

**Asking Questions, continued**

4 years	<ul style="list-style-type: none"> <li>Asks the following types of questions using correct grammatical structure:                      Early Infinitive: "Do you want to...?"                      Future: "Are we going to ...?"                      Modal can/may: "Can you...?"</li> </ul>
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We'd like to thank the following sources from which we obtained information for this section: AutismInfo ([www.autisminfo.com/milestones.htm#C](http://www.autisminfo.com/milestones.htm#C)); Beyond Therapy ([http://centralfltherapy.com/?page\\_id=123](http://centralfltherapy.com/?page_id=123) and [http://centralfltherapy.com/?page\\_id=130](http://centralfltherapy.com/?page_id=130)); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); Nicolosi, Haryman, & Kresheck (2006); and Touhy, Brown, & Mercer-Moseley (2001). For more information, please see the full Reference, Websites, & Resources list on pages 22-24.

**Listening**

Listening to something is not the same as hearing it. Listening skills involve a child's ability to attend to and process what he hears. These skills are integral components of a child's speech and language, social, and academic development.

Age	Milestones
Birth – 3 months	<ul style="list-style-type: none"> <li>Discriminates speech from non-speech sounds</li> <li>Startles to loud sounds</li> <li>Quiets or excites in response to novel sounds</li> <li>Recognizes a primary caregiver's voice</li> <li>Smiles or quiets when spoken to</li> <li>Decreases or increases sucking behavior in response to sounds</li> </ul>
3 – 6 months	<ul style="list-style-type: none"> <li>Moves eyes in direction of sounds</li> <li>Discriminates friendly and angry voices</li> <li>Reacts to changes in tone of voice</li> <li>Attends to music and toys that make sounds</li> <li>Listens to a speaker and watches a speaker's face when spoken to</li> </ul>
6 – 12 months	<ul style="list-style-type: none"> <li>Responds to sound when a source is not visible</li> <li>Responds physically to music</li> <li>Stops an activity when name is called</li> <li>Recognizes words for common items</li> <li>Listens with increased interest to new words</li> <li>Begins to respond to simple requests, such as "Sit here"</li> </ul>
1 – 2 years	<ul style="list-style-type: none"> <li>Follows one-step directions with cues</li> <li>Understands simple questions, such as "Where's Daddy?"</li> <li>Points to named pictures in a book</li> <li>Follows directions to find two familiar objects</li> <li>Listens to simple stories</li> </ul>

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Age	Milestones
2 – 3 years	<ul style="list-style-type: none"> <li>• Responds to commands involving body parts, such as "Show me your foot"</li> <li>• Follows two-step directions, such as "Get your cup and bring it to me"</li> <li>• Follows directions that include action + adverb or action + adjective, such as "Walk slowly" or "Give me the red ball"</li> <li>• Demonstrates understanding of several verbs by selecting corresponding pictures</li> <li>• Recognizes family labels such as <i>baby</i>, <i>grandpa</i></li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>• Attends to name being called from another room</li> <li>• Understands simple <i>wh</i>- questions</li> <li>• Understands most simple questions pertaining to her activities and environment</li> <li>• Improves listening skills and begins to learn from listening</li> </ul>
4 – 5 years	<ul style="list-style-type: none"> <li>• Attends to a short story and answers simple questions about it</li> <li>• Hears and understands most of what is said at home and in school</li> <li>• Repeats four digits when they are given slowly</li> <li>• Readily follows simple commands involving remote objects</li> </ul>
5 – 6 years	<ul style="list-style-type: none"> <li>• Repeats sentences up to nine words in length</li> <li>• Follows three-step directions</li> <li>• Responds correctly to more types of sentences but may still be confused at times by more complex sentences</li> </ul>

We'd like to thank the following sources from which we obtained information for this section: The American Speech-Language-Hearing Association ([www.asha.org/public/speech/development/chart.htm](http://www.asha.org/public/speech/development/chart.htm)); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); and Wilkes (1999). For more information, please see the full References, Websites, & Resources list on pages 22-24.