



ASHA Parent Survey

Spring 2019 Report

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ASHA
American
Speech-Language-Hearing
Association

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1 Parent Concerns About Child's Ability to Communicate and Access to Treatment

2 Identifying Signs of a Communication Disorder

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Objectives and Methodology

Objectives

The American Speech-Language-Hearing Association is interested in examining the awareness of communication disorders, the percentage of parents who have been concerned about such disorders, awareness of supports and services to address communication disorders, actions parents have taken, as well as barriers to taking action.

Methodology

- Data was collected between March 20 and March 27, 2019. The survey was carried out online.
- The sample (n=1,103) was constructed and balanced to be representative of parents with children between the ages of 0 and 8. This included oversamples of Hispanic (n=112) and Black or African American parents (n=163), which were incorporated into the genpop sample and weighted down to ensure national representativeness.
- Respondents had the option to take the survey in Spanish. In total, 71 respondents took the survey in Spanish.
- Average survey length was 14 minutes.

Study Qualifications: Parents who have a child in the household between the ages of 0 and 8.

One in four parents of children ages 0-8 have had concerns about their child's ability to communicate

Of those parents with concerns:

- 70% had concerns about speech
- 49% had concerns about language
- 30% had concerns about hearing



Those with concerns generally seek treatment, with positive outcomes.

73% of parents who had concerns about their child's ability to communicate sought treatment.

And for most, treatment is seen as effective—eight in 10 parents reported a great deal/good amount of improvement after treatment. This is in line with the 89% of parents who agree that many communication disorders can be prevented or eliminated if treated early enough.

Professionals parents seek treatment from:



Speech-language pathologists	53%
Pediatricians	48%
Special educators	33%

More than a quarter of parents with concerns did not seek treatment. Top reasons for not doing so were:

- 24% uncertainty over where to get treatment
- 21% pediatrician saying child would grow out of it
- 19% child's school or teacher said it wasn't a problem
- 18% it didn't seem like a big deal
- 17% they didn't know where to start/who to contact

Parents can correctly identify some, but not all signs of communication disorders.

Overall, only **23%** of parents were able to correctly identify 75% or more of the signs of communication disorders.

55% were able to correctly identify half the signs.



SPEECH

21%

correctly identified all 4 signs

LANGUAGE

8%

correctly identified all 5 signs

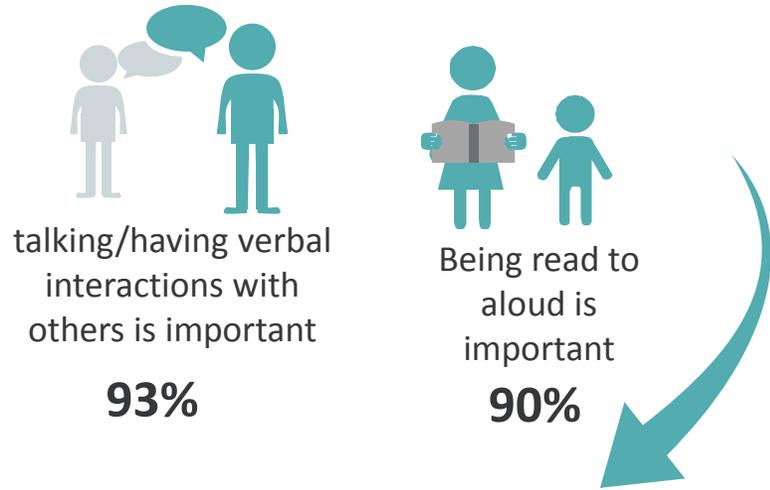
HEARING

13%

correctly identified all 7 signs

Parents correctly identify activities that have a positive impact on communication skills, but strides in putting these into practice can be made.

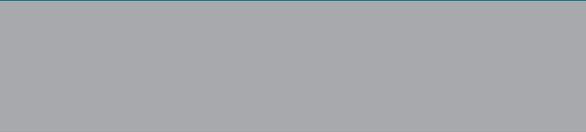
ASHA has identified the activities that have a positive impact on the development of a child’s communication skills. Parents correctly identify these activities, namely that:



But, actions speak louder than words and just **46%** say their children are read aloud to 5-7 days a week.



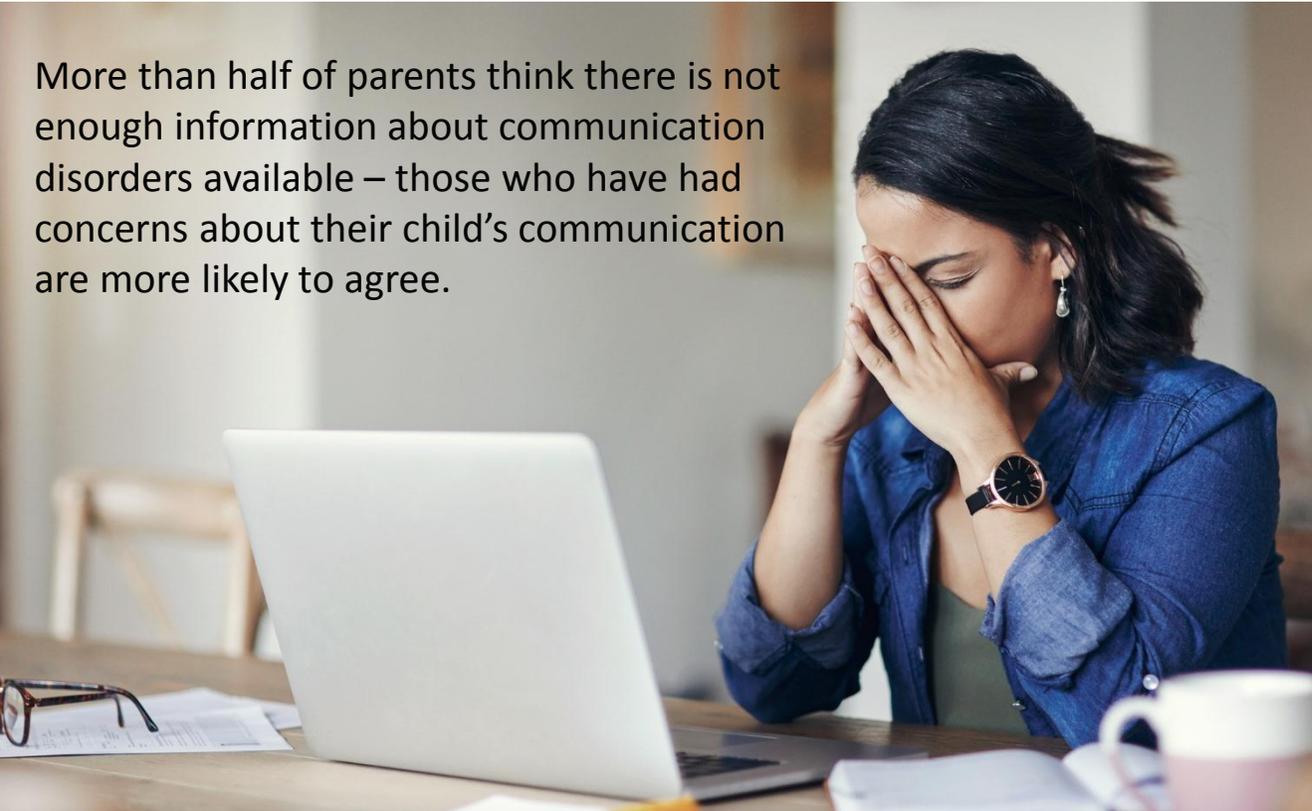
While **75%** say their child plays with toys 5-7 days a week



and **52%** say their child watches TV shows/movies/videos 5-7 days a week.

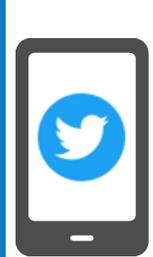
A key opportunity for education exists not only through traditional sources, like pediatricians and schools, but also through media, which is most apt to reach Hispanic and Black or African American parents.

More than half of parents think there is not enough information about communication disorders available – those who have had concerns about their child’s communication are more likely to agree.



About 7-in-10 parents have received information about communication disorders, most commonly from:

- Pediatricians (42%)
- Speech, language or hearing specialists (25%)
- Websites (25%)



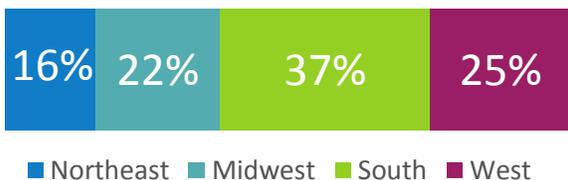
While Hispanic and Black or African American parents are only slightly less likely to receive information from a pediatrician, they are more apt to receive info from media sources, including social media.



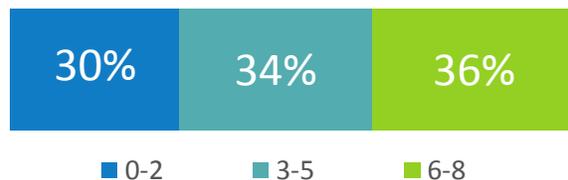
A majority of all parents agree that a parent knows their child and their needs best, but less than half (42%) strongly agree with this statement.

Sample Characteristics (n=1,103): Demographics

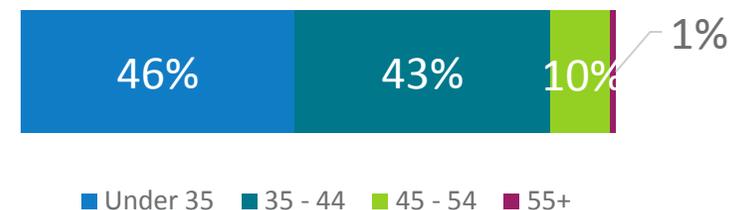
Region



Child Age Avg. 4 yrs.



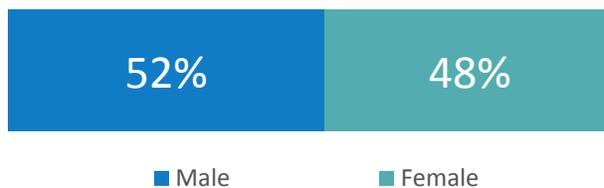
Parent Age Avg. 36 yrs.



Respondent Relation to Child



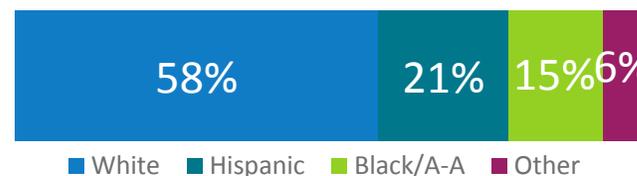
Child Gender



Household Income Avg. \$85,000



Parent Ethnicity



There are estimated to be 36,178,312 children ages 0-8 in the United States.

AGE 0-2: 11,957,307 AGE 3-5: 12,002,245 AGE 6-8: 12,218,760

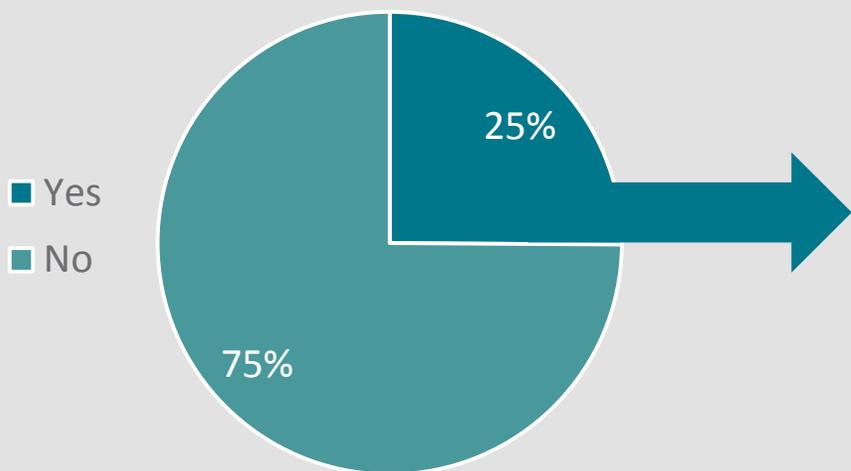
Source: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

Parent Concerns About Child's Ability to Communicate and Access to Treatment

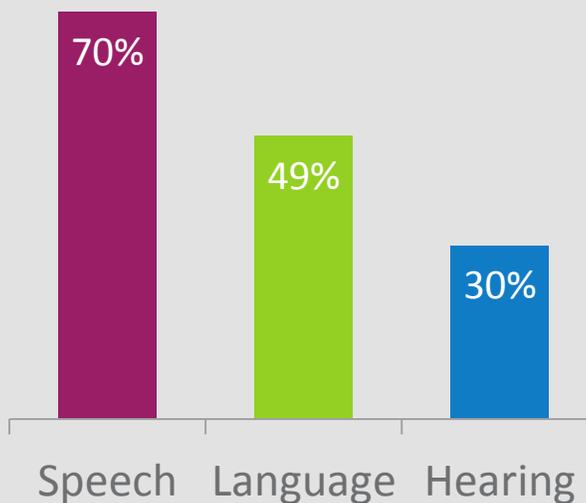
One in four parents have had concerns about their child’s ability to communicate—the majority having concerns about speech.

CONCERNS ABOUT CHILD’S ABILITY TO COMMUNICATE

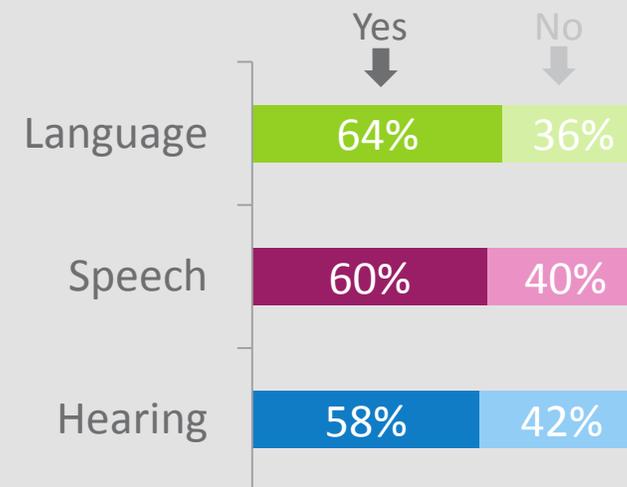
Ever Had Concerns About Child’s Ability to Communicate



Component of Communication Concerned About
(Among parents who ever had communication concerns for their child)



If Parent Still has Concerns
(Among parents who ever had communication concerns for their child)



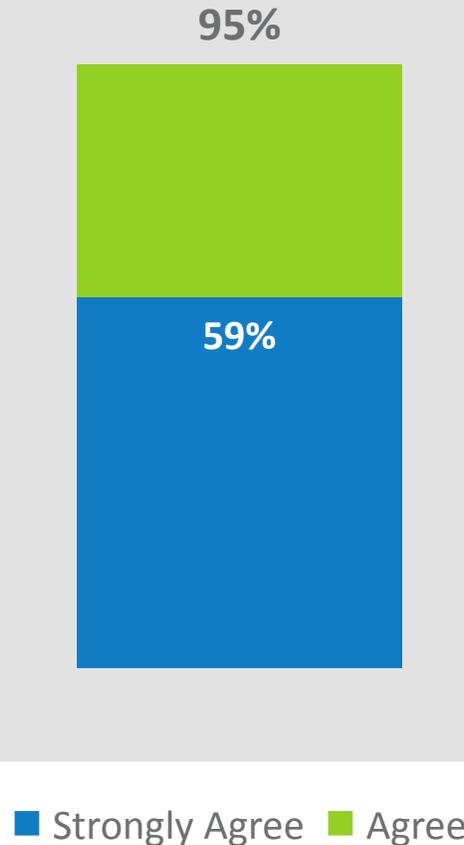
Q10A. Thinking about your [INSERT AGE] [son/daughter] and how they communicate with others, have you ever had concerns about their ability to communicate (e.g., talk, understand language, hear, etc.)?

Q10B. And which of these have you ever had concerns about? Select all that apply.

Q10C. Do you still have concerns about any of these?

Nearly all parents agree that speech, language and hearing developmental milestones are some of the most important developmental milestones.

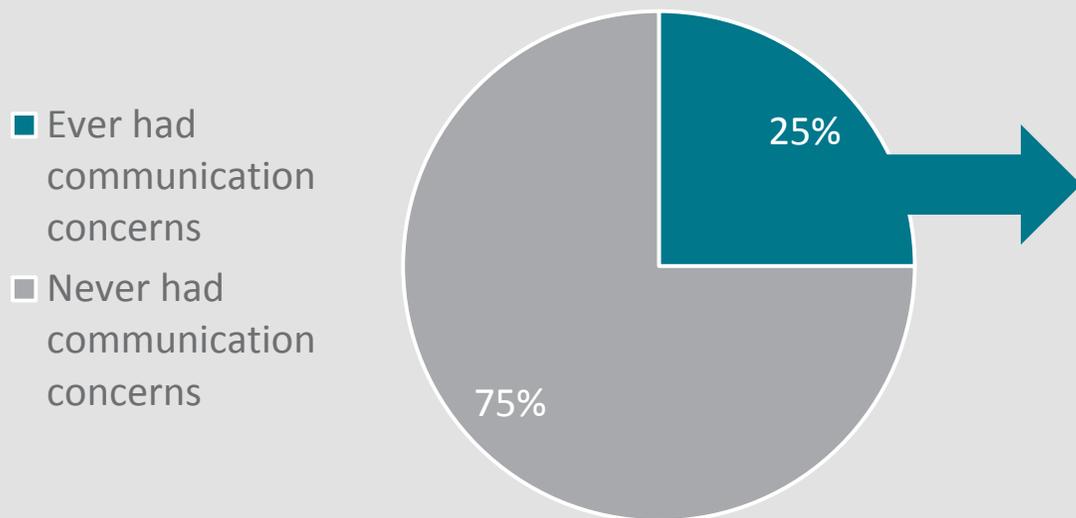
AGREEMENT WITH STATEMENT:
“Children’s speech, language and hearing developmental milestones are some of the most important developmental milestones”



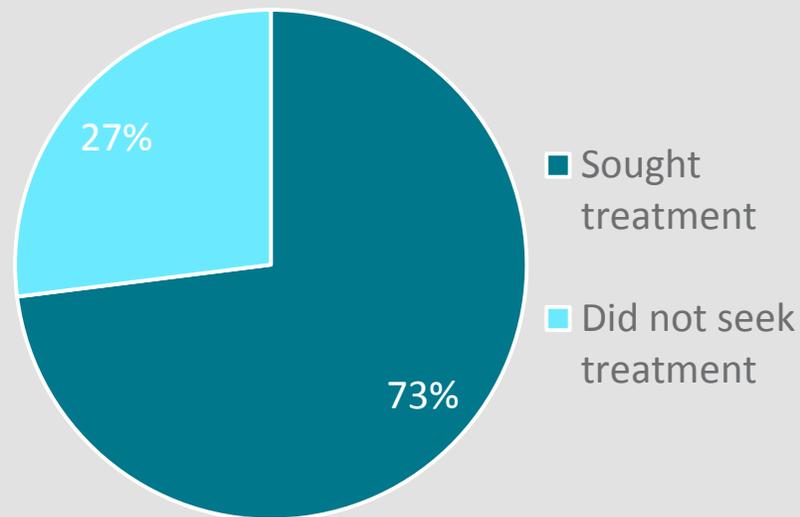
Overall, one in four parents have been concerned with at least one aspect of their child’s communication, either speech, language or hearing. Of these parents, 73% sought treatment.

