Speech-Language Pathologists and Audiologists

Children are at risk of developing social, emotional, behavioural and/or learning problems if speech, language and/or hearing problems are not identified early. Early intervention is critical for children with communication problems. Speech-language pathologists and audiologists are involved in the prevention, identification and treatment of a child's speech, language and hearing disorders in partnership with parents, physicians, educators and health-care providers, as difficulties with communication affect the whole family.

About SAC

Speech-Language and Audiology Canada (SAC) is a member-driven organization that supports, promotes and elevates the professions of our members and associates. We are the only national organization passionately supporting and representing speech-language pathologists, audiologists and communication health assistants inclusively. Through this support, we champion the needs of people with communication disorders.

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Birth to 3 months:

Does the child: YES NO
• make cooing sounds
• have different cries for different needs
• smile at you
• startle to loud sounds
• soothe/calm to a familiar voice

4 to 6 months:

Does the child: YES NO
• babble and make different sounds
• make sounds back when you talk
• enjoy games like peek-a-boo
• turn his/her eyes toward a sound source
• respond to music or toys that make noise

7 to 12 months:

Does the child: YES NO
• wave hi/bye
• respond to his/her name
• let you know what he/she wants using sounds, and/or actions like pointing
• begin to follow simple directions (e.g., Where is your nose?)
• localize correctly to sound by turning his/her head toward the sound
• pay attention when spoken to

By 12 to 18 months:

Does the child: YES NO
• use common words and start to put words together
• enjoy listening to storybooks
• point to body parts or pictures in a book when asked
• look at your face when talking to you

By 18 to 24 months:

Does the child: YES NO
• understand more words than he/she can say
• say two words together (e.g., More juice)
• ask simple questions (e.g., What’s that?)
• take turns in a conversation

2 to 3 years:

Does the child: YES NO
• use sentences of three or more words most of the time
• understand different concepts (e.g., in-on; up-down)
• follow two-part directions (e.g., take the book and put it on the table)
• answer simple questions (e.g., Where is the car?)
• participate in short conversations

3 to 4 years:

Does the child: YES NO
• tell a short story or talk about daily activities
• talk in sentences with adult-like grammar
• generally speak clearly so people understand
• hear you when you call from another room
• listen to TV at the same volume as others
• answer a variety of questions

4 to 5 years:

Does the child: YES NO
• pronounce most speech sounds correctly
• participate in and understand conversations even in the presence of background noise
• recognize familiar signs (e.g., stop sign)
• make up rhymes
• hear and understand most of what is said at home and school
• listen to and retell a story and ask and answer questions about a story