

CHILDHOOD LANGUAGE DEVELOPMENT US

UNDERSTANDING CHILDHOOD LANGUAGE DEVELOPMENT IN THE US

CHILDHOOD LANGUAGE DEVELOPMENT US IS A COMPLEX AND FASCINATING JOURNEY, MARKING A CHILD'S EVOLVING ABILITY TO COMMUNICATE, COMPREHEND, AND INTERACT WITH THE WORLD AROUND THEM. THIS INTRICATE PROCESS, OBSERVED ACROSS DIVERSE POPULATIONS WITHIN THE UNITED STATES, IS UNDERPINNED BY A CONFLUENCE OF BIOLOGICAL, COGNITIVE, AND ENVIRONMENTAL FACTORS. FROM THE FIRST COOS AND BABBLES TO THE ARTICULATION OF COMPLEX SENTENCES AND ABSTRACT IDEAS, EACH STAGE OF LINGUISTIC ACQUISITION IS A CRITICAL MILESTONE. UNDERSTANDING THESE DEVELOPMENTAL TRAJECTORIES IS PARAMOUNT FOR PARENTS, EDUCATORS, AND HEALTHCARE PROFESSIONALS ALIKE, ENABLING THEM TO SUPPORT CHILDREN EFFECTIVELY AND IDENTIFY POTENTIAL CHALLENGES EARLY ON. THIS COMPREHENSIVE OVERVIEW DELVES INTO THE FOUNDATIONAL STAGES, KEY MILESTONES, INFLUENCING FACTORS, AND STRATEGIES FOR FOSTERING ROBUST LANGUAGE DEVELOPMENT IN YOUNG CHILDREN ACROSS THE AMERICAN LANDSCAPE.

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EARLY STAGES OF LANGUAGE ACQUISITION

THE JOURNEY OF LANGUAGE ACQUISITION BEGINS LONG BEFORE A CHILD UTTERS THEIR FIRST WORD. FROM BIRTH, INFANTS ARE ACTIVELY ENGAGED IN ABSORBING THE SOUNDS AND RHYTHMS OF SPOKEN LANGUAGE, A PROCESS THAT LAYS THE GROUNDWORK FOR FUTURE COMMUNICATION. THIS PRENATAL AND EARLY POSTNATAL EXPOSURE IS CRUCIAL, AS BABIES DEMONSTRATE AN INNATE ABILITY TO DISTINGUISH BETWEEN HUMAN SPEECH AND OTHER SOUNDS, AND EVEN SHOW A PREFERENCE FOR THEIR MOTHER'S VOICE.

THE INITIAL STAGES ARE CHARACTERIZED BY A SERIES OF PRE-LINGUISTIC VOCALIZATIONS. THESE BEGIN WITH REFLEXIVE CRIES, WHICH GRADUALLY EVOLVE INTO COOING, A PLEASANT SOUND OFTEN MADE WHEN INFANTS ARE CONTENT. AROUND THREE TO SIX MONTHS OF AGE, BABIES ENTER THE BABBLING PHASE, PRODUCING CONSONANT-VOWEL COMBINATIONS LIKE "BA-BA" OR "MA-MA." WHILE THESE SOUNDS MAY NOT YET REPRESENT SPECIFIC WORDS, THEY ARE VITAL PRACTICE FOR THE ARTICULATORY MUSCLES AND THE DISCOVERY OF SOUND PATTERNS.

AS INFANTS APPROACH THEIR FIRST BIRTHDAY, THEIR VOCALIZATIONS BECOME MORE TARGETED AND COMMUNICATIVE. THEY BEGIN TO UNDERSTAND THE MEANING OF CERTAIN WORDS AND GESTURES, AND THEIR BABBLING STARTS TO INCORPORATE INTONATION AND RHYTHM THAT MIMIC ADULT SPEECH. THIS PERIOD ALSO SEES THE EMERGENCE OF THE FIRST SPOKEN WORDS, OFTEN SIMPLE, HIGH-FREQUENCY WORDS LIKE "MAMA," "DADA," OR "BALL," WHICH ARE TYPICALLY TIED TO FAMILIAR PEOPLE OR OBJECTS IN THEIR ENVIRONMENT.

