

YELLEN & ASSOCIATES

psychological, educational, speech & language services

SPEECH & LANGUAGE DEVELOPMENT MARKERS

<u>Age</u>	<u>Hearing & Understanding</u>	<u>Expressive Language</u>
3-6 months	Responds to sounds and voices by looking toward sound source. Pays attention to music.	Babbles. Practices sounds. Vocalizes back when talked to.
6-12 months	Responds to requests like "Come Here." Looks at pictures. Understands gestures.	Babbling sounds like real speech. Plays simple games like pat-a-cake. Vocalizes to get attention.
1-2 years	Obeys simple commands like "Put the truck in the box." Can point to body parts like nose and mouth. Recognizes pictures and objects. Listens to rhymes and songs.	Says first words and names objects. Repeats phrases like "all gone." Begins to use two-word sentences and questions ("Where kitty? What that?")
2-3 years	Identifies objects by function (i.e., "Which one do you play with?") Understands prepositions and adjectives like <i>in, on, big, little</i> .	Uses two to four word sentences. Vocabulary builds to around 900 words. Uses adjectives, prepositions, and pronouns.
3-4 years	Listens to stories. Follows two commands. Can match and sort objects. Remembers recent events.	Asks lots of questions. Speech is understandable. Tells stories, shares ideas. Vocabulary increase to 1,500 words. Uses most parts of speech. Counts to three.
4-5 years	Comprehends 2,500 words. Understands common opposites (<i>hot-cold; in-out; etc.</i>). Follows three-part commands. Likes books. Tries to "read" them. Can retell a story using pictures clues.	Uses complete sentences. Uses <i>how</i> and <i>where</i> questions. Talks about imaginary things. Counts to ten. Can name items in a category (food, animals, etc.). Has very few sound errors in speech.
5-6 years	Understands time concepts. Begins to differentiate between fact and fantasy. Understands humor, plot, surprise. Can sequence four pictures to make a story. Comprehends 4,000 words.	Tells several things about an object. Tells sequence of events. Uses imaginative language in play. Will usually talk willingly to adults. Likes to pretend and act out stories. Uses possessives, negatives, conjunctions, irregular plurals and complex sentences.
6-8 years	Understands riddles. Anticipates story endings. Is interested in current events. Wonders about abstract concepts like how things work. Understands some figurative language.	Gives short oral reports. Uses details in description. Uses most irregular verb forms. Creates conversation suggested by a picture. Names days, months, numbers in serial order.

Remember, these are general guidelines, and each child will develop at his or her own pace.

WHAT PARENTS CAN DO

- Talk naturally to your child. Talk about what your child is doing and what your child sees. Use well-formed sentences that are longer than your child's.
- Take time to listen to your child. Respond to what is said so your child knows you have been listening.
- Do not push your child to learn to talk. Accept some speech mistakes as your child develops. Don't ask your child to slow down or repeat.
- Have your child's hearing tested if you find you have to repeat a lot or have to talk loudly to get your child's attention
- Seek professional help from a certified Speech & Language Pathologist if you are unsure. Never wait to get help for your child if you suspect a problem.
- Early identification and referral for treatment of hearing, speech, and language disorders can prevent problems with behavior, learning, reading, and social interactions.

WHEN TO REFER TO A SPEECH AND LANGUAGE PATHOLOGIST

- As an Infant:
- a) The child has an unusual or ineffective suck, does not swallow well, has difficulty chewing, or has delayed oral-motor development.
 - b) The child demonstrates neuromotor impairment.
 - c) The child is at high risk for later communication problems because of environmental, neurological, or structural deficits.
 - d) The child has oral aversions or oral hypersensitivity.
- At 18 months:
- a) The child is not talking, has little speech sound play, and few consonants.
 - b) The child has less than ten words, but has an advanced gesture system.
 - c) The child does not respond accurately to short, simple directions accompanied by gesture.
- At 2 years:
- a) The child has few words and is not obviously increasing his vocabulary.
 - b) The child has many words, but is unintelligible and uses very few consonants or has a lot of vowel distortions.
 - c) The child does not understand short directions or simple questions, or does not pay attention to talking.
- At 3 years:
- a) The child is not combining three and four words into connected utterances.
 - b) The child still has a lot of unintelligible language.
 - c) The child echoes a lot and does not initiate many of his/her own utterances.
 - d) The child cannot follow two-step commands or does not respond appropriately to "who, what, or where" questions.
 - e) The child has dysfluencies (stuttering) and is showing obvious tension.
- At 4 years:
- a) The child is hard to understand to an unfamiliar listener.
 - b) The child consistently drops word endings.
 - c) The child has noticeably faulty sentence structure.
 - d) The child is not able to relate events with good sequence and information content.
- At 5 years:
- a) The child has difficulty following directions and attending to verbal information in a classroom setting.
 - b) The child does not speak in complete sentences.
 - c) The child has a harsh, hoarse, or unusual voice quality, abnormal inflection, or abnormal pitch.
 - d) The child has a suspected learning disability, which may be language-based.