



Infant Hearing Program
Speech & Language Program
Blind-Low Vision
Early Intervention Program

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 are available in many languages.

BY 6 MONTHS

Has your baby had his/her hearing screened? Yes No
 If not, please call us at 416-338-8255 to set up your free infant hearing screening appointment at a clinic near your home.

Does the child:

- startle in response to loud noises? Yes No
- turn to where a sound is coming from? Yes No
- make different cries for different needs (hungry, tired)? Yes No
- watch your face as you talk to her/him? Yes No
- smile/laugh in response to your smiles and laughs? Yes No
- imitate coughs or other sounds such as *ah, eh, buh*? Yes No

BY 9 MONTHS

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 she/he wants through using gestures (reaching to be picked up)? Yes No
- play social games with you (*Peek-a-Boo*)? Yes No
- enjoy being around people? Yes No
- babble and repeat sounds such as *babababa* or *duhduhduh*? Yes No

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 hilbye, 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?
- read to stuffed animals or toys?
- 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*?
- 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 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: _____

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