WHETHER PARENT SOUGHT TREATMENT FOR ANY CONCERN RELATED TO COMMUNICATION (INCLUDING SPEECH, LANGUAGE AND/OR HEARING)

Ever Had Concerns About Child’s Communication



Whether Parent Sought Treatment for Concerns (Among parents who ever had concerns about child’s communication)

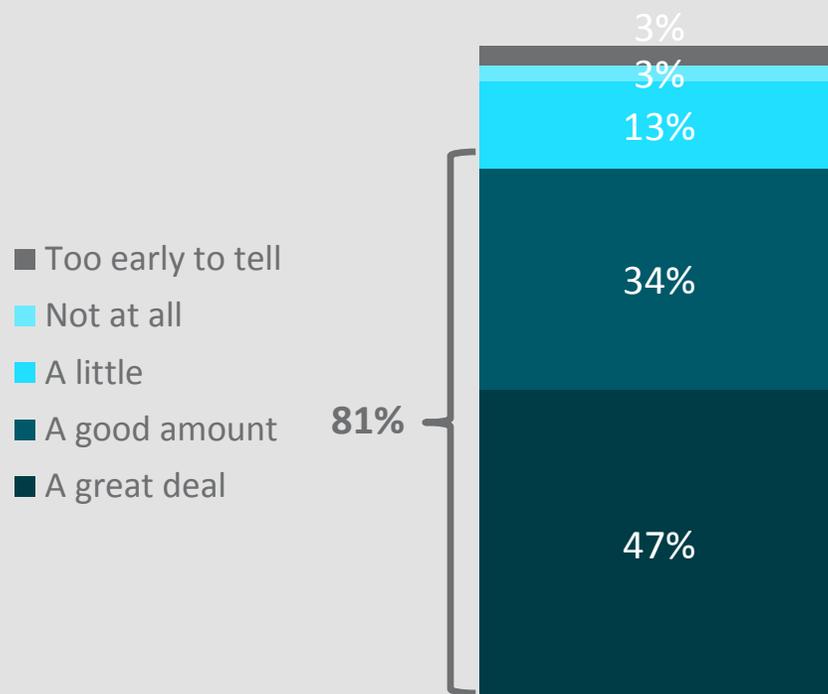


Q10B. And which of these have you ever had concerns about? Select all that apply.
 Q12A/Q13A/Q14A. Did you seek help/treatment for your concerns about your [INSERT AGE] [son/daughter]’s speech/language/hearing?

Eight in 10 parents who sought treatment for their child’s communication problems reported a great deal/good amount of improvement after treatment.

DEGREE OF IMPROVEMENT SHOWN AFTER TREATMENT

(Among parents who sought treatment for child’s speech, language and/or hearing)

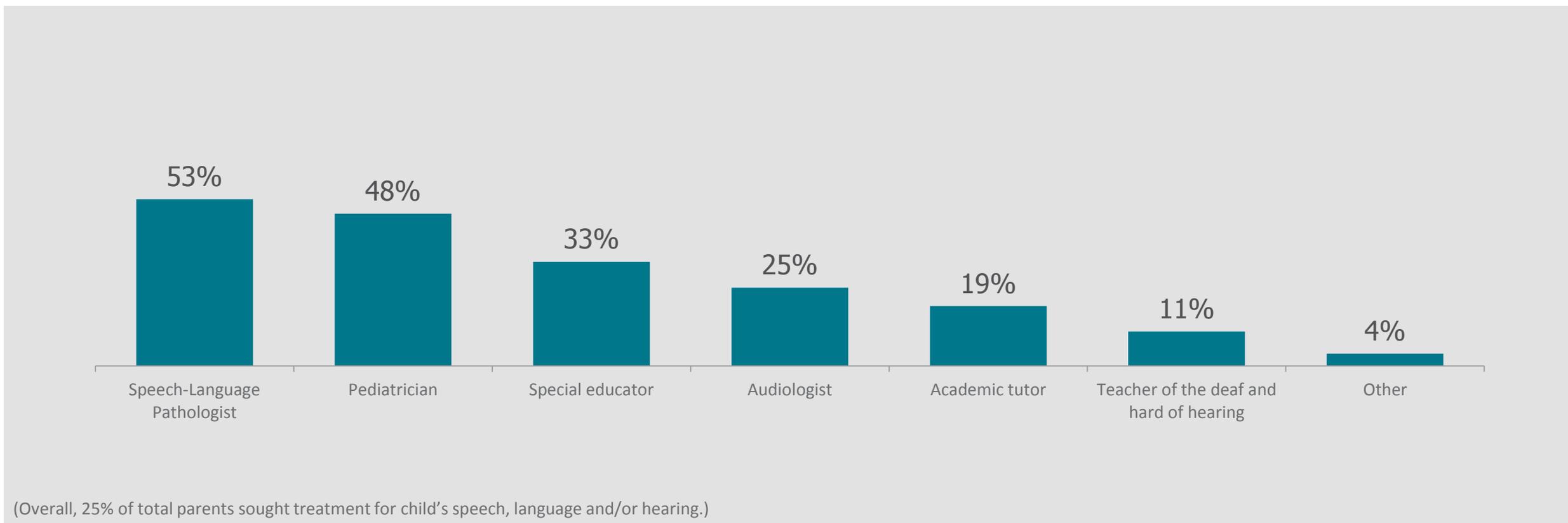


(Overall, 25% of total parents sought treatment for child’s speech, language and/or hearing.)

The most common sources parents sought treatment from for their child’s communication problems were speech-language pathologists (53%), followed by pediatricians (48%) and special educators (33%).

WHO PARENTS SOUGHT TREATMENT FROM

(Among parents who sought treatment for child’s speech, language and/or hearing)



For parents who sought treatment for their child’s communication, 51% did so after their pediatrician recommended it. And of the one quarter (of parents with concerns) who did not seek treatment, the top reason for not doing so was uncertainty over where to get treatment for their child (24%).

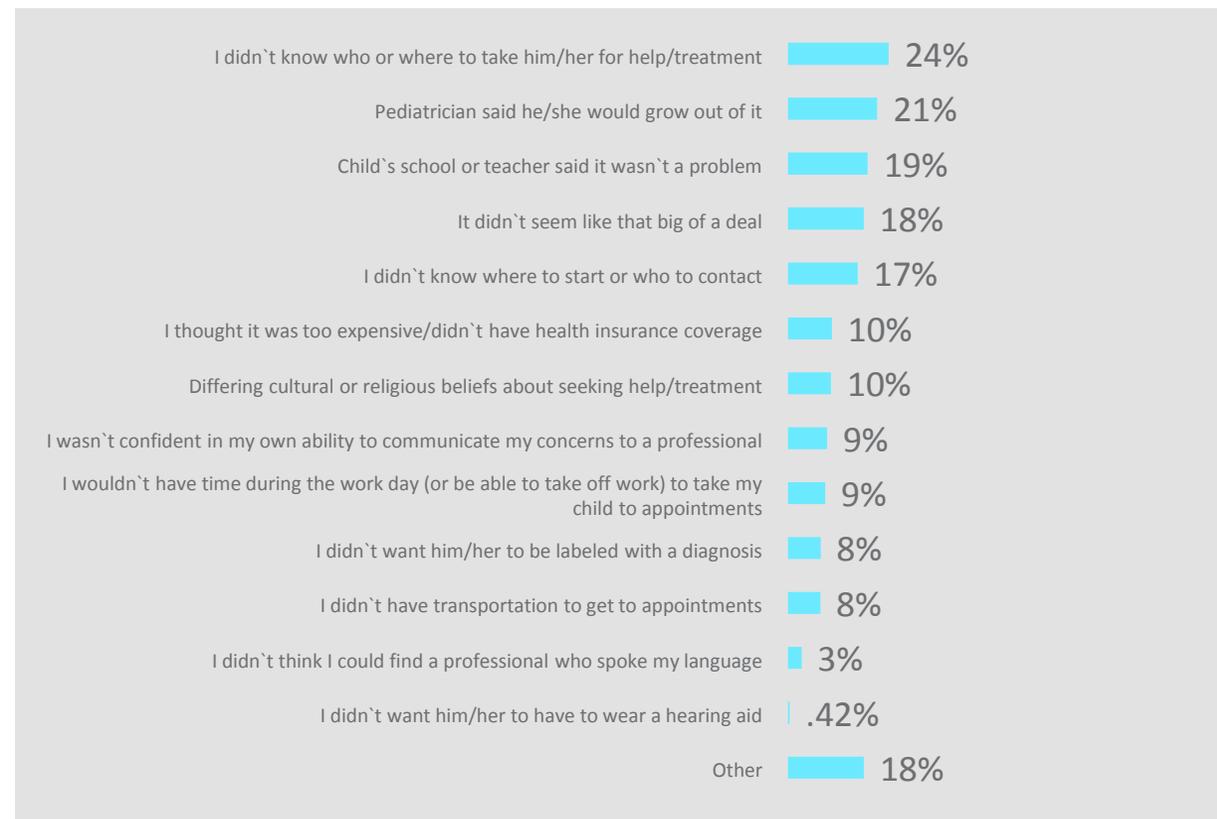
PARENTS WHO SOUGHT TREATMENT DID SO BECAUSE:

(Among parents who sought treatment for child’s speech, language and/or hearing)



PARENTS WHO NEVER SOUGHT TREATMENT DID NOT BECAUSE:

(Among parents who were concerned, but did not seek treatment for child’s speech, language and/or hearing)

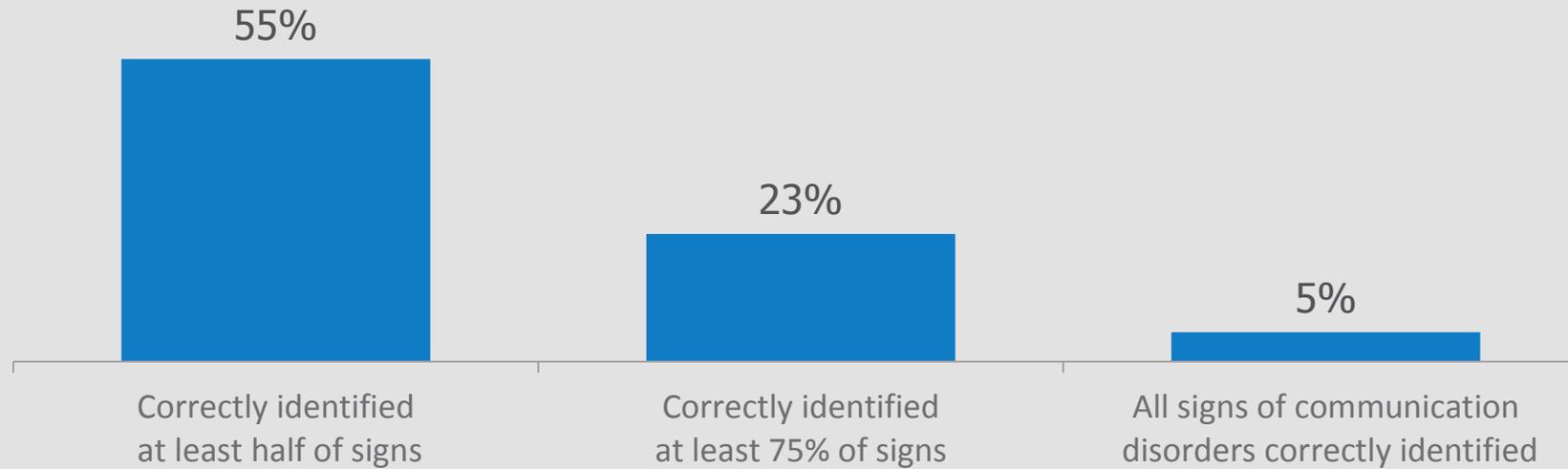


(Overall, 25% of total parents sought treatment for child’s speech, language and/or hearing.)

Identifying Signs of a Communication Disorder

Whether parents had concerns or not, most are not able to correctly identify a majority of the signs of a communication disorder.

SIGNS OF COMMUNICATION DISORDERS CORRECTLY IDENTIFIED

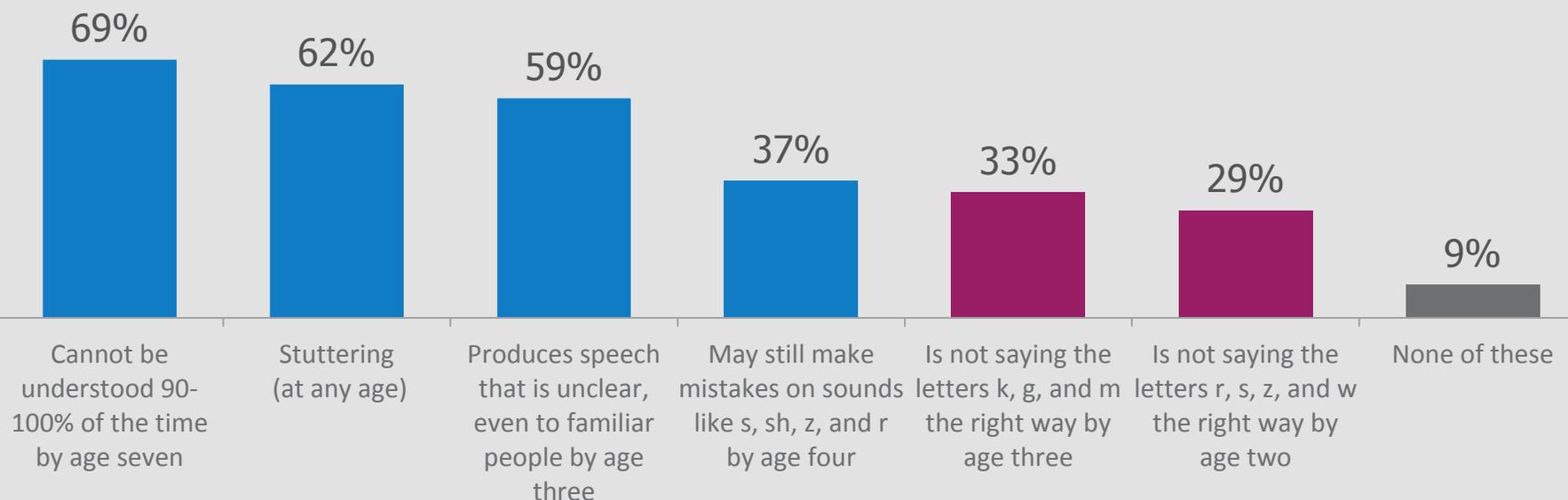


Q4. Which of the following do you think are possible signs of a **speech** disorder in children? *Please select all that apply.*
Q5. Which of the following do you think are possible signs of a **language** disorder in children? *Please select all that apply.*
Q6. Which of the following do you think are possible signs of a **hearing** disorder in children? *Please select all that apply.*

When asked what they think are possible signs of a speech disorder—a majority correctly said “cannot be understood 90-100% of the time by age seven,” “stuttering” and “produces speech that is unclear by age three.” Just 21% were able to identify all 4 signs of a speech disorder.

POSSIBLE SIGNS OF A SPEECH DISORDER, ACCORDING TO PARENTS

■ Sign of a speech disorder ■ Not a sign of a disorder (foil)



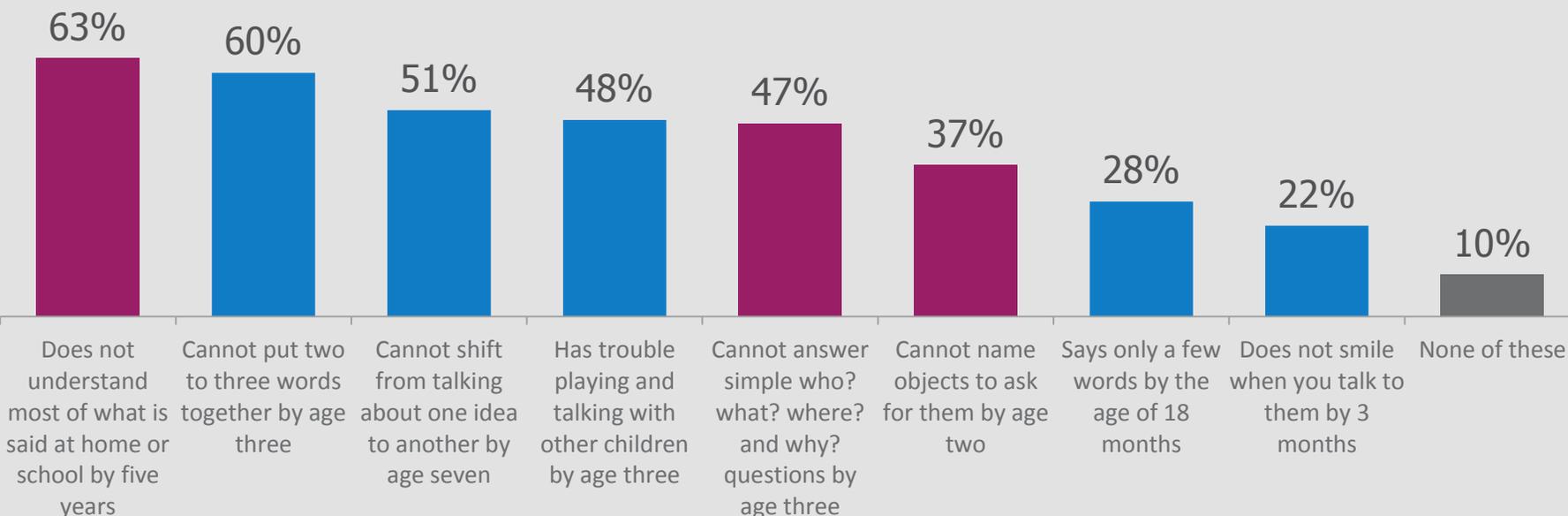
21% correctly identified all 4 signs

4% correctly identified all 4 signs, no incorrect responses selected

Parents are less sure about possible signs of a language disorder—with 63% incorrectly choosing “does not understand most of what is said at home or in school by five years.” Just 8% were able to identify all 5 signs of a language disorder.

