

Agenda

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Early Intervention Program

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Community Health

1. SLPs in Island Health
2. Overview of our programs
3. **Communication Milestones and referral guidelines**
4. **How to refer (+ examples)**
5. Other referrals
6. Resources
7. QUESTIONS

SLPs in Island Health

Adults

Pediatric

Community Health
Preschool Speech-
Language Program

Queen Alexandra Centre for Children's
Health (QACCH)

***Early Intervention Program (EIP) - SLP ***

Cleft Lip and Palate

Pediatric Feeding & Swallowing Services

Neonatal Follow-Up Clinic

VICAN-Complex Developmental & Behavioural Conditions

BCAAN- British Columbia Autism Assessment Network

Mental Health

Pediatric Speech-Language Programs

COMMUNITY HEALTH SLP

Single-service program (SLP only)

Children from birth to kindergarten eligibility (~5 years) with speech-language needs living in the greater Victoria area and SSI

EARLY INTERVENTION PROGRAM

Multidisciplinary (program)

Children from birth to 5 years of age with or at risk for developmental delays, living in Greater Victoria and the Southern Gulf Islands.

Parent language-stimulation groups (virtual), 1:1 services, parent coaching, Communication Health Assistants, consultation and monitoring of speech-language development



CDC New Developmental Milestones – Speech & Language

What do SLP's Think?

(they didn't ask us)

We worry the CDC's lowering of language standards will encourage more wait-and-see approaches from parents and doctors and limit the child's opportunity to get needed services earlier.

More info:

<https://www.chicagopediatrictherapyandwellness.com/blog/speech-language-milestones/>

We suggest:

www.sac-oac.ca

www.firstwords.ca/speech-and-language-milestones

Birth to 3 months:

Does the child:

- make cooing sounds
- have different cries for different needs
- smile at you
- startle to loud sounds
- soothe/calm to a familiar voice

YES NO

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4 to 6 months:

Does the child:

- babble and make different sounds
- make sounds back when you talk
- enjoy games like peek-a-boo
- turn his/her eyes toward a sound source
- respond to music or toys that make noise

YES NO

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7 to 12 months:

Does the child:

- wave hi/bye
- respond to his/her name
- let you know what he/she wants using sounds, and/or actions like pointing
- begin to follow simple directions (e.g., Where is your nose?)
- localize correctly to sound by turning his/her head toward the sound
- pay attention when spoken to

YES NO

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By 12 to 18 months:

Does the child:

- use common words and start to put words together
- enjoy listening to storybooks
- point to body parts or pictures in a book when asked
- look at your face when talking to you

YES NO

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By 18 to 24 months:

Does the child:

- understand more words than he/she can say
- say two words together (e.g., More juice)
- ask simple questions (e.g., What's that?)
- take turns in a conversation

YES NO

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2 to 3 years:

Does the child:

- use sentences of three or more words most of the time
- understand different concepts (e.g., in-on; up-down)
- follow two-part directions (e.g., Take the book and put it on the table)
- answer simple questions (e.g., Where is the car?)
- participate in short conversations

YES NO

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3 to 4 years:

Does the child:

- tell a short story or talk about daily activities
- talk in sentences with adult-like grammar
- generally speak clearly so people understand
- hear you when you call from another room
- listen to TV at the same volume as others
- answer a variety of questions

YES NO

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4 to 5 years:

Does the child:

- pronounce most speech sounds correctly
- participate in and understand conversations even in the presence of background noise
- recognize familiar signs (e.g., stop sign)
- make up rhymes
- hear and understand most of what is said at home and school
- listen to and retell a story and ask and answer questions about a story

YES NO

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Developmental milestones

These developmental milestones show some of the skills that mark the progress of young children as they learn to communicate. There are also some tips on how you can help your child develop speech and language skills. If your child is not meeting one or more of these milestones, please contact your local Preschool Speech and Language Program.



By 6 months

- turns to source of sounds
- starts in response to sudden, loud noises
- makes different cries for different needs — I'm hungry, I'm tired
- watches your face as you talk
- smiles and laughs in response to your smiles and laughs
- imitates coughs or other sounds — ah, eh, buh

By 9 months

- responds to his/her name
- responds to the telephone ringing or a knock at the door
- understands being told "no"
- gets what he/she wants through sounds and gestures e.g., reaching to be picked up
- plays social games with you e.g., peek-a-boo
- enjoys being around people
- babbles and repeats sounds — babababa, duhduhduh

By 12 months

- follows simple one-step directions — "sit down"
- looks across the room to something you point to
- uses three or more words
- uses gestures to communicate — waves "bye bye", shakes head "no"
- gets your attention using sounds, gestures and pointing while looking at your eyes
- brings you toys to show you
- "performs" for attention and praise
- combines lots of sounds as though talking — abada baduh abee
- shows interest in simple picture books