KEY MILESTONES IN CHILDHOOD LANGUAGE DEVELOPMENT

CHILDHOOD LANGUAGE DEVELOPMENT IS MARKED BY A SERIES OF PREDICTABLE MILESTONES THAT OFFER A ROADMAP FOR UNDERSTANDING A CHILD'S PROGRESS. THESE MILESTONES ARE NOT RIGID, AND THERE CAN BE VARIABILITY FROM CHILD TO CHILD, BUT THEY PROVIDE ESSENTIAL BENCHMARKS FOR ASSESSMENT. UNDERSTANDING THESE STAGES HELPS PARENTS AND CAREGIVERS RECOGNIZE TYPICAL DEVELOPMENT AND WHEN TO SEEK PROFESSIONAL GUIDANCE.

INFANCY (0-12 MONTHS): THE FOUNDATION

DURING INFANCY, THE FOCUS IS ON RECEPTIVE LANGUAGE (UNDERSTANDING) AND THE PRECURSORS TO EXPRESSIVE LANGUAGE (SPEAKING). KEY MILESTONES INCLUDE RESPONDING TO THEIR NAME, RECOGNIZING FAMILIAR VOICES, AND ENGAGING IN TURN-TAKING IN VOCALIZATIONS WITH CAREGIVERS. BABBLING BECOMES MORE COMPLEX, AND BY THE END OF THE FIRST YEAR, MANY INFANTS UTTER THEIR FIRST RECOGNIZABLE WORDS, OFTEN LINKED TO THEIR IMMEDIATE ENVIRONMENT.

TODDLERHOOD (1-3 YEARS): BUILDING VOCABULARY AND SENTENCES

TODDLERHOOD IS A PERIOD OF EXPLOSIVE LANGUAGE GROWTH. BETWEEN 12 AND 18 MONTHS, CHILDREN TYPICALLY HAVE A VOCABULARY OF 5-20 WORDS. THIS EXPANDS DRAMATICALLY, REACHING AROUND 50-100 WORDS BY 18-24 MONTHS. FOLLOWING THIS, TODDLERS BEGIN COMBINING WORDS INTO TWO-WORD PHRASES, SUCH AS "MORE MILK" OR "BYE-BYE DADDY." BY THEIR THIRD BIRTHDAY, MANY CHILDREN ARE USING SIMPLE SENTENCES OF THREE OR MORE WORDS AND CAN FOLLOW SIMPLE INSTRUCTIONS.

PRESCHOOL YEARS (3-5 YEARS): EXPANDING COMMUNICATION

THE PRESCHOOL YEARS WITNESS A SIGNIFICANT LEAP IN LINGUISTIC COMPLEXITY. CHILDREN DEVELOP A MUCH LARGER VOCABULARY, CAPABLE OF UNDERSTANDING AND USING THOUSANDS OF WORDS. THEY BEGIN TO USE MORE COMPLEX SENTENCE STRUCTURES, INCLUDING QUESTIONS, PAST TENSE, AND PLURALS. STORYTELLING AND IMAGINATIVE PLAY BECOME MORE PREVALENT, DEMONSTRATING THEIR GROWING ABILITY TO USE LANGUAGE CREATIVELY AND SOCIALLY. THEY CAN ALSO ENGAGE IN CONVERSATIONS, RETELL EVENTS, AND UNDERSTAND MORE ABSTRACT CONCEPTS.

EARLY SCHOOL YEARS (5-7 YEARS): REFINING SKILLS

ENTERING SCHOOL, CHILDREN CONTINUE TO REFINE THEIR LANGUAGE SKILLS. THEY DEVELOP BETTER NARRATIVE SKILLS, ABLE TO TELL LONGER AND MORE COHERENT STORIES. THEIR UNDERSTANDING OF GRAMMAR AND SYNTAX BECOMES MORE SOPHISTICATED, ALLOWING THEM TO GRASP MORE NUANCED LANGUAGE. THEY ALSO DEVELOP METALINGUISTIC AWARENESS, THE ABILITY TO THINK AND TALK ABOUT LANGUAGE ITSELF, WHICH IS CRUCIAL FOR LITERACY DEVELOPMENT.