POSSIBLE SIGNS OF A LANGUAGE DISORDER, ACCORDING TO PARENTS

■ Sign of a language disorder ■ Not a sign of a disorder (foil)



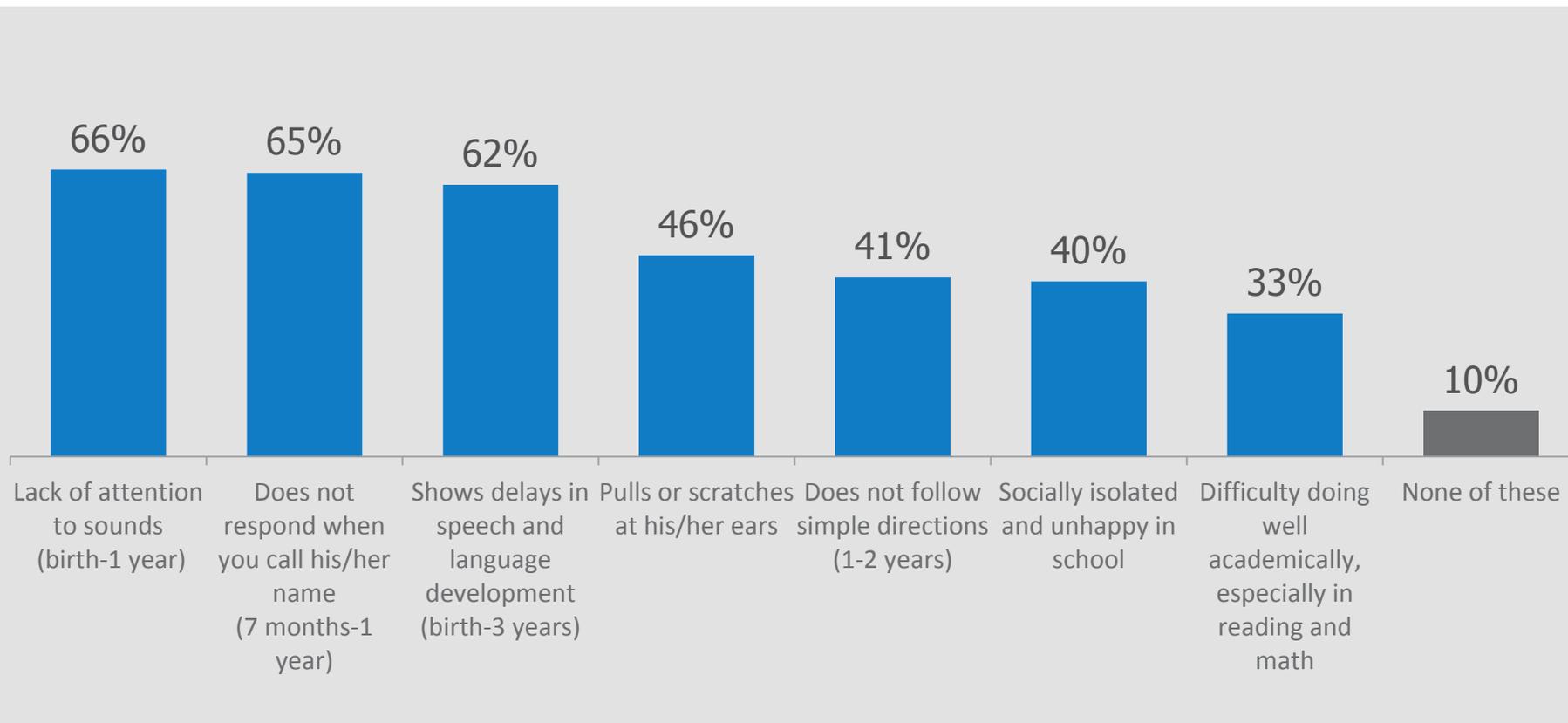
19% correctly identified at least 4 signs

8% correctly identified all 5 signs

Zero correctly identified all 5 signs with no incorrect responses selected

The most commonly known signs of a hearing disorder are “lack of attention to sounds,” “not responding when name is called” and “delays in speech and language development.” Just 13% were able to identify all 7 signs of a hearing disorder.

POSSIBLE SIGNS OF A HEARING DISORDER, ACCORDING TO PARENTS



50% correctly identified at least 4 signs

13% correctly identified all 7 signs

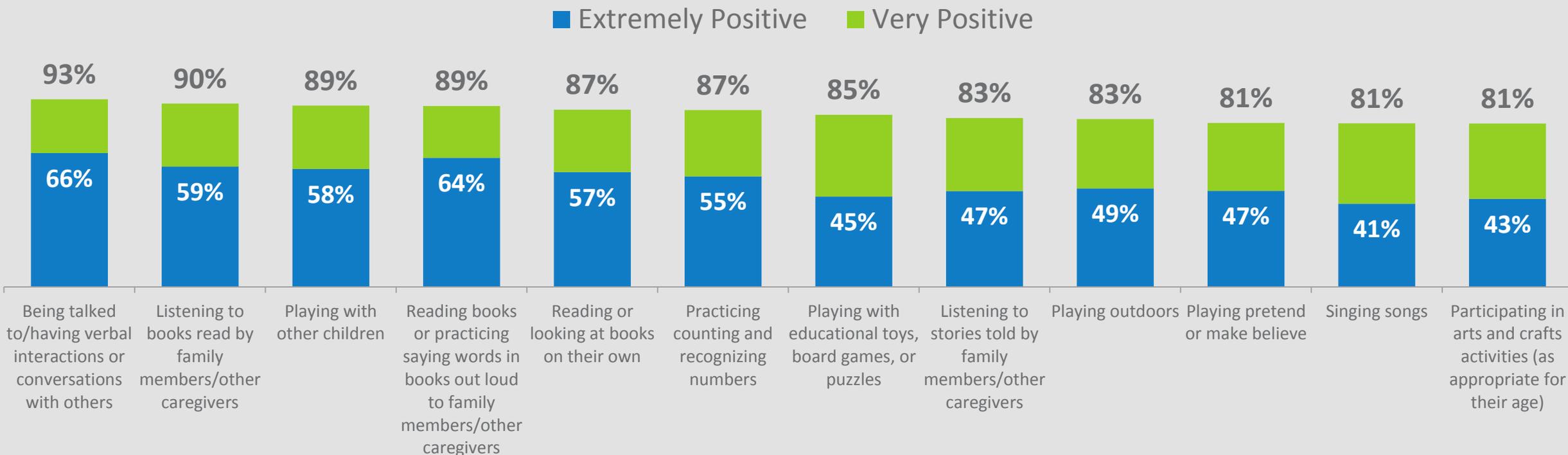
Note: No foils were shown for possible signs of a hearing disorder in children.

Q6. Which of the following do you think are possible signs of a **hearing** disorder in children? *Please select all that apply.*

Fostering the Development of Communication Skills

The top activities parents think have a positive impact on a child’s development of communication skills are being talked to/having verbal interactions, listening to books read by family members/other caregivers and playing with other children.

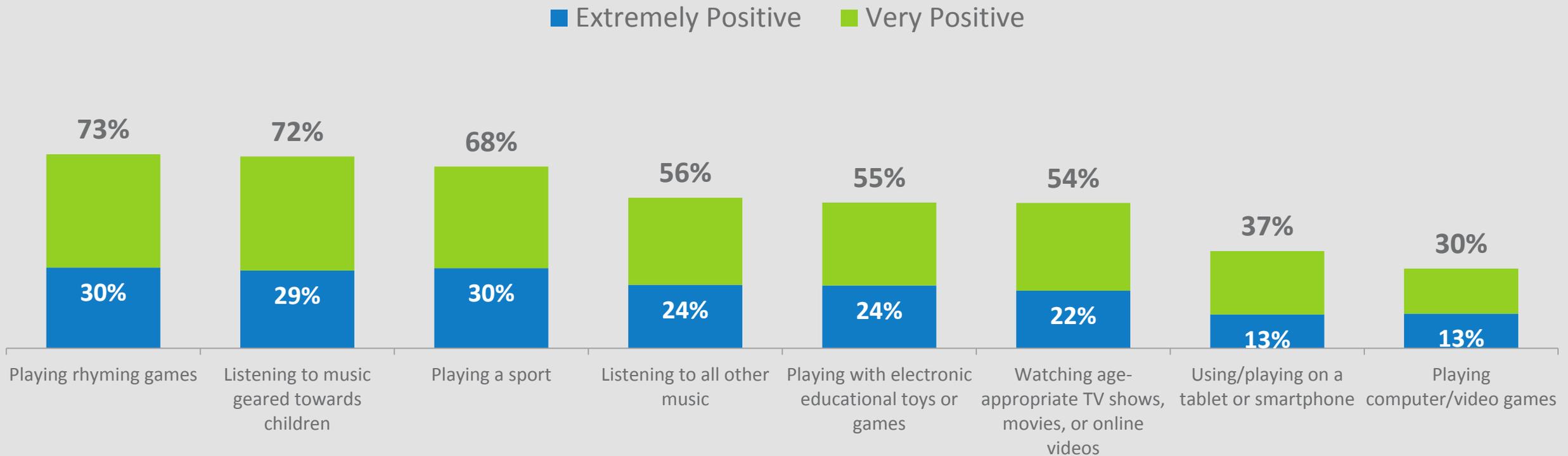
% OF PARENTS WHO THINK EACH ACTIVITY HAS AN EXTREMELY/VERY POSITIVE IMPACT ON THE DEVELOPMENT OF A CHILD’S COMMUNICATION SKILLS
(list continues on next page)



Q2. How much of an impact do you think doing each of the following activities has on the development of a child’s communication skills? When we say “communication skills” we mean the ability to understand others and be understood by others.

Parents have a less positive view of the impact of activities involving technology on a child's development of communication skills.

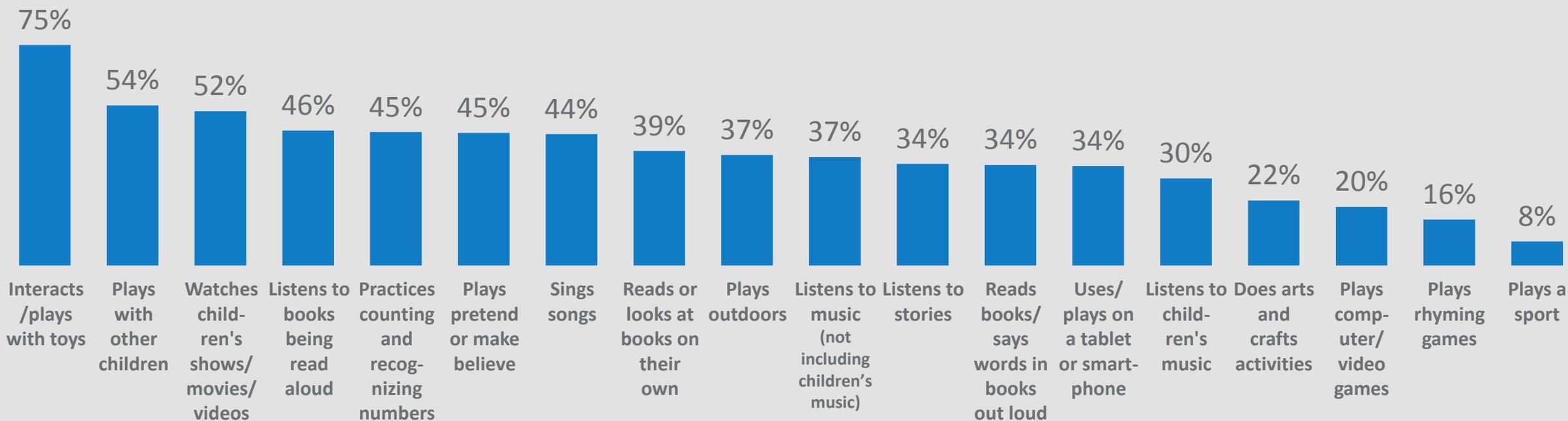
% OF PARENTS WHO THINK EACH ACTIVITY HAS AN EXTREMELY/VERY POSITIVE IMPACT ON THE DEVELOPMENT OF A CHILD'S COMMUNICATION SKILLS (cont.)



Q2. How much of an impact do you think doing each of the following activities has on the development of a child's communication skills? When we say "communication skills" we mean the ability to understand others and be understood by others.

The top activities children participate in 5-7 days a week sometimes, but not always, align with the activities parents think make the most positive impact on the development of a child’s communication skills. Top activities include interacting/playing with toys, playing with other children and watching TV shows, movies or online videos.

ACTIVITIES CHILDREN PARTICIPATE IN 5-7 DAYS A WEEK



Q1. We’d like to know how many days in a week your child does each of these activities. Please check one box under the column that best describes how often your child engages in each activity in a typical week.

Opportunities to Educate Parents

Parents agree that the top activity for developing communication skills is talking to others, and in general agree on most others in the top 3, though parents place less importance on storytelling. Actions speak louder than words and just 46% say their children are read to aloud at least 5 days a week.

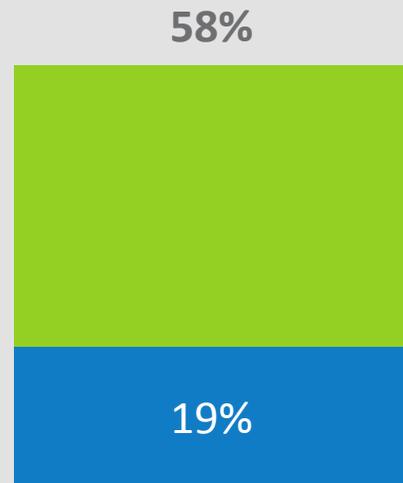
Top 3 Activities for Communication Development per ASHA	% of Parents who agree activity is Extremely Important for Communication Development	Parents' Importance Ranking	% whose child participates 5+ days a week	Ranking of Activities
Being talked to/having verbal interactions or conversations with others	66%	1	NA	NA
Listening to books read by family members/other caregivers	59%	3	46%	4
Listening to stories told by family members/other caregivers	47%	9	34%	11

The most frequently participated in activities are:

1. Interacts/plays with toys
2. Plays with other children
3. Watches children's shows/movies/videos

More than half think there is not enough information about communication disorders available.

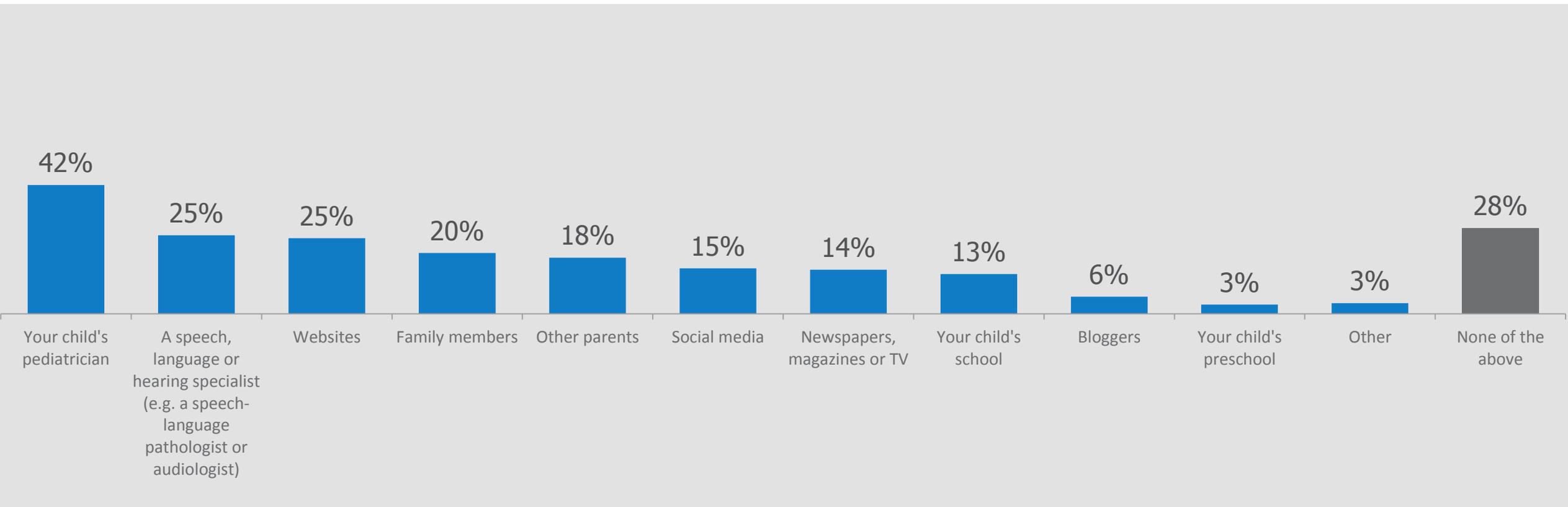
AGREEMENT WITH STATEMENT:
“There is not enough information available on communication disorders”



■ Strongly Agree ■ Agree

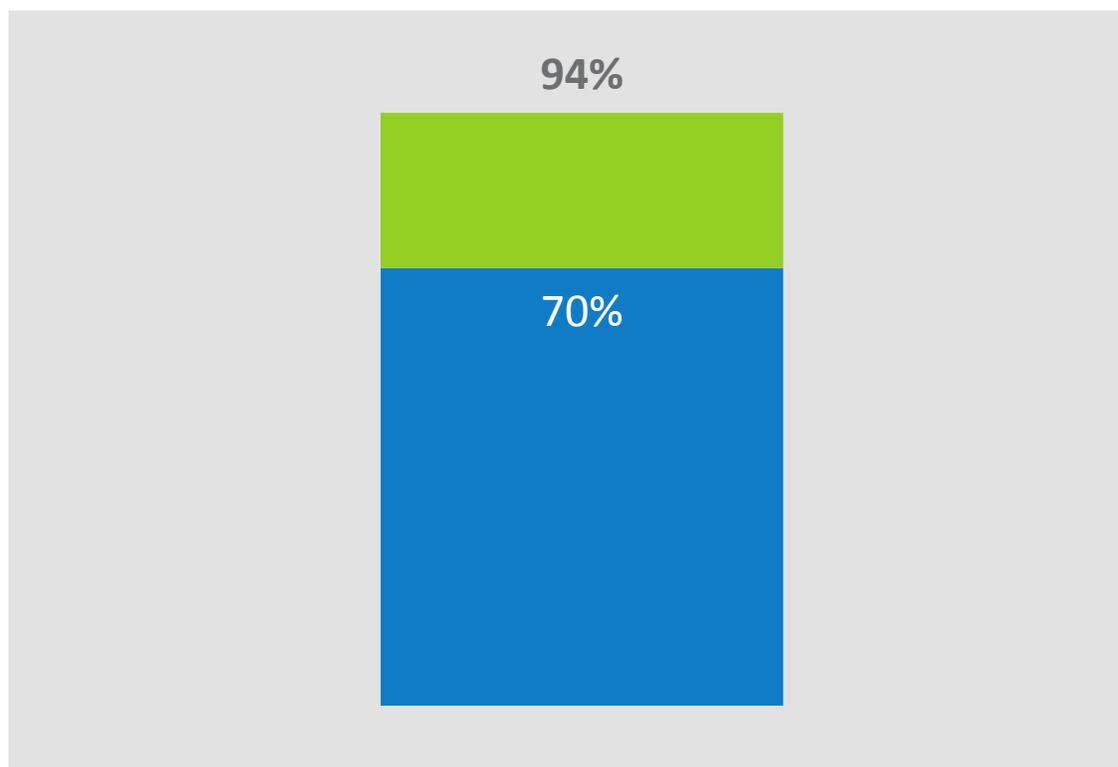
The most likely source of information about communication disorders is the child's pediatrician, followed by speech, language or hearing specialist and websites.

