

DEVELOPMENTAL REFERENCES

8-12 months:

Phonology

Babbling (look for consonant babbling)
Imitation: gestural and vocal – check for stimulability

Semantics

Understanding of 3-15 words
Object knowledge – basis for first word
Means to End (Causality) – How do they get what they want?

Pragmatics

Basis for early intentional language
Illocutionary Stage – intention without convention
Sensory-motor tasks that also indicate early cognition

12-18 months:

Phonology

First 50 words usually with CV shape
Use of reduplication, syllable deletion, assimilation, and final consonant deletion common
Sets of phonemic development continues up to 8 years
p, b, m, d, n, h, w, j
k, g, f, v, t, d, n
r, s, z, l, “th”, “ch”

Semantics

Average expressive vocabulary 50-100 words (agent, action, object location, possession, rejection, disappearance, nonexistence, denial)
Assessing comprehension: Give me ____ objects (3-5)
Show me (3-5) verbs
Play assessment: Do what you do with an object. Pretending is basic to language learning.

Pragmatics

Locutionary stage: uses intentions with convention
Check the means and range of intentional communication

18-24 months:

Phonology

CVC and two syllable words emerge
Consonant inventory: 14 consonants in 10 minute sample
(Only 6 indicates small expressive vocabulary)

Syntax

Two-word utterances emerge
MLU less than 3 address semantic relations

Semantics

Agent-action, agent-object, action-object, action-location, entity location,
possessor-possession, demonstrative-entity, attribute entity

Pragmatics

Advanced intentions: acknowledging, answering, requests information

24-30 months:

Phonology

- Awareness of rhyme
(24-36) Consonant inventory of 18 in a ten minute sample
(less than 10 indicates small expressive vocabulary)

Syntax

- Brown's Stage II
Morphemes -ing, in/on, plural -s
Use of "no, not, can't, don't" as negation
(24-36) MLU is 1.5-2.4
If child has 50 words, should begin two-word utterances
If child is putting words together, should see sequencing in play

Semantics

Understanding of and use of questions about objects (what, where)
Can do picture pointing tasks (PPVT)
Expressive vocabulary: 2.5 years 250-312 words, some have 546

Pragmatics

- "Please" used as polite form
(24-36) Symbolic Play: decontextualize, thematic, organization and integration,
self-other relations (3 different actions), agent (other than child) +
action + object
Narratives are primarily labels and descriptions

Order of questions (average age in years of acquisition)

What (2), Where (2.5), Who (3), Whose (3), Why (3), How many (3), How (3.5), When (4.5)

Spatial terms

3 yrs. in, on, out, over, under, beside, next to, in front of
4 yrs. on top, between
5 yrs. behind, below
6 yrs. above

Communicative Act

1. The act must be directed to adult
2. Must have affect or intended affect on adult behavior
3. Must persist

If child is in the emerging language stage (18-36 months) and has fewer than 10 communicative acts in 15 minutes of free play, there is a deficit in expression of communicative intentions

18 months: 2 communicative acts/min.

24 months: 5 communicative acts/min.

30-36 months:

Phonology

Speech is 75% intelligible

Ability to produce rhyme emerges

Syntax

Brown's Stage II:

Present tense auxiliaries appear

Be verbs used inconsistently

Over generalization of past tense form

Semantics

See order of questions above

See order of spatial terms above

Pragmatics

Topics are extended adding information

Some requests for clarification provided

Narratives are "sequences" with themes, but no plot

36-42 months:

Phonology

Use of reduplication, syllable deletion, assimilation, and final consonant deletion is less common

Use of liquid simplification, cluster reduction, stopping, fronting continues

Syntax

Brown's Stage IV

Emergence of complex sentences

Auxiliary verbs are placed correctly in questions and negatives

Irregular past tense, articles (a, the), possessive 's acquired

Semantics

Understanding and use of basic kinship terms
Semantic relations between adjacent and conjoined sentences include temporal, additive, causal, contrastive

Pragmatics

More flexibility in requesting:
Permission request (Can you?)
Indirect request (Would you?)
Narratives are “primitive” with theme and some temporal organization

42-60 months:

Phonology

Speech is 100% intelligible
Ability to segment words into syllables begins to emerge

Syntax

Brown’s State V: be verbs, regular past tense, 3rd person –s

Semantics

Letter names and sounds, number and counting emerges
Use of “when, so, because, if” as conjunctions

Pragmatics

Narratives are “chains” with some plot, but no high point or resolution
“Hints” that do not mention the intentions in the request

5-7 years:

Phonology

Articulation is mostly error free
Ability to segment words into phonemes emerges

Syntax

Use and understanding of passive tense emerges

Semantics

Average expressive vocabulary is 5000 words
Check core curriculum for language skills, i.e. similarities, differences, categorization, associations, functions

Pragmatics

Narratives are “true” stories with central focus, high point and resolution

7-9 years:

Syntax

Literate language needed for academics

8 years of age a child can tell when a sentence is grammatically incorrect

Semantics

Word definitions include synonyms and categories

Understanding of multiple meanings

Capacity for figurative language increases

Pragmatics

Narratives contain complex episodes

Begin to understand jokes and riddles based on sound similarities

9-12 years:

Syntax

Use of word order variations increases in writing

Semantics

Can explain meanings of words with multiple meanings

Understand most common idiom