

Developmental Redflags That Place a Child At-Risk for Communication Deficits (Crais, 2001)

Social Development

Be concerned if a child is not:

Responding to familiar adults with a social smile	By: 3 months
“Talking” back by vocalizing to familiar adults who talk to the child	8 months
Attentive to social games played by familiar adults (e.g., Peek-a-Boo)	8 months
Participating in social games (e.g., puts up hands for “Pat-a-Cake”)	12 months
Showing and/or giving objects to familiar adults	15 months
Pointing to objects to indicate interest in them	18 months
Seeking adult interaction to play with toys/look at books	18 months
Pointing either spontaneously or by request to pictures in books	24 months

*** General Social Concerns = inattentiveness to people, lack of eye contact or shared mutual gaze with familiar adults by 12 months; preferring to play alone at 18 months or older; social play is limited to “chase” or “tickle” games at 24 months.

Intentionality

Be concerned if a child is not:

Showing any type of intentional behavior (e.g. requesting, protesting)	By: 10 months
Communicating for a variety of reasons (e.g., protesting, requesting, seeking social interaction, commenting)	18 months
Using a variety of means (e.g., gesturing, vocalizing, using eye gaze)	18 months

*** General Intentionality Concerns = children who primarily regulate others behavior (e.g., putting someone’s hand on toy to operate it, leading adult to door to open it), but do not display more social forms of communicating (e.g., giving book to another to read, pointing to objects of interest, drawing attention to self for social reasons).

Play Skills

Be concerned if a child is not:

Mouthing, banging, shaking, and/or manipulating objects	By: 8 months
Throwing, dropping toys especially for others to get	12 months
Participating in social games (e.g., looks for Mom during “Peek-a-Boo”).	12 months
Giving or showing toys to adults	15 months
Pushing, pulling, turning on, putting in, and taking out objects	18 months
Showing knowledge of how to use toys functionally (e.g., push toy car)	18 months
Stacking cups or rings on a toy stand (not necessarily correct)	24 months
Performing some pretend play behaviors (e.g., drinking from empty cup)	24 months
Combining play acts (e.g., rocks baby and puts down for nap)	30 months
Playing with familiar children some of the time when in close proximity	36 months
Taking turns in constructive or pretend play with familiar children	48 months



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*** General Play Concerns = children who primarily perform play behaviors representative of younger children; have limited play behaviors (e.g., play with only one type of toy, play very briefly with toys); seem averse to playing with others (including caregivers); play alone for longer periods of time than would be expected at their developmental age; have stereotypic play behaviors (e.g., repeatedly open and close drawers, line up their toys and become upset if others change the order); or display unusual play behaviors (e.g., rub plastic stacking rings over their hands or face, lick and smell toys).

Comprehension Skills

Be concerned if a child is not:

By:

Looking at objects looked at by others	12 months
Acting on objects that are noticed	12 months
Imitating ongoing actions	12 months
Responding to own name	15 months
Attending to an object mentioned	15 months
Doing what is usually done in a situation (e.g., child puts on coat when others do)	18 months
Using conventional behaviors (e.g., combing hair with comb)	18 months
Acting on objects as the agent (e.g., child brushes own teeth when asked to "Brush the baby's teeth")	24 months
Responding to many object names	24 months
Retrieving a familiar object out of sight	24 months

Sound Production

Be concerned if a child is not:

By:

Producing cooing and gooing sounds	6 months
Babbling in repeated sequences of sounds (e.g., baba, gaga)	11 months
Producing 3 different consonant sounds (e.g., b, p, m, n, d, k, t, g, w)	18 months
Imitating any nonspeech sounds (e.g., truck sound, animal sounds)	18 months
Using sound sequences that sound like talking	24 months
Producing (VC) syllables (e.g., up), (CVC) syllables with a single consonant (e.g., cake), and some vocalizations or words with two or more different consonants (e.g., pat, tummy)	24 months
Producing 6 different consonants	24 months
Producing initial consonants in most words (says "at" for pat, "ot" for boat)	36 months
Producing 10 different consonants	36 months
Producing any final sounds ("bo" for "boat", "e" for "eat")	36 months

Word Productions and Word Combinations

Be concerned if a child is not:

By:

Producing any words or word approximations	18 months
Producing 50+ words or word approximations	30 months
Producing 100+ words	36 months
Combining words	36 months

From: E. Crais (2001). Identifying Communication and Related Developmental Disabilities in Young Children. In: J. Roush (Ed.). *Screening for Hearing Loss and Otitis Media in Children*. San Deigo, CA: Singular Publishing.