

**FOR IMMEDIATE RELEASE** **Contact: (Name)**

 **(Phone, Email)**

**(City/County) Expert Shares Resources to Help Parents and Caregivers Track Their Child’s Speech and Language Development**

*Knowledge of Expected Milestones Can Reassure Families and Alert Them to Early Signs of Possible Disorders*

**(City, State – Date)** May is *National Speech-Language-Hearing Month,* and one local expert is using the opportunity to inform (city/county) families about their child’s communication development—as well as the benefits of early intervention for children with speech and language delays or disorders.

“Communication happens in the first weeks and months of life—and continues to evolve long after children start to speak,” explains (full name, credentials, place of employment).

“The skills that we expect to see at certain ages are known as *milestones,* and they provide parents and caregivers with a roadmap of how their child’s development will unfold. Being aware of these early milestones is so important—in part because good speech and language skills are critical for future literacy skills and academic success.”

(Last name) encourages families to consult the American Speech-Language-Hearing Association’s (ASHA) recently updated [milestones checklists](https://www.asha.org/public/developmental-milestones/communication-milestones/). They provide the communication skills that most children will demonstrate between the ages of birth and 5 years.

Here are some examples of these communication milestones:

* Quiets or smiles when you talk (birth to 3 months).
* Vocalizes different vowel sounds—sometimes combined with a consonant—like *uuuuuummm, aaaaaaagoo,* or *daaaaaaaaaa* (4–6 months).
* Babbles long strings of sounds, like *mamamama, upup,* or *babababa* (7–9 months).
* Points, waves, and shows or gives objects (10–12 months).
* Follows directions—like “Give me the ball,” “Hug the teddy bear,” “Come here,” or “Show me your nose” (13–18 months).
* Puts two or more words together—like “more water” or “go outside” (19–24 months).
* Says their name when asked (2–3 years).
* Tells you a story from a book or a video (3–4 years).
* Recognizes and names 10 or more letters, and can usually write their own name (4–5 years).

**Using Milestones Checklists**

ASHA’s checklists provide the age ranges when the majority (75%) of children demonstrate particular skills. However, each child develops differently, (last name) stresses—even within the same family. Also, skills develop over time—not on a child’s exact birthday. This is why milestones are presented in ranges (e.g., “7–9 months” rather than “at 7 months”).

If a child doesn’t meet one milestone in an age range, an evaluation isn’t necessarily needed, (last name) says. On the other hand, if a child lacks several skills, is not learning new skills, or is losing skills that they once had, then (she/he/they) (encourage/encourages) families to consult their pediatrician and visit a speech-language pathologist.

Addressing a potential developmental delay or disorder early is strongly advised. Professional help can be effective at any age. However, birth to 3 years—which is the period of life when the brain is most flexible—is the ideal time window for care, (last name) stresses.

Speech and language disorders are among the most common conditions that young children experience. Generally, these disorders are treatable—and, in some cases, they can be reversed or prevented. Too often, parents are told to “wait and see” if their children’s difficulties go away on their own. Yet, left unaddressed, speech and language difficulties can lead to academic and social difficulties as well as behavior problems.

An evaluation doesn’t necessarily result in intervention or treatment. It’s not unusual for families to be told that their child’s development is on track. “Having that confirmation can help end unnecessary stress,” (last name) notes. “In cases where a child is found to have a communication delay or disorder, that child’s family can then learn more about their options and set their child on a helpful path. Intervention can take many forms, and families’ preferences drive the care approach, ultimately.”

For more information about communication disorders in children, visit [IdentifytheSigns.org](https://www.identifythesigns.org). To schedule an evaluation with (name), contact (phone number or email).

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