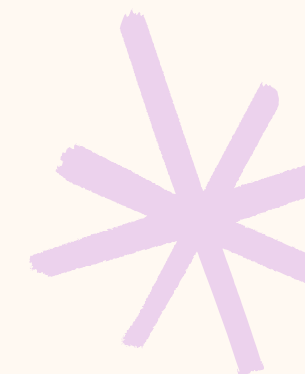
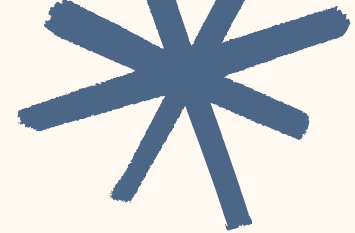




# Notes

- \* If there are concerns regarding a child's gross motor movements (i.e. toe-walking, sitting or crawling), the professional you would refer to would be:
  - \* A child's brain prioritizes movement during developmental periods
  - \* Evidence-based techniques to support speech and language development are the same for all age groups.
  - \* Effective toy placement can encourage movement, interaction, sensory exploration, and fine motor skills in children.
  - \* An infant typically begins to pull to stand and cruise along furniture around 4-6 months of age
- 

**Thank you!**





# Connect with us!



KELLI MEYER, MED CCC-SLP



JULIE BARRY, MA CCC-SLP

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