



“My child has what?!” Defining the Jargon of Speech Language Therapy.

Here’s a quick reference to understand some of the terms related to speech and language developmental delays and disabilities.

Articulation is the coordination of the tongue, lips and jaw for the production of sound and sequence sounds for connected speech of a given language system. By 5 years of age, most sounds are mastered. Children who demonstrate difficulties articulation often have errors of substitution, deletion, distortion or addition. Most kids do NOT grow out of lisping. Some articulation errors can be characterized as **phonological process**.

Most common **phonological processes** include:

Consonant Deletion: Deletion of any consonant sound in any position of the word;

initial position: /ut/ for cut

medial /bu-et/ for bucket

final: /bus/- /bu/ for bus

Backing: substitution of back sounds /k,g/ for /d,t/. dog=gog

Fronting: substitution of /d,t/ for /k,g/. cookie= tootie ; wagon=wadon

Stopping: substitution of /p,b,m,k,g,t,d/ for /f,z,sh,f,v,ch,th,j/ stop=dop shovel = tobel four= pour

Cluster Reduction: word level: spoon= poon, bathtub= bafub; at phrase level: frog jump = fog ump

Oral Motor Planning describes how the lips, tongue and jaw coordinate together to make sounds for connected speech. Children with dyspraxia often have difficulty with sequencing oral movements for connected speech. A child may be able to produce the /m/ sound but deletes the sound when he says “moo”. Different articulation errors are present when words and phrases are attempted.

Apraxia refers to a child’s inability to produce sounds expected for his/her age level. The child has difficulty moving from one sound to another and blending sounds together. Some children will be able to produce later developing sounds like /l,s/ but can’t do the earlier sounds like /m,p,b/. Verbal imitation skills are poor and they often need more cues to help with speech production. Oral motor planning difficulties at phrase and sentence level are moderate to severe. Childhood Apraxia of Speech (CAS) is preferred over alternative terms including developmental dyspraxia and verbal apraxia.

Expressive language refers to the preverbal (raspberries) and verbal behaviors (words) to communicate with others. Verbal expression is the way vocabulary words are combined to make sentences so we can tell each other what’s happening. Facial expressions, gestures and posture help animate the story too.

Auditory comprehension refers to the child’s ability to understand verbal language with and without linguistic cues. Auditory perception, auditory discrimination, auditory attention, auditory memory and auditory processing are all components of auditory comprehension. Yea, it’s that complicated. Hearing “something” vs. understanding the spoken word in noisy classroom are two separate skills.

Pragmatics refers to the way the child uses language to communicate with and affect others in a social manner, interpreting social cues like facial expressions and understanding that another perspective exists. It includes a person’s ability to use words and language skills to greet, make requests, relate, state feelings and ask for help as well as understanding social context and expectations.

Play: Play development includes early interactive games like peek-a-boo and learning how to group objects together in play. Toddlers enjoy cause-effect toys and later learn how to sequence play events together and how objects can be used for others; like a child using a stick as an airplane. As a toddler develops play includes turn taking and pragmatics. Changes in play behavior reflect the development of



representational thought and symbolism.

If you have any concerns about your child's development in any of these areas, please call for a free consult at 949 715 5845 or email us with your concern at lagunabeachlanguagespeech@gmail.com.