



Child Health Note -- 2016 4th Q

Washington State Medical Home Partnerships Project

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

Distributed by: CLARK COUNTY PUBLIC HEALTH – Children with Special Health Care Needs

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RED FLAGS IN SPEECH AND LANGUAGE DEVELOPMENT

Speech and language development begin long before a child utters the first recognizable word!

Even before birth, a child is listening to speech sounds and attaining the prelinguistic communication skills on which future language development will depend. Early exposure to language through face-to-face conversation and books sets the stage for speech and language acquisition. The timely attainment of communication, speech, and language milestones sets the foundation for a child's subsequent academic and social success.

Speech and language delays:

- Can be identified early, even though findings are subtle in the first two years of life
- Do not generally self-resolve, especially when associated with other disabilities
- Are associated with increased incidence of learning disabilities, especially in reading and writing
- Can impact behavior and the ability to form peer relationships
- May be the first sign of hearing loss in infants, or autism spectrum disorder in toddlers

In unfamiliar settings (or Primary Care Clinic), children may not fully display their communication skills. When concerns are present, parent report should be used to supplement observations. If English is not the primary language used at home, parents should be asked to report on their child's communication in his/her stronger language.

- **IF** one or more red flags are present, or a parent expresses concern, further speech/language assessment may be indicated.
- **IF** hearing loss is suspected at any age – a complete audiological examination is indicated.

RED FLAGS IN SPEECH/LANGUAGE DEVELOPMENT

**Signs of possible autism spectrum disorder*

0-6 MONTHS:

- Fails a newborn hearing screening
- Identified neuro-developmental delay or disorder
- Does not startle to or awaken to loud sounds
- Does not respond to changes in tone of voice
- Does not smile or interact with others

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.

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

EARLY INTERVENTION FOR SPEECH AND LANGUAGE DELAYS:

- Assists a child in attaining 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 child’s frustration from turning into behavior problems or low self-esteem.

SPECIAL NEEDS INFORMATION AND RESOURCES:

LOCAL:	<p>Children 0-3years old—Infants & Toddlers..... 360-750-7507</p> <p>Children 3 years and older—ESD 112 360-750-7500</p> <p>Child Dev. & Rehab.OOHSU 877-346-0640</p> <p>Innovative Services 360-892-5142</p> <p>Early Choice 360-750-5850</p> <p>Vancouver Audiology 360-882-2778</p>
REGIONAL:	<p>WA State DOH County Resources for Children with Hearing Loss and their Families www.doh.wa.gov/YouandYourFamily/InfantsChildrenandTeens/HealthandSafety/EarlyHearingLoss/DeafHardofHearingServices</p> <p>Early Support for Infants and Toddlers 800-821-5927</p> <p>Parent to Parent Support Programs of Washington http://del.wa.gov/development/esit/Default.aspx www.arcwa.org/parent_to_parent.htm</p> <p>Washington State Medical Home Website www.medicalhome.org</p> <p>WithinReach/Parenthelp123 1-800-322-2588, 1-800-833-6388TTD www.parenthelp123.org</p>
NATIONAL/ INTERNET:	<p>American Speech and Language Association--http://www.asha.org</p> <p>Identify the Signs of Communication Disorders--http://identifythesigns.org/</p> <p>American Academy of Pediatrics--www.aap.org</p> <p>AAP Developmental and Behavioral Pediatrics-- www.dbpeds.org</p> <p>Reach Out and Read--www.reachoutandreadwa.org</p> <p>Family Voices (Links to national and state family support networks)-- www.familyvoices.org</p>



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