



SPEECH THERAPY FOR KIDS

WHAT PARENTS NEED TO KNOW



speech therapy

ALLYSON WEINSTEIN-ROSEN MS CCC-SLP



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WHO WE ARE

A to Z Speech Therapy is a private practice that has been changing children's lives for the better since it was founded by Allyson Weinstein-Rosen in 2003.

We provide evaluations and therapy for children up to 18 years of age, helping them overcome a wide range of speech, language, social, and oral motor challenges.

Our team of speech-language pathologists empowers each child to communicate confidently and effectively, by unlocking their full potential through personalized play and evidence-based speech and language therapy.

A handwritten signature in black ink, appearing to read 'Allyson Weinstein-Rosen', is positioned above the contact information.

Allyson Weinstein-Rosen, MS CCC-SLP
Owner, Founder, & Speech-Language Pathologist

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WHAT IS SPEECH THERAPY & HOW DO I KNOW IF MY CHILD NEEDS IT?

Pediatric Speech therapy helps children improve their speech sounds, language comprehension and expression, social communication, and even feeding or swallowing difficulties.

Our experienced speech-language pathologists (SLP), also known as speech therapists, at A to Z Speech Therapy, are fully licensed experts at evaluating and treating children with different communication disorders from babies to 18 years. We help each child achieve their speech and/or language goals through play, games, activities, and topics that match their interests.

It is important to remember that every child develops at their own pace, but if you're noticing challenges with your child's speech, language, or communication skills, a speech therapist can help open the door to clearer communication and greater confidence in speaking, social, and academic settings. Don't wait—take the first step toward unlocking your child's full potential today!



If you notice that your child struggles with any of the following skills, they should be evaluated by an SLP:

- uses less words than their same aged peers
- difficulty saying certain sounds, syllables, or words by expected ages
- struggles to find their words or often use incorrect grammar/syntax
- has difficulty socializing or connecting with peers
- has difficulty understanding language or following directions
- often repeats sounds, syllables, or words when speaking
- appears to have a hard time hearing when there is additional noise or more than one person speaking
- speaks too softly, too loudly, or may have a harsh or raspy sounding voice
- has any physical difficulties with eating/feeding (i.e. drinking, swallowing, frequent gagging), is an extremely picky eater, or has a very limited diet
- is frequently frustrated or experiences meltdowns due to a communication breakdown or the inability to be understood

KEY TERMS

As a parent, there are so many things that you need to know, learn, and manage. Starting a new journey or activity with your child can feel overwhelming.

At A to Z Speech Therapy, helping parents understand what we do and why we do it is an essential part of treatment. These are some key terms, in simple language, to help you better understand your child's needs and support their development.

SPEECH- The production of sounds, words, and sentences using the mouth, lips, and tongue. Also known as articulation. This can also include voice, fluency, and resonance.

VOICE- The sound produced when air passes through the vocal cords. Issues may include hoarseness, pitch breaks, or loss of voice.

FLUENCY- The rate and rhythm of speech. Difficulties with fluency include stuttering.

LANGUAGE- The use of words, sounds, symbols, or gestures to communicate to others (expressive language) or understand others (receptive language).

SPEECH/LANGUAGE DELAY- when speech/language skills are developing typically, but at a slower rate than same aged peers.

SPEECH-LANGUAGE DISORDER- when speech and language skills deviate from typical development.

AUDITORY PROCESSING-the ability to recognize, distinguish, and analyze sounds.

SOCIAL PRAGMATICS- Social language skills including initiating and participating in play, taking turns in conversation, making eye contact, and staying on topic.

ORAL MOTOR SKILLS- The movement and coordination of the lips, tongue, jaw, and face to make expressions, speak, eat, and drink.

WORD RETRIEVAL- the ability to recall and use the appropriate word(s) with speed and accuracy needed for spontaneous speech, answering questions, and telling a story.

PHONOLOGICAL AWARENESS- the understanding of and ability to recognize the sound structure of spoken language (i.e. words in a sentence, syllables, rhymes, etc).

PHONOLOGICAL PROCESSES- the patterns of speech errors children use to simplify adult speech.

LANGUAGE MILESTONES & RED FLAGS

Children typically reach these milestones within the listed age ranges. Milestones and red flags are based on guidelines from the American Speech-Language-Hearing Association (ASHA) and NYS Early Intervention Program Clinical Guidelines (up to 3 years old). If your child shows signs of delay or red flags by the end of an age range, or if your child regularly displays red flags from a younger age group, speak to your pediatrician. An evaluation or consultation with a speech language pathologist may be warranted.