FACTORS INFLUENCING LANGUAGE DEVELOPMENT

THE DEVELOPMENT OF LANGUAGE IN CHILDREN IS A MULTIFACTORIAL PROCESS, INFLUENCED BY A DYNAMIC INTERPLAY OF INTRINSIC AND EXTRINSIC ELEMENTS. UNDERSTANDING THESE INFLUENCES IS CRUCIAL FOR PROVIDING OPTIMAL SUPPORT TO CHILDREN ACROSS THE UNITED STATES, WHERE DIVERSE ENVIRONMENTS AND BACKGROUNDS SHAPE EACH CHILD'S UNIQUE LINGUISTIC JOURNEY.

GENETICS AND BIOLOGY

A CHILD'S GENETIC MAKEUP PLAYS A FOUNDATIONAL ROLE IN THEIR CAPACITY FOR LANGUAGE. SPECIFIC GENES ARE ASSOCIATED WITH LANGUAGE ACQUISITION AND PROCESSING, AND VARIATIONS IN THESE GENES CAN INFLUENCE THE PACE AND MANNER OF DEVELOPMENT. NEUROLOGICAL DEVELOPMENT, PARTICULARLY THE MATURATION OF BRAIN AREAS RESPONSIBLE FOR LANGUAGE COMPREHENSION (WERNICKE'S AREA) AND PRODUCTION (BROCA'S AREA), IS ALSO A CRITICAL BIOLOGICAL DETERMINANT. CONDITIONS THAT AFFECT BRAIN DEVELOPMENT CAN THEREFORE IMPACT LANGUAGE SKILLS.

Cognitive Abilities

Language development is intrinsically linked to a child's cognitive growth. Abilities such as memory, attention, problem-solving, and symbolic thinking are all essential for acquiring and using language. A child's capacity to learn, categorize, and make connections between words and concepts directly impacts their vocabulary acquisition and the formation of grammatically correct sentences. For instance, understanding that a spoken word refers to a specific object or action is a cognitive feat.

Social and Environmental Factors

The social and linguistic environment a child is exposed to is perhaps one of the most significant influencers. This includes the quantity and quality of language interactions with caregivers and peers. Children who are spoken to frequently, engaged in conversations, and exposed to a rich vocabulary tend to develop language skills more rapidly. The presence of books, songs, and opportunities for imaginative play also contributes significantly. Cultural backgrounds and the prevalence of multilingualism within a family or community can also shape language development trajectories.

- Quality of caregiver-child interactions.
- Exposure to a wide range of vocabulary.
- Opportunities for verbal engagement and conversation.
- Access to books, songs, and storytelling.
- Home environment that encourages language use.
- Presence of siblings and peers for social interaction.

Hearing and Auditory Processing

The ability to hear clearly and process auditory information is fundamental to language acquisition. Undiagnosed hearing impairments, even mild ones, can significantly hinder a child's ability to perceive the sounds of speech, leading to delays in both understanding and producing language. Proper auditory processing allows children to distinguish between different phonemes (basic units of sound) and to understand the nuances of spoken language.

Supporting Language Development in Children

Fostering robust language development in children is an active and ongoing process that involves intentional engagement from caregivers and educators. Creating a rich linguistic environment and actively participating in a child's learning journey are key to nurturing their communication skills.

The Power of Conversation and Interaction

ENGAGING IN FREQUENT, RESPONSIVE CONVERSATIONS WITH CHILDREN IS THE CORNERSTONE OF EFFECTIVE LANGUAGE SUPPORT. THIS MEANS NOT JUST TALKING TO THEM, BUT TALKING WITH THEM, RESPONDING TO THEIR VOCALIZATIONS AND UTTERANCES, AND EXTENDING THEIR EFFORTS. ASKING OPEN-ENDED QUESTIONS THAT ENCOURAGE MORE THAN A YES/NO ANSWER, AND NARRATING DAILY ACTIVITIES, PROVIDE AMPLE OPPORTUNITIES FOR CHILDREN TO HEAR AND PRACTICE LANGUAGE.

IT'S ALSO IMPORTANT TO MODEL CLEAR AND CORRECT LANGUAGE. WHILE CHILDREN'S EARLY ATTEMPTS MAY BE IMPERFECT, CAREGIVERS SHOULD GENTLY EXPAND ON THEIR UTTERANCES RATHER THAN SOLELY CORRECTING THEM. FOR INSTANCE, IF A CHILD SAYS "DOGGY RUN," A CAREGIVER MIGHT RESPOND, "YES, THE DOGGY IS RUNNING FAST!" THIS VALIDATES THE CHILD'S ATTEMPT WHILE PROVIDING A MORE COMPLETE GRAMMATICAL MODEL.

