



tph.to/earlyabilities

Communication Checklist For Children from Birth to Age Four

If the answer is **NO** to any of the following questions, call Early Abilities at 416-338-8255

If your child's first language is not English, please use the checklist in the home language of your child. Checklists are available in many languages.

BY 2 MONTHS

YES NO

Has your baby had his/her hearing screened?

If not, please call us at 416-338-8255 to set up your free infant hearing screening appointment at a clinic near your home.

BY 6 MONTHS

Does the child:

- startle in response to loud noises?
- turn to where a sound is coming from?
- make different cries for different needs (hungry, tired)?
- watch your face as you talk to her/him?
- smile/laugh in response to your smiles and laughs?
- imitate coughs or other sounds such as ah, eh, buh?

BY 9 MONTHS

Does the child:

- respond to his/her name?
- respond to the telephone ringing or a knock at the door?
- understand being told no?
- get what she/he wants through using gestures (reaching to be picked up)?
- play social games with you (Peek-a-Boo)?
- enjoy being around people?
- babble and repeat sounds such as babababa or duhduhduh?

BY 12 MONTHS

YES NO

Does the child:

- follow simple one-step directions (Sit down.)?
- look across the room to a toy when adult points at it?
- consistently use three to five words?
- use gestures to communicate (waves hi/bye, shakes head for no)?
- get your attention using sounds, gestures and pointing while looking at your eyes? ...
- bring you toys to show you?
- perform for social attention and praise?
- combine lots of sounds together as though talking (abada baduh abee)?
- show an interest in simple picture books?

BY 18 MONTHS

Does the child:

- understand the meaning of in and out, off and on?
- point to more than 2 body parts when asked?
- use at least 20 words consistently?
- respond with words or gestures to simple questions (Where's teddy? What's that?)?
- demonstrate some pretend play with toys (gives teddy bear a drink, pretends a bowl is a hat)?
- make at least four different consonant sounds (p ,b, m, n, d, g, w, h)?
- enjoy being read to and sharing simple books with you?
- point to pictures using one finger?

BY 2 YEARS

Does the child:

- follow two-step directions (Go find your teddy bear and show it to Grandma.)?
- use 100 to 150 words?
- use at least two pronouns (you, me, mine)?
- consistently combine two to four words in short phrases (Daddy hat. Truck go down.)?
- enjoy being around other children?
- begin to offer toys to other children and imitate other children's actions and words?
- use words that are understood by others 50 to 60 per cent of the time?
- form words or sounds easily and without effort?
- hold books the right way up and turn the pages?
- demonstrate some pretend play with toys (e.g. getting teddy bear ready for bed?
- scribble with crayons?

BY 30 MONTHS

YES NO

Does the child:

- understand the concepts of size (big/little) and quantity (a little/a lot, more)?
- use some adult grammar (two cookies, bird flying, I jumped)?
- use over 350 words?
- use action words such as run, spill, fall, eat, sleep, go?
- participate in some turn-taking activities with peers, using both words and toys?
- demonstrate concern when another child is hurt or sad?
- combine several actions in play (Feeds doll and then puts her to sleep. Puts blocks in the train and drives the train, drops the blocks off.)?
- put sounds at the beginning of most words?
- use words with two or more syllables or beats (ba-na-na, com-pu-ter, a-pple)?
- recognize familiar logos and signs involving print (Stop sign)?
- remember and understand familiar stories?

BY 3 YEARS

Does the child:

- understand who, what, where and why questions?
- create long sentences using five to eight words?
- talk about past events (trip to grandparents house, day at child care)?
- tell simple stories?
- show affection for favourite playmates?
- engage in multi-step pretend play (pretending to cook a meal, repair a car)?
- talk in a way that most people outside of the family understand what she/he is saying most of the time?
- have an understanding of the function of print (menus, lists, signs)?
- show interest in, and awareness of, rhyming words?

BY 4 YEARS

Does the child:

- follow directions involving three or more steps (First get some paper, then draw a picture and give it to Mommy.)?
- use adult type grammar?
- tell stories with a beginning, middle and end?
- talk to try and solve problems with adults and with other children?
- show increasingly complex imaginary play?
- talk in a way that he/she is understood by strangers almost all the time?
- generate simple rhymes (cat-bat)?
- match some letters with their sounds (letter b says buh, letter t says tuh)?

CALL US ABOUT ANY CHILD...

- If you are concerned about her/his speech/language development.
- If you are concerned about her/his hearing.
- 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 or odd to you.
- Whose play or social interactions seems inappropriate.
- With a diagnosis such as cleft lip/palate, hearing loss, PDD/Autism, developmental delay (who is not already receiving services).

Early Intervention is Crucial.

Call Early Abilities

416-338-8255 TTY 416-338-0025

Online registration is available on our website

tph.to/earlyabilities

Date Completed: _____

Child's Name: _____

Child's Date of Birth: _____

Person Completing Form: _____

Contact Address: _____

Postal Code: _____ City: _____

Phone No: _____ Alternate Phone No. _____

 **TORONTO** Public Health • Community Partners

