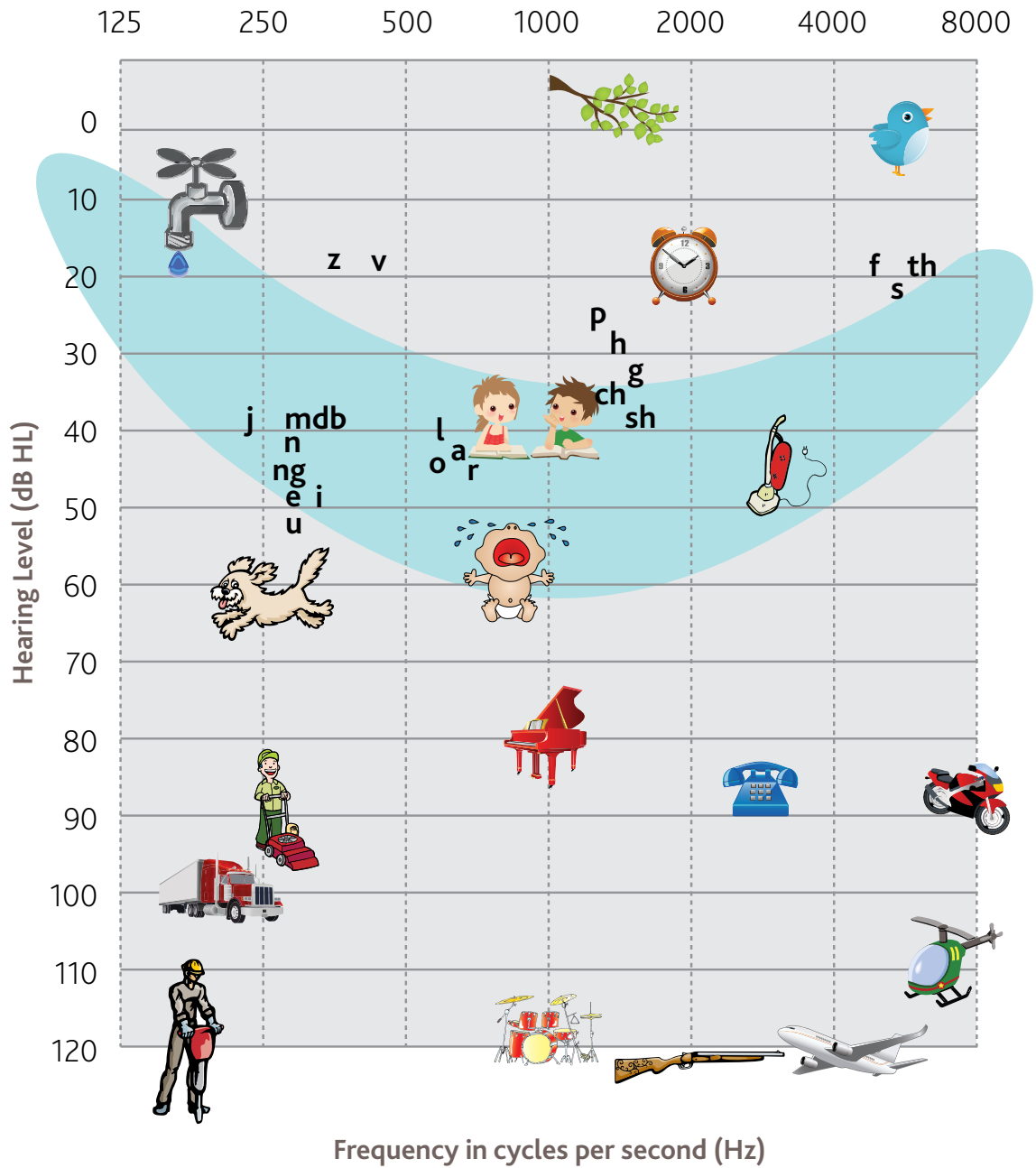


Audiogram of familiar sounds



Tips for each lesson

1	Count to ten slowly when you are waiting for a response from your child.
3	Ask family and friends to select birthday presents for your child from the story book list or from the Learn to Listen toy list.
5	Have your friends and family keep magazines, celebration cards, post cards of trips. Card often have clear picture that you can use for your experience or sound book.
7	Modelling with another adult or older child will give your child more opportunities to observe and learn what is required of him.
9	Rather than say 'good boy/girl' when your child has responded in a way you are pleased with reinforce the action / language that you are proud of.
11	Remember your child does not have to say a word perfectly for it to be considered a word.
13	Take your child out for excursions and build language around each one. Pet shop, fruit and vegetable shop, fish markets, botanic gardens, flower shop, machinery shop.
15	Collect boxes that appliances such as TV, computer, shoes etc come in as they make great cars, buses, houses, storage containers.
17	Give your child plenty of opportunity to explore in his/her play.
19	Create an experience book for regular experiences your child has such as visiting familiar relatives, going to therapy, going to church, visiting the shops.
21	PAUSE! After you ask your child a question or for information PAUSE for at least 5 seconds for him to answer. Once your child has given the answer or information PAUSE again for at least 5 seconds giving your child a chance to add information.
23	When you are out shopping or on the bus, in the car, at the zoo talk to your child about what they are experiencing – giving them language will support them in developing the language of every day experiences.
25	Visit Cochlear's website – Rehabilitation [www.cochlear.com] for lots of free websites that you can use to support your child's listening and language development.
27	Sabotage your day – set up opportunities for your child to request or comment by changing the environment eg- give your child's meal without a spoon or folk, put your child's shoes on their hands – wait for the response.
29	Make a hearing aid / implant box with your child's name and picture on it, so that when they are not in the dry aid, your child can be responsible for putting them in his/her device box.
31	Favourite toy – take your child's favourite toy/s to their MAPping session – this will give them something fun and familiar to work with.
33	Encourage your child to explore, let them get dirty and make a mess – this is learning.
35	Join your local library – this is a great way to find the books in this program.
37	Ask your friends to collect corks, bottle tops, left over material, toilet roles scraps of knitting wool. These all make for wonderful craft where your child can create. Remember the object is to have fun and give your child listening and language while creating. The craft does not need to resemble anything in particular.
39	Let your child help you in routine activities such as cleaning house, laundry and preparing meals.