READING AND STORYTELLING

REGULARLY READING ALOUD TO CHILDREN FROM A YOUNG AGE IS ONE OF THE MOST IMPACTFUL WAYS TO SUPPORT LANGUAGE DEVELOPMENT. BOOKS EXPOSE CHILDREN TO A WIDER VOCABULARY THAN THEY MIGHT ENCOUNTER IN EVERYDAY CONVERSATION, INTRODUCE COMPLEX SENTENCE STRUCTURES, AND HELP THEM DEVELOP AN UNDERSTANDING OF NARRATIVE. POINTING TO PICTURES, DISCUSSING THE STORY, AND ASKING QUESTIONS ABOUT THE CHARACTERS AND PLOT FURTHER ENHANCE COMPREHENSION AND ENGAGEMENT.

ENCOURAGING CHILDREN TO TELL THEIR OWN STORIES, WHETHER ABOUT THEIR DAY, THEIR TOYS, OR THEIR IMAGINATION, IS ALSO VITAL. THIS PROCESS HELPS THEM ORGANIZE THEIR THOUGHTS, SEQUENCE EVENTS, AND PRACTICE EXPRESSIVE LANGUAGE. EVEN SIMPLE RETELLINGS OF FAMILIAR STORIES BUILD CONFIDENCE AND FLUENCY.

PLAY-BASED LEARNING

PLAY IS A NATURAL AND POWERFUL VEHICLE FOR LANGUAGE DEVELOPMENT. THROUGH IMAGINATIVE PLAY, CHILDREN CAN EXPERIMENT WITH ROLES, SCENARIOS, AND LANGUAGE USE IN A LOW-STAKES ENVIRONMENT. PLAYING HOUSE, FOR EXAMPLE, INVOLVES USING LANGUAGE TO ASSIGN ROLES, NEGOTIATE ACTIONS, AND CREATE A SHARED NARRATIVE. BUILDING BLOCKS CAN LEAD TO DESCRIPTIONS OF SHAPES, COLORS, AND THE PROCESS OF CONSTRUCTION. EVEN SIMPLE GAMES LIKE PEEK-A-BOO ENGAGE EARLY COMMUNICATION SKILLS.

- ENGAGE IN RECIPROCAL CONVERSATIONS.
- USE DESCRIPTIVE LANGUAGE AND EXPAND ON UTTERANCES.
- READ BOOKS DAILY AND DISCUSS THE CONTENT.
- ENCOURAGE STORYTELLING AND IMAGINATIVE PLAY.
- SING SONGS AND RECITE RHYMES.
- PLAY INTERACTIVE GAMES THAT INVOLVE VERBAL EXCHANGES.
- CREATE OPPORTUNITIES FOR SOCIAL INTERACTION WITH PEERS.

ADDRESSING LANGUAGE DELAYS AND DISORDERS

WHILE THE TRAJECTORY OF LANGUAGE DEVELOPMENT IS GENERALLY PREDICTABLE, SOME CHILDREN MAY EXPERIENCE DELAYS OR BE DIAGNOSED WITH SPECIFIC LANGUAGE DISORDERS. EARLY IDENTIFICATION AND INTERVENTION ARE CRUCIAL FOR THESE CHILDREN

TO REACH THEIR FULL COMMUNICATION POTENTIAL.

RECOGNIZING THE SIGNS OF DELAY

SIGNS OF A POTENTIAL LANGUAGE DELAY CAN VARY BY AGE. FOR EXAMPLE, A 12-MONTH-OLD NOT BABBLING OR RESPONDING TO THEIR NAME, OR A 2-YEAR-OLD WITH A VOCABULARY OF FEWER THAN 50 WORDS, MAY WARRANT FURTHER INVESTIGATION. SIMILARLY, A 3-YEAR-OLD WHO IS DIFFICULT TO UNDERSTAND, HAS TROUBLE FORMING SENTENCES, OR STRUGGLES TO FOLLOW SIMPLE INSTRUCTIONS MIGHT BE SHOWING SIGNS OF A DELAY. IT'S IMPORTANT FOR PARENTS TO TRUST THEIR INSTINCTS AND DISCUSS ANY CONCERNS WITH THEIR PEDIATRICIAN.

