

The Blooming Path of Language Development

The development of language in young children is a miraculous event with each stage building on the previous one. This information can help you to set reasonable expectations for your child and allow you to enjoy your child's path to communication.

Yes / No

BIRTH TO 3 MONTHS, INFANTS:

- | | | |
|-----|-----|--|
| ___ | ___ | • Startle to loud sounds. |
| ___ | ___ | • Cry differently for different needs. |
| ___ | ___ | • Coo and make long vowel sounds. |
| ___ | ___ | • Quiet or smile when spoken to. |

AT 4 MONTHS, INFANTS:

- | | | |
|-----|-----|---|
| ___ | ___ | • Respond to noises in the home. |
| ___ | ___ | • Move eyes in direction of sound or moving object. |
| ___ | ___ | • Vocalize excitement or displeasure. |

AT 6 MONTHS, INFANTS:

- | | | |
|-----|-----|---|
| ___ | ___ | • Sit up, roll over, clap hands, bang toys to make noise. |
| ___ | ___ | • Recognize parents' voices and will turn to look. |
| ___ | ___ | • Understand that objects still exist when not in sight. (peek a boo) |
| ___ | ___ | • Babble with a variety of consonants (p, b, m, t, d) and vowels. |

AT 8 MONTHS, INFANTS:

- | | | |
|-----|-----|--|
| ___ | ___ | • Use pincer grasp to pick up objects. |
| ___ | ___ | • Stack and nest toys, shake rattle, throw food. |
| ___ | ___ | • Imitate play acts, clapping. |
| ___ | ___ | • Babble in long strings of sounds (conversational turn taking). |

AT 12 MONTHS, INFANTS:

- | | | |
|-----|-----|--|
| ___ | ___ | • Understand much of what you say. |
| ___ | ___ | • Point, give, and show and start to use gestures. |
| ___ | ___ | • Use eye contact and vocalizations/word approximations to express choices and feelings. |
| ___ | ___ | • Crawl, walk and climb. |
| ___ | ___ | • Build with blocks. |
| ___ | ___ | • Imitate sounds and begin to name objects and people. |

AT 18 MONTHS, INFANTS:

- | | | |
|-----|-----|--|
| ___ | ___ | • Pay attention to the world around them. |
| ___ | ___ | • Have patience to sit and color, play with clay, look at books, etc. |
| ___ | ___ | • Follow verbal directions and routines. |
| ___ | ___ | • Use recognizable single words in succession. |
| ___ | ___ | • Start to combine words into phrases. |
| ___ | ___ | • Interact with others and imitate a variety of sounds, gestures, and words. |

If you have answered no to the majority of items in your child's age range, seek the advise of an **ASHA** certified Speech and Language Pathologist.

For more information please contact us at (269) 660-1025.