**Speech and Language Development**

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| **Age** | **Understanding/Receptive** | **Talking/Expressive** | **Sounds/Articulation** | **How to help** |
| Birth – 3 months | * Startles at loud noises * Attends when you talk (quiet, smile) * Recognizes your voice | * Cooing * Different cries * Smiles |  |  Check if your child can hear. See if she turns to noises or looks at you when you talk. Pay attention to ear problems and infections and see your doctor.   Respond to your child. Look at him when he makes noises. Talk to him. Imitate the sounds he makes.   Laugh when she does. Imitate the faces she makes.   Teach your baby to imitate actions, like peek-a-boo, clapping, blowing kisses, and waving bye-bye. This teaches him how to take turns. We take turns when we talk.   Talk about what you do during the day. Say things like “Mommy is washing your hair”; “You are eating peas”; and “Oh, these peas are good!”   Talk about where you go, what you do there, and who and what you see. Say things like, “We are going to Grandma’s house. Grandma has a dog. You can pet the dog.”   Teach animal sounds, like “A cow says ‘moo.’”   Read to your child every day. |
| 4 months – 6 months | * Eyes track sounds * Responds to changes in your voice tone * Pays attention to music * Notices things make noise | * Coos and babbles * Giggles and laughs * Makes sounds when happy or upset | * Speech-like babbling sounds like *pa, ba, mi* |
| 7 months – 1 year | * Turns and looks in direction of sounds * Follows your point * Attends to name * Understands words for common items/people * Starts to respond to simple words and phrases (no, come here, want more) * Plays games like peek-a-boo and pat-a-cake | * Babbles long strings of sounds like mimi, upup, and babababa * Uses sounds and gestures to get attention * Points to objects and shows to others * Gestures like waving, shaking head * Says 1-2 common words (hi, dada) | * Imitates different speech sounds * Sounds in words may not be clear |

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| 1 – 2 years | * Points to a few body parts when you ask * Follows 1-step directions * Responds to simple questions, like “Who’s that?” or “Where’s your shoe?” * Listens to simple stories, songs, and rhymes * Points to pictures in a book when you name them |  Uses a lot of new words   Starts to name pictures in books   Asks questions, like “What's that?”, “Who’s that?”, and “Where’s kitty?”   Puts 2 words together, like "more apple," "no bed," and "mommy book." |  Uses *p*, *b*, *m*, *h*, and *w* in words   * Uses vowel sounds |  Talk to your child as you do things and go places. For example, when taking a walk, point to and name what you see. Say things like, “I see a dog. The dog says ‘woof.’ This is a big dog. This dog is brown.” Use short words and sentences that your child can imitate with correct grammar.   Talk about sounds around your house. Listen to the clock tick, and say “t-t-t.” Make car or plane sounds, like “v-v-v-v.”   Play with sounds at bath time. You are eye-level with your child. Blow bubbles, and make the sound “b-b-b-b.” Pop bubbles, and make a “p-p-p-p” sound. Engines on toys can make the “rrr-rrr-rrr” sound.   Add to words your child says. For example, if she says “car,” you can say, “You're right! That is a big red car.”   Read to your child every day. Try to find books with large pictures and a few words on each page. Talk about the pictures on each page.   Have your child point to pictures that you name.   Ask your child to name pictures. He may not answer at first. Just name the pictures for him. One day, he will surprise you by telling you the name. |

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| 2 – 3 years | * Understands opposites, like go–stop, big–little, and up–down. * Follows 2-part directions, like "Get the spoon and put it on the table." * Understands new words quickly. |  Has a word for almost everything.   Talks about things that are not in the room.   Uses words like *in*, *on*, and *under*.   Uses two- or three- words to talk about and ask for things.   Asks “Why?”   Puts 3 words together to talk about things. May repeat some words and sounds. |  Uses *k*, *g*, *f*, *t*, *d*, and *n* in words.   People who know your child can understand him. | * Use short words and sentences. Speak clearly. * Repeat what your child says and add to it. If she says, “Pretty flower,” you can say, “Yes, that is a pretty flower. The flower is bright red. It smells good too. Do you want to smell the flower?” * Let your child know that what he says is important to you. Ask him to repeat things that you do not understand. For example, say, “I know you want a block. Tell me which block you want.” * Teach your child new words. Reading is a great way to do this. Read books with short sentences on each page. * Talk about colors and shapes. * Practice counting. Count toes and fingers. Count steps. * Name objects, and talk about the picture on each page of a book. Talk about what the word means and give similar words. * Look at family photos, and name the people. Talk about what they are doing in the picture. Write simple phrases under the pictures. For example, “I can swim,” Your child will start to understand that the letters mean something. * Ask your child to make a choice instead of giving a “yes” or “no” answer. For example, “Would you like milk or water?” Be sure to wait for the answer and praise him for answering. You can say, “Thank you for telling mommy what you want. Mommy will get you a glass of milk.” * Sing songs, play finger games, and tell nursery rhymes. These songs and games teach your child about the rhythm and sounds of language. |

**Speech and Language Facts:**

* There is no evidence that a 2nd language is a risk factor to kids with a language impairment. Talk to your child in the language you are most comfortable using.
* Sounds listed are produced by 50% of children correctly at that age. Vowels and p, b, m, n, t, d, w are mastered by 90% of kids at age 3. The sounds h, y, k, g, f and s are mastered by 90% of kids at 4 years.
* Reading just one book a day to your child results in your child hearing about 290,000 more words by age 5 than children who are read no books. Children who hear more words are going to be better prepared to pick up reading skills.
* OWL: Observe, Wait, Listen – This is a good strategy to help late talkers and engage kids. Follow your child’s lead in play and language.

**When should I call for help?**

Difficulty making and maintaining eye contact with an adult by 6 months

No big smiles or other warm, joyful expressions during interaction with another person by 6 months.

No back-and-forth sharing of sounds, smiles, or other facial expressions by 9 months.

No babbling by 12 months

No back-and-forth gestures, such as pointing, showing, reaching, or waving by **12 months**

No consistent responding to their names by **12 months**

No words by **16 months**

Not following simple and familiar directions by **18 months**

If your child has fewer than 24 words and is between **18-20 months**

If your child has fewer than 40 words and is between **21-24 months**

If your child has fewer than 100 words and is between **24-30 months**

If your child not using several word combinations by **24 months**

No back-and-forth conversational turn-taking by **30 months**

Your child is nearing **30 months** and you do not understand what they are saying (articulation)

Your child does not engage with you (doesn’t look at things you talk about or point to, prefers to be left alone in a corner, always plays alone)

Any loss of speech or babbling or social skills (like eye contact) at any age

**Who should I call for help?**

If the child is age 0 to 2 years, 10 months:

Cumberland/Perry Early Intervention: 717-240-6100, York/Adams Early Intervention” 717-771-9893,

Franklin/Fulton Early Intervention: 717-709-4321

If the child will be 3 years old within 60 days of the initial call or is between 3 and kindergarten:

Tuscarora Intermediate Unit # 12 (Fulton county), 814-542-2501  
Lincoln Intermediate Unit #11 (York, Adams and Franklin county), 717-624-6491  
Capital Area Intermediate Unit #15 (Shippensburg area, Cumberland, Dauphin, and Northern York County), 717-732-8400

Resources: Chart adapted from ASHA.org, OWL is a strategy of “The Hanen Program”