

Speech-Language Pathologists and Audiologists...

Early intervention is critical for children with communication problems. Speech-language pathologists and audiologists are involved in the prevention, identification and treatment of a child's speech, language and hearing disorders in partnership with parents, physicians, educators and health care providers. Children are at risk of developing social, emotional, behavioural and/or learning problems if speech, language and/or hearing problems are not identified early. Difficulties with communication affect not only the child, but the whole family.

The accompanying growth chart was designed to be used as an awareness tool. It provides physicians, parents, and other health and early education professionals a quick reference to early speech, language and hearing milestones. This brochure offers simple guidelines regarding key communication skills normally acquired by certain ages (birth-3 months, 3-6 months, 7-12 months, 12-18 months, 18-24 months, 2-3 years, 3-4 years and 4-5 years).

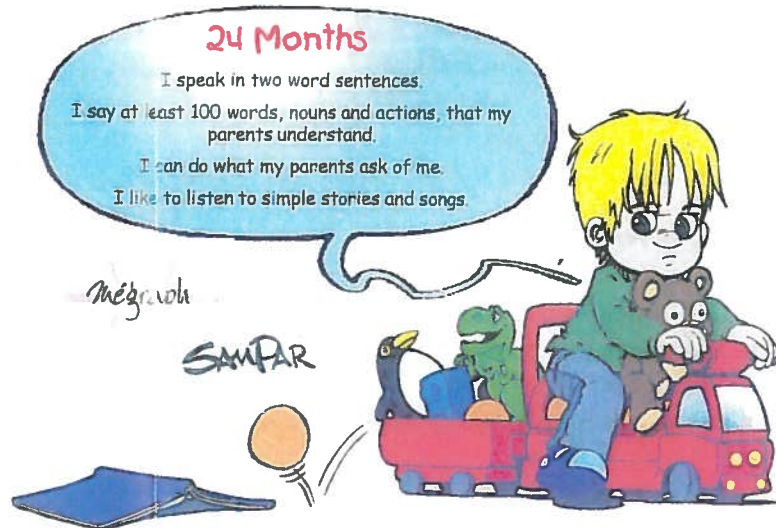
Communication develops over time and every child develops at his/her own rate. The growth chart and this brochure outline the ages at which most children will reach speech, language and hearing milestones. If a child does not develop one of the skills at the identified age range, it does not necessarily mean there is a problem. However, if you answer "No" to most of the items on this checklist at or below a child's age, refer to a speech-language pathologist and/or audiologist. A referral may also be warranted if the child is at risk for communication difficulties.

...Committed To Prevention

Risk indicators may include, but are not limited to:

- parental concern
- low birth weight
- pre-maturity (less than 37 weeks)
- anoxia at birth
- family history of speech, language and/or learning problems
- family history of congenital or progressive hearing loss
- drug/alcohol use during pregnancy
- a history of repeated and/or chronic ear infections
- the child speaks loudly or often asks people to repeat

Find a Professional at www.caslpa.ca



The Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) is the national association for speech-language pathologists, audiologists and supportive personnel working with these professionals in Canada. CASLPA represents almost 5,000 members, championing their professional needs, supporting continuing education and providing a comprehensive range of services, thereby maximizing the communication potential of Canadians.

Website: www.caslpa.ca

The Canadian Language and Literacy Research Network, a federal Network of Centres of Excellence, brings together leading scientists, clinicians, students and educators as well as public and private partners. The Network's mandate is to generate, integrate and disseminate bias-free scientific research and knowledge that is focused on improving and sustaining children's language and literacy development in Canada. The Network is hosted by The University of Western Ontario.

Website: www.cllrnet.ca

The Ordre des orthophonistes et audiologistes du Québec (OOAQ) The Quebec order of Speech-Language Pathologists and Audiologists is a professional body governed by a Quebec statute, the *Professional Code*, (R.S.Q., c. C-26), that protects the public with regard to the practice of its members in the realm of human communication disorders. The Order monitors the professional practice of Speech-Language Pathologists and Audiologists and fosters public access to quality services in order to contribute to the social integration of individuals and the enhancement of the quality of life of all Quebecers.

Website: www.ooaq.qc.ca

Speech, Language and Hearing Milestones

Prevent, Protect, Act



CANADIAN LANGUAGE & LITERACY RESEARCH NETWORK



sharing the science. opening minds.

Birth to 3 months:

Does the child:

- make cooing sounds?
- have different cries for different needs?
- smile at you?
- startle to loud sounds?
- soothe/calm to a familiar voice?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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4 to 6 months:

Does the child:

- babble and make different sounds?
- make sounds back when you talk?
- enjoy games like peek-a-boo?
- turn his/her eyes toward a sound source?
- respond to music or toys that make noise?

Yes	No
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7 to 12 months:

Does the child:

- wave hi/bye?
- respond to his/her name?
- let you know what he/she wants using sounds, and actions like pointing?
- begin to follow simple directions (e.g., Where is your nose?)?
- localize correctly to sound by turning his/her head toward the sound?
- pay attention when spoken to?

Yes	No
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By 12 to 18 months:

Does the child:

- use common words and start to put words together?
- enjoy listening to storybooks?
- point to body parts or pictures in a book when asked?
- look at your face when talking to you?

Yes	No
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By 18 to 24 months:

Does the child:

- understand more words than he/she can say?
- say two words together (e.g., More juice)?
- ask simple questions (e.g., What's that?)?
- take turns in a conversation?

18-24

Yes	No
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<input type="checkbox"/>	<input type="checkbox"/>
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2 to 3 years:

Does the child:

- use sentences of three or more words most of the time?
- understand different concepts (e.g., in-on; up-down)?
- follow two-part directions (e.g., take the book and put it on the table)?
- answer simple questions (e.g., Where is the car?)?
- participate in short conversations?

2-3

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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3 to 4 years:

Does the child:

- tell a short story or talk about daily activities?
- talk in sentences with adult-like grammar?
- generally speak clearly so people understand him/her?
- hear you when you call from another room?
- listen to TV at the same volume as others?
- answer a variety of questions?

3-4

Yes	No
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<input type="checkbox"/>	<input type="checkbox"/>
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4 to 5 years:

Does the child:

- pronounce most speech sounds correctly?
- participate in and understand conversations even in the presence of background noise?
- recognize familiar signs (e.g., stop sign)?
- make up rhymes?
- hear and understand most of what is said at home and school?
- listen to and retell a story and ask and answer questions about a story?

4-5

Yes	No
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