9-12
Months

- Vocally attracts attention
- Waves for “hi” and “bye”
- Imitates new sounds and actions
- Shakes head for “no”
- Gestures, grabs, and pulls to communicate and make requests

- Lacks response to or understanding of spoken words or gestures
- Does not focus on objects when requesting them
- Does not imitate sounds
- Does not display consistent patterns of babbling

12-18
Months

- Begins to consistently use one word utterances for familiar objects and people
- Uses routine language consistently (hi, bye, thank you, please, yes, no)
- Will point at objects and vocalize/ use word approximations
- Gets attention by using words instead of vocalization (mommy, daddy, look, etc.)
- Can follow simple directions

- Does not attempt to imitate single word utterances
- Does not attempt to use single words
- Does not persist in communicating/ gives up on socializing when immediate response is not given
- Cannot understand or follow simple directions
- Understands less than 50 words
- Consistently produces 10 words or less

18-24
Months

- Mostly uses verbal communication
- Begins to use memorized 2 word combinations (night night, bath time, thank you, etc.)
- By 24 months, uses 2 word combinations in relation to their situation (mommy no, more juice, what’s that)
- Can accurately answer yes or no, what, and where questions
- Understands simple prepositions (in, on)

- Does not verbalize or relies heavily on physical gestures
- Has less than 200 words in their vocabulary
- Does not combine 2 words
- Does not ask questions or make requests, may label objects instead of asking (i.e. saying “cookie” instead of “I want cookie/it/that”)
- Echoes or repeats phrases out of context

2-3
Years

- Expresses emotions
- Uses language in imaginative ways (“what if...”, silly talk, etc.)
- Engages in short dialogues & sentences
- Begins to provide descriptive details
- Begins to tell stories with seemingly unorganized/ unrelated elements
- Understands prepositions (in, on, under, together, out of, away from)

- Does not use multisyllabic words
- Has few or no multi word phrases/sentences
- Does not ask questions
- Not easily understood by those closest to them/ low speech intelligibility
- Has less than 1000 words
- Echoes or repeats phrases out of context

3-4
Years

- Can summarize and retell stories they have heard or watched
- Begins to use comparative adjectives (i.e. smaller, colder) and can correctly verbally rank the world around them (i.e. the car is big, the house is bigger)
- Can speak fluently without frequently repeating words or sounds
- Can recognize the alphabet
- begins to use articles (i.e. a, the) and pronouns (I, me, you)

- Does not produce 3-4 word sentences
- Does not initiate conversation
- Not understood by other kids or adults
- Frequently gets stuck on words
- Has difficulty identifying letters in the alphabet
- Struggles to ask and/or answer questions
- Relies on gesturing or non verbal communication

4-5
Years

- Produces longer sentences with minor/occasional grammatical errors
- Can recognize and express if a word is hard or unknown to them
- Understands and use words related to time (i.e. today, tomorrow, at night, later)
- Can take turns when speaking and have a conversation
- Can identify details in a story such as characters, settings, and connecting details
- Begins to use irregular plural nouns correctly (i.e. foot vs feet, person vs people, etc)
- Can recognize and come up with rhymes

- Does not speak in sentences
- Does not initiate or hold a conversation
- Unable to repeat details from a story
- Has difficulty recognizing or writing the alphabet
- Struggles to ask and/or answer questions
- Is not easily understood by those outside of immediate family
- Has difficulty with basic categorization (colors, shapes, animals, etc.)
- Echoes or repeats phrases out of context
- Frequently gets stuck on words

Children typically reach these articulation milestones within the listed age ranges. These milestones are based on the current guidelines from the American Speech–Language–Hearing Association (ASHA). If your child is having difficulty producing the sounds below in their everyday speech by the end of an age range or struggles with a sound from a younger age group, an evaluation or consultation with a Speech-Language Pathologist may be warranted.

ARTICULATION MILESTONES

2-3 YEARS

B- like “Bee” or “Ball”
D- like “Dog” or “Door”
H- like “Hat” or “Happy”
M- like “More” or “Mommy”
N- like “Nose” or “Nine”
P- like “Pet” or “Pick up”
W- like “Water” or “What”

3-4 YEARS

F- like “Five” or “Fun”
G- like “Good” or “Give”
K- like “Kitty” or “Cool”
NG- like “Hungry” or “Song”
T- like “Too” or “Truck”
Y- like “Yes” and “You”

4-5 YEARS

CH- like “Cheese” or “Check”
J- like “Jump” or “Jelly”
L- like “Light” or “Fall”
S- like “School” or “Snack”
SH- like “Shoe” or “Wish”
V- like “Give” or “Video”
Z- like “Zoo” or “Zip”

5-6 YEARS

*TH (voiced)- like “There” or “Weather”
R- like “Robot” or “Cherry”
ZH- like “Treasure” or “Garage”

6-7 YEARS

*TH (voiceless)- like “Bath” or “Thirsty”

*Voiced sounds are produced using vibrating vocal cords while voiceless sounds rely on airflow only.