SOURCES OF INFORMATION ABOUT COMMUNICATION DISORDERS IN CHILDREN

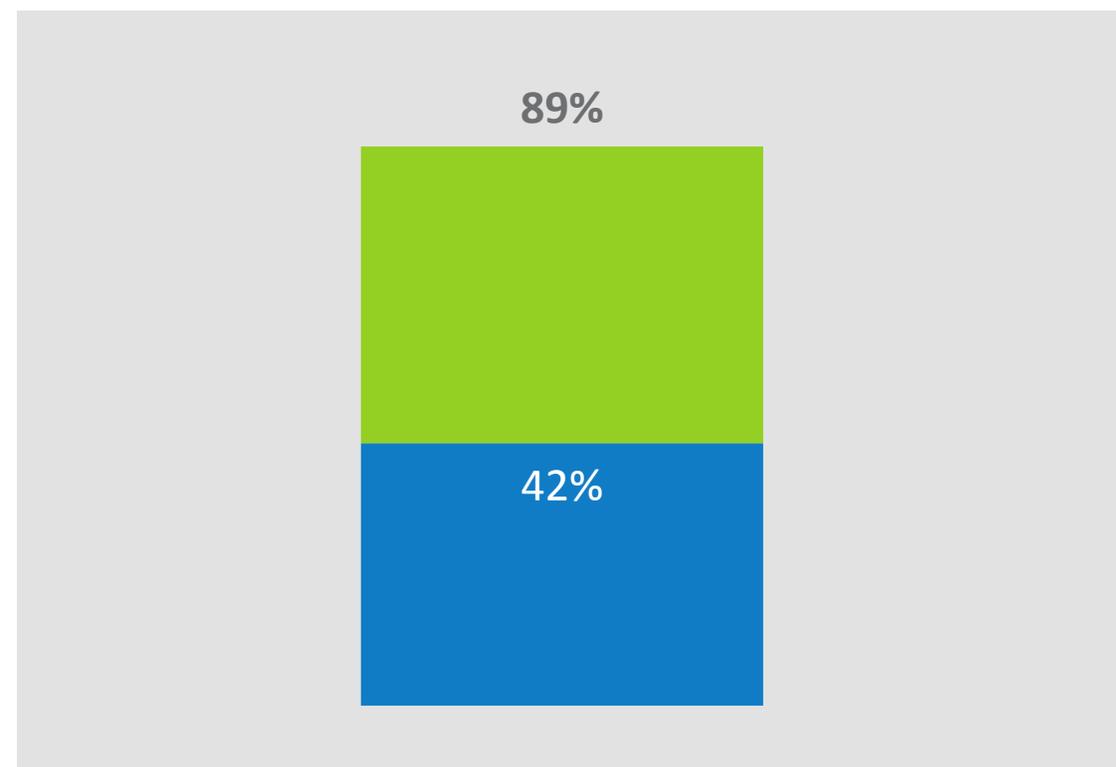


A majority of parents agree that they are the first teachers of speech, language and communication. And, while a majority agree that a parent knows their child and their needs best, less than half (42%) strongly agree with this statement.

**“Parents are the first teachers of
speech, language and communication”**



**“A parent knows their child and their
needs best”**



■ Strongly Agree ■ Agree

APPENDIX

A. Additional Slides

B. Concerns about Speech, Language and Hearing (INDIVIDUAL)

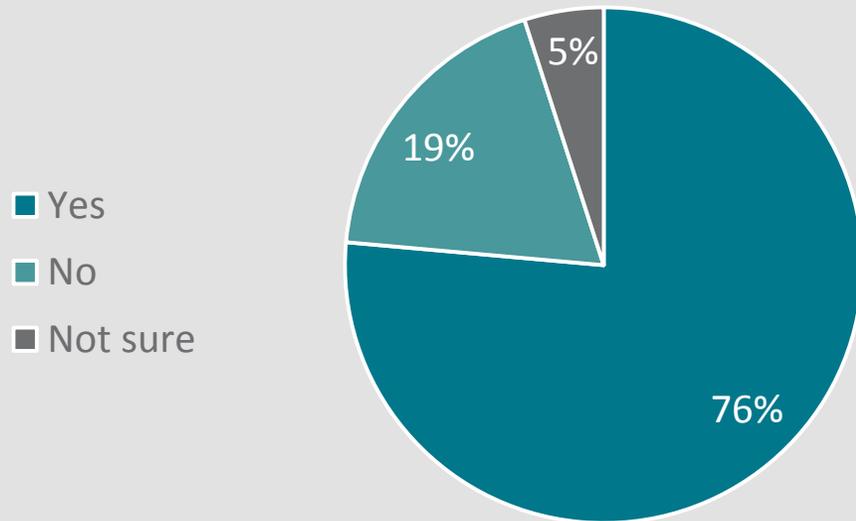
C. Data Tables With Subgroups (Ethnicity, Urbanicity and HH Income)

APPENDIX A. Additional Slides

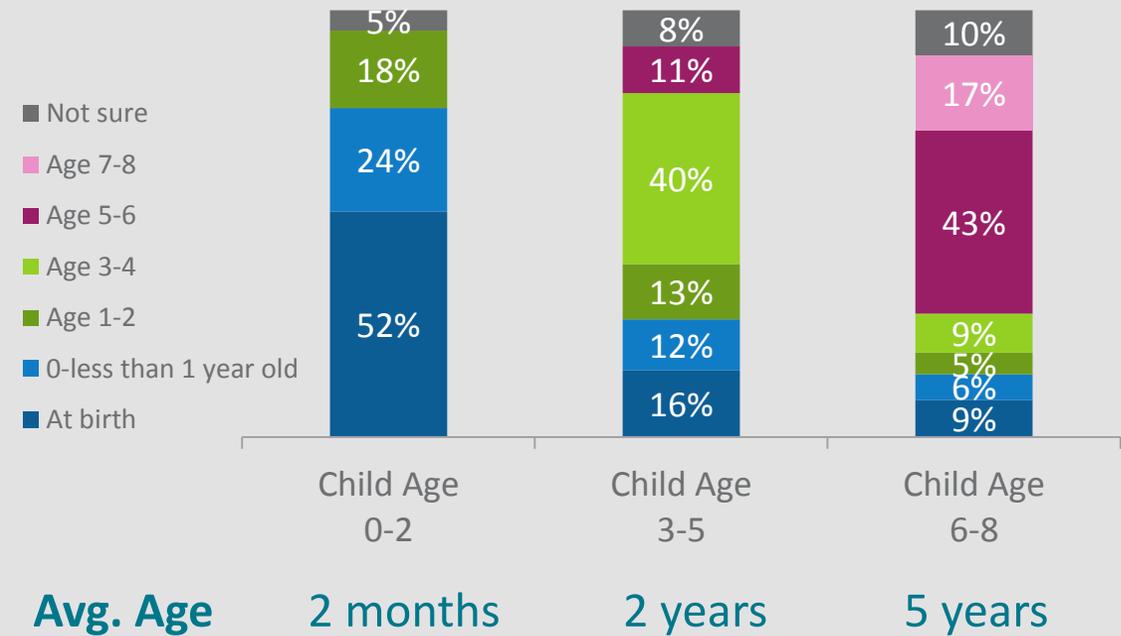
Three in four children between the ages of 0 and 8 have had their hearing tested.

WHETHER CHILDREN HAVE HAD A HEARING TEST, AND IF SO, AGE OF LAST HEARING TEST

Ever Had Hearing Tested



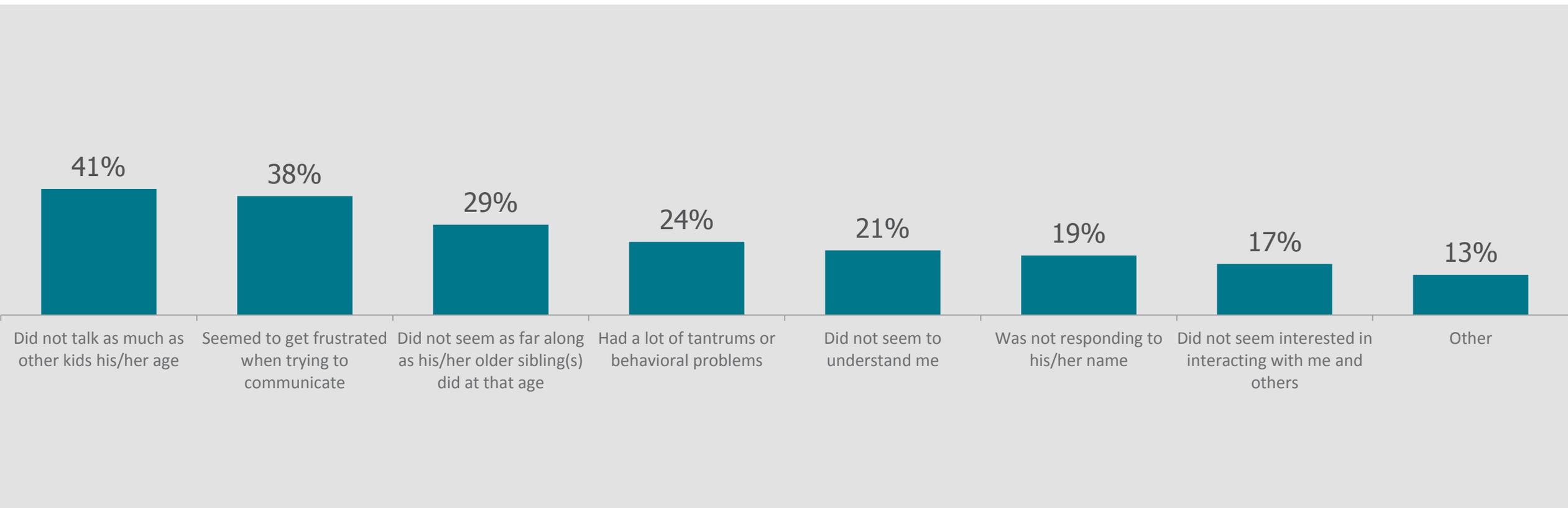
Age of Last Hearing Test
(Among parents whose child had their hearing tested)



Q8. Has your [INSERT AGE] [son/daughter] ever had their hearing tested?
Q9. And around what age did your child have their most recent hearing test?

A child not talking as much as their peers or getting frustrated when trying to communicate top the list for reasons a parent first become concerned about their child’s speech, language or hearing.

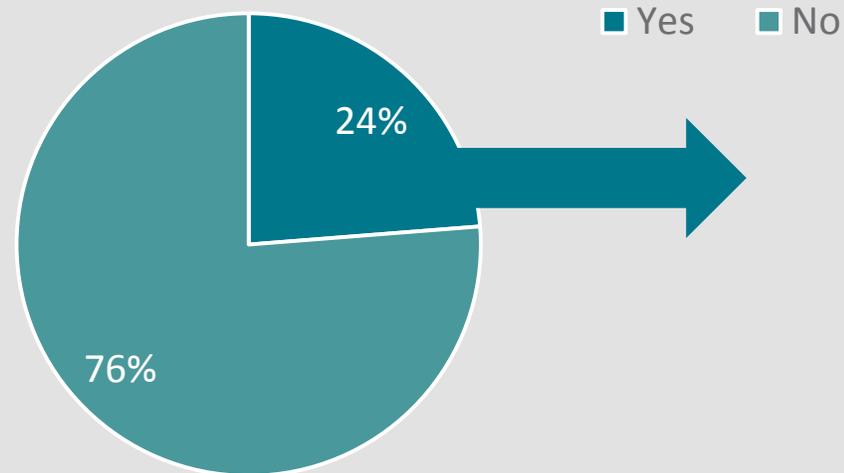
REASONS FOR CONCERN ABOUT CHILD’S **SPEECH**, **LANGUAGE** AND/OR **HEARING** (Among parents who ever had communication concerns)



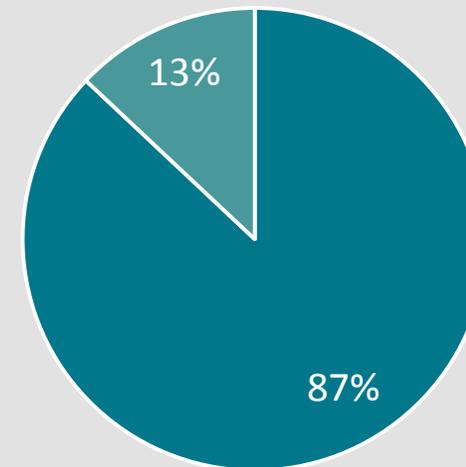
One in four parents have sought treatment through early intervention or a school system. 87% of these parents say they received the help/treatment they sought.

SEEKING TREATMENT THROUGH EARLY INTERVENTION/SCHOOL SYSTEM

Ever Sought Treatment through Early Intervention/School System



If Child Received Help/Treatment Through Early Intervention/School System (Among parents who sought treatment)

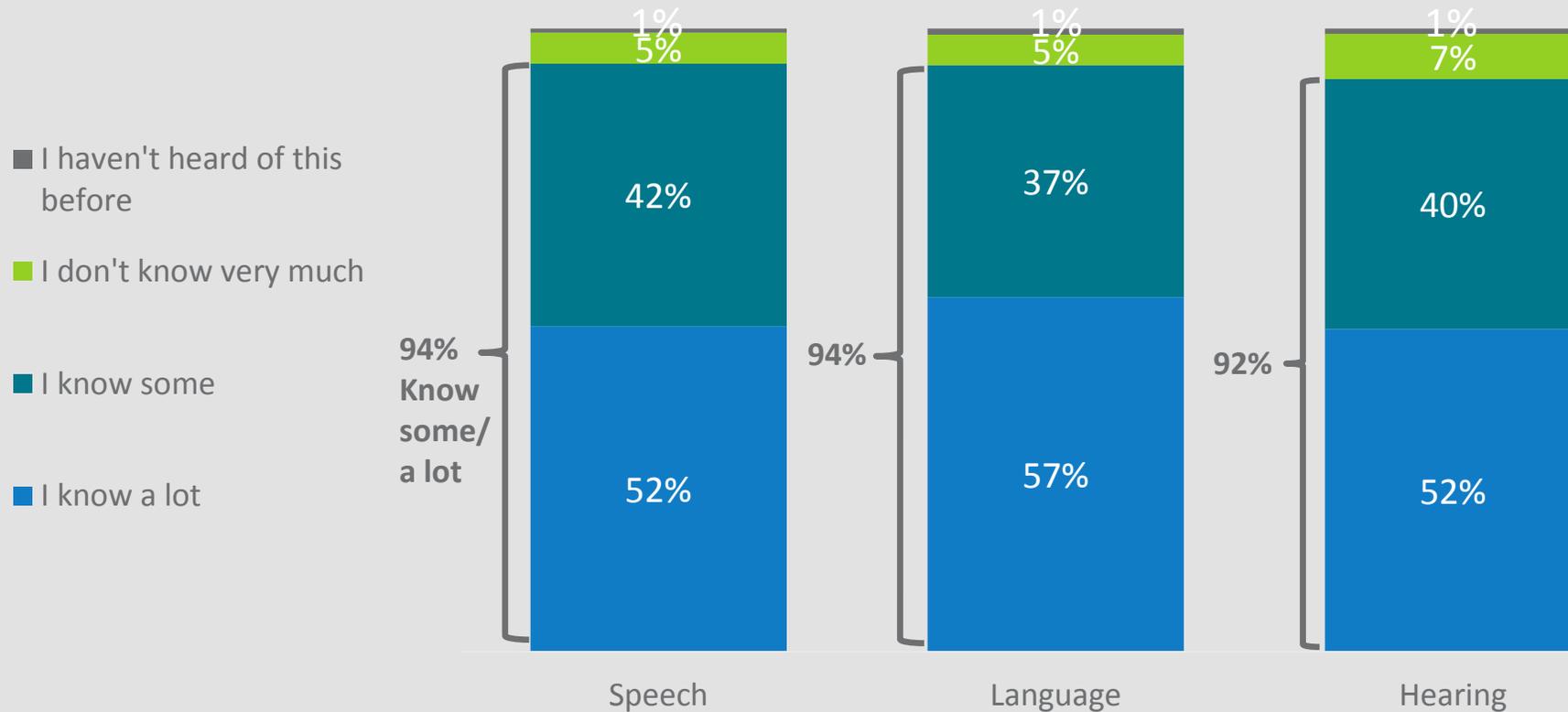


Note: Base size slightly smaller as this question was expanded to be asked of all respondents during programming (n=1056).

Q17. Have you ever tried to get help/treatment for your [INSERT AGE] [son/daughter] through early intervention and/or school system?
Q18. Did you get the help/treatment you sought for your [INSERT AGE] [son/daughter] through the early intervention and/or school system?

More than nine in ten parents believe they know a lot/some about speech (94%), language (94%) and hearing (92%).

PARENTS' KNOWLEDGE OF ELEMENTS OF COMMUNICATION



Parents were given the following definitions for elements of communication:

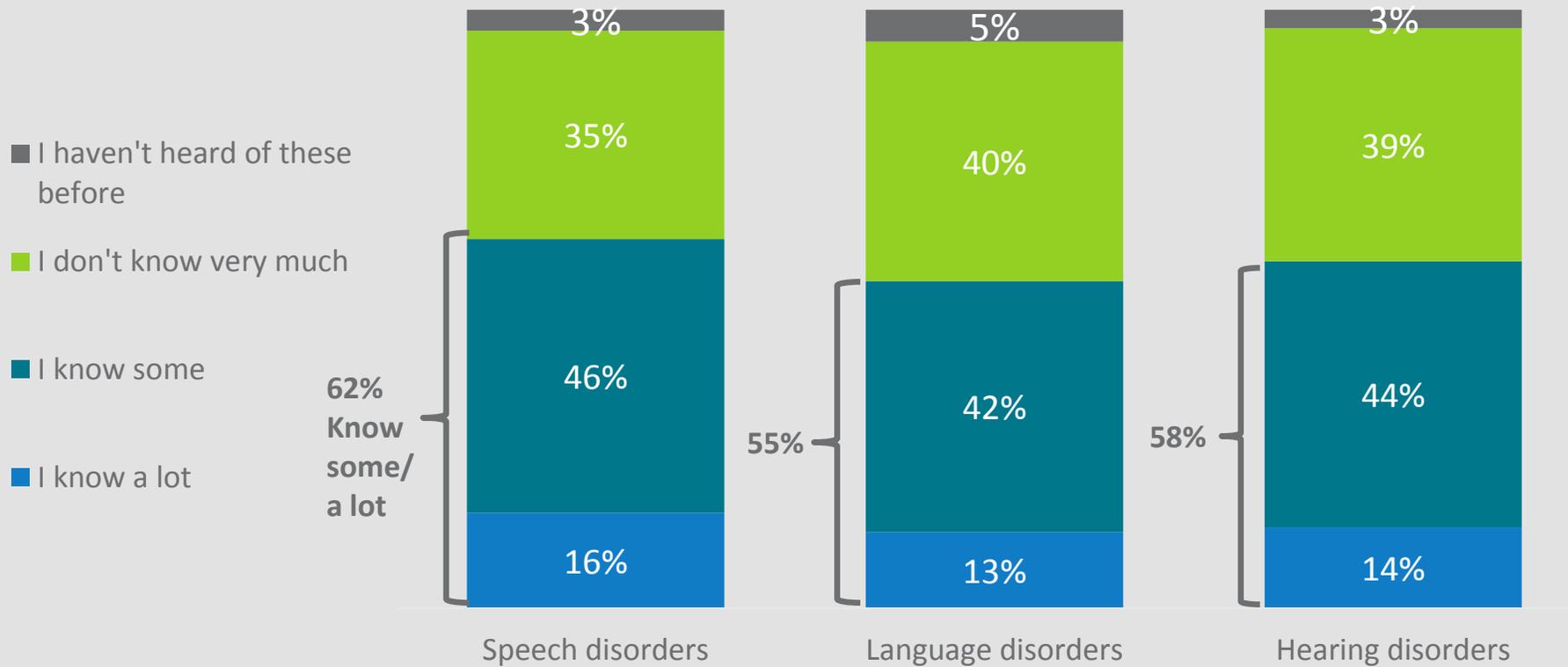
Speech is how we say sounds and words.