Bloom and Lahey Chart and Definitions

Phase	Date of Hearing Aids:							
	1	2	3	4	5	6	7	8
MLU	1.2	1.5	2.0	2.5	3.0	3.5	4.0	4.5
Existence	ball	a ball	that a ball that's a ball that's ball	that my ball that another ball	That's a ball This is a ball Who's this? Who's that? It	She Them	he his him we us they	ou' her
Non-Existence	no no more all gone more	no soap no more soap more coke		can't fix car that another coke I drink coke no want that	I can't reach it's not in the bag I didn't get it I want more coke	I put more coke in the cup		0+ their
Recurrence								
Rejection								
Denial	no				Don't touch my toy That's not a car It's not mine It's not red I not sleepy I not -ing it		ain't won't	
Attribution	hot dirty	dirty shirt	that a dirty shirt	I wash dirty shirt	I want clean shirt	here goes a green wheel there goes a green wheel		
Possession	mine daddy	Daddy sock		that Daddy sock	That's Daddy's sock Daddy hangs my socks up I put on Daddy sock	I want my supper		
Action	wash	I wash wash dog	I wash dog I do it	can't wash dog. I wash another dog. I washing dog I'm wash dog. I'm gonna wash dog. I wash dirty dog. I wash outside.	I fed a dog irregular past Don't wash my dog I wash my dog I gonna wash my dog I gonna wash outside	copula 's auxiliary is	Who did it? What do I do with this? What's the boy doing? Copulas: am / are will / could	I washed the dog They are washing the dog and he is holding the soap. I have to get the soap so I can wash the dog. Copula: was
Locative Action	up	up Daddy	man go car man go in	gonna get a pen I wannago home	Put her in the cradle. Put this on my lap not going away I put on a Patsy barente and that goes here. I going out to playground	Here goes a green wheel. I put a little thing in it. I get more books in the bag		
Locative State			caddy up there baby basket baby in	apple on table. baby in basket. Where is it? Where baby go?				
State			I want book Pan hct	I want some more egg I got new pair Tim want red one his / her	I want my table and chair. have / has his / her several few plural with -es			
Quantity			two ball library books	two bolts				

Bloom & Lahey Language Chart. Adapted by Sally Hewett (Auditory Habilitationist) 2003.

Bloom and Lahey Chart and Definitions

Phase	1	2	3	4	5	6	7	8
MLU	1.2	1.5	2.0	2.5	3.0	3.5	4.0	4.5
Notice				I hear that oh, look at the lamb coded with: action locative -ing intention	coded with: action locative action	row my lum		watch what I'm doing see how fast I can run you try to put that girl on there because she keeps falling off because it is covered up I was scratching my head We can when you come to my house I let you play with your toys where - conjunction
Time								
Coordinate				that be the stove / want cook it I wanna fix the book and stand on the and this and this (combine nouns with "and") look there's a bear having a birthday aptly and there's a buzz And the little girl goes out the bathtub and exits (combine verbs with "and") dirty hands tuffa wash 'em	let the Mummy into the refrigerator and get some pinesapple yoghny and then she came out			
Causality						I want spoon and I going take it	You bend her over okay so I can put... on this chair so she can rock You stay away cause I hanna go in there	Why? Why'd you bring these shoes? Why are you putting it right there?
Dative						this is a stool for you will you open these for me with		
Specified				open door Ma Ellen You get some Kathym I want that brush I need this blue		let's put these in the box		
Epistemic Mood							I don't know what colour I can do it I can only have the nightie when I go to sleep	It looks like a fishing string and you fish with it It's just a thing that I hold
Anthesis							the butterflies saw the bumble bees here but they ... not coming out	I better get a pothooper because I might burn my hands They should sit down in a chair. Well I have to get that knife so I can cut the cake. would may

Bloom & Lahey Language Chart. Adapted by Sally Hewett (Auditory Habilitationist) 2003.

Communication Function Checklist



Learning Together Every step of the way

CITY OF TORONTO | EARLY CHILDHOOD SERVICES TEAM: COMMUNITY LIVING TORONTO | SURREY PLACE CENTRE

HOW TO USE AMY M. WETHERBY'S

Communicative Function and Means Checklist

Children who are not yet using much speech often communicate in many other ways. This checklist is useful in determining how and when your child communicates. Each "Communicative Function" or reason for communicating may be expressed using any number of "Communicative Means" or ways to communicate through actions and behaviour.

Communicative Functions (Reasons to Communicate)

The Communicative Functions (reasons to communicate) are divided into the following categories:

- **Behavioural Regulation:** actions used to get, or refuse, something (e.g., child asks for a toy airplane by pointing to it)
- **Social Interaction:** actions used to get another's attention (e.g., child waves to say "Hello")
- **Joint Attention:** actions used to direct another's attention to share information (e.g., child points to an airplane in the sky to show it to you)

Communicative Means (Ways to Communicate)

The Communicative Means (ways to communicate) are divided into two sections called Pre-verbal and Verbal. The following is a brief description of each way or action listed in the checklist.

Pre-verbal (ways of communicating other than using words)

Physical Manipulation – touching, trying to operate a toy

Giving – giving an item to another person for a specific purpose (e.g., to request help with activating the item, or to express an interest in it)

Pointing – pointing to an item for a specific purpose

Showing – showing the item, but not giving it

Gaze Shift – looking briefly in the direction of an item out of interest

Proximity – moving closer to the item out of interest, or away from it in protest

Head Nod/Head Shake – indicating interest in an object through nodding, or protesting by shaking head

Facial Expression – smiling, frowning, etc.

Self-Injury – hitting, biting, banging self

Aggression – hitting, biting, punching, kicking, scratching others

Tantrum – screaming, throwing self down on floor

Crying/Whining – to make needs known

Vocalizing – any speech-like sounds that are not full words

Communication Function Checklist

Communicative Function and Means Checklist, continued

Other – word approximations such as “bu-bu” for “bubble”

Delayed Echo – child repeats what was heard earlier in the day or on a previous day

Verbal (ways of communicating using words)

Creative One-word – uses a single word not in imitation of something heard, (e.g., saying the word “milk” can be to request it, to comment on seeing or having it, or to ask if that is what is in a cup)

Immediate Echo – child repeats what is heard immediately after hearing it

Creative Multi-word – uses two or more words not in imitation of something heard

How to use the checklist

To use the checklist, simply go through each Communicative Function and check off the Communicative Means that apply. For example, if your child requests objects by pointing, looking, and moving closer to them, you would check off all three of these pre-verbal means in the “request object” row. Here’s an example:

CHECKLIST OF COMMUNICATIVE FUNCTIONS AND MEANS

Wetherby, 199

Child's Name: <i>Marcus</i>		Date of Sample: <i>09/25/06</i> (mm/dd/year)																		
Context: <i>Home</i>																				
		COMMUNICATIVE MEANS																		
COMMUNICATIVE FUNCTIONS		Pre-verbal										Verbal								
		Physical Manipulation	Giving	Pointing	Showing	Gaze Shift	Proximity	Head Nod/Head Shake	Facial Expression	Self-Injury	Aggression	Tantrum	Crying/Whining	Vocalizing	Other	Immediate Echo	Delayed Echo	Creative One-word	Creative Multi-word	Other
Behavioural Regulation																				
Request Object				✓		✓	✓													
Request Action																				
Protest																				
Social Interaction																				
Request Social Routine																				
Request Comfort																				
Greeting																				
Calling																				
Request Permission																				
Showing off																				
Joint Attention																				
Comment																				
Request Information																				
Provide Information																				
Other Functions																				

Once you have completed the checklist, you will see which **ways** are most often used by your child to communicate. You may also notice **ways** and **reasons** for communicating that need work. For example, the child in the above checklist communicates gesturally (e.g., pointing, eye gazing, and proximity) to request objects. Therefore, communication goals for him could include using head nod or vocalizing to request objects. We always want to expand both the ways and reasons that your child communicates. Remember that once you know how your child communicates, it is easier to figure out what the next step should be.

