



Milestones checklist

Speech and language skills develop over time. Every child will develop at their own rate.

The checklist below also applies to children and families who speak more than one language at home (bilingual or multilingual children).

When a child does not develop one of the skills at the expected age, it does not always mean that there is a problem. When a child does not develop one of the skills at the expected age, it does not always mean that there is a problem. If you have questions or concerns about the child's skills, you can contact us. You do not need a doctor to refer.

18 to 24 months

Does the child:

- Follow 1-step directions like 'roll the ball'
- Uses *p*, *b*, *m*, *h*, and *w* in words
- Take turns back and forth in a simple conversation
- Understand simple words or phrases like 'on the chair' or 'the big ball'
- Understand simple questions like a yes/no question or a wh- question like 'where's your shoe?'
- Begin to use two words together like 'more apple'
- Name pictures in a book
- Use lots of new words (even if pronunciation isn't perfect)
- Make animal sounds
- Point to common body parts or pictures in a book when you ask
- Hold the book right side up
- Enjoy being read to

Call us if you feel concerned or if:

- The child is not doing most of the things in the above checklist.
- The child does not use any words.
- The child used to use words but stopped.
- The child does not respond to your smiles.
- The child does not seem to enjoy 'people games' like tickles.
- The child rarely copies what you say or do.

What you can do to help

- Respond when the child points and talks.
- Talk to the child as you do things and go places.
- Use real words and short, complete sentences when talking to the child.
- Play with sounds. For example, pop bubbles and make a 'p-p-p' sound or make animal sounds.
- Add words to what the child says. If the child says 'car', you could say 'Yes! A loud car!'
- Read to the child every day. Talk about the pictures on the page.
- Point to pictures and name them. Pause to give the child a chance to copy.
- Add gestures when talking to the child (like waving, shrugging, pointing).
- Show the child you're interested in what they're trying to tell you and talk to the child throughout the day.