Language is the words we use to share ideas and express ourselves, and how we understand others.

Hearing refers to the ability to recognize sounds.

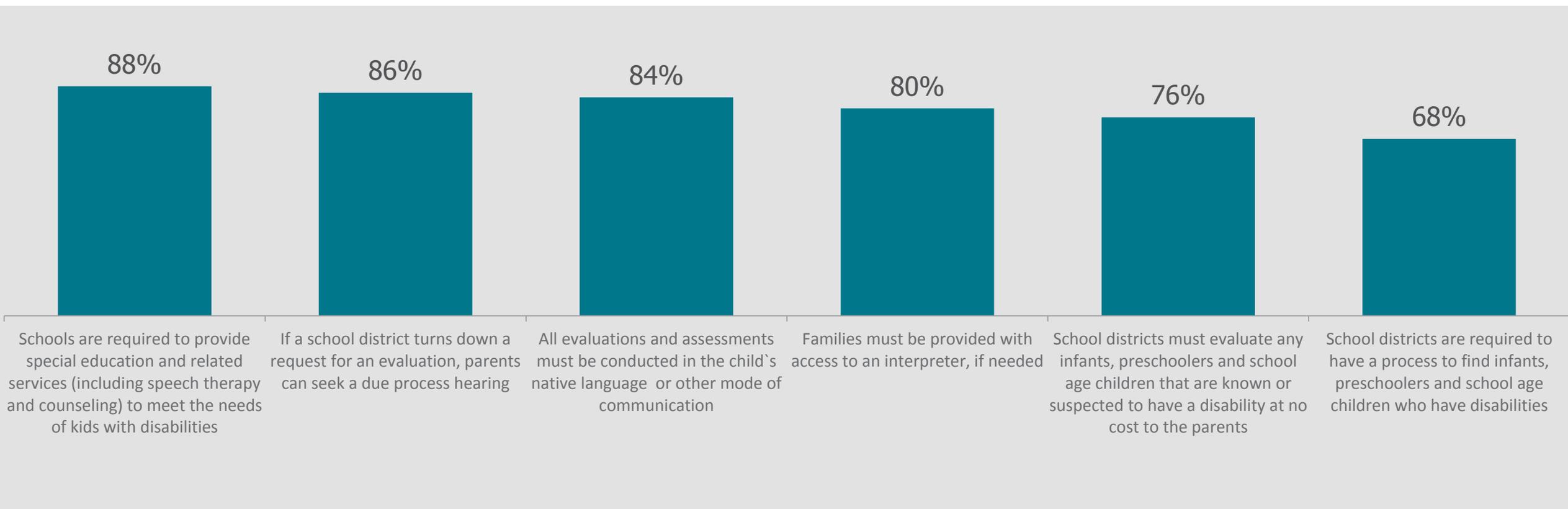
Around six in ten parents say they know a lot/some about speech (62%), language (55%) and hearing (58%) disorders.

PARENTS' KNOWLEDGE OF COMMUNICATION DISORDERS



A majority of parents are aware of the rights in the Individuals with Disabilities Act, but there is less awareness around school districts evaluating children at no cost to parents and the requirement that they find children who have disabilities.

AWARENESS OF RIGHTS IN THE INDIVIDUALS WITH DISABILITIES ACT



Hispanic and Black or African American parents, as well as those in urban areas, are more often aware that school districts are required to find children with disabilities. Hispanic and Black or African American parents are also more often aware that school districts must evaluate children suspected to have a disability at no cost to the parents. Lower income parents are most likely to know that families must be provided access to an interpreter.

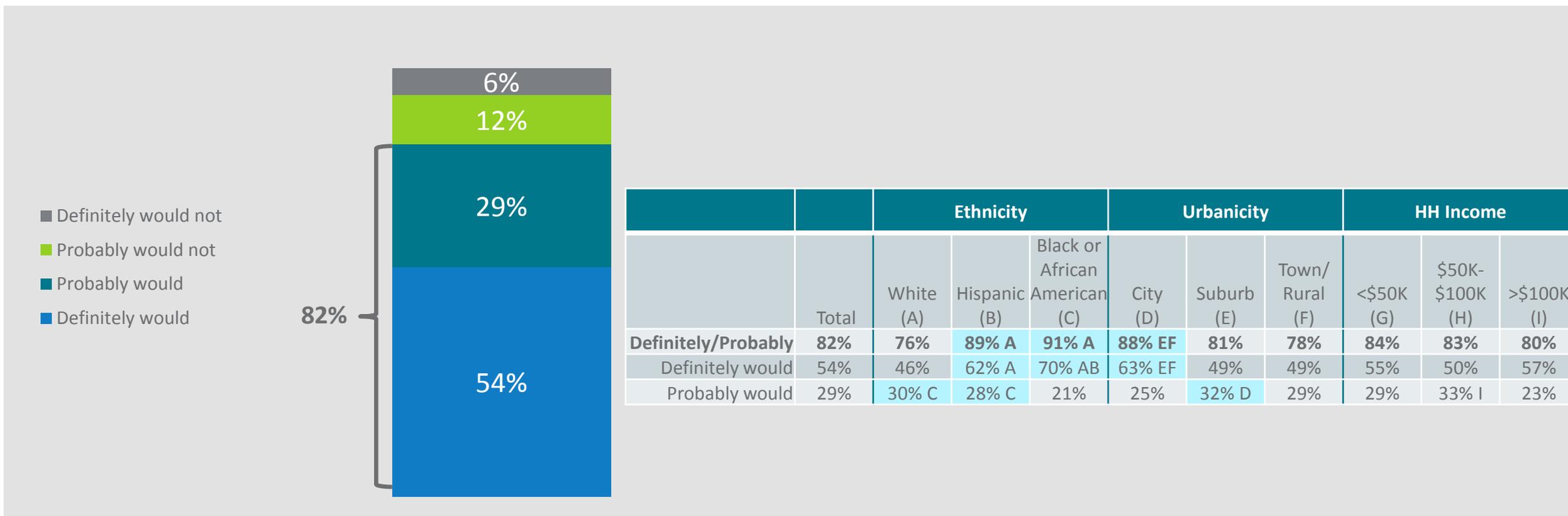
AWARENESS OF RIGHTS IN THE INDIVIDUALS WITH DISABILITIES ACT

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
School districts are required to have a process to find infants, preschoolers and school age children who have disabilities	68%	63%	78% AC	70% A	73% E	66%	67%	68%	69%	69%
School districts must evaluate any infants, preschoolers and school age children that are known or suspected to have a disability at no cost to the parents	76%	74%	81% A	82% A	78%	74%	78%	78%	76%	75%
If a school district turns down a request for an evaluation, parents can seek a due process hearing	86%	88%	84%	86%	87%	84%	88%	86%	85%	86%
All evaluations and assessments must be conducted in the child's native language or other mode of communication	84%	86% B	79%	84%	83%	83%	89% DE	84%	84%	84%
Families must be provided with access to an interpreter, if needed	80%	78%	84% A	81%	79%	78%	83%	84% I	80%	75%
Schools are required to provide special education and related services (including speech therapy and counseling) to meet the needs of kids with disabilities	88%	89%	89%	89%	90%	87%	90%	88%	89%	89%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.

Eight in ten parents say that knowing about the guidelines in the Individuals with Disabilities Act would prompt them to seek help/treatment for their child (or would have prompted them to seek treatment sooner), with Hispanic and Black or African American parents, as well as urban parents, most likely to agree.

IF KNOWING ABOUT GUIDELINES UNDER THE INDIVIDUALS WITH DISABILITIES ACT WOULD PROMPT PARENT TO SEEK TREATMENT/SEEK TREATMENT SOONER



ABC = Statistically significantly higher than corresponding column at the 90% C.L.

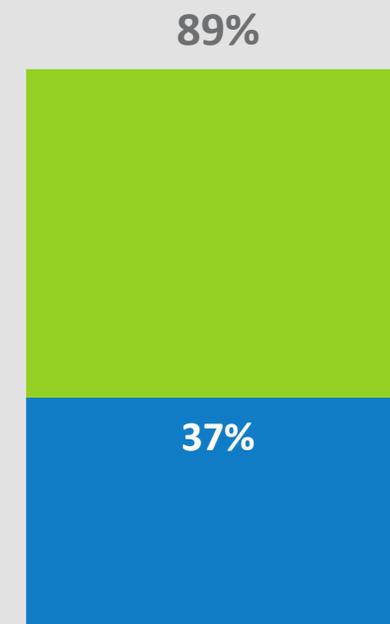
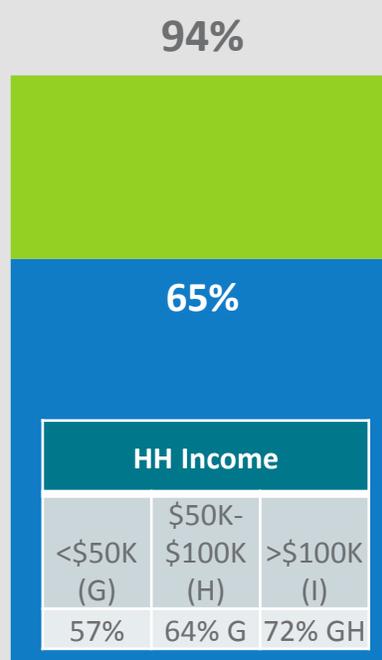
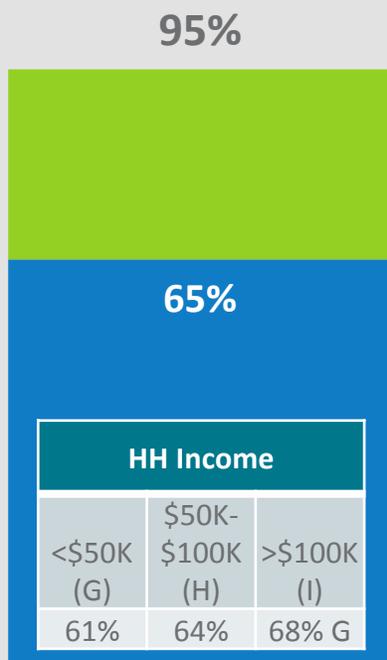
Q16. All of the statements we just asked you about are in fact true. These are guidelines provided under the Individuals with Disabilities Act (a national law).IF Q10A=1: Would knowing about these, or knowing about these sooner have prompted you to seek help/treatment for your [INSERT AGE] [son/daughter] [SHOW IF YES TO ANY Q12-14A: sooner]?IF Q10A=2:If you ever were to have concerns about your child's ability to communicate, would knowing about these have prompted you to seek help/treatment for your [INSERT AGE] [son/daughter]?

Parents recognize the harm of untreated communication disorders to a child’s academic performance and developmental social skills. And nine in 10 agree that many communication disorders can be prevented or eliminated if treated early enough.

“Untreated communication disorders can harm a child's academic performance, including the ability to read and write”

“Untreated communication disorders can harm a child’s development of social skills”

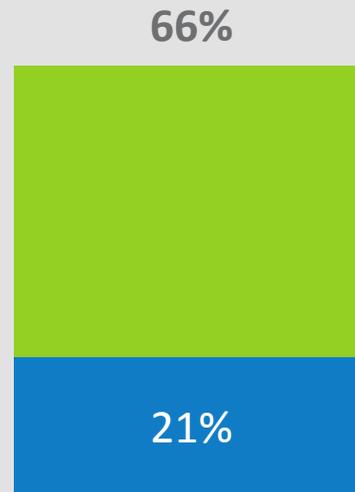
“Many communication disorders can be prevented or eliminated if treated early enough”



■ Strongly Agree ■ Agree

Two in three parents believe that treating communication disorders is expensive.

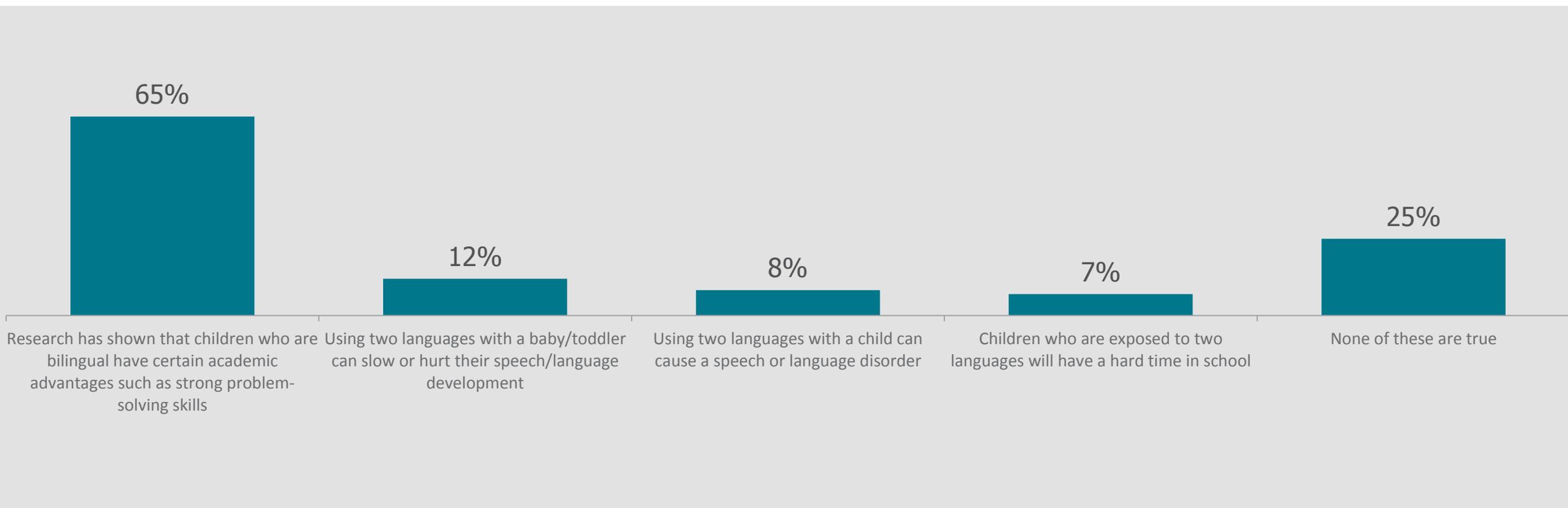
**AGREEMENT WITH STATEMENT:
“Treating communication disorders is expensive”**



■ Strongly Agree ■ Agree

65% of parents believe it is true that bilingual children have an academic advantage. A very small minority see any negative in a child growing up with two languages.

PARENT BELIEVES STATEMENT IS TRUE:



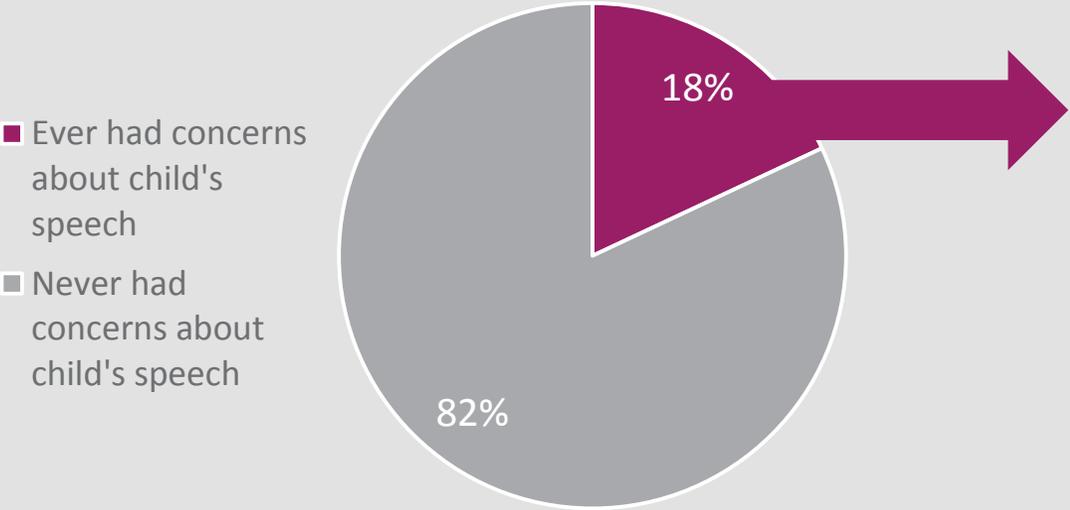
APPENDIX B. Concerns about Speech, Language and Hearing (INDIVIDUAL)

Concerns About Speech

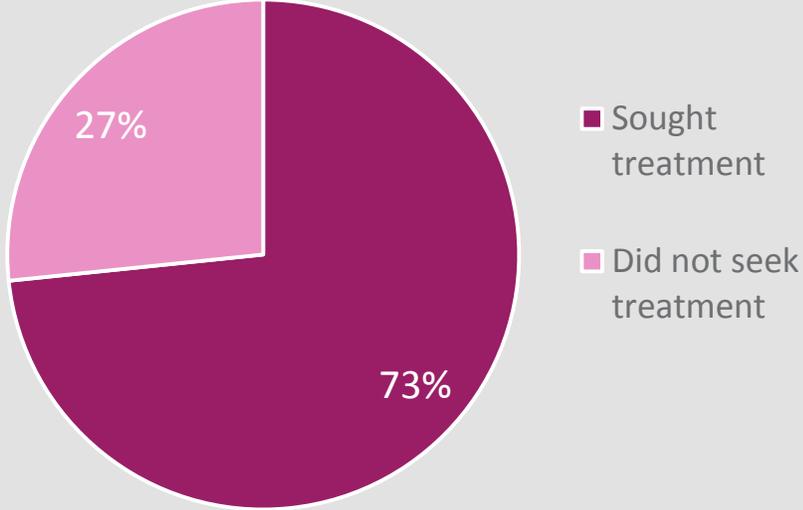
Of the 18% of parents who ever had concerns about their child’s speech, nearly three in four sought treatment.