Communication Function Checklist

CHECKLIST OF COMMUNICATIVE FUNCTIONS AND MEANS															Wetherby, 199				
Child's Name:										Date of Sample: (mm/dd/year)									
Context:																			
COMMUNICATIVE MEANS																			
COMMUNICATIVE FUNCTIONS	Pre-verbal												Verbal						
	Physical Manipulation	Giving	Pointing	Showing	Gaze Shift	Proximity	Head Nod/Head Shake	Facial Expression	Self-Injury	Aggression	Tantrum	Crying/Whining	Vocalizing	Other	Immediate Echo	Delayed Echo	Creative One-word	Creative Multi-word	Other
Behavioural Regulation																			
Request Object																			
Request Action																			
Protest																			
Social Interaction																			
Request Social Routine																			
Request Comfort																			
Greeting																			
Calling																			
Request Permission																			
Showing off																			
Joint Attention																			
Comment																			
Request Information																			
Provide Information																			
Other Functions																			

Consonant Chart

ARTICULATION ATTAINMENT CHART CONSONANTS (developmental)

Name: _____

2-3 years

Sound	Imit.	Spon.	Comments	Initial		Medial		Final	
				Date	Word	Date	Word	Date	Word
p									
m									
h									
n									
w									
b									

2-4 years

k									
g									
d									
t									
ŋ (ng)									

3-4 years

f									
v									
r									
l									
ʃ (sh)									

4-6 years

tʃ (ch)									
s									
z									

4-7 years

dʒ (j)									
j (y)									

5-7 years

θ (bath)									
ð (the)									

6-7 years









ʒ (zh)									
--------	--	--	--	--	--	--	--	--	--

Adapted by Kay Hooper Cert AVT & Cheryl L. Dickson, M.Ed., Cert. AVT










Developmental Play Skills Chart 12–24 months

Developmental Skill Chart		
Play themes (Chapter 3)		
I	5 Years	 <p>I Play themes include those never personally experienced, for example, space craft, pirates.</p>
H	4 Years	 <p>H Play themes expand beyond personal experiences but now includes sub-plots, for example, home corner play.</p>
G	42/3–47 Months	 <p>G Play themes expand beyond personal experience, for example, fire officer, rescuing people.</p>
F	36–42 Months	 <p>F Play themes expand beyond personal experience, for example, fire officer, rescuing people.</p>
E	30/1–35 Months	 <p>E Play themes reflect less frequently experienced life events, for example, doctors.</p>
D	24–30 Months	 <p>D Play themes reflect daily life in and out of the home, for example, fixing the car, shopping.</p>
C	20–23 Months	 <p>C Play themes reflect daily activities in the home, for example, feeding a dolly.</p>
B	18 Months	 <p>B Play themes are related to the child's body, for example, sleeping, eating.</p>
A	0–12 Months	

Developmental Play Skills Chart 12–24 months

Developmental Skill Chart		Sequences of play actions (Chapter 4)			
	I Play is pre-planned and organised with complex sequences and sub-plots.	5	Years	I	
	H A pre-planned storyline with complex sequences and sub-plots occur in play.	4	Years	H	
	G A play strategy is present.	42/3-47	Months	G	
	F Multiple play actions occur in a logical sequence.	36-42	Months	F	
	E Play actions are detailed and logical with no planned story-line.	30/1-35	Months	E	
	D Play actions are simple, sequential and logical.	24-30	Months	D	
	C The child sequences two or three similar actions. Play actions are illogical.	20-23	Months	C	
	B The child uses one simple imaginative action in play.	18	Months	B	
	A Imaginative play actions are absent or random.	0-12	Months	A	

Developmental Play Skills Chart 12–24 months

Developmental Skill Chart		
Object substitution (Chapter 5)		
I	5 Years	 <p>I The child uses language to describe an object and its function. Imaginary objects can be used fluently.</p>
H	4 Years	 <p>H Objects with a distinct function can be used in substitution for example, a hat for a boat.</p>
G	42/3–47 Months	 <p>G The child uses body parts as objects. Imaginary objects start to be referred to in play.</p>
F	36–42 Months	 <p>F The child uses blocks to build a wall. Inanimate objects are used for many functions.</p>
E	30/1–35 Months	 <p>E The child uses the same inanimate object for two or more functions.</p>
D	24–30 Months	 <p>D The child uses inanimate objects, for example, a box as a table or car.</p>
C	20–23 Months	 <p>C The child uses a similar looking object for the needed object. For example, paper as a blanket.</p>
B	18 Months	 <p>B The child relates objects functionally. For example, a spoon is placed in a cup.</p>
A	0–12 Months	 <p>A The child manipulates and explores objects.</p>

Developmental Play Skills Chart 12–24 months

Developmental Skill Chart

Social interaction (Chapter 6)



I The child co-operates and negotiates during play. Play is well organised.

5
Years

I



H The child co-operates and negotiates during play.

4
Years

H



F and G The child plays in association with other children, i.e. the child will play the same activity beside another child. There is little negotiation.

42/3–47
Months

G

36–42
Months

F



E The child imitates another child. Play is beside other children.

30/1–35
Months

E



D The child asks the adult for objects needed in play. Play is alongside other children.

24–30
Months

D



C The child imitates an adult using an object.

20–23
Months

C



B The child imitates a pretend play action, e.g. giving a drink.

