

Child Health Notes

Promoting early identification and partnerships between families, primary health care providers & the community.

Distributed by the Lewis County Interagency Coordinating Council (ICC) and Parent to Parent. **Contributors:**
Washington Department of Health and the University of Washington Children with Special Health Care Needs.



RED FLAGS IN SPEECH AND LANGUAGE DEVELOPMENT

Did you know that speech and language development begin long before a child utters the first recognizable word? From birth, a child is listening to speech sounds and learning the communication skills on which future language development will depend. The timely attainment of communication, speech, and language milestones sets the foundation for a child's academic and social success. You can watch for speech and language milestones beginning with the earliest well-child visits.

Speech and language delays:

- Can be identified early, even though findings are subtle in the first two years of life
- Should be screened for if there is a neuro-developmental disorder or motor delay
- May be the first sign of hearing loss in infants, or autism spectrum disorder in toddlers
- Can impact behavior and the ability to form peer relationships
- Are associated with increased incidence of learning disabilities, especially in reading and writing
- Do not generally self resolve or go away, especially when associated with other disabilities and/or low SES

In unfamiliar settings, such as a PCP's office, children may not fully display their communication skills. Parent reports should be used to supplement the PCP's observations. If English is not the primary language in the home, parents should be asked to report on their child's communication in his/her strongest language.

Early Intervention will:

- Assist a child in obtaining communication, social and academic milestones (through individual and peer group therapy, and by teaching parents to provide enriched communication opportunities).
- Ensures that caregivers and teachers set reasonable communication expectations to prevent a



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Washington State
Department of Social
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Infant Toddler
Early Intervention
Program (ITEIP)



RED FLAGS IN SPEECH/LANGUAGE DEVELOPMENT

0-6 months

- Does not startle to or awaken to loud sounds or has been identified as hearing-impaired
- Does not respond to changes in tone of voice
- Has been identified with a neuro-developmental disorder or motor delay

9 months

- Is still making only vowel sounds, with no speech-like consonants (e.g., "aaa" instead of an occasional "mmm" or "bah".)

12 months

- Is not babbling (saying "ba-ba-ba" or "dee-dee")*
- Is not using eye gaze or gestures like pointing and showing, to communicate interests or needs*
- Has infrequent eye contact or little interest in interaction*
- Does not respond to own name, or common words like "no", "bye-bye", etc.

Red Flags continued on back page

18 months

--Is not saying 10 single words (don't have to be pronounced perfectly)

24 months

--Does not say at least 50 single words

--Is not combining words into two-word phrases* (e.g., "mommy go", "daddy ball")

--Does not follow simple directions (e.g., "Roll the ball")

--Does not point to named body parts or pictures

36 months

--Says only one or two words at a time (e.g., "kick ball" instead of "I kick ball to daddy")

--Cannot answer "what" or "who" questions.

--Does not initiate conversations; speaks only when spoken to, or only repeats what others say*

--Strangers understand less than half of what child says

4 years

--Talks only about the "here and now" rather than events in the past and future, objects/people that are not present, etc

--Puts words in the wrong order in sentences, and /or leaves out little words (*in, the, of*) and word endings (*-ing, -ed, -s*)

--Does not follow two-step directions

--Cannot listen to 2-3 lines of a story and answer simple questions about it

--Speech is still hard to understand (i.e., many sound errors)

5 years

--Uses only 3-4-word sentences to talk about "here and now"

--Talks a lot, but does not engage in reciprocal conversation and/or make comments relevant to the situation*

--Cannot answer "how" and "why" questions, or questions about past or future events

--Except for *r, l* and *th*, cannot say most sounds correctly

REFER FOR FURTHER SPEECH/LANGUAGE ASSESSMENT:

- If one or more red flags are present, referral for further speech/language assessment may be indicated.
- If a hearing loss is suspected at any age, refer for a complete audiological examination.

LOCAL INFORMATION AND RESOURCES**For children under age three:**

Within Centralia Chehalis School Districts
Outside Centralia Chehalis School Districts

Contact:

Growing Together 748-2277 or Student Support 807-7245
In-tot Developmental Center 748-4359 or 1-888-548-4359

For children age three and older:

Within Centralia Chehalis School Districts
Outside Centralia Chehalis School Districts

Contact:

Local school district
Lewis County Special Education Coop 748-3384 or local elementary school

Regional	Children's Hospital and Regional Medical Center	1-800-293-2462
	Health Professional Hotline	
	Parent Resource Line	1-866-987-2500
	Infant Toddler Early Intervention Program	www1.dshs.wa.gov/iteip
	Parent to Parent Support Programs of Washington	1-800 821-5927 www.arcwa.org/parent_to_parent.htm
	Washington State Fathers Network	425-747-4004 ext. 4286 www.fathersnetwork.org
	Washington State Medical Home Website	www.medicalhome.org
National	American Speech and Language Association	www.asha.org/speech/development
	American Academy of Pediatrics	www.aap.org