UH-OH! I am worried...what should I do next?

FIRST OF ALL, YOU SHOULD KNOW...

There are many harmful MYTHS that you should just "wait and see," "wait till they're 2," "wait till they're in school," etc. if your child is a late talker or if they are more difficult to understand than their same-aged friends.

However, many communication delays and disorders can be reversed (or even prevented) when therapy starts early!

If your child needs therapy, beginning therapy earlier = less time in therapy overall! Studies show that early treatment also saves money: every $1 spent in early years saves $7 in treatment and services at older ages.

If your child is demonstrating 1 or more of the red flags for their age or younger, PLEASE DON'T WAIT TO GET HELP!

ps: Listen to your gut. Don't allow well-meaning family members (or pediatricians) talk you out of following your instincts. Seek help NOW if you are worried.

ABOUT FREE LOCAL SUPPORT:

Under federal law, your home school district is responsible for finding, evaluating and treating all kids ages birth to 21 years who have delays in any area (speech/language, gross motor, fine motor, social/emotional, cognitive).

In Michigan (and most states), these services are free to families.

Your home school district's responsibility applies to all kids, including those who are homeschooled or in private schools, as well as kids who are migrants or without homes.

In Michigan (and most states), families can self refer to their state's early intervention & Child Find programs and do not need referrals from pediatricians.

scan me to find your district's contact info for all ages!

ABOUT LOCAL THERAPY CLINICS:

• HIGH 5 SPEECH THERAPY •

If you are in the west Michigan area, pediatric speech-language pathologist, Emily Goudreault, would be honored to support your family!

Miss Emily works with children of all ages and specializes in:

• "late talkers" • apraxia • articulation • • expressive + receptive language delays • • phonological processes • PROMPT therapy • • behavioral feeding challenges • "picky eaters" • • autism • cleft lip/palate • deaf/hard of hearing • • social skills • summer therapy groups •

• ADDITIONAL THERAPY CLINICS •

Check for private therapy clinics and hospital outpatient clinics in your area. Please ask lots of questions about the therapist's background and experience with children with your child's specific age & needs to make sure they are the best fit for your child.

scan me to check out a Local Therapy Resource Guide & Insurance Cheat Sheet

This information brought to you by:

• HIGH 5 SPEECH THERAPY •

EMILY GOUDREAULT

SPEECH-LANGUAGE PATHOLOGIST
OWNER

emily@high5speechtherapy.com
high5speechtherapy.com
call/text: 970-988-6718
fax: 616-344-0005

291 W. Lakewood Blvd
Holland, MI 49424

2023-1

RED FLAGS for SPEECH & LANGUAGE DELAYS

Ages 0 - 5 years

IF YOU SHOULD BE WORRIED...
& what to do if you are

Brought to you by your local speech therapist:

HIGH FIVE SPEECH THERAPY

PEDIATRIC SPEECH + LANGUAGE + FEEDING THERAPY

Emily Goudreault, M.A., CCC-SLP
Speech-Language Pathologist • Owner

www.high5speechtherapy.com
emily@high5speechtherapy.com
cell: 970.988.6718 • fax: 616.327.6366

RED FLAGS FOR SPEECH & LANGUAGE DELAYS

HIGH 5 SPEECH THERAPY

6 months

- No big smiles or other warm, joyful expressions
- Does not yet laugh or squeal
- Does not yet look toward new sounds
- Does not yet have interest in games like "peek-a-boo"
- Does not yet make cooing noises (vowel sounds like "aaaaah")

9 months

- Is still making only vowel sounds, with no speech-like consonants (e.g. "aaa" instead of an occasional "mmm" or "bah" or "duh")
- No back-and-forth sharing of sounds, smiles, or other facial expressions

12 months

- Not yet babbling with changes in tone/pitch
- Not yet consistently responding to her/his name by looking or turning head
- Not yet waving "bye bye", shaking head for "no", or clapping
- Not yet communicating interests/needs by looking at them, or using a gesture like pointing or reaching
- Not yet babbling or cooing during play (note: babbling is vocalizations with consonants AND vowels like "mamamama" and cooing is only vowel sounds like "aaaahhhh")
- Not yet understanding common words such as "bye", "no", "give me," etc.
- Has infrequent eye contact or little interest in interaction with familiar caregivers

15 months

- Not yet using at least 3-5 verbal words and/or signs (note: pronunciation does not have to be perfect)
- Not yet making at least 3 animal sounds, vehicle noises or sound effects
- Not yet imitating movements like pointing, clapping or stomping feet
- Not yet understanding and responding to words like "no" and "up"
- Not yet finding/pointing to objects or pictures when asked "Where's the...?"
- Not yet pointing with 1 extended index finger to request or show an item
- Not yet pointing at exciting things just to show them to you (e.g. pointing at a car driving by, pointing at a dog outside the window, etc.)