18
Months

B

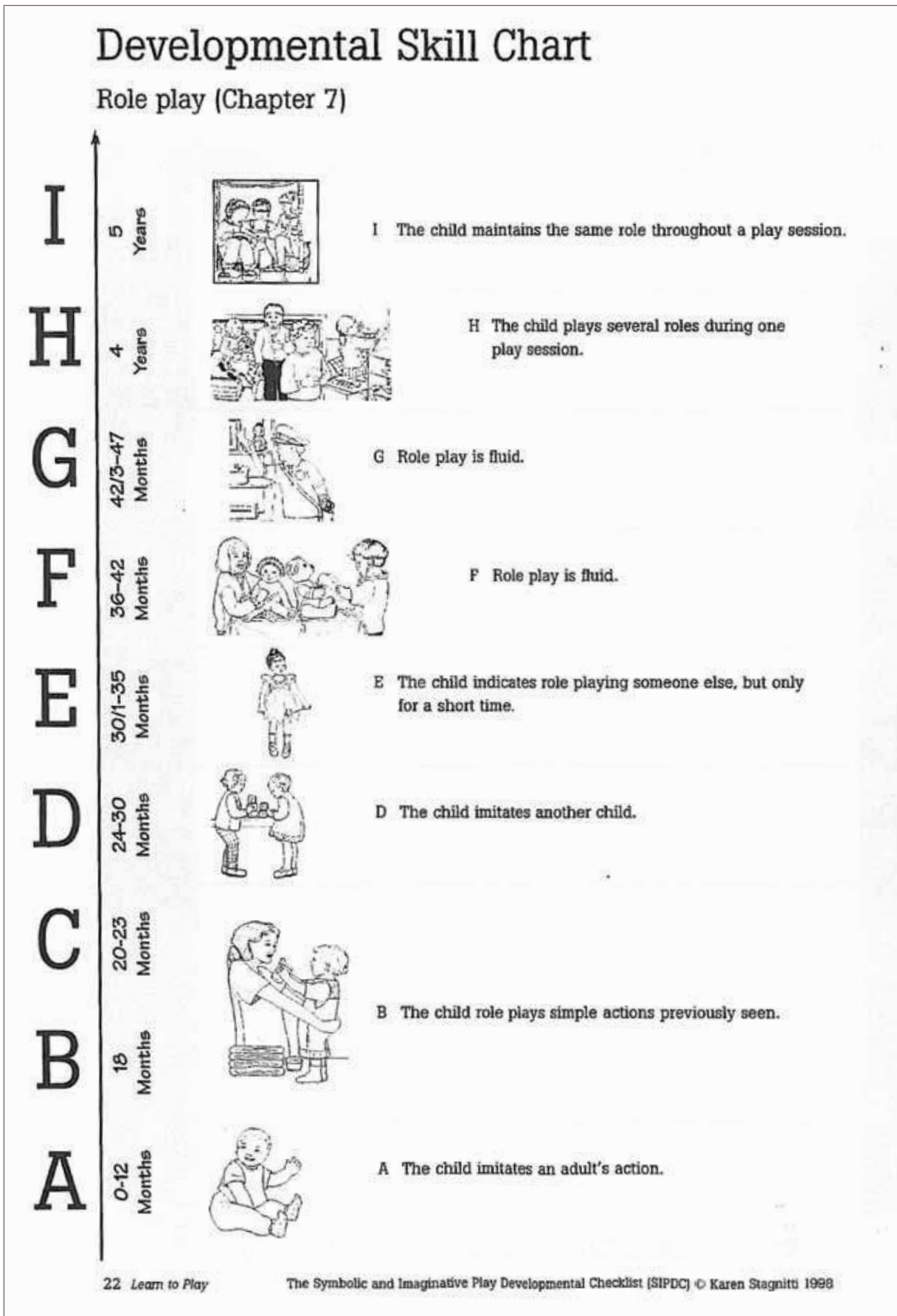


A The child imitates an adult's action.

0–12
Months

A

Developmental Play Skills Chart 12–24 months



Developmental Play Skills Chart 12–24 months

Developmental Skill Chart

Doll/teddy play (Chapter 8)



I The doll has a character of its own. The child uses language to talk about the doll's activities.

5
Years

I



H The doll has a character of its own.

4
Years

H



G The doll is very active. A doll's house can be fully utilised. Characteristics begin to be attributed to the doll.

42/3-47
Months

G

F The doll is very active. A doll's house can be fully utilised.

36-42
Months

F



E The child wakes the doll. The child can place an abstract doll such as a plastic or wooden type doll with precision.

30/1-35
Months

E



D More attention is given to the doll, for example, a cup can be placed in the doll's arms as if the doll is drinking. The child may try to sit on the child's furniture.

24-30
Months

D



C The child may place a doll in a chair or relate several actions to the doll or a truck.

20-23
Months

C



B The child spontaneously performs one action with doll e.g. hugs doll.

18
Months

B



A The child places the doll with head upright and vertical to the ground.


0-12
Months

A

Early Learning to Listen Sounds


Toy	Sound	Introduced	Imitated	Identified	Spontaneous Production
Aeroplane	ah				
Bus	bu bu bu				
Car	brrmm beep beep				
Boat	pah pah pah				
Ambulance	ee or ee or				
Train	oo oo oo				
Tractor	gu gu gu				
Truck	nu nu nu				
Ready set go	go				
Clown	ha ha ha				
Ice cream	mm yum yum				
Santa Claus	ho ho ho				
Mirror	Hi/hello				
Sleeping Baby	shhhh				
Slide	up, up, up, wheee				
Baby	waaa				
Clock	tick tock tick tock				
Cat	miaow				
Dog	woof woof				
Cow	moo				
Duck	quack quack				
Hen	buck buck buck				
Rabbit	hop hop hop				
Sheep	baaa				
Horse	neigh, tongue click				
Pig	oink oink				
Owl	hoo hoo				
Bird	tweet tweet/whistle twice				
Rooster	cock-a-doodle-doo				
Baby Chick	cheep cheep				
Snake	sssss				

Integrated Scales of Development



Integrated Scales of Development
from Listen Learn and Talk

Hear now. And always



Cochlear™

Integrated Scales of Development



Integrated Scales of Development

Language enables us to comprehend and express ideas, thoughts, opinions and emotions.

In the language learning process, understanding the language heard, that is, receptive language, always precedes the development of expressive language. A young baby will turn when her mother calls her, or wave goodbye when asked, long before she can say her own name or say bye bye. As well as learning to understand and express language, the development of pragmatic skills is necessary in order to use language appropriately in different social contexts and for different purposes.

From birth to school age is a time of enormous development in a child's life. A baby grows from a totally dependent being into a competent communicator and an independent thinker and learner by the time she begins school.

The following tables are an integrated scale that outline typical stages of development in the areas of listening, receptive and expressive language, speech, cognition and social communication. They have been adapted from a number of sources:

- Cottage Acquisition Scales for Listening, Language and Speech
- Preschool Language Scale – 4 (PLS 4)
- The Bzoch–League Receptive-Expressive Emergent Language Scale Second Edition (REEL - 2)
- The Early Learning Accomplishment Profile Kit (E-LAP)
- The Learning Accomplishment Profile Revised Edition Kit (LAP-R)
- The Rosetti Infant-Toddler Language Scale
- St. Gabriel's Curriculum

A child with hearing impairment follows these stages of development. However, she will need greater exposure to spoken language from the earliest possible time. Language, speech, cognition and pragmatic skills should be developed concurrently through listening in a systematic program that follows the typical stages of development.

It is important to remember that the skills listed on the following pages are based on an average.

There is a considerable range between the earliest and latest times children achieve the various milestones. Your child may not reach a milestone within the given timeframe, but this does not mean that they will not achieve it. These developmental scales are meant as a guide only. They have been included to assist in the provision of a program to suit the individual needs of a particular child.

For full reference and description see Listen Learn and Talk (Ref. Z60407). This is an auditory habilitation resource from Cochlear.

Integrated Scales of Development

0 to 3 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Auditory awareness • Responds to sound by smiling, head turning, stilling, startling • Responds to loud sounds • Recognizes mother's/caregiver's voice 	<ul style="list-style-type: none"> • Startles to sudden noises • Responds to speaker's face • Responds to talking by quietening or smiling • Quietens with familiar voice 	<ul style="list-style-type: none"> • Cries to express hunger and anger • Begins to vocalize to express pleasure • Occasionally vocalizes in response to voicelike sounds 	<ul style="list-style-type: none"> • Cries • Begins vocalizing other than crying, e.g. coos, gurgles 	<ul style="list-style-type: none"> • Awareness of familiar people/situations • Looks at objects/faces briefly • Anticipates certain events, e.g. being fed 	<ul style="list-style-type: none"> • Appears to listen to speaker • Has brief eye contact but by 3 months regularly looks directly at speaker's face, localizes speaker with eyes and starts to watch mouth rather than whole face • Smiles/coos in response, in particular to mother/caregiver