WHETHER PARENT SOUGHT TREATMENT FOR SPEECH CONCERNS

Ever Had Concerns About Child’s Speech



Whether Parent Sought Treatment for Speech Concerns (Among parents who ever had concerns about child’s speech)



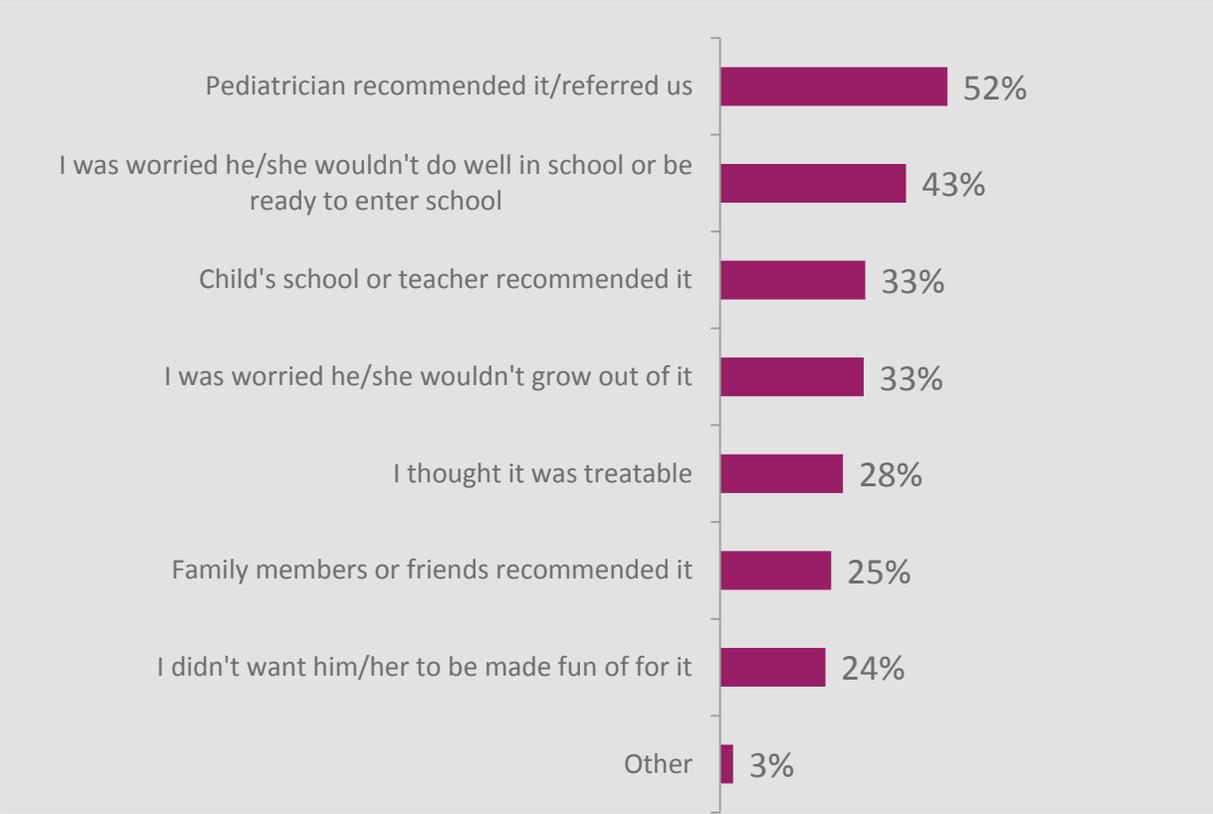
Q10B. And which of these have you ever had concerns about? Select all that apply.
Q12A. Did you seek help/treatment for your concerns about your [INSERT AGE] [son/daughter]’s speech?

For parents who sought treatment for child’s speech, about half did so because their pediatrician recommended it.



PARENTS WHO SOUGHT TREATMENT FOR CHILD’S SPEECH DID SO BECAUSE:

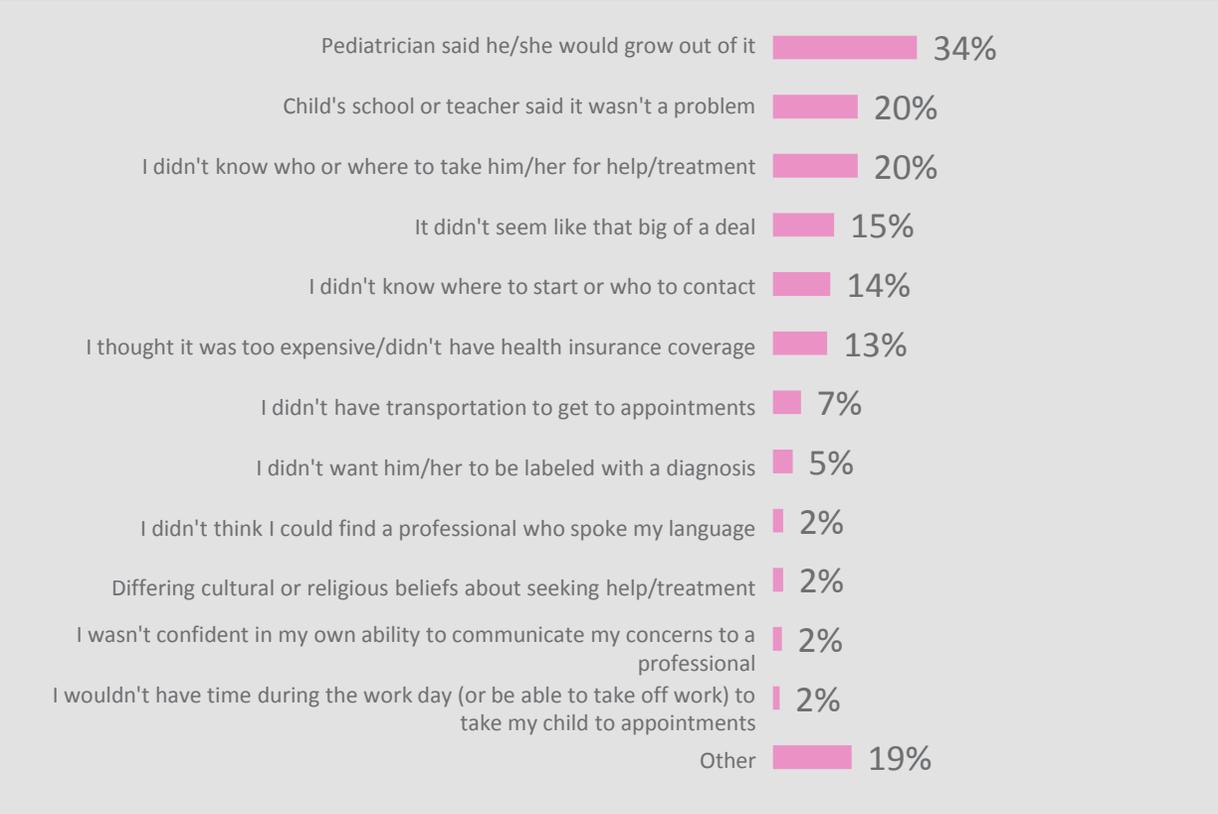
(Among parents who sought treatment for child’s speech)



(Overall, 13% of total parents sought treatment for child’s speech)

PARENTS WHO NEVER SOUGHT TREATMENT FOR CHILD’S SPEECH DID NOT BECAUSE:

(Among parents who had concerns, but did not seek treatment for child’s speech)

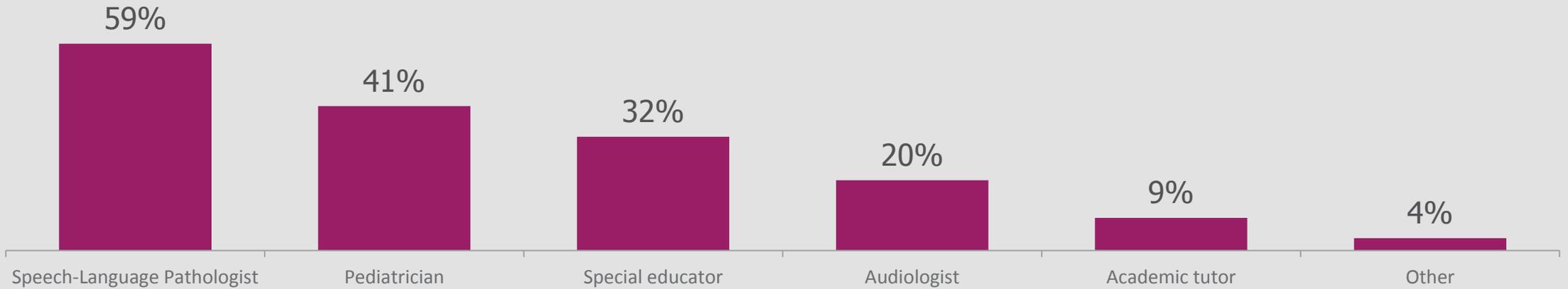


*Caution small base size (n=47)

Q12B. What prompted you to seek help/treatment for your [INSERT AGE] [son/daughter]’s speech?
 Q12C. Why didn’t you seek help/treatment for your [INSERT AGE] [son/daughter]’s speech?

Six in ten parents who sought treatment for child's speech went to a speech-language pathologist.

WHO PARENTS SOUGHT TREATMENT FROM (Among parents who sought treatment for child's speech)

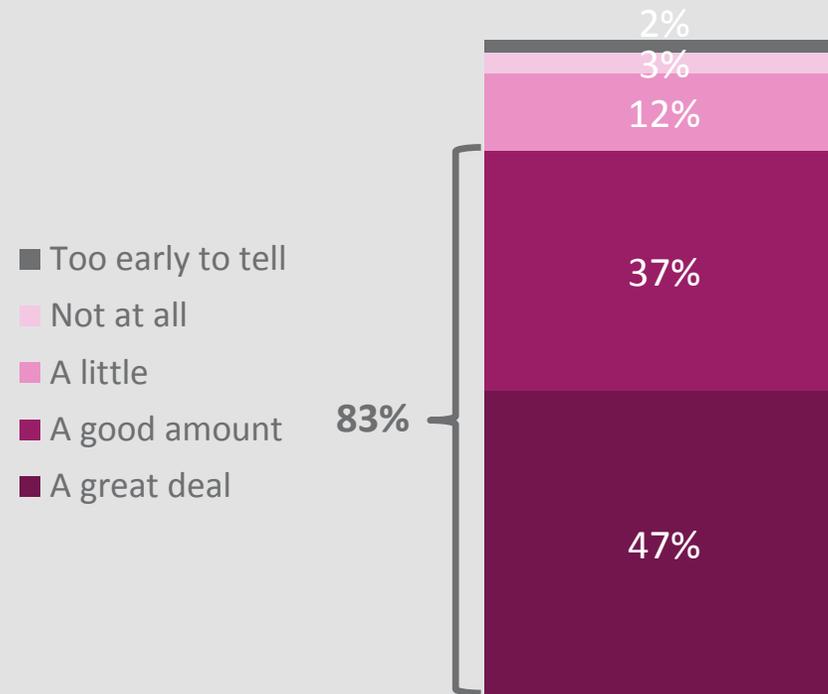


(Overall, 13% of total parents sought treatment for child's speech)

83% of parents who sought treatment for child's speech reported a good amount/a great deal of improvement after treatment.

DEGREE OF IMPROVEMENT SHOWN AFTER TREATMENT

(Among parents who sought treatment for child's speech)



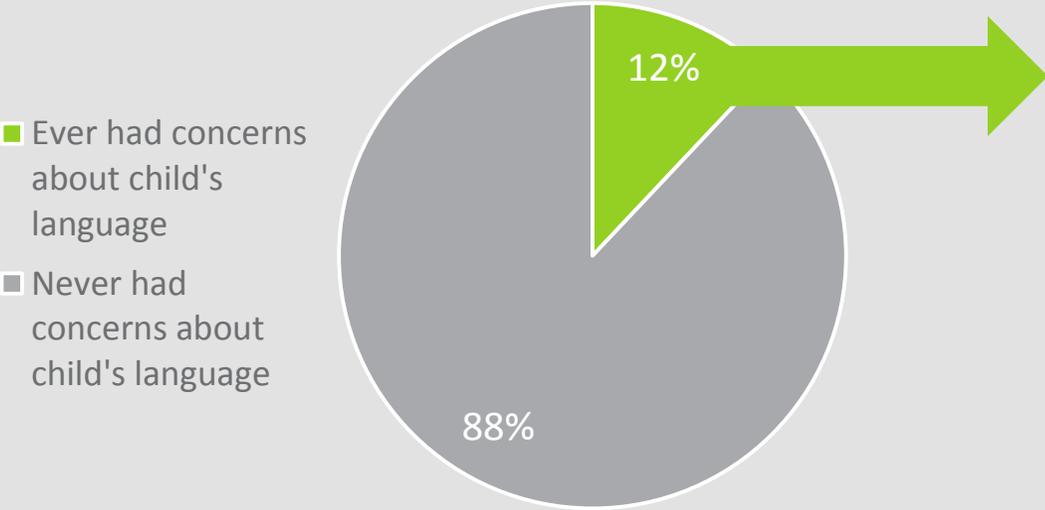
(Overall, 13% of total parents sought treatment for child's speech)

Concerns About Language

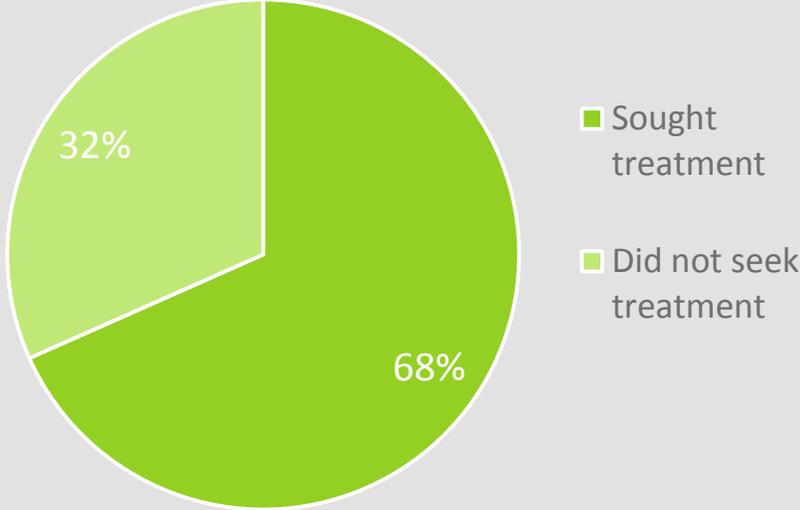
Of the 12% of parents who ever had concerns about their child’s language, over two in three sought treatment.

WHETHER PARENT SOUGHT TREATMENT FOR LANGUAGE CONCERNS

Ever Had Concerns About Child’s Language



Whether Parent Sought Treatment for Language Concerns (Among parents who ever had concerns about child’s language)

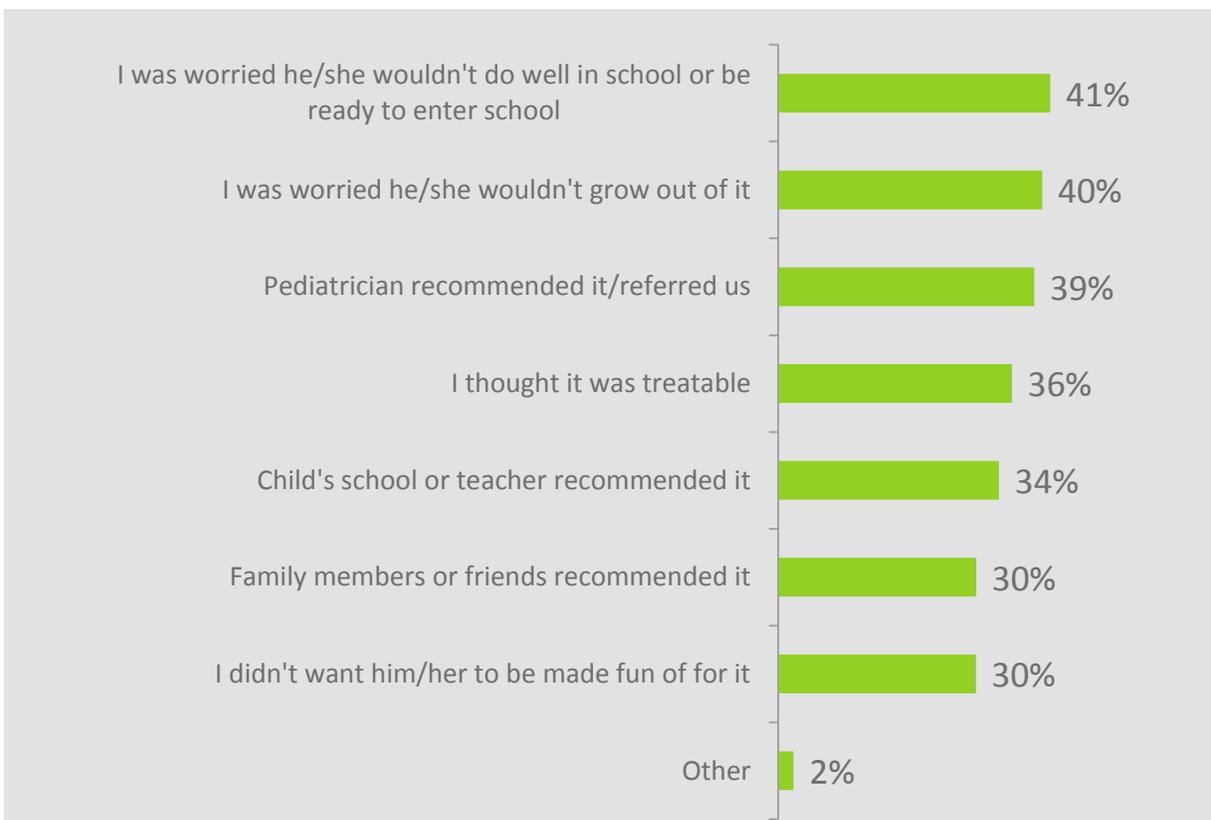


Q10B. And which of these have you ever had concerns about? Select all that apply.
Q13A. Did you seek help/treatment for your concerns about your [INSERT AGE] [son/daughter]’s language?

For parents who sought treatment for child’s language, about four in 10 reported they did so because of worries child would not do well in school (41%), worries child would not grow out of it (40%) and because the pediatrician recommended treatment (39%).

