

Table of Contents

| | |
|--|-----|
| Introduction | 5 |
| Goals and Treatment Objectives for Pre-linguistic Skills (Chapter 7) | 7 |
| Activities for Pre-linguistic Skills | 10 |
| Goals and Treatment Objectives for Receptive Language Skills (Chapter 8) | 43 |
| Activities for Receptive Language Skills | 45 |
| Goals and Treatment Objectives for Expressive Language Skills (Chapter 9) | 73 |
| Activities for Expressive Language Skills | 78 |
| Goals and Treatment Objectives for Sound Production Development (Chapter 10) | 121 |
| Activities for Sound Production Development | 124 |
| Parent Handouts | 151 |
| Speech and Language Developmental Milestones | 152 |
| Areas of Language Development (Information explaining pre-linguistic/play skills, expressive language, receptive language, and developmental language delay) | 155 |
| Speech Problems that Affect How Your Child’s Speech Sounds (Information explaining apraxia, articulation disorders, phonological disorders, and fluency disorders) | 156 |
| Strategies to Facilitate Communication | 159 |
| Daily Activities to Target Speech, Language, and Pre-linguistic/Play Skills | 162 |
| Daily Activity to Work on Treatment Objectives | 163 |
| Sample Daily Activity to Work on Treatment Objectives (Bath Time, appropriate for all age groups birth to three) | 164 |
| Resources for Parents of Infants and Toddlers | 186 |

Table of Contents

| | |
|--|----|
| Introduction | 9 |
| Chapter 1: The Evolution of Early Intervention | 11 |
| Traditional Curriculum Models | 11 |
| Naturalistic Model | 12 |
| Chapter 2: Unique Features of Service Delivery | 14 |
| Service Delivery Model | 14 |
| Child Characteristics and Needs | 20 |
| Treatment Planning | 23 |
| Appendix 2A: <i>Hawaii Preparing for Integrated Preschool (PIP) Assessment</i> | 25 |
| Chapter 3: Evidence Base for Early Intervention | 29 |
| Effectiveness of Early Intervention | 29 |
| Effectiveness of Types of Intervention | 30 |
| Examples of Research with Specific Populations | 32 |
| Chapter 4: Medical Disorders and Syndromes Associated with Children Birth to Three .. | 36 |
| Chromosomal/Genetic Disorders | 36 |
| Neurological Disorders | 39 |
| Congenital Malformations | 40 |
| Atypical Development | 41 |
| Environmental Disorders and Other Medical Factors | 42 |
| Sensory Disorders | 44 |
| Infectious Diseases | 45 |
| Appendix 4A: Resources | 46 |
| Chapter 5: Tools and Methods for Assessment | 47 |
| What Is Assessment? | 47 |
| Principles of Assessment | 48 |
| Home-based vs. Center-based Assessments | 50 |
| Models of Assessment | 51 |
| Areas to Assess | 51 |
| Types of Tests | 56 |
| Adjusting for Prematurity | 58 |
| Hearing Acuity | 58 |
| Reassessing/Measuring Progress | 58 |
| Appendix 5A: Examples of Tests for Birth-to-Three Population | 61 |
| Appendix 5B: Symbolic Play Scale Checklist | 65 |
| Chapter 6: Treatment Methods, Techniques, and Materials | 66 |
| Activity-based Instruction | 66 |
| A Partnership Model: Following the Child's Lead | 67 |
| Effective Consequences | 69 |
| Remediation, Redefinition, and Re-education | 71 |
| Treatment Materials | 72 |
| Appendix 6A: Suggested Toys, Materials, and Books for Therapy | 73 |

| | |
|--|-----|
| Chapter 7: Intervention for Pre-linguistic Skills | 75 |
| Principles of Pre-linguistic Intervention | 75 |
| Attachment | 76 |
| Interaction Skills | 76 |
| Attention | 77 |
| Problem-solving Skills | 77 |
| Pragmatics/Communicative Intent | 77 |
| Play | 79 |
| Long-term and Short-term Goals for Pre-linguistic Behaviors | 80 |
| Pre-linguistic Ages of Acquisition/Treatment Objectives | 82 |
| | |
| Chapter 8: Intervention for Receptive Language | 84 |
| Receptive Skills and Cognitive Development | 84 |
| Verifying Comprehension | 84 |
| Strategies to Develop Receptive Language | 85 |
| Long-term and Short-term Goals for Receptive Language | 87 |
| Receptive Ages of Acquisition/Treatment Objectives | 87 |
| | |
| Chapter 9: Intervention for Expressive Language | 89 |
| Communicative Intent of the Message | 90 |
| Communicative Function Served by the Word Used | 92 |
| Semantic-Syntactic Relations | 94 |
| Morphemes and Early Sentence Forms | 95 |
| Tracking Development of Expressive Language | 97 |
| Intervention Techniques to Develop Expressive Language | 97 |
| Setting Goals to Develop All Aspects of Expressive Language | 99 |
| Expressive Ages of Acquisition/Treatment Objectives | 104 |
| Appendix 9A: Tracking Development of Communicative Intent (Pragmatics) | 106 |
| Appendix 9B: Relating Core Lexicon to Treatment Objectives | 107 |
| Appendix 9C: Development of Communicative Functions | 109 |
| Appendix 9D: Tracking Development of Communicative Functions | 110 |
| Appendix 9E: Tracking Semantic-Syntactic Relations | 111 |
| Appendix 9F: Tracking Development of Morphemes | 112 |
| Appendix 9G: Tracking Development of Basic Sentence Types | 113 |
| Appendix 9H: New Words | 114 |
| | |
| Chapter 10: Intervention for Sound Production Development | 115 |
| Manual and Touch Cues to Stimulate Sound Production | 119 |
| Goals, Treatment Objectives, and Activities for Sound Production Development | 122 |
| Sound Production Ages of Acquisition/Treatment Objectives | 123 |
| | |
| Chapter 11: Augmentative and Alternative Communication | 125 |
| Appropriate Populations | 125 |
| Types of Augmentative Communication | 126 |
| Introducing AAC | 130 |
| Speech with Tracheostomy | 132 |
| Appendix 11A: Resources | 135 |
| Appendix 11B: Suggested Vocabulary Words in Sign Language | 137 |

| | |
|--|-----|
| Chapter 12: Documentation | 143 |
| Discipline-Specific Assessment | 143 |
| Discipline-Specific Treatment Plan | 145 |
| Individualized Family Service Plan (IFSP) | 146 |
| Long- and Short-term Goals for Pre-linguistic Skills, Receptive Language Skills, Expressive Language Skills, and Sound Production Development | 150 |
| Using Progress Notes to Collect Data | 154 |
| Six-Month Summary | 156 |
| Appendix 12A: Sample Speech & Language Assessment | 157 |
| Appendix 12B: Sample Speech-Language Pathology Treatment Plan and Discharge Summary | 160 |
| Appendix 12C: Sample Individualized Family Service Plan (IFSP) | 161 |
| Appendix 12D: Speech and Language Progress Notes (IFSP Meetings) | 164 |
| Appendix 12E: Developing Outcomes from Daily Activities | 165 |
| Appendix 12F: Selecting Goals, Treatment Objectives, Strategies, and Activities to Achieve Parent's Stated Outcome(s) | 166 |
| Appendix 12G: Matching Goals and Objectives to Strategies and Activities for the Home .. | 167 |
| Appendix 12H: Matching Daily Activities to Treatment Objectives | 168 |
| Appendix 12I: Speech and Language Progress Notes | 169 |
| Appendix 12J: Sample Six-Month Progress Report | 170 |
| References | 172 |