COMMON LANGUAGE DISORDERS

SEVERAL CONDITIONS CAN AFFECT LANGUAGE DEVELOPMENT. SPECIFIC LANGUAGE IMPAIRMENT (SLI), NOW OFTEN REFERRED TO AS DEVELOPMENTAL LANGUAGE DISORDER (DLD), IS A CONDITION WHERE CHILDREN HAVE PERSISTENT DIFFICULTIES WITH LANGUAGE IN THE ABSENCE OF OTHER DEVELOPMENTAL ISSUES LIKE HEARING LOSS OR INTELLECTUAL DISABILITY. OTHER DISORDERS CAN INCLUDE SPEECH SOUND DISORDERS (DIFFICULTY PRODUCING SOUNDS CORRECTLY), STUTTERING (A FLUENCY DISORDER), AND LANGUAGE DELAYS ASSOCIATED WITH AUTISM SPECTRUM DISORDER OR OTHER DEVELOPMENTAL CONDITIONS.

THE IMPACT OF LANGUAGE DISORDERS CAN EXTEND BEYOND COMMUNICATION, AFFECTING SOCIAL INTERACTION, ACADEMIC PERFORMANCE, AND EMOTIONAL WELL-BEING. EARLY ASSESSMENT BY SPEECH-LANGUAGE PATHOLOGISTS IS VITAL TO DETERMINE THE NATURE AND SEVERITY OF THE ISSUE AND TO DEVELOP AN APPROPRIATE INTERVENTION PLAN TAILORED TO THE CHILD'S SPECIFIC NEEDS.

THE ROLE OF EARLY INTERVENTION

EARLY INTERVENTION SERVICES PLAY A CRITICAL ROLE IN SUPPORTING CHILDREN WITH LANGUAGE DELAYS OR DISORDERS ACROSS THE US. THESE SERVICES ARE DESIGNED TO PROVIDE THERAPEUTIC SUPPORT AND STRATEGIES TO HELP CHILDREN CATCH UP AND THRIVE. THE EARLIER INTERVENTION BEGINS, THE MORE EFFECTIVE IT IS LIKELY TO BE, AS CHILDREN'S BRAINS ARE HIGHLY MALLEABLE DURING THE EARLY YEARS.

SPEECH-LANGUAGE PATHOLOGISTS (SLPs) ARE THE PRIMARY PROFESSIONALS INVOLVED IN DIAGNOSING AND TREATING LANGUAGE DISORDERS. THEY CONDUCT COMPREHENSIVE EVALUATIONS TO ASSESS A CHILD'S RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS, SPEECH PRODUCTION, AND OVERALL COMMUNICATION ABILITIES. BASED ON THESE ASSESSMENTS, SLPs DEVELOP INDIVIDUALIZED TREATMENT PLANS THAT MAY INCLUDE TARGETED THERAPY SESSIONS, STRATEGIES FOR PARENTS AND EDUCATORS TO USE AT HOME AND SCHOOL, AND RECOMMENDATIONS FOR ASSISTIVE TECHNOLOGY IF NEEDED.

THESE INTERVENTION PROGRAMS OFTEN INVOLVE A MULTIDISCIPLINARY APPROACH, WITH SLPs COLLABORATING WITH PEDIATRICIANS, AUDIOLOGISTS, OCCUPATIONAL THERAPISTS, AND EDUCATORS TO ENSURE A HOLISTIC SUPPORT SYSTEM FOR THE CHILD AND THEIR FAMILY. THE GOAL IS NOT ONLY TO IMPROVE LANGUAGE SKILLS BUT ALSO TO ENHANCE THE CHILD'S OVERALL CONFIDENCE AND ABILITY TO PARTICIPATE FULLY IN THEIR SOCIAL AND EDUCATIONAL ENVIRONMENTS.

BY UNDERSTANDING THE INTRICACIES OF CHILDHOOD LANGUAGE DEVELOPMENT IN THE US, AND BY ACTIVELY ENGAGING IN SUPPORTIVE PRACTICES, WE CAN EMPOWER EVERY CHILD TO BUILD A STRONG FOUNDATION FOR EFFECTIVE COMMUNICATION AND LIFELONG LEARNING.

FAQ

Q: WHAT ARE THE EARLIEST SIGNS OF LANGUAGE DEVELOPMENT IN INFANTS?

