

| Name: | | | | | | | | |
|---|--------|--|---------------------------|----|---|---------|---|----|
| DOB: | | | | | | | | |
| Has your child had a vision / hearing screening test? | | | | | | | | |
| Results: | | | | | | | | |
| List the child's communication strengths: | | | | | | | | |
| List the child's communication weaknesses: | | | | | | | | |
| Please check the child's most frequent method of communication. | | | | | | | | |
| ☐ Oral Spee | ech | | Communication Syst | em | | Sesture | S | |
| ☐ Pictures | | | Signs | | | | | |
| Speech and Language Developmental Milestones | | | | | | | | |
| Birth to 5 mon | ths | | | | | | | |
| Reacts to loud | noises | | | | , | Yes | | No |
| Turns head toward source | | | | | , | Yes | | No |
| Watches your face when you speak | | | | | , | Yes | | No |
| | | | | | | | | |
| 6 – 11 months | | | | | | | | |
| Understands "no" | | | | | , | Yes | | No |
| Babbles (says "ba-ba-ba" or "ma-ma-ma" | | | | | , | Yes | | No |
| Tries to communicate by actions or gestures | | | | | , | Yes | | No |
| Tries to repeat your sounds | | | | | , | Yes | | No |
| | | | | | | | | |
| 12 – 17 month | IS | | | | | | | |
| Follows simple directions | | | | | , | Yes | | No |
| Answers simple questions | | | | | , | Yes | | No |
| Points to objects, pictures, family members | | | | | | Yes | | No |
| Says two to three words | | | | | , | Yes | | No |
| Tries to imitate simple words | | | | | , | Yes | | No |
| | | | | | | | | |



| 18 – 23 months | | | |
|---|--|-----|-------|
| Follows simple commands | | Yes | No |
| Enjoys being read to | | Yes | No |
| Points to simple body parts such as "nose" | | Yes | No |
| Understands simple verbs such as "eat," "sleep" | | Yes | No |
| Says 8 to 10 words (pronunciation may still be unclear) | | Yes | No |
| Asks for common foods by name | | Yes | No |
| Makes animal sounds such as "moo" | | Yes | No |
| Starting to combine words such as "more milk" | | Yes | No |
| Begins to use pronouns such as "mine" | | Yes | No |
| | | | |
| 2 – 3 years | | | ı |
| Knows about 50 words | | Yes | No |
| Knows some spatial concepts such as "in", "on" | | Yes | No |
| Knows pronouns such as "you," "me," "her," "I," "you" | | Yes | No |
| Knows descriptive words such as "big," happy" | | Yes | No |
| Answers simple questions | | Yes | No |
| Speaks in two to three word phrases | | Yes | No |
| Begins to use plurals such as "shoes" or "socks" and past | | Yes | No |
| tense verbs such as "jumped" | | | |
| | | | |
| 3 – 4 years | | | |
| Groups objects such as foods, clothes, etc. | | Yes | No |
| Identifies colors | | Yes | No |
| Able to describe the use of objects such as "fork," "car," etc. | | Yes | No |
| Uses verbs that end in "ing," such as "walking", "talking" | | Yes | No |
| Answers simple "wh" questions such as "What do you do | | Yes | No |
| when you are hungry?" | | | |
| Repeats sentences | | Yes | No |
| | | | |
| 4-5 years | | | |
| Understands spatial concepts such as "behind," "next to" | | Yes | No |
| Understands complex questions | | Yes | No |
| Uses some irregular past tense verbs such as "ran," "fell" | | Yes | No |
| Lists items that belong in a category such as animals, | | Yes | No |
| vehicles, etc. | | | |
| Answers "why" questions | | Yes | No |



| 5 years | | | | | | | | | |
|--|-------|-----------|-------|---------|------|---------|-------|----|--|
| Understands time sequences (what happened first, second | d, | | | Yes | | | | No | |
| third, etc.) | | | | | | | | | |
| Carries out a series of three directions | | □ Yes □ | | | □ No | | | | |
| Understands rhyming | | | | Yes | | | | No | |
| Engages in conversation | | | | Yes | | □ No | | | |
| Describes actions | | | | Yes | | | | No | |
| Uses imagination to create stories | | | | Yes | | | | No | |
| | | | | | | | | | |
| School Aged | | | | | | | | | |
| Uses vocabulary similar to same age peers | | | ☐ Yes | | | | | No | |
| Gains attention of parents / siblings | | | Yes | | | | | No | |
| Seeks help or clarification when needed | | | Yes | | | | | No | |
| Initiates interactions with parents | | | | Yes 🗆 | | | | No | |
| Initiates interactions with other children | | | | Yes 🗆 | | | | No | |
| Responds to greetings and interactions with others | | | | Yes | | | | No | |
| Starts a conversation | | | | Yes □ | | | No | | |
| Takes turns in conversation | | | | Yes | | | | No | |
| Asks relevant questions | | | | Yes | | | □ No | | |
| Converses using complete thoughts | | | | Yes | | | | No | |
| Relates an event of story in sequence | | | | Yes 🗆 | | | No | | |
| Talks about things that are of interest to others | | | | Yes 🗆 | | | No | | |
| Understands and uses antonyms and synonyms | | | | Yes | | | | No | |
| Understands more than one meaning for words e.g.: bat, | | | | Yes | s 🗆 | | | No | |
| park, foot | | | | | | | | | |
| Distinguishes fiction from non-fiction, including fact and | | | | Yes | | | | No | |
| fantasy | | | | | | | | | |
| tells messages by summarizing or clarifying | | | | | | | | No | |
| Uses suitable story structure | | | Yes | | | | | No | |
| | | | | | | | | | |
| School Aged – Please check "Yes or No" for Understand ea | ch of | the follo | owing | g and l | Jses | the fol | lowin | g: | |
| | | Unders | tands | 6 | | U | ses | | |
| Facial Expression | | Yes | | No | | Yes | | No | |
| Gestures | | Yes | | No | | Yes | | No | |
| Body Posture | | Yes | | No | | Yes | | No | |
| Proximity or physical disturbance to partner | | Yes | | No | | Yes | | No | |
| Volume or loudness of voice | | Yes | | No | | Yes | | No | |
| Intonation or melody of voice | | Yes | | No | | Yes | | No | |
| Indicators of emotion (e.g. happiness, sadness, anger, fear) | | Yes | | No | | Yes | | No | |
| Humor | | Yes | | No | | Yes | | No | |
| Teasing | | Yes | | No | | Yes | | No | |
| Sarcasm | | Yes | | No | | Yes | | No | |
| ception | | Yes | | No | | Yes | | No | |

