



Communication Checklist

For Children from Birth to Age 4

If the answer to **any** of the following questions is **NO**, call the HNHU Preschool Speech and Language Reception at 519-426-6170 Ext.3243 to refer your child for a speech assessment or use the online referral form at hnhu.org/speech

By 6 Months

Yes No

Does the child ...

- Turn to the source of sound? Yes No
- Startle in response to sudden, loud noises? Yes No
- Make different cries for different needs? (For example, "I'm hungry" or "I'm tired.") Yes No
- Watch your face as you talk? Yes No
- Smile and laugh in response to your smiles and laughs? Yes No
- Imitate coughs or other sounds? (For example, "ah," "eh," "buh.") Yes No

By 9 Months

Yes No

Does the child ...

- Respond to his/her name? Yes No
- Respond to the telephone ringing or a knock at the door? Yes No
- Understand being told "no?" Yes No
- Get what he/she wants through gestures? (For example, reaching to be picked up.) Yes No
- Play social games with you? (For example, peek-a-boo.) Yes No
- Enjoy being around people? Yes No
- Babble and repeat sounds? (For example, "babababa," "duhduhduh.") Yes No

By 12 Months

Yes No

Does the child ...

- Follow simple one-step directions? (For example, "Sit down.") Yes No
- Look across the room to something you point to? Yes No
- Consistently uses three to five words? Yes No
- Use gestures to communicate? (For example, waves "bye bye," shakes head "no.") Yes No
- Get your attention using sounds, gestures and pointing while looking at your eyes? Yes No
- Bring you toys to show you? Yes No
- "Perform" for attention and praise? Yes No
- Combine lots of sounds as though talking? (For example, "abada baduh abee.") Yes No
- Show interest in simple picture books? Yes No



By 18 Months

Yes No

Does the child ...

- Understand the concepts of "in and out," "off and on?" Yes No
- Point to several body parts when asked? Yes No
- Use at least 20 words consistently? Yes No
- Respond with words or gestures to simple questions? (For example, "Where's teddy?" or "What's that?") Yes No
- Demonstrate some pretend play with toys? (For example, gives teddy a drink or pretends a bowl is a hat.) Yes No
- Make at least four different consonant sounds? (For example, p, b, m, n, d, g, w, h.) Yes No
- Enjoy being read to and looking at simple books with you? Yes No
- Point to pictures using one finger? Yes No

By 24 Months

Yes No

Does the child ...

- Follow two-step directions? (For example, "Go find your teddy bear and show it to Grandma.") Yes No
- Use 100 to 150 words? Yes No
- Use at least two pronouns? (For example, "you," "me," "mine.") Yes No
- Consistently combine two to four words in short phrases? (For example, "daddy hat," "truck go down.") Yes No
- Enjoy being with other children? Yes No
- Offer toys to peers and imitate other children's actions and words? Yes No
- Speak in a way that people can understand his/her words 50% to 60% of the time? Yes No
- Form words and sounds easily and effortlessly? Yes No
- Hold books the right way up and turn the pages? Yes No
- "Read" to stuffed animals or toys? Yes No
- Scribble with crayons? Yes No

By 30 Months

Does the child ...

- | | Yes | No |
|--|--------------------------|--------------------------|
| • Understand the concepts of size (big/little) and quantity (a little, a lot, more)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use some adult grammar? (For example, “two cookies,” “bird flying,” “I jumped.”) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use more than 350 words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use action words? (For example, run, spill, fall.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Take short turns with other children, using both toys and words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Show concern when another child is hurt or sad? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Combine several actions in play? (For example, feed a doll, then put her to sleep; put blocks in a train, then drive the train and drop off the blocks.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Put sounds at the start of most words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Produce words with two or more syllables or beats? (For example, “ba-na-na,” “com-pu-ter,” “a-pple.”) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Recognize familiar logos and signs? (For example, McDonald’s golden arches, stop signs.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Remember and understand familiar stories? | <input type="checkbox"/> | <input type="checkbox"/> |

By 3 Years

Does the child ...

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Understand “who,” “what,” “where” and “why” questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Create long sentences, using five to eight words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Talk about past events? (For example, trip to grandparents’ house, day at childcare.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Tell simple stories? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Show affection for his/her favourite playmates? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Engage in multi-step pretend play? (For example, cooking a meal, repairing a car.) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Have a beginning interest in rhyming? Is he/she aware of rhyming? | <input type="checkbox"/> | <input type="checkbox"/> |

Is the child ...

- | | | |
|--|--------------------------|--------------------------|
| • Understood by most people outside of the family, most of the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Aware of the function of print? (For example, in menus, lists or signs.) | <input type="checkbox"/> | <input type="checkbox"/> |

By 4 Years

Does the child ...

- | | Yes | No |
|---|--------------------------|--------------------------|
| • Follow directions involving three or more steps? (For example, “First get some paper, then draw a picture, last give it to mom.”) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use adult-type grammar? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Tell stories with a clear beginning, middle and end? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Talk to try to solve problems with adults and other children? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate increasingly complex imaginative play? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Match some letters with his/her sounds? (For example, “Letter T says ‘tuh.’”) | <input type="checkbox"/> | <input type="checkbox"/> |

Is the child ...

- | | | |
|---|--------------------------|--------------------------|
| • Understood by strangers almost all of the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Able to generate simple rhymes? (For example, “cat-bat.”) | <input type="checkbox"/> | <input type="checkbox"/> |

Source: Government of Ontario

Please keep this Checklist for your own records. If you answered **NO** to the questions, then you can:

Refer any child for a Speech Assessment ...

- If you are concerned about his/her speech/language/hearing development.
- If her/his speech and language skills have not improved over the past six months.
- Who often repeats sounds and/or words (stuttering).
- Whose voice sounds different/odd to you.
- Whose play or social interaction seems inappropriate.
- With a diagnosis such as cleft lip/palate, hearing loss, PDD/autism, developmental delay (who is not receiving services).

Don't wait, it's never too early to get help!
Call the HNHU Preschool Speech and Language Reception at 519-426-6170 Ext.3243 or register online at hnhu.org/speech

Children starting Junior Kindergarten in the fall must be referred by the **end of June** in the year they will start JK in order to access assessment and treatment services. **Don't delay, call or register online today!**

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