Integrated Scales of Development

4 to 6 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Sound begins to have meaning • Listens more acutely • Starts to associate meaning to sound, e.g. responds to own name occasionally • Responds to changes in vocal inflections • Starts to localize source of voice with accuracy • Listens to own voice 	<ul style="list-style-type: none"> • Frequently localizes sound source with head or eye turn • Occasionally responds to own name • Discriminates between angry and friendly vocal tones, e.g. cries in response to an angry voice • Usually stops crying in response to voice 	<ul style="list-style-type: none"> • Vocalizes for needs and wants • Vocalizes in response to singing • Blows raspberries, coos, yells • Vocalizes in response to speech • Starts to use a variety of vocalizations to express pleasure and displeasure • Vocalizes when alone or with others 	<ul style="list-style-type: none"> • Laughs • Blows raspberries • Coos • Yells • Starts to change duration, pitch and intensity (prosodic features) • Uses vowel [a] as in car • Produces sounds with consonant features – friction noises, nasal [m] • Plays at making sounds 	<ul style="list-style-type: none"> • Looks at objects and reaches for them • Starts to learn about cause and effect, e.g. plays with rattle • Recognizes familiar people • Brings objects to mouth 	<ul style="list-style-type: none"> • Maintains eye contact • Loves games such as round and round the garden • Produces different vocalizations for different reasons • Imitates facial expressions • Takes the initiative in vocalizing and engages adult in interaction • Starts to understand vocal turn taking, e.g. vocalizes in response to adult vocal input

Integrated Scales of Development

7 to 9 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> Localizes sound source with accuracy Discriminates suprasegmental aspects of duration, pitch and intensity Has longer attention span Associates meaning to words Discriminates vowel and syllable content 	<ul style="list-style-type: none"> Appears to recognize names of family members in connected speech, even when person named is not in sight Responds with appropriate arm gestures to such words as up, high, bye bye, etc. Enjoys music or singing Appears to listen to whole conversation between others Regularly stops activity when name is called Appears to recognize the names of a few common objects by localizing them when they are named More regularly stops activity in response to "no" Will sustain interest up to a minute while looking at pictures or books with adult 	<ul style="list-style-type: none"> Repeats CV syllables in babble [pa pa] Starts to respond with vocalizations when called by name Plays more games, e.g. pat a cake, peek a boo, hand clapping, etc., and vocalizes during games Appears to "sing" Vocalizes to greet a familiar adult Calls to get attention Uses some gestures and language appropriately, e.g. shakes head for "no" Vocalizes loudly 	<ul style="list-style-type: none"> Babbles CV CV [pa pa] [ba ba] Clicks tongue Uses a "singsong" voice Imitates patterns of intonation Uses low central vowels most frequently [o] (hot) [æ] (bat) [a] (car) Uses some consonants [p, b, m, d] 	<ul style="list-style-type: none"> Imitates physical action Recognizes familiar objects Places object in one hand and then the other Holds one cube and takes another Smiles at self in mirror Loves hiding and finding games Gives, points, shows Pulls rings off peg 	<ul style="list-style-type: none"> Begins to understand that communication is a two-way process Shows a desire to interact with people Becomes more lively to familiar people Demonstrates anticipation of activities Nods, waves and claps Calls to get attention Requests by reaching and pointing Enjoys frolic play Continues to develop turn taking skills Begins book sharing by looking at pictures in a book with adult

Integrated Scales of Development

10 to 12 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Associates meaning to more words • Monitors own voice and voices of others • Localizes sound from a distance • Discriminates speaker's voice from competing stimuli 	<ul style="list-style-type: none"> • Appears to enjoy listening to new words • Generally able to listen to speech without being distracted by other competing sounds • Occasionally gives toys and objects to adult on verbal request • Occasionally follows simple commands, e.g. <i>Put that down.</i> • Responds to music with body or hand movement in approximate time • Demonstrates understanding of verbal requests with appropriate head and body gestures • Shows increased attention to speech over prolonged periods of time 	<ul style="list-style-type: none"> • Uses jargon of 4 or more syllables - short sentence-like structures without true words • Starts to use varied jargon patterns with adult intonation patterns when playing alone • Initiates speech gesture games such as round and round the garden • Talks to toys/objects using longer verbal patterns • Frequently responds to songs or rhymes by vocalizing • Imitates action paired with sound • May use first words, e.g. <i>bye bye, mama</i> 	<ul style="list-style-type: none"> • Imitates sounds and number of syllables used by others • Uses suprasegmental features • Uses longer strings of repeated syllables • Vowels and consonants are systematically varied • [ba di ba di] • Mostly uses plosives and nasals [p, b, d, m] 	<ul style="list-style-type: none"> • Resists when toy is taken away • Relates an action to an object, e.g. spoon with stirring, car with pushing • Responds to laughter by repeating action • Takes peg from peg board • Matches two identical objects • Attempts to build a two block tower 	<ul style="list-style-type: none"> • Starts to understand question and answer, e.g. shakes head appropriately for "no" • Understanding of interaction continues to develop • Understands greetings • Turn taking skills continue to develop • Vocalizes in response to mother's call • Indicates desire to change activities • Responds to laughter by repeating action • Begins directing others by tugging, pushing • Vocalizes with gesture to protest • Enjoys games and initiates them

Integrated Scales of Development

13 to 15 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> Identifies more words Processes simple language Auditory memory of one item at the end of a phrase/sentence Discriminates between familiar phrases Follows one step directions that are familiar 	<ul style="list-style-type: none"> Understands more new words each week Follows one step directions during play Understands simple where questions, e.g. <i>Where's daddy?</i> Recognizes and demonstrates understanding of many objects by pointing Understands more familiar phrases Begins to recognize names of various body parts, e.g. eyes, hands Enjoys rhymes 	<ul style="list-style-type: none"> Uses 7 or more words consistently Uses voice and gesture to obtain desired object Continues to use jargon with more true words developing Incorporates pausing and intonation into jargon Imitates new words spontaneously Sings 	<ul style="list-style-type: none"> Imitates alternated vowels Approximates single words Uses most vowels in vocal play Uses more front consonants plosives [p, b, d], nasals [m, n] Uses fricative [h] Uses semivowel [w] 	<ul style="list-style-type: none"> Sustains interest in desired object for two minutes and more Places circle in shape board Builds a tower with two cubes Begins to make marks on paper with thick crayon Imitates more actions, e.g. patting doll Demonstrates functional use of objects Removes lid of box to find hidden toy 	<ul style="list-style-type: none"> Continues to develop eye contact with speaker for longer periods Takes turns as expressive language develops Plays fetching game Involves others by showing things, e.g. shoes/clothing during play Begins to understand "wh" questions

Integrated Scales of Development

16 to 18 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Discriminates between more phrases • Identifies and associates more words to related objects, e.g. toys, body parts, food, clothing • Imitates words heard 	<ul style="list-style-type: none"> • Understands more simple questions • Begins to understand longer phrases with key word in middle of sentence • Develops category vocabulary • Identifies more body parts • Finds familiar object not in sight • Understands 50 or more words • Identifies some clothing items, toys and food 	<ul style="list-style-type: none"> • Jargon disappears • Increases vocabulary, 10 or more meaningful words • Decreases use of gesture – relies on talking to communicate • Imitates words heard • Asks for more 	<ul style="list-style-type: none"> • Increases single word approximations • Most vowels present • Still mainly producing front consonants [p, b, d, m, n, h, w] 	<ul style="list-style-type: none"> • Imitates circular scribble • Places 3 to 6 pegs in pegboard • Retrieves desired toy from behind an obstacle • Picks up small objects • Turns bottle upside down to obtain toy • Points to pictures in a book and begins to turn pages • Demonstrates object permanence 	<ul style="list-style-type: none"> • Requests object or help from adult by gesturing and vocalizing • Initiates vocal interaction • Prefers to be with familiar people • Shows caution with strangers • Imitates other children

