

Name _____

Age _____

Yes No Hearing and Understanding

Birth–3 Months

- Startles to loud sounds.
- Quiets or smiles when spoken to.
- Seems to recognize your voice and quiets if crying.
- Increases or decreases sucking behavior in response to sound.

4–6 Months

- Moves eyes in direction of sounds.
- Responds to changes in tone of your voice.
- Notices toys that make sounds.
- Pays attention to music.

7 Months–1 Year

- Enjoys games like peek-a-boo and pat-a-cake.
- Turns and looks in direction of sounds.
- Listens when spoken to.
- Recognizes words for common items like “cup,” “shoe,” “juice.”
- Begins to respond to requests (“Come here,” “Want more?”).

1–2 Years

- Points to a few body parts when asked.
- Follows simple commands and understands simple questions (“Roll the ball,” “Kiss the baby,” “Where’s your shoe?”).
- Listens to simple stories, songs, and rhymes.
- Points to pictures in a book when named.

2–3 Years

- Understands differences in meaning (“go-stop,” “in-on,” “big-little,” “up-down”).
- Follows two requests (“Get the book and put it on the table”).

3–4 Years

- Hears you when you call from another room.
- Hears television or radio at the same loudness level as other family members.
- Answers simple “who?,” “what?,” “where?,” “why?” questions.

4–5 Years

- Pays attention to a short story and answers simple questions about it.
- Hears and understands most of what is said at home and in school.

Yes No Talking

Birth–3 Months

- Makes pleasure sounds (cooing, gooing).
- Cries differently for different needs.
- Smiles when sees you.

4–6 Months

- Babbling sounds more speech-like with many different sounds, including p, b, and m.
- Vocalizes excitement and displeasure.
- Makes gurgling sounds when left alone and when playing with you.

7 Months–1 Year

- Babbling has both long and short groups of sounds such as “tata upup bibibibi.”
- Uses speech or non-crying sounds to get and keep attention.
- Imitates different speech sounds.
- Has 1 or 2 words (bye-bye, dada, mama) although they may not be clear.

1–2 Years

- Says more words every month.
- Uses some 1-2-word questions (“where kitty?” “go bye-bye?” “what’s that?”).
- Puts 2 words together (“more cookie,” “no juice,” “mommy book”).
- Uses many different consonant sounds at the beginning of words.

2–3 Years

- Has a word for almost everything.
- Uses 2-3-words to talk about and ask for things.
- Speech is understood by familiar listeners most of the time.
- Often asks for or directs attention to objects by naming them.

3–4 Years

- Talks about activities at school or at friends’ homes.
- People outside family usually understand child’s speech.
- Uses a lot of sentences that have 4 or more words.
- Usually talks easily without repeating syllables or words.

4–5 Years

- Uses sentences that give lots of details (e.g., “I like to read my books”).
- Tells stories that stick to topic.
- Communicates easily with other children and adults.
- Says most sounds correctly except a few like l, s, r, v, z, j, ch, sh, th.
- Uses the same grammar as the rest of the family.

Instructions:

Read each statement for your child’s age group and check yes or no.

Every child is unique and has an individual rate of development. This chart represents, on average, the age by which most children will accomplish the listed skills. Children typically do not master all items in a category until they reach the upper age in each age range. Just because your child has not accomplished one skill within an age range does not mean the child has a disorder. However, if you have answered no to the majority of items in an age range, seek the advice of an ASHA-certified speech-language pathologist or audiologist through **The Speech and Hearing Center**.

Communication Tips

- Talk naturally to your child. Talk about what your child is doing, and what your child sees.
- Take time to listen to your child. Respond to what is said so your child knows you have been listening.
- Don't 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 an ASHA-certified audiologist or ASHA-certified speech-language pathologist if you're unsure. Never wait to get help for your child if you suspect a problem. You and your family members know more about your child than anyone.
- Early identification and treatment of hearing, speech, and language disorders can prevent problems with behavior, learning, reading, and social interactions.

Where to Get Help

If you think your child may have a speech, language, or hearing problem, you can contact an ASHA-certified

- **Audiologist:** Audiologists are hearing care professionals who specialize in prevention, identification, and assessment of hearing and related disorders and provide treatment, rehabilitative services, and assistive devices.
- **Speech-language pathologist:** Speech-language pathologists help people develop their communication abilities as well as treat speech, language, swallowing, stuttering, and voice disorders. Their services include prevention, identification, evaluation, treatment, and rehabilitation.

Speech-language pathologists and audiologists who are certified members of ASHA have completed their master's or doctoral degree and have earned ASHA's Certificate of Clinical Competence (CCC).

For Help or More Information Contact:



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Providing Professional Care*

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Information contained in this checklist provided by:



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