PARENTS WHO SOUGHT TREATMENT FOR CHILD’S LANGUAGE DID SO BECAUSE:

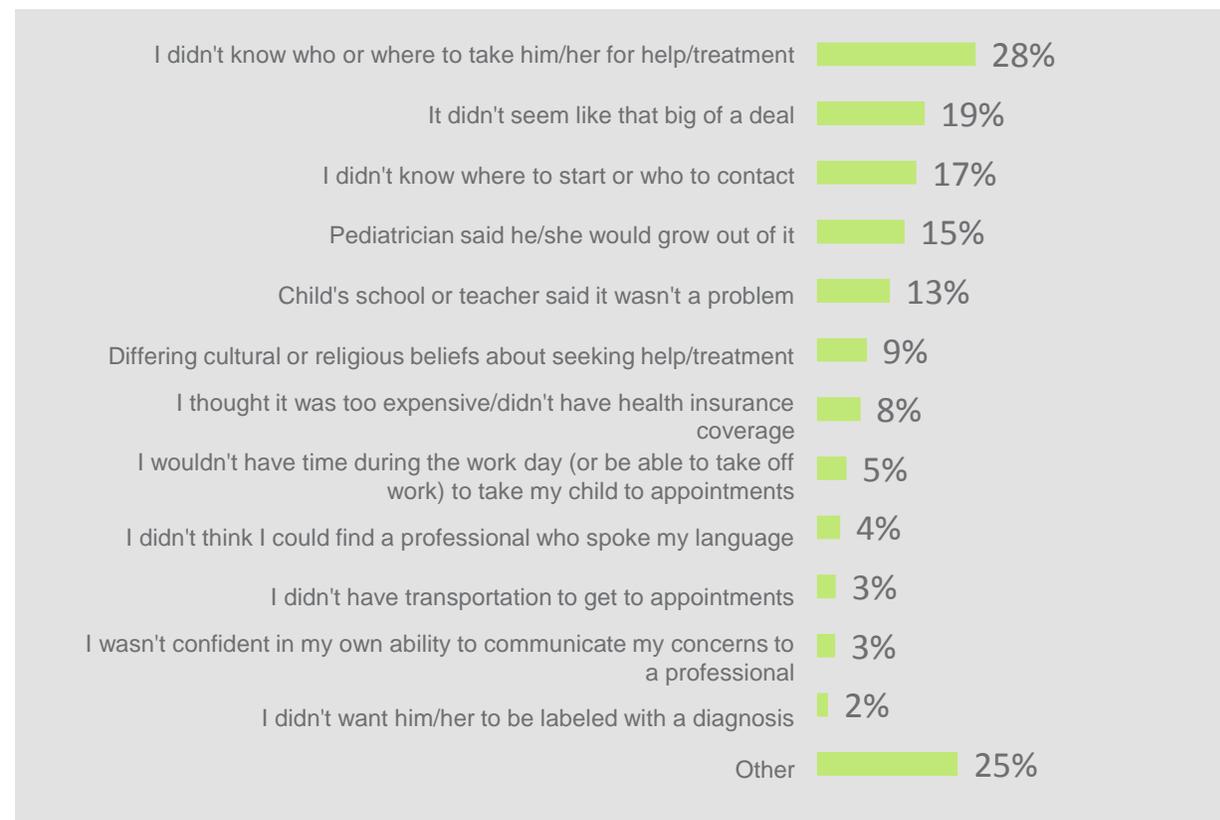
(Among parents who sought treatment for child’s language)



(Overall, 8% of total parents sought treatment for child’s language.)

PARENTS WHO NEVER SOUGHT TREATMENT FOR CHILD’S LANGUAGE DID NOT BECAUSE:

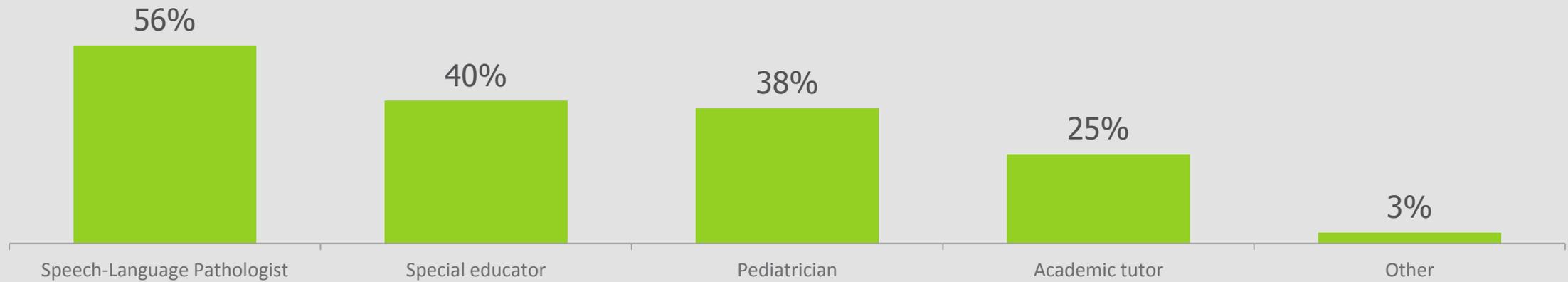
(Among parents who had concerns, but did not seek treatment for child’s language)*



*Caution small base size (n=47)

56% of parents who sought treatment for child's language went to a speech-language pathologist.

WHO PARENTS SOUGHT TREATMENT FROM (Among parents who sought treatment for child's language)

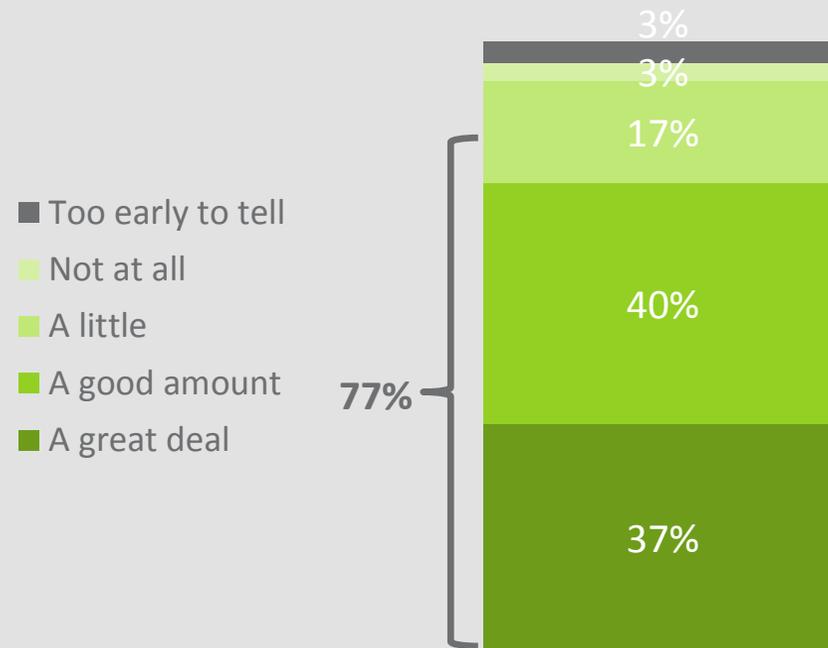


(Overall, 8% of total parents sought treatment for child's language.)

77% of parents who sought treatment for child's language reported a good amount/a great deal of improvement after treatment.

DEGREE OF IMPROVEMENT SHOWN AFTER TREATMENT

(Among parents who sought treatment for child's language)



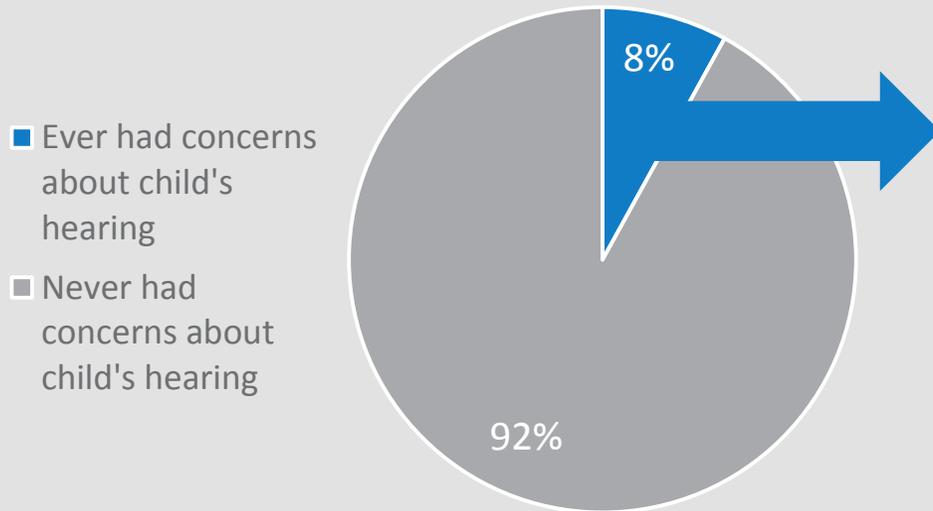
(Overall, 8% of total parents sought treatment for child's language.)

Concerns About Hearing

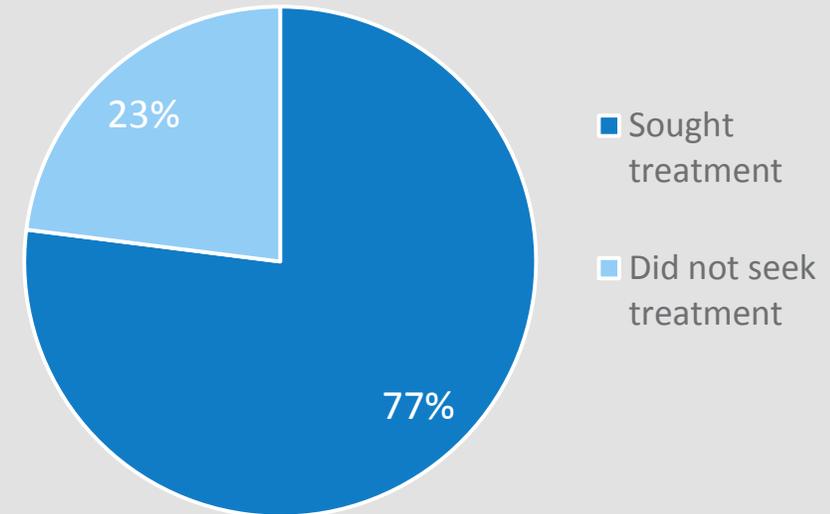
Of the 8% of parents who ever had concerns about their child's hearing, over three out of four sought treatment.

WHETHER PARENT SOUGHT TREATMENT FOR HEARING CONCERNS

Ever Had Concerns About Child's Hearing



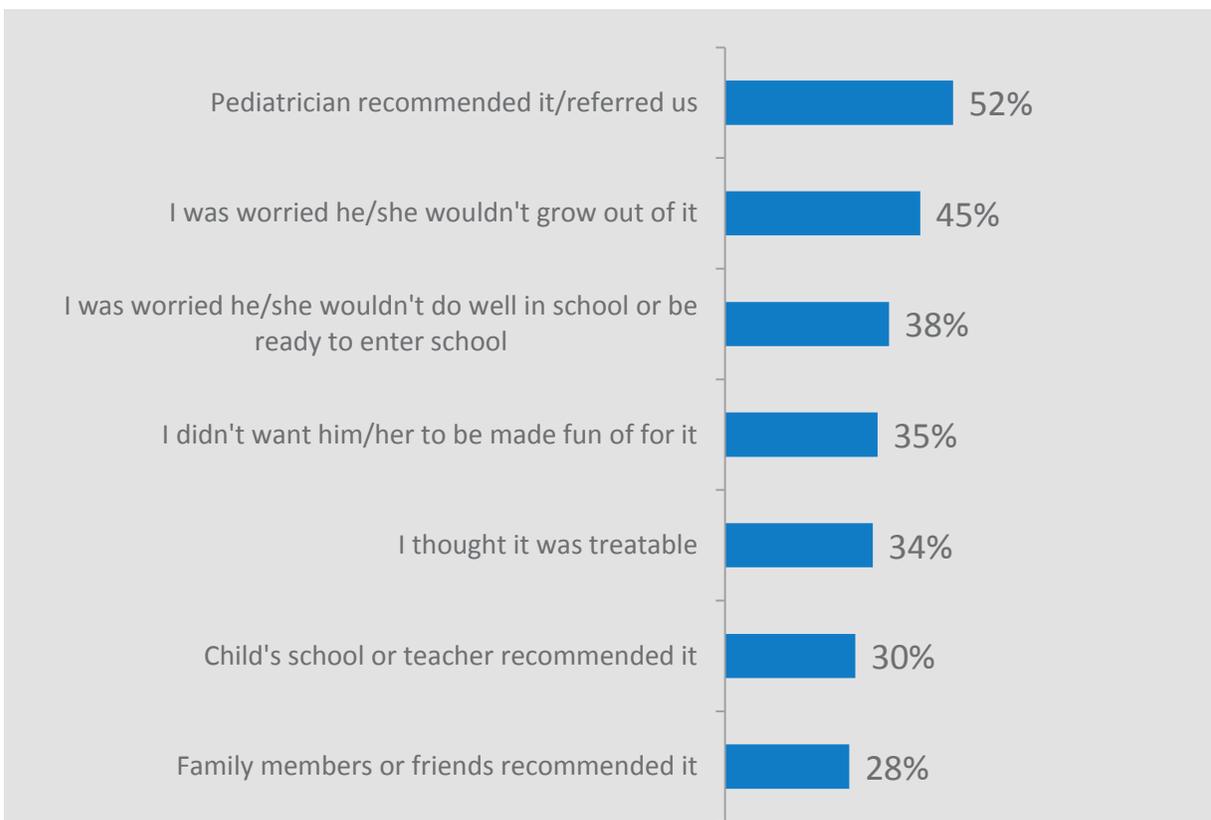
Whether Parent Sought Treatment for Hearing Concerns
(Among parents who ever had concerns about child's hearing)



For parents who sought treatment for child’s hearing, about half did so because their pediatrician recommended treatment. 45% were worried their child wouldn’t grow out of it.

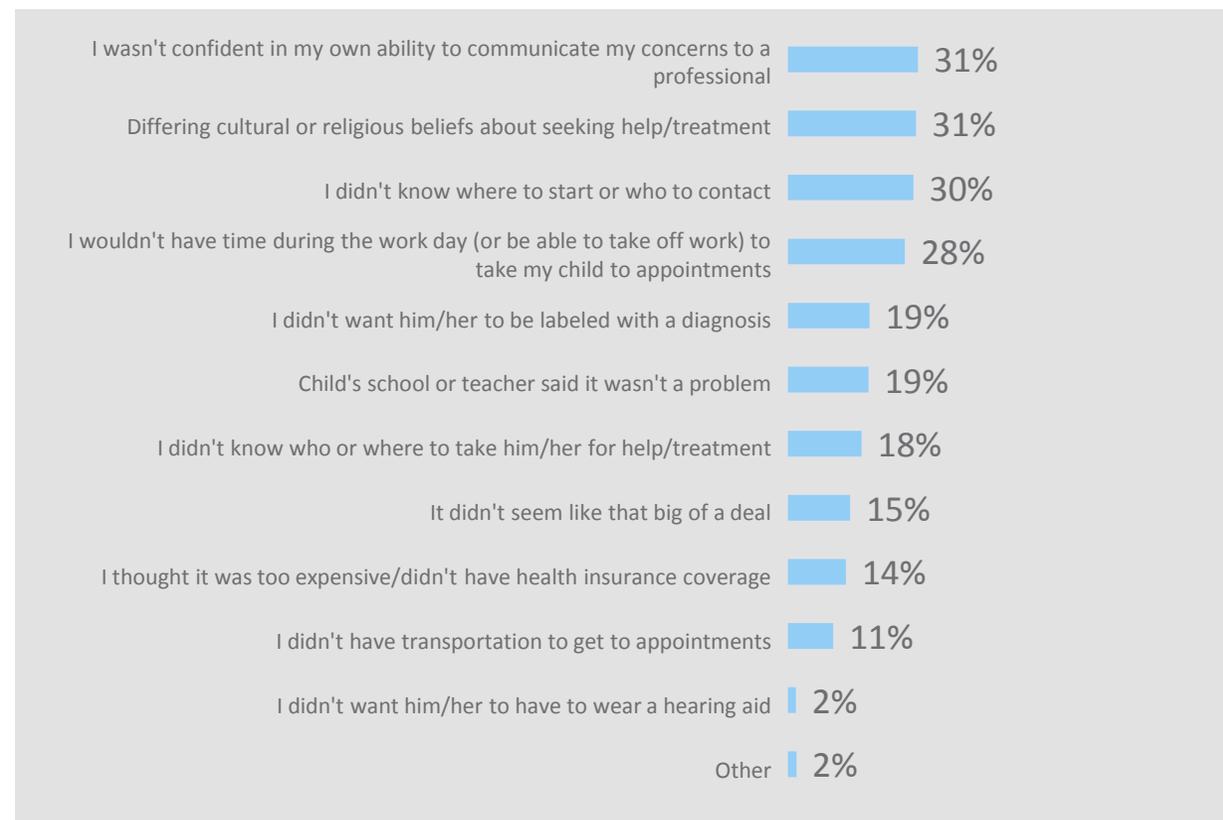
PARENTS WHO SOUGHT TREATMENT FOR CHILD’S HEARING DID SO BECAUSE:

(Among parents who sought treatment for child’s hearing)*



PARENTS WHO NEVER SOUGHT TREATMENT FOR CHILD’S HEARING DID NOT BECAUSE:

(Among parents who had concerns, but did not seek treatment for child’s hearing)*



*Caution extremely small base size (n=18)

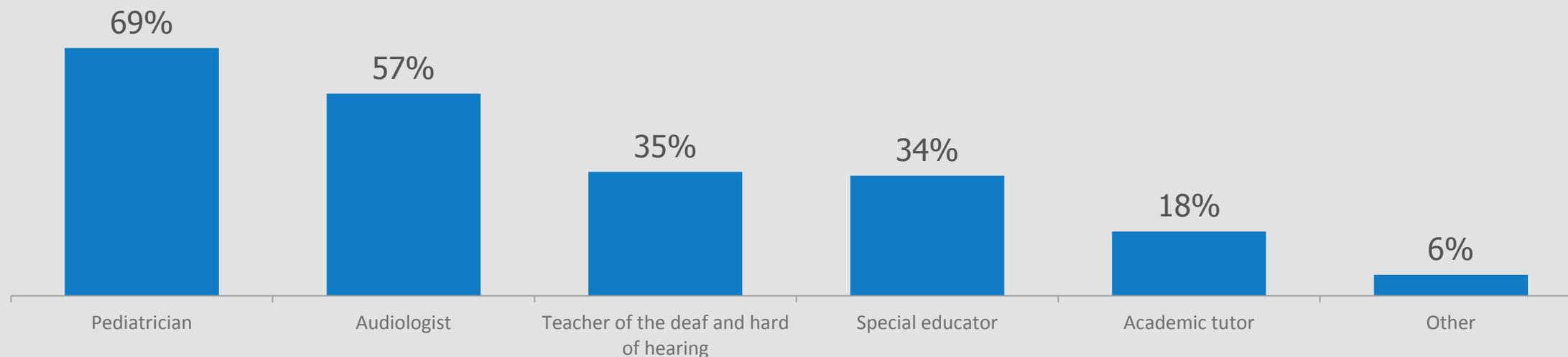
(Overall, 6% of total parents sought treatment for child’s hearing.)