Integrated Scales of Development

19 to 24 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Auditory memory of 2 items • Discriminates songs • Comprehends a variety of phrases • Discriminates descriptive phrases • Follows a two step direction, e.g. <i>Get your ball and throw it.</i> • Identifies by category 	<ul style="list-style-type: none"> • Completes two requests with one object • Chooses two familiar objects • Comprehends action phrases • Points to a range of body parts, e.g. elbow, cheek • Begins to understand personal pronouns – my, mine, you • Recognizes new words daily • Increases comprehension - decodes simple syntax • By 24 months understands 250 - 300 words 	<ul style="list-style-type: none"> • Occasionally imitates 2 - 3 word phrases • Uses new words regularly • Increases expressive vocabulary to 30 words or more • Attempts "stories" – longer utterances in jargon to get message across • Begins to use own name when talking about self • Uses possessive pronouns – mine • May ask where questions <i>Where car?</i> • By 24 months may use 2 - 3 word phrases with nouns, some verbs and some adjectives 	<ul style="list-style-type: none"> • Approximates words • Substitutes /w/ for /r/ • Uses suprasegmental features • Most vowels and diphthongs present • Consonants [k, g, t, ng] emerging • Consonants [p, b, m, h, n, d] established – used in initial position in words • Consonants often omitted in medial and final position 	<ul style="list-style-type: none"> • Imitates symbolic play, e.g. household activities • Uses one object as symbol for another • Places triangle, circle, square in shape board • Imitates vertical strokes • Threads three beads • Begins to tear paper • Imitates ordering of nesting cups • Begins to categorize objects in play • Uses two toys together • Stacks blocks/builds tower • Completes simple pull out puzzle • Activates mechanical toy 	<ul style="list-style-type: none"> • Begins to develop more self confidence and is happy to be with other people • Initiates pretend play • Responds to requests from adults • Practices adult-like conversation about familiar themes • Uses words to interact • Requests information, e.g. <i>What is this?</i> • Develops turn taking in conversation

Integrated Scales of Development

25 to 30 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Auditory memory of 2 items in different linguistic contexts • Listens to familiar songs on tape • Comprehends longer utterances • Listens from a distance 	<ul style="list-style-type: none"> • Begins to understand complex language • Comprehends more complex action phrases • Understands functions, e.g. What do we use for drinking? – points to up • Begins to understand size differences, e.g. big/little • Begins to understand positions, e.g. in, on, under • Receptive vocabulary increases • Begins to understand concept of quantity, e.g. one, all • Understands pronouns, e.g. he, she, they, we 	<ul style="list-style-type: none"> • Uses 2 - 3 word phrases more consistently • Uses some personal pronouns, e.g. me, you • Asks for help using two or more words, e.g. wash hands • Begins to name primary colors • Refers to self by pronoun me • Repeats 2 numbers counting • Answers "wh" questions, e.g. What's that?, What's ... doing?, Who? • Recites nursery rhymes and favorite songs • Understands and answers "can you". Uses negation, e.g. don't, no 	<ul style="list-style-type: none"> • Loves experimenting with prosodic features • Begins to use stress correctly • Repeats words and phrases • Consonants [f, y] emerging • Consonants, e.g. [m, p, b] used in final position • Word/phrases shortened – medial consonants often omitted • Tends to over pronounce words • Different pronunciation of the same word occurs frequently • Whispers 	<ul style="list-style-type: none"> • Continues symbolic play, e.g. talking on the phone • Completes actions, e.g. clap hands and high 5s • Uses toys appropriately • Performs related activities at play • Turns one page at a time • Imitates vertical, horizontal lines and circle • Matches identical picture to picture and shape to shape • Puts two parts of a whole together • Understands number concept of one and two 	<ul style="list-style-type: none"> • Enjoys talking, e.g. pretends to have a conversation on the phone • Completes actions, e.g. Give me five • Begins to develop parallel play with other children • Talks more in play • Shares toys • Asks for help using two or more words • Uses longer utterances

Integrated Scales of Development

31 to 36 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> Continues to expand auditory memory - 3 item auditory memory with different linguistic features Sequences 2 pieces of information in order Listens to stories on tape Follows 2 - 3 directions 	<ul style="list-style-type: none"> Understands most common verbs Understands and responds to more complex language and commands Carries out 2 - 3 verbal commands in one sentence Understands several positions, e.g. in, on under Expands concept development Identifies parts of an object Understands time concept, e.g. today, yesterday, tomorrow Understands <i>What is missing? Which one does not belong?</i> 	<ul style="list-style-type: none"> Knows gender vocabulary Talks about what has drawn Gives both first and last name when asked Relates recent experiences Converses in 3 - 4 word simple sentences Begins using more complex language Uses questions, e.g. who, what, where, why Uses pronouns, e.g. he, she, they, we, you, me Uses some plurals Uses possessives Uses more negatives, e.g. not, none, nobody Begins to use <i>and/because</i> Names three or more colors 	<ul style="list-style-type: none"> Makes some substitutions [f] for [th], [w] for [r] Medial consonants still inconsistent Final consonants inserted more regularly Consonants [l, r, sh, s, z, ch] emerging Vowels and diphthongs established Omits some unstressed parts of speech Pronunciation becomes more correct Whispers frequently 	<ul style="list-style-type: none"> Shares toys and takes turns more appropriately Develops parallel play Begins to develop interest in writing and drawing Begins fantasy play Matches six color cards Sorts and categorizes, e.g. blocks and pegs Names object when part of it is shown in a picture Adds two missing body parts to a drawing Shows interest in how and why things work Completes 2 - 3 interlocking puzzle pieces Imitates drawing a cross 	<ul style="list-style-type: none"> Takes turns and shares Recites rhymes Acts out songs - sometimes changes endings Engages in make-believe activities Begins to ask permission of others Expresses feeling Initiates conversation Uses questions for a variety of reasons, e.g. to obtain information, to request

