

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 Toronto Preschool Speech and Language Services at 416-338-8255
TTY 416-338-0025

www.tpsls.on.ca

Date Completed: _____

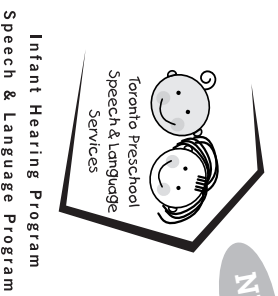
Child's Name: _____

Child's Date of Birth: _____

Person Completing Form: _____

Contact Address: _____ Postal Code: _____

City: _____ Phone No: _____



NEW
Communication Checklist
 For Children from Birth to Age Four
 If the answer is **NO** to any of the following questions, call Toronto Preschool Speech and Language Services 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 will soon be available in many languages.

BY 6 MONTHS	Yes	No
Does the child:		
• startle in response to loud noises?	<input type="checkbox"/>	<input type="checkbox"/>
• turn to where a sound is coming from?	<input type="checkbox"/>	<input type="checkbox"/>
• make different cries for different needs (hungry, tired)?	<input type="checkbox"/>	<input type="checkbox"/>
• watch your face as you talk to her/him?	<input type="checkbox"/>	<input type="checkbox"/>
• smile/laugh in response to your smiles and laughs?	<input type="checkbox"/>	<input type="checkbox"/>
• imitate coughs or other sounds such as <i>ah, eh, buh</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
BY 9 MONTHS		
Does the child:		
• respond to his/her name?	<input type="checkbox"/>	<input type="checkbox"/>
• respond to the telephone ringing or a knock at the door?	<input type="checkbox"/>	<input type="checkbox"/>
• understand being told <i>no</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
• get what she/he wants through using gestures (reaching to be picked up)?	<input type="checkbox"/>	<input type="checkbox"/>
• play social games with you (<i>Peek-a-Boo</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
• enjoy being around people?	<input type="checkbox"/>	<input type="checkbox"/>
• babble and repeat sounds such as <i>babbabba</i> or <i>dudududuh</i> ?	<input type="checkbox"/>	<input type="checkbox"/>

BY 12 MONTHS

Does the child:

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

BY 18 MONTHS

Does the child:

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

BY 2 YEARS

Does the child:

- | | | |
|---|--------------------------|--------------------------|
| • follow two-step directions (<i>Go find your teddy bear and show it to Grandma.</i>)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use 100 to 150 words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use at least two pronouns (<i>you, me, mine</i>)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • consistently combine two to four words in short phrases (<i>Daddy hat. Truck go down.</i>)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • enjoy being around other children? | <input type="checkbox"/> | <input type="checkbox"/> |
| • begin to offer toys to other children and imitate other children's actions and words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use words that are understood by others 50 to 60 per cent of the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| • form words or sounds easily and without effort? | <input type="checkbox"/> | <input type="checkbox"/> |
| • hold books the right way up and turn the pages? | <input type="checkbox"/> | <input type="checkbox"/> |
| • read to stuffed animals or toys? | <input type="checkbox"/> | <input type="checkbox"/> |
| • scribble with crayons? | <input type="checkbox"/> | <input type="checkbox"/> |

BY 30 MONTHS

Does the child:

- | | | |
|--|--------------------------|--------------------------|
| • understand the concepts of size (<i>big/little</i>) and quantity (<i>a little/lot, more</i>)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use some adult grammar (<i>two cookies, bird flying, I jumped</i>)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use over 350 words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use action words such as <i>run, spill, fall</i> ? | <input type="checkbox"/> | <input type="checkbox"/> |
| • participate in some turn-taking activities with peers, using both words and toys? | <input type="checkbox"/> | <input type="checkbox"/> |
| • demonstrate concern when another child is hurt or sad? | <input type="checkbox"/> | <input type="checkbox"/> |
| • 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.)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • put sounds at the beginning of most words? | <input type="checkbox"/> | <input type="checkbox"/> |
| • use words with two or more syllables or beats (<i>ba-na-na, com-pu-ter, a-pple</i>)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • recognize familiar logos and signs involving print (Stop sign)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • remember and understand familiar stories? | <input type="checkbox"/> | <input type="checkbox"/> |

BY 3 YEARS

Does the child:

- | | | |
|---|--------------------------|--------------------------|
| • understand <i>who, what, where</i> and <i>why</i> 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 (trip to grandparents house, day at child care)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • tell simple stories? | <input type="checkbox"/> | <input type="checkbox"/> |
| • show affection for favourite playmates? | <input type="checkbox"/> | <input type="checkbox"/> |
| • engage in multi-step pretend play (pretending to cook a meal, repair a car)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • talk in a way that most people outside of the family understand what she/he is saying most of the time? | <input type="checkbox"/> | <input type="checkbox"/> |
| • have an understanding of the function of print (menus, lists, signs)? | <input type="checkbox"/> | <input type="checkbox"/> |
| • show interest in, and awareness of, rhyming words? | <input type="checkbox"/> | <input type="checkbox"/> |

BY 4 YEARS

Does the child:

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