Q14B. What prompted you to seek help/treatment for your [INSERT AGE] [son/daughter]’s hearing?

Q14C. Why didn’t you seek help/treatment for your [INSERT AGE] [son/daughter]’s hearing?

Of the parents who sought treatment for their child's hearing, 69% sought help from a pediatrician and 57% from an audiologist.

WHO PARENTS SOUGHT TREATMENT FROM (Among parents who sought treatment for child's hearing)

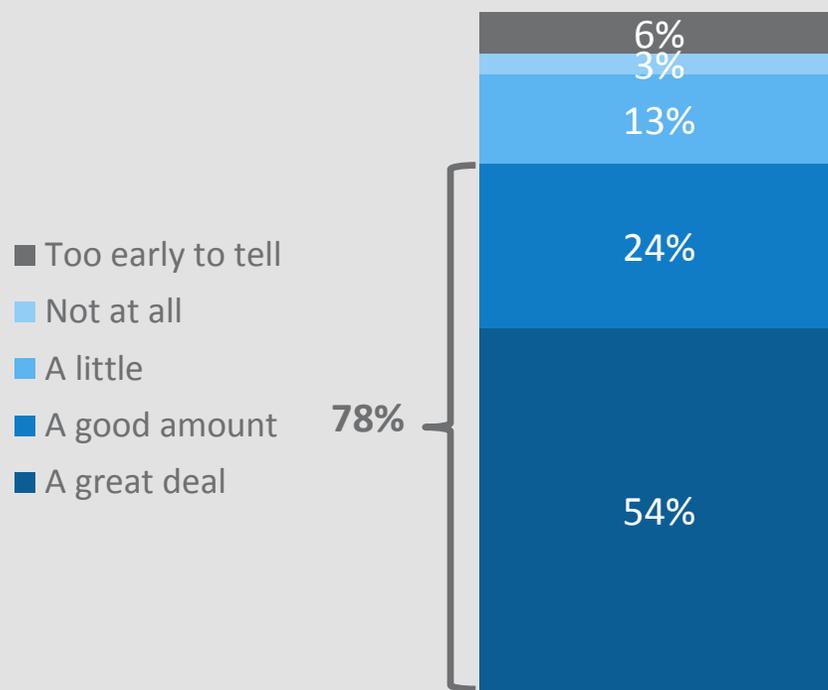


(Overall, 6% of total parents sought treatment for child's hearing.)

78% of parents who sought treatment for child’s hearing reported a good amount/a great deal of improvement after treatment.

DEGREE OF IMPROVEMENT SHOWN AFTER TREATMENT

(Among parents who sought treatment for child’s hearing)*



(Overall, 6% of total parents sought treatment for child’s hearing.)

APPENDIX C. Data Tables With Subgroups (Ethnicity, Urbanicity and HH Income)

One in four parents have had concerns about their child’s ability to communicate. This is somewhat higher among Black or African American parents at 29%, followed by 27% of Hispanic parents and 23% of White parents. More urban parents report concerns, as do those from lower income households. Seven-in-10 of these parents are concerned about speech, about half in regards to language and just under one-third about hearing. White parents more often report concerns in regards to speech, while Black or African American parents more often report concerns about language and hearing.

CONCERNS ABOUT CHILD’S ABILITY TO COMMUNICATE

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Ever had concerns	25%	23%	29%	27%	31% E	21%	25%	28% I	25%	21%
Had concerns about:	(among parents who ever had communication concerns)									
Speech	70%	79% BC	63%	57%	68%	76%	67%	69%	68%	73%
Language	49%	46%	48%	60%	53%	43%	51%	49%	52%	45%
Hearing	30%	31%	27%	41% B	30%	32%	27%	26%	30%	36%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.

Q10A. Thinking about your [INSERT AGE] [son/daughter] and how they communicate with others, have you ever had concerns about their ability to communicate (e.g., talk, understand language, hear, etc.)?

Q10B. And which of these have you ever had concerns about? Select all that apply.

Of these parents who had a concern, 73% sought treatment. Hispanic and Black or African American parents are somewhat more likely than White parents to seek treatment, as were those in urban areas.



SOUGHT TREATMENT FOR CONCERNS ABOUT CHILD’S ABILITY TO COMMUNICATE

		Ethnicity			Urbanicity			HH Income		
	Total	White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Sought treatment for concerns	73%	70%	76%	74%	77%	71%	69%	73%	75%	72%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.
 Q12A/Q13A/Q14A. Did you seek help/treatment for your concerns about your [INSERT AGE] [son/daughter]’s speech/language/hearing?

Across all 3 types of communication disorders, White parents, those in non urban areas and those from higher income homes are most likely to correctly identify potential signs of a problem.

POSSIBLE SIGNS OF A SPEECH DISORDER, ACCORDING TO PARENTS

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Cannot be understood 90-100% of the time by age seven	69%	76% BC	60%	63%	63%	72% D	71% D	62%	68%	76% GH
Stuttering (at any age)	62%	68% BC	56%	51%	56%	68% DF	61%	61%	56%	70% GH
Produces speech that is unclear, even to familiar people by age three	59%	63% B	51%	58%	57%	60%	60%	58%	56%	63%
May still make mistakes on sounds like s, sh, z and r by age four	37%	37%	36%	38%	39%	37%	33%	32%	35%	42% G
Is not saying the letters k, g, and m the right way by age three (FOIL)	33%	37% B	27%	31%	36%	32%	32%	30%	32%	38% G
Is not saying the letters r, s, z, and w the right way by age two (FOIL)	29%	29%	31%	26%	34% EF	27%	24%	27%	26%	32%
None of these	9%	7%	9%	11%	9%	9%	8%	11%	10%	6%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.
 Q4. Which of the following do you think are possible signs of a **speech** disorder in children? *Please select all that apply.*

Across all 3 types of communication disorders, White parents, those in non urban areas and those from higher income homes are most likely to correctly identify potential signs of a problem.

POSSIBLE SIGNS OF A LANGUAGE DISORDER, ACCORDING TO PARENTS

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Does not understand most of what is said at home or school by five years (FOIL)	63%	71% BC	56%	51%	56%	70% DF	62%	55%	62% G	72% GH
Cannot put two to three words together by age three.	60%	66% BC	51%	52%	54%	63% D	61%	55%	56%	69% GH
Cannot shift from talking about one idea to another by age seven	51%	57% BC	44%	41%	47%	53%	51%	44%	49%	59% GH
Has trouble playing and talking with other children by age three	48%	54% BC	41%	41%	47%	49%	49%	43%	47%	55% GH
Cannot answer simple who? what? where? and why? questions by age three (FOIL)	47%	50%	46%	44%	50%	44%	48%	46%	44%	52% H
Cannot name objects to ask for them by age two (FOIL)	37%	39%	37%	36%	38%	38%	35%	34%	36%	41%
Says only a few words by the age of 18 months	28%	29%	29%	25%	30%	28%	27%	28%	25%	31%
Does not smile when you talk to them by 3 months	22%	22%	23%	22%	21%	23%	22%	22%	25%	20%
None of these	10%	8%	11%	13%	10%	10%	11%	14% I	10%	6%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.
 Q5. Which of the following do you think are possible signs of a **language** disorder in children? *Please select all that apply.*

Across all 3 types of communication disorders, White parents, those in non urban areas and those from higher income homes are most likely to correctly identify potential signs of a problem.

POSSIBLE SIGNS OF A HEARING DISORDER, ACCORDING TO PARENTS

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Lack of attention to sounds (birth-1 year)	66%	72% BC	58%	61%	64%	66%	67%	62%	64%	70% G
Does not respond when you call his/her name (7 months-1 year)	65%	70% BC	61%	61%	62%	64%	69%	64%	62%	69%
Shows delays in speech and language development (birth-3 years)	62%	69% BC	51%	51%	54%	66% D	67% D	59%	60%	68% G
Pulls or scratches at his/her ears	46%	50% B	36%	44% B	42%	49%	47%	42%	44%	51% G
Does not follow simple directions (1-2 years)	41%	44% C	40%	34%	42%	41%	40%	42% H	35%	46% H
Socially isolated and unhappy in school	40%	42% C	40% C	33%	37%	45% DF	36%	32%	39% G	48% GH
Difficulty doing well academically, especially in reading and math	33%	34%	30%	30%	33%	34%	30%	31%	28%	40% GH
None of these	10%	8%	12%	13%	10%	11%	9%	15% HI	10%	6%

ABC = Statistically significantly higher than corresponding column at the 90% C.I.
 Q6. Which of the following do you think are possible signs of a **hearing** disorder in children? *Please select all that apply.*

Overall parents recognize activities that have a positive impact on their child’s development of communication skills, however, disconnects exist across ethnicity, urbanicity and household income. Generally speaking, White parents (along with Suburban parents and those in higher income households) are more likely to cite that activities like reading, interacting with others and playing with other children as beneficial to developing communication skills. Black or African American and Hispanic parents (along with those who reside in a city) are more likely to say that TV, music (also lower income families) and technology can positively impact these skills.



% OF PARENTS WHO THINK EACH ACTIVITY HAS AN EXTREMELY/VERY POSITIVE IMPACT ON THE DEVELOPMENT OF A CHILD’S COMMUNICATION SKILLS

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Reading or looking at books on their own	57%	61% B	48%	62% B	55%	61% F	53%	51%	50%	68% GH
Reading books or practicing saying words in books out loud to family members/other caregivers	64%	71% BC	52%	61% B	63%	68% F	58%	56%	60%	74% GH
Listening to books read by family members/other caregivers	59%	65% B	48%	60% B	58%	64% F	54%	48%	59% G	70% GH
Listening to stories told by family members/other caregivers	47%	48%	42%	51% B	52% D	45%	45%	45%	43%	53% H
Playing rhyming games	30%	29%	27%	42% AB	32%	31%	28%	31%	27%	33%
Listening to music geared towards children	29%	22%	36% A	42% A	37% EF	24%	27%	34% HI	27%	26%
Watching age-appropriate TV shows, movies, or online videos	22%	14%	26% A	46% AB	30% EF	16%	20%	27% HI	19%	19%
Playing with other children	58%	60%	56%	58%	60%	60% F	53%	55%	57%	61%
Playing pretend or make believe	47%	50% C	45%	43%	51% E	44%	48%	46%	43%	52% H
Using/playing on a tablet or smartphone	13%	8%	17% A	24% AB	17% EF	10%	12%	14%	12%	13%
Playing computer/video games	13%	8%	15% A	25% AB	21% EF	8%	11%	11%	14%	14%
Playing with educational toys, board games, or puzzles	45%	40%	45%	61% AB	53% E	37%	46% E	50% HI	41%	42%
Playing with electronic educational toys or games	24%	18%	25% A	45% AB	30% EF	19%	23%	30% HI	20%	21%
Being talked to/having verbal interactions or conversations with others	66%	73% BC	54%	65% B	66%	67%	65%	60%	62%	75% GH

ABC = Statistically significantly higher than corresponding column at the 90% C.L.

Q2. How much of an impact do you think doing each of the following activities has on the development of a child’s communication skills? When we say “communication skills” we mean the ability to understand others and be understood by others.

The same disconnect emerges - White parents, suburban parents, and parents from higher income homes say their children engage in reading activities more often than all others, while Black or African American children, urban children and those from lower income households are more likely to engage in activities related to technology (TV, movies, videogames, tablets/smartphones).



ACTIVITIES CHILDREN PARTICIPATE IN 5-7 DAYS A WEEK

		Ethnicity			Urbanicity			HH Income		
	Total	White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Reads or looks at books on their own	39%	45% BC	27%	37% B	34%	45% DF	35%	36%	36%	43% G
Reads books or practices saying words in books out loud to family members/other caregivers	34%	38% B	28%	35% B	35%	37% F	30%	31%	31%	39% GH
Listens to books read by family members/other caregivers	46%	54% BC	31%	36%	43%	53% DF	39%	34%	46% G	56% GH
Listens to stories told by family members/other caregivers	34%	38% BC	27%	31%	32%	36%	31%	30%	31%	41% GH
Watches age-appropriate TV shows, movies, or online videos	52%	54%	48%	61% BC	51%	53%	53%	54%	53%	50%
Plays with other children	54%	58% B	47%	57% B	53%	56%	53%	53%	51%	58%
Plays pretend or make believe	45%	50% BC	39%	40%	41%	45%	51% D	46%	47%	42%
Uses/plays on a tablet or smartphone	34%	34%	33%	44% AB	34%	33%	37%	35%	35%	35%
Plays computer/video games	20%	18%	21%	31% AB	25% EF	18%	16%	24% HI	19%	17%
Interacts/plays with toys	75%	82% BC	67%	64%	67%	78% D	79% D	74%	75%	74%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.

Q1. We'd like to know how many days in a week your child does each of these activities. Please check one box under the column that best describes how often your child engages in each activity in a typical week.

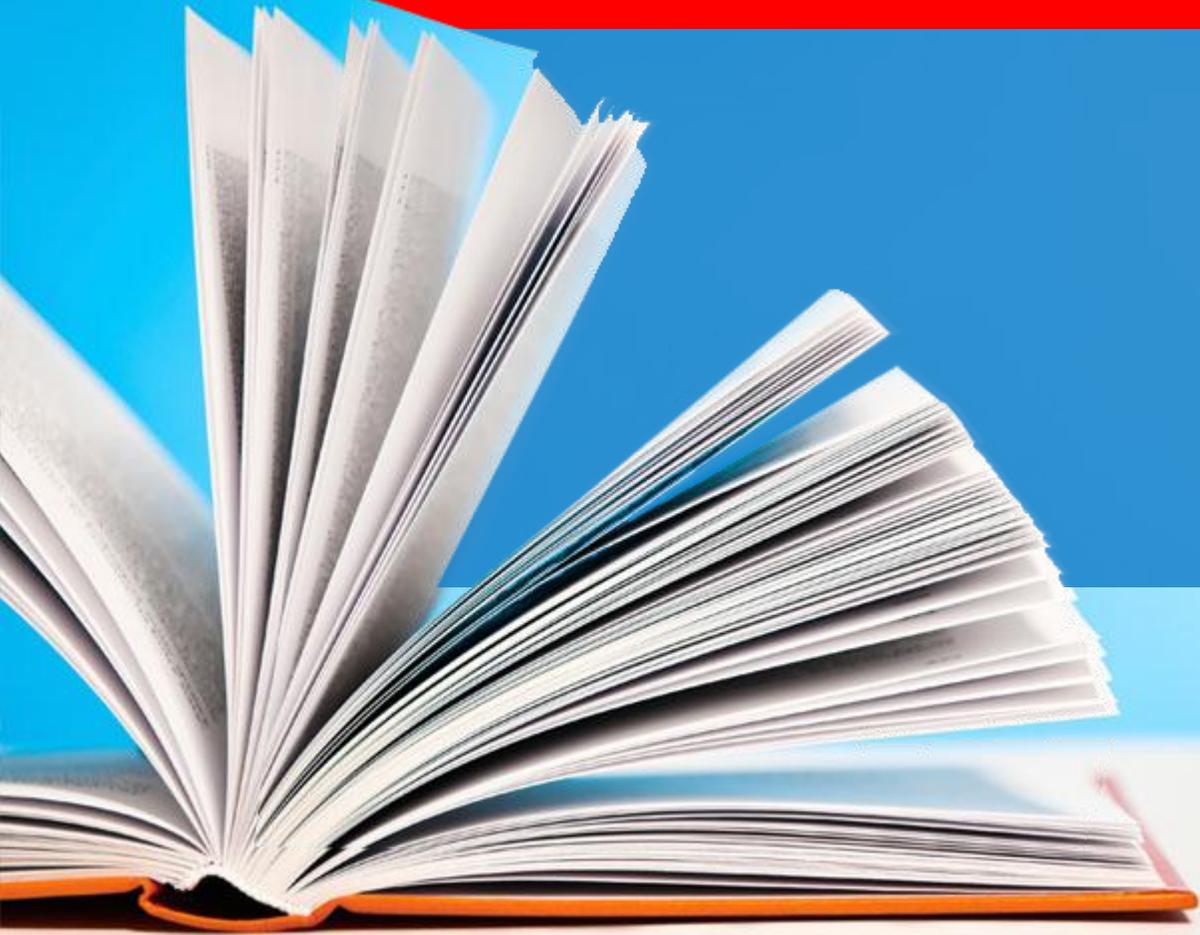
While Hispanic and Black or African American parents are only slightly less likely to receive information from a pediatrician, they are also more apt to receive information from media sources, including social media. Almost no variation is seen across urbanicity or income in terms of receiving information from pediatricians, but the increased likelihood of receiving information from media sources is there for those living in more urban areas and those from higher income homes.

SOURCES OF INFORMATION ABOUT COMMUNICATION DISORDERS IN CHILDREN

	Total	Ethnicity			Urbanicity			HH Income		
		White (A)	Hispanic (B)	Black or African American (C)	City (D)	Suburb (E)	Town/Rural (F)	<\$50K (G)	\$50K-\$100K (H)	>\$100K (I)
Your child's pediatrician	42%	44%	39%	38%	43%	42%	41%	43%	38%	44%
A speech, language or hearing specialist (e.g. a speech-language pathologist or audiologist)	25%	28%	24%	24%	27%	22%	29% E	26%	22%	29% H
Websites	25%	25%	22%	27%	25%	25%	23%	19%	27% G	27% G
Family members	20%	19%	19%	20%	19%	19%	22%	20%	22%	17%
Other parents	18%	20% C	18%	14%	16%	20%	18%	18%	18%	20%
Net: media	38%	35%	41% A	44% A	45% EF	34%	34%	31%	41% G	41% G
<i>Social media</i>	15%	12%	18% A	18% A	19% E	11%	15%	16%	18% I	11%
<i>Newspapers, magazines or TV</i>	14%	12%	15%	20% A	19% EF	13%	12%	10%	17% G	16% G
<i>Bloggers</i>	6%	5%	5%	8%	9%	3%	5%	5%	4%	8%
Your child's school	13%	13%	13%	15%	14%	13%	11%	12%	11%	15%
Your child's preschool	3%	3%	3%	2%	3%	4%	2%	3%	4%	3%
Other	3%	5%	2%	3%	2%	4%	5%	4%	3%	3%
None of the above	28%	31% B	22%	25%	22%	31% D	30% D	30%	25%	28%

ABC = Statistically significantly higher than corresponding column at the 90% C.L.

Q7. From which of the following sources, if any, have you ever received information about communication disorders in children? Please select all that apply.



Questions and Comments?

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