By 18 months

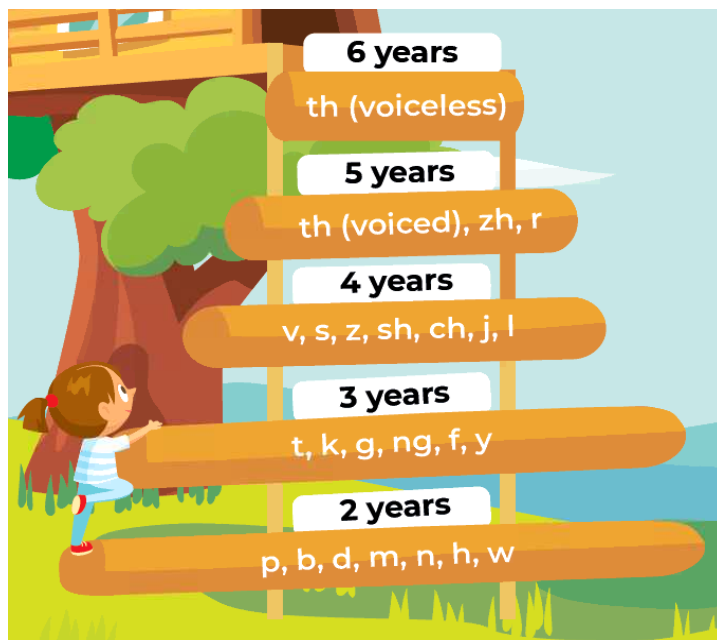
- understands the concepts of "in and out", "off and on"
- points to several body parts when asked
- uses at least 20 words
- responds with words or gestures to simple questions — "Where's teddy?", "What's that?"
- demonstrates some pretend play with toys — gives teddy a drink
- makes at least four different consonant sounds — b, n, d, g, w, h
- enjoys being read to and looking at simple books with you
- points to pictures using one finger

By 24 months

- follows two-step directions — "Go find your teddy bear and show it to Grandma"
- uses 100 or more words
- uses at least two pronouns — "you", "me", "mine"
- consistently combines two or more words in short phrases — "daddy hat", "truck go down"
- enjoys being with other children
- begins to offer toys to peers and imitates other children's actions and words
- people can understand his/her words 50 to 60 per cent of the time
- forms words and sounds easily and effortlessly
- holds books the right way up and turns pages
- "reads" to stuffed animals or toys
- scribbles with crayons

By 30 months

- understands the concepts of size (big/little) and quantity (a little, a lot, more)
- uses some adult grammar — "two apples", "bird flying", "I jumped"
- uses more than 350 words
- uses action words — run, spill, fall
- begins taking short turns with other children, using both toys and words
- shows concern when another child is hurt or sad
- combines several actions in play — feeds doll then puts her to sleep; puts blocks in train then drives train and drops blocks off
- puts sounds at the start of most words
- produces words with two or more syllables or beats — "ba-na-na", "com-puter", "ap-ple"
- recognizes familiar logos and signs — stop sign
- remembers and understands familiar stories



~75% of children have each of these sounds at the age indicated;

~90% of children have the sounds indicated before their next birthday

REFERRALS



Who can refer?

Self-referral or other professional (e.g., PHN, MD, NP, etc)

Where to Refer?

We've provided you with our forms

Process:

We use eligibility criteria to determine needs and priorities for triaging.



Worried about referring to the wrong place?

Don't be! We have internal processes that will help us direct your referral accordingly.

Which SLP Program?

**COMMUNITY
HEALTH**



MICHAEL

Michael is 24 months old.

He is learning Tagalog and English

He is using about 20 words total between the two languages, including some sound effects. He is not yet combining words.

He uses a lot of gestures to communicate, such as pointing, waving, giving objects to his parents, high-fives, [shh], [I don't know], and bringing his parents to what he wants.

There are no other concerns about his general development.

Which SLP Program?

**EARLY INTERVENTION
PROGRAM**



BONNIE

Bonnie is almost 3 years old.

Her mother is worried because she doesn't seem to have a large vocabulary and isn't yet combining many words.

She has difficulty with some of her self help skills (not eating independently), does not attempt to colour or scribble and has difficulty doing age appropriate puzzles.

Which SLP Program?

Not sure...



JOEY

Joey is 32 months of age

He is difficult to understand, and he is only combining 2 words together with a small vocabulary

He also has difficulty regulating emotions, frequent “outbursts” at daycare. It appears that he has strong emotions and can have trouble transitioning between activities without support from his teacher

Other referrals SLPs may recommend:

VICAN:

There are times when the SLP may recommend a referral for an assessment to rule out autism through VICAN

We recommend referring to both VICAN and a paediatrician **at the same time**

- Waitlists are long
- Keep the option open for private autism assessment

Paediatrician

Confident Parents: Thriving Kids

Canadian Mental Health Association, British Columbia

For parents of children with anxiety or behaviour difficulties

Our favourite resources– HANDOUTS!



Questions?

EARLY INTERVENTION PROGRAM

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COMMUNITY HEALTH

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