Integrated Scales of Development

37 to 42 Months

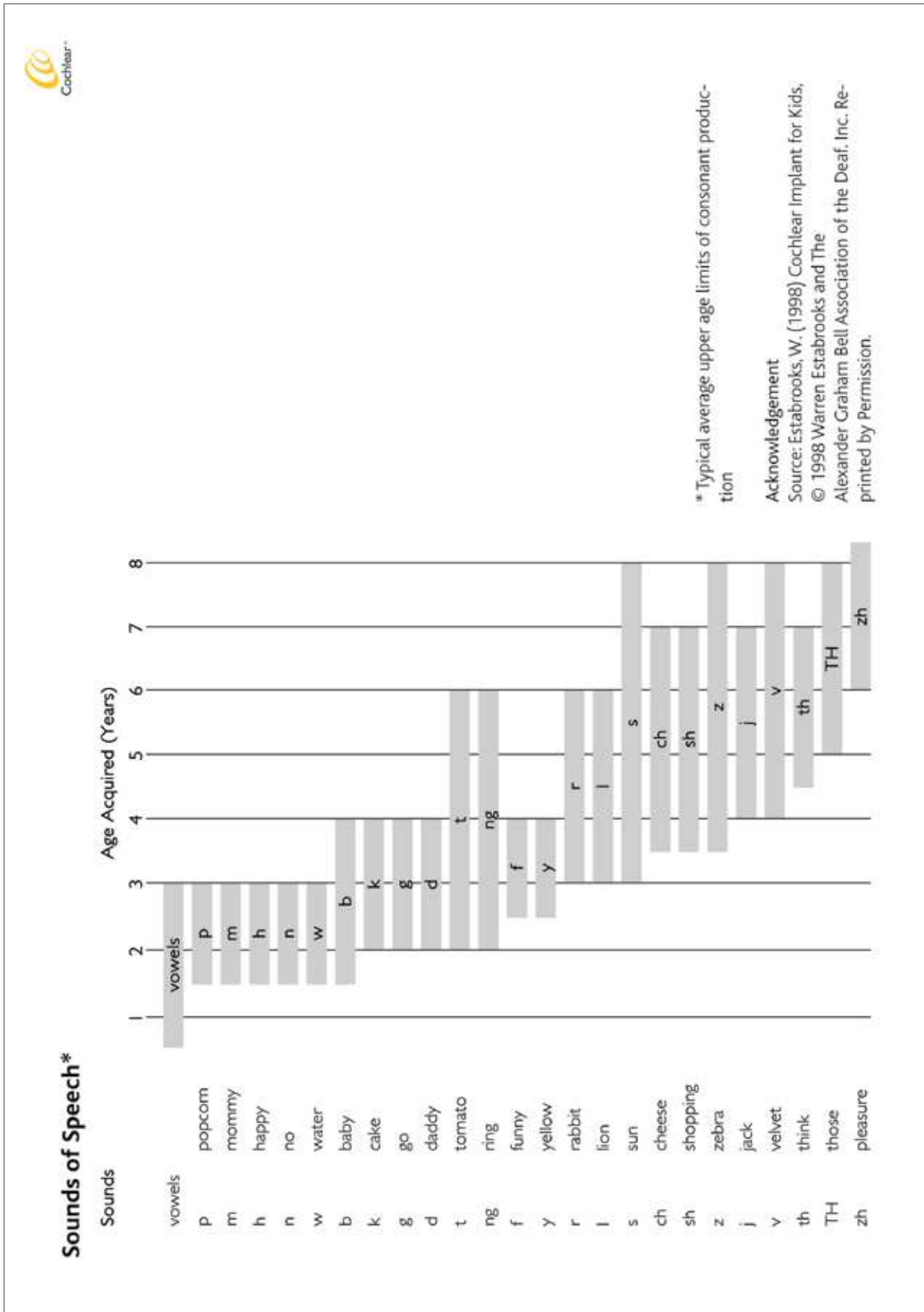
Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> • Auditory memory increases to 5 items • Sequences 3 or more pieces of information in order • Retells a short story • Follows 3 directions • Processes complex sentence structures • Tracks a 6 word sentence 	<ul style="list-style-type: none"> • Can listen to a 10 - 15 minute story • Comprehends an increasing level of complex language • Understands more difficult concepts, e.g. quality, texture, quantity • Understands concept of day/night, e.g. distinguishes day from night activities • Follows directions using concepts of empty/full, same/different • Understands locational prepositions, e.g. next to • Begins to understand comparatives, e.g. I am taller than you. • Understands about 900 words 	<ul style="list-style-type: none"> • Holds conversations using many correct grammatical structures (plurals, possession, pronouns, prep, adj.) • Uses "when" and "how many" questions • Uses so/because • Relays a message • Describes what objects can be used for • Starts to answer "what if?" questions • Answers What is missing? • Identifies which one does not belong and answers Why? • Attempts to answer problem-solving questions, e.g. What if? • Uses about 500 intelligible words. 	<ul style="list-style-type: none"> • Uses some blends, e.g. [mp, pt, br, dr, gr, sm] • Consonants [j, v, th] emerging • Some substitutions still made, e.g. [gw] for [gr] in blends • Pronunciations of words more stable from one production to the next 	<ul style="list-style-type: none"> • Begins one-to-one correspondence • Follows directions using concepts, e.g. empty, full, same, different • Develops more difficult concepts, e.g. quality, quantity, texture • Compares objects • Begins simple problem solving • Develops imagination 	<ul style="list-style-type: none"> • Takes turns • Plays with other children more appropriately • Shows understanding of others' feelings/needs • Interacts through simple conversation • Initiates conversation • Enjoys role-plays

Integrated Scales of Development

43 to 48 Months

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<ul style="list-style-type: none"> Processes longer and more complex language structures, e.g. <i>Can you find something that lives in a tree, has feathers and a yellow crest?</i> Follows directions with more difficult concepts, e.g. <i>Put the thick blue square behind the empty jug.</i> Re-tells longer stories in detail - 5 or more sentences Tracks an 8 word sentence 	<ul style="list-style-type: none"> Continues to expand vocabulary comprehension Understands singular/plural Understands difference between past/present/future Answers final word analogies Identifies objects missing from scene Understands day/morning/ afternoon/night Makes comparisons of speed/weight Understands 1500 - 2000 words 	<ul style="list-style-type: none"> Uses his/her/their More consistent use of plurals – irregular and regular Talks about pictures and story books Uses more sophisticated imaginative play Uses negatives and some modals, e.g. shouldn't/ won't/ can't Uses comparisons Makes inferences Develops colloquial expressions Uses How much? How? questions Uses 800 - 1500 words Uses more complex language structures Spontaneous utterances are mostly grammatically correct 	<ul style="list-style-type: none"> Reduces omissions and substitutions Most consonants established More blends emerging in initial and final position Rate and rhythm normal Uses appropriate loudness level Uses appropriate intonation For accompanying chart, see Sounds of Speech pg 43. 	<ul style="list-style-type: none"> Draws simple objects Understands time concepts, e.g. today/ tomorrow/ yesterday/ morning/ afternoon/ night Tells how many fingers and toes Associates an object with an occupation, e.g. thermometer/doctor Continues to develop imagination Concentration increases Copies simple picture line drawings Matches patterns Makes inferences 	<ul style="list-style-type: none"> Increases confidence and self esteem Requests made from others, e.g. shop/retail assistant Uses intonation appropriately Initiates conversation Adapts to changes of topic Uses language for different communicative intent, e.g. obtaining information, giving information, expressing needs/ feelings, bargaining

Integrated Scales of Development



Integrated Scales of Development



Integrated Scales of Development Tracking Form

This form is designed to be used with Integrated Scales of Development (Listen Learn and Talk - Cochlear 2005).

How to use the ISD tracking form:

1. Complete the child's name and information in the space at the top of the form.
2. Record the child's progress by reference to the Integrated Scales of Development
3. The vertical column along the left side records the child's hearing age (HA), ie. The child's developmental progress from the time of first effective sound access – hearing aids fitting or cochlear implant switch-on.
4. The horizontal row across the top of the form shows the six key areas of development which will be followed:
 - Audition or Listening
 - Receptive Language: what does the child understand
 - Expressive Language: what does the child say
 - Speech: how does the child say it
 - Cognition: thinking processes.
 - Communication: social interaction with others (Pragmatics)
5. For each hearing age (HA) stage, there are two spaces.

(+) **emerging skills or goals.** This means that the child is starting to develop skills at this stage but has not fully achieved them yet. These are goals that the parents and therapist are working on.