A: THE EARLIEST SIGNS OF LANGUAGE DEVELOPMENT IN INFANTS INCLUDE COOING (VOWEL-LIKE SOUNDS AROUND 2-4 MONTHS), BABBLING (CONSONANT-VOWEL COMBINATIONS LIKE "BA-BA" AROUND 6-9 MONTHS), RESPONDING TO THEIR NAME, AND UNDERSTANDING SIMPLE WORDS OR GESTURES BY AROUND 12 MONTHS.

Q: HOW CAN PARENTS ENCOURAGE VOCABULARY GROWTH IN TODDLERS?

A: PARENTS CAN ENCOURAGE VOCABULARY GROWTH BY TALKING FREQUENTLY TO THEIR TODDLERS, NAMING OBJECTS AND ACTIONS, READING BOOKS DAILY, SINGING SONGS, AND ENGAGING IN RESPONSIVE CONVERSATIONS WHERE THEY EXPAND ON THE CHILD'S UTTERANCES.

Q: AT WHAT AGE SHOULD A CHILD BE ABLE TO SPEAK IN SIMPLE SENTENCES?

A: MOST CHILDREN BEGIN COMBINING TWO WORDS INTO SIMPLE PHRASES AROUND 18-24 MONTHS AND CAN SPEAK IN SIMPLE SENTENCES OF THREE OR MORE WORDS BY AGE 3.

Q: WHAT IS DEVELOPMENTAL LANGUAGE DISORDER (DLD)?

A: DEVELOPMENTAL LANGUAGE DISORDER (DLD) IS A CHRONIC CONDITION IN CHILDHOOD THAT AFFECTS A PERSON'S ABILITY TO UNDERSTAND AND/OR USE SPOKEN LANGUAGE. IT IS NOT ASSOCIATED WITH ANY OTHER DEVELOPMENTAL DISORDER SUCH AS INTELLECTUAL DISABILITY OR HEARING LOSS.

Q: HOW IMPORTANT IS EARLY INTERVENTION FOR LANGUAGE DELAYS?

A: EARLY INTERVENTION IS EXTREMELY IMPORTANT FOR LANGUAGE DELAYS. THE EARLIER SUPPORT IS PROVIDED, THE MORE EFFECTIVELY CHILDREN CAN DEVELOP THEIR LANGUAGE SKILLS, AS YOUNG BRAINS ARE HIGHLY ADAPTABLE AND RESPONSIVE TO TARGETED THERAPIES.

Q: CAN SCREEN TIME NEGATIVELY IMPACT CHILDHOOD LANGUAGE DEVELOPMENT?

A: EXCESSIVE AND PASSIVE SCREEN TIME CAN NEGATIVELY IMPACT LANGUAGE DEVELOPMENT BY DISPLACING OPPORTUNITIES FOR INTERACTIVE COMMUNICATION, READING, AND PLAY, WHICH ARE CRUCIAL FOR LANGUAGE ACQUISITION. ACTIVE, CO-VIEWED SCREEN TIME WITH INTERACTIVE ELEMENTS MAY HAVE LESS NEGATIVE IMPACT.

Q: WHAT ROLE DO PLAYGROUPS AND PRESCHOOLS PLAY IN LANGUAGE DEVELOPMENT?

A: PLAYGROUPS AND PRESCHOOLS PROVIDE RICH SOCIAL ENVIRONMENTS WHERE CHILDREN INTERACT WITH PEERS AND EDUCATORS, LEADING TO INCREASED OPPORTUNITIES FOR LISTENING, SPEAKING, AND LEARNING NEW VOCABULARY AND COMMUNICATION STRATEGIES.

Q: WHEN SHOULD PARENTS BE CONCERNED ABOUT THEIR CHILD'S SPEECH DEVELOPMENT AND SEEK PROFESSIONAL ADVICE?

A: PARENTS SHOULD CONSIDER SEEKING PROFESSIONAL ADVICE FROM A PEDIATRICIAN OR SPEECH-LANGUAGE PATHOLOGIST IF THEIR CHILD IS NOT MEETING TYPICAL MILESTONES, SUCH AS NOT BABBLING BY 12 MONTHS, NOT USING SINGLE WORDS BY 18 MONTHS, NOT COMBINING WORDS BY 24 MONTHS, OR IF THEIR SPEECH IS CONSISTENTLY DIFFICULT TO UNDERSTAND BY AGE 3.

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