18 months

- Not yet using 15-20 verbal words and/or signs like "mama," "more," or "up" (note: pronunciation does not have to be perfect)
- Not yet imitating verbal words or signs consistently
- Not yet using at least 3-4 consonants (for example: p, b, d, t, m, n)
- Not yet understanding names of common objects
- Not yet playing near other children when they are close
- Not yet understanding simple commands like "come here," "stop," "give me _____" or "touch your nose"
- Not yet pointing to 2-3 body parts when prompted such as head, nose, eyes, feet, mouth, tummy
- Doesn't respond with a word or gesture to a question like "What's that?" or "Where's your shoe?"
- Not yet playing pretend with items (e.g. talking on toy phone, feeding a doll, driving a toy car)
- Not yet looking at something when a familiar caregiver points at it

2 years

- Not yet using 50-100 signs and/or verbal words (note: pronunciation does not have to be perfect)
- Not yet consistently combining 2 verbal words and/or signs together like "Daddy go," "more milk" or "shoe on" (note: rote 2-word phrases like "thank you" and "Mickey Mouse" count as 1 word)
- Not yet using at least 1-3 new words a week
- Not yet imitating verbal words consistently and frequently
- Not yet asking short questions such as "What's that?"
- Caregivers and familiar listeners understand less than 50% of what the child says
- Not yet playing pretend with toys, such as feeding dolls or making a toy person drive a toy car
- Not yet responding to simple questions ("Where's the ball?")
- Not yet pointing to objects or pictures of items in books consistently when asked
- Not yet using common objects appropriately, such as a cup, fork, brush, etc.
- Not yet following related 2-step commands such as "Get the ball and put it on the table"

3 years

- Caregivers and familiar listeners understand less than 75% of what the child says
- Strangers understand less than 50% of what the child says
- Leaving the beginning sounds and/or ending sounds off of many words
- Not yet able to correctly say these sounds: "p", "b", "m", "n", "t", "d", "h", "w", "k"
- Not yet able to correctly produce all vowels in their native language
- Says only 1-2 words at a time (e.g. "kick ball" instead of "daddy kick the ball") and is not yet combining words into at least 3-4 word sentences (e.g. "I want big apple" or "my truck is broken")
- Not yet using at least 300 verbal words
- Not yet asking questions
- Not yet using action words like "run", "eat", "fall"
- Not yet using some adult grammar, such as "more cats" or "doggie sleeping"
- Not yet choosing to play with other children
- Not yet accurately and consistently answering yes/no questions
- Not yet following unrelated 2-step commands such as "Put on your hat and go find daddy"
- Not yet answering simple who, what and where questions like, "who is that", "where is the truck" or "what is she doing?"
- Stuttering for more than 6 months OR child has negative awareness about stuttering
- Not yet initiating conversations, speaks only when spoken to, or only repeats what others say verbatim (e.g. "Say goodbye to grandma" and child repeats "Say goodbye to grandma")

4 years

- Listeners consistently understand less than 95% of the child's speech*
- Not yet able to correctly say these sounds : "f", "k", hard "g", "p", "b", "m", "n", "t", "d", "h", "w"
- Not yet consistently using complex sentences with 4+ words
- Having difficulty with grammar or pronoun use. For example: puts words in the wrong order in sentences, uses pronouns incorrectly (I, my, she, his, her, they, their) and/or leaves out little words (in, the, of, is, are) and word endings (-ing, -ed, –s)
- Talks only about the "here and now" rather than events in the past and future, objects/people that are not present, etc.
- Not yet able to listen to 2-3 lines of a story & answer simple questions about it
- Not yet able to tell a simple story, and stay on topic with a beginning, middle and end
- Not yet asking a variety of questions to gain information (who, what, where, why, when, how)
- Has difficulty answering simple who, what, where and why questions
- Not yet following simple 3-step directions (e.g. "put on your hat, find your water and go to the car")
- Not yet able to name a few letters, numbers, and rhyming words
- Stuttering for more than 6 months OR child has negative awareness about stuttering

*errors on these sounds are likely not concerning as long as listeners still understand at least 95% of the child's speech: "r", "th", "ch", "j" or "sh"

5 years

- Listeners consistently understand less than 95% of the child's speech*
- Not yet able to correctly say these sounds consistently: "l", "s", "z", "f", "v", "k", hard "g", "p", "b", "m", "n", "t", "d", "h", "w", "ch", "j" or "sh"
- Uses only 3-4-word sentences to talk about "here and now"
- Not yet answering how and why questions or questions about past or future events
- Does not engage in back-and-forth conversation and/or make comments relevant to the situation
- Not yet using complete sentences that are grammatically correct and give lots of detail
- Stuttering for more than 6 months OR child has negative awareness about stuttering

*errors on these sounds are likely not concerning as long as listeners still understand at least 95% of the child's speech: "r", "th"

IF YOUR CHILD IS DEMONSTRATING ANY ONE OF THE RED FLAGS LISTED FOR THEIR AGE OR YOUNGER, S/HE SHOULD BE SCREENED OR EVALUATED BY AN EXPERIENCED SPEECH-LANGUAGE PATHOLOGIST AS SOON AS POSSIBLE.

Every child develops differently and at different rates - and that uniqueness is wonderful! However, there are some very important speech & language skills that need to develop in order for children to grow and thrive. These foundational skills are crucial for long-term speech, language, social, emotional & literacy skill development, and if not observed by certain ages, it is a red flag that your child should be screened or evaluated by a speech-language pathologist as soon as possible.

see back page for resources

IMPORTANT WARNING SIGNS FOR ALL AGES:

• ANY loss of speech or babbling or social skills at ANY age • ANY child that appears unable to hear or is nonresponsive to sounds • ANY swallowing difficulties •
For 15 months and older: appears to not understand speech • difficulty developing words beyond repeating others over and over • rarely/never points, gestures or imitates • does not yet respond to name consistently •
For 2 years and older: leaves off first sounds of words ("og" for dog) • substitutes lots of "k" or "g" sounds ("gog" for dog, "kak" for cat) • uses few consonant sounds with mostly vowels •