(✓) **achieved skills or goals.** This means that the child is demonstrating the particular skills of that HA stage in their spontaneous language and interactions at home, with parents, various members of the family, and later with friends.

For each of the six vertical columns. Mark the start date in (+) column, and later, the achieved date (✓) on the correct line.

For a clearer visual view of the child's developmental progress, you can also fill in the spaces with the related colors, as shown in the top row. However, the dates of start, and achievement are the key information.

6. CA column

For each HA stage, record the child's CA (chronological age) in the CA column. This is important information: to be able to consistently observe the gap between the HA and CA. We expect this to reduce over time.

The general expectation for a child diagnosed with a hearing impairment under the age of 12 months and following an auditory habilitation program, is that they can achieve age appropriate listening and spoken language levels by school age. ... 'provided they are in a stimulating language enriched environment where learning through listening is the focus.' (Listen Learn and Talk p13, Auditory Habilitation Theory).

Expectations would be different for those children who have additional problems.

Regular monitoring of the child's progress is recommended. This form will give a clear overview of progress in the 6 key areas of development, relative to hearing age (HA) and chronological age (CA).

Integrated Scales of Development



Integrated Scales of Development Tracking Form

NAME: _____ S/O: _____ Switch-On Date _____

DOB: _____ Date of Birth _____

HA months	CA	Listening	Receptive Language	Expressive Language	Speech	Cognition	Social Communication
43 - 48		√	√	√	√	√	√
		+	+	+	+	+	+
37 - 42		√	√	√	√	√	√
		+	+	+	+	+	+
31 - 36		√	√	√	√	√	√
		+	+	+	+	+	+
25 - 30		√	√	√	√	√	√
		+	+	+	+	+	+
19 - 24		√	√	√	√	√	√
		+	+	+	+	+	+
16 - 18		√	√	√	√	√	√
		+	+	+	+	+	+
13 - 15		√	√	√	√	√	√
		+	+	+	+	+	+
10 - 12		√	√	√	√	√	√
		+	+	+	+	+	+
7 - 9		√	√	√	√	√	√
		+	+	+	+	+	+
4 - 6		√	√	√	√	√	√
		+	+	+	+	+	+
0 - 3		√	√	√	√	√	√
		+	+	+	+	+	+

International Phonetic Alphabet

*International Phonetic Alphabet symbols
representing speech sounds and modifiers.*

Consonants		Vowels	
<i>Symbol</i>	<i>Key Word</i>	<i>Symbol</i>	<i>Key Word</i>
[p]	pea	[u]	who
[b]	bee	[ʊ]	would
[t]	tea	[o]	know
[d]	do	[ɔ]	more
[k]	key	[ɑ]	of
[g]	go	[ɑ]	art
[m]	my	[ʌ]	must
[n]	no	[ɜː]	learn
[ŋ]	Ling	[ə]	again
[h]	hop	[ə]	(mother)
[f]	fee	[æ]	and
[v]	very	[ɛ]	then
[θ]	thin	[e]	take
[ð]	that	[ɪ]	his
[s]	so	[i]	ease
[z]	zoo		
[ʃ]	she		
[ʒ]	casual		
[tʃ]	cheap		
[dʒ]	jeep		
[w]	we		
[j]	you		
[r]	red		
[l]	look		

Diphthongs	
<i>Symbol</i>	<i>Key Word</i>
[aɪ]	pie
[aʊ]	cow
[ɔɪ]	toy
[eɪ]	play
[ɪə]	here

Parent Principles

1. Promote early diagnosis of hearing loss in newborns, infants, toddlers and young children, followed by immediate audiologic management and auditory-verbal therapy.
 - The earlier your child's hearing loss is identified the earlier a hearing device can be fitted, and he can start to develop speech and spoken language through audition.
2. Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.
 - Having the most appropriate hearing device for your child's hearing loss means they will have the best access to sound to give them the best opportunity to develop spoken language.
3. Guide and coach parents¹ to help their child use hearing as the primary sensory modality in developing spoken language without the use of sign language or emphasis on lip-reading.
 - I will help my child develop his listening skills in order to give him the best opportunity to develop spoken language.
4. Guide and coach parents¹ to become the primary facilitators of their child's listening and spoken language development through active consistent participation in individualized auditory-verbal therapy.
 - I will be the primary facilitator of my child's listening and spoken language through the use of auditory-verbal practice.
5. Guide and coach parents¹ to create environments that support listening for the acquisition of spoken language throughout the child's daily activities.
 - I will create the best listening environment for my child by reducing background noise and structure my environment to encourage the development listening and language through daily living activities.
6. Guide and coach parents¹ to help their child integrate listening and spoken language into all aspects of the child's life.
 - I will integrate my child's goals into all aspects of his daily life.
7. Guide and coach parents¹ to use natural developmental patterns of audition, speech, language, cognition and communication.
 - I will follow normal developmental stages of listening, speech and language development.
8. Guide and coach parents¹ to help their child self-monitor spoken language through listening.
 - I will provide opportunities for my child to self-monitor in order to develop intelligible, age appropriate speech and language.
9. Administer ongoing formal and informal diagnostic assessments to develop individualized auditory-verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and family.
 - I will monitor my child's progress and keep records of his development in audition, speech and language
10. Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onwards.
 - I will strive for my child to be included in mainstream schools.

¹ The term "parents" also includes grandparents, relatives, guardians and any caregivers who interact with the child.

Pragmatics (Communicative Intentions)

When should these materials be used?

For Level 2 checks from B5 onwards (at the end of the first year following identification of a hearing loss and the provision of support to the home, including fitting of hearing aids) or earlier, if parents wish or have concerns. The additional tables are to be used as follows:

- Use Table C1 at end of B5 – 12 months following identification.
- Use Table C2 at end of B8 – 21 months following identification.
- Use Table C3 between stages B9–B11 – between 2 and 3 years following identification

How to use these materials

These second level materials are designed for parents and professionals to look in more detail at aspects of the child's communicative development at certain stages in their child's development as he or she learns 'how to mean'. Many parents will feel adequately supported by using the main Monitoring protocol for deaf babies and children to monitor this and will not feel the need for an on-going check in relation to the second level materials. Their child's progress will speak for itself as it is highlighted by the Monitoring protocol. If, however, the parent or professionals have any concerns or the parent just wants more reassurance, it is possible to use the checklist C1, at or before stage B5, to track the child's progress towards intentional communication. For this reason, we have included some additional discussion of development at the early stages to support understanding of the processes involved.

At key points in the Monitoring protocol, we have identified when Level 2 checks should take place, so that the specific behaviours that should be evident by a given age/stage can be checked. For communicative intentions, these timescales are listed above. Should the child be found not to be using the behaviours, or indeed not to have moved on as much as was targeted the last time the tables were used (for example, behaviour still has to be

described using Table C1, whereas, given the age since the identification, the table now in use should be C2), there needs to be some discussion as to why this is the case. It may be that there is a simple explanation, for example, child illness, which, over the last few weeks, has slowed down progress. If, however, there is no obvious reason and the child appears not to be moving forwards, it is important to discuss this with others or carry out other more detailed analyses of what the child does and how they communicate meanings. Some suggested additional procedures are included in Early words and meanings (section 2) and in Further procedures that can be used (section 5).

For most families, the communicative intentions tables should give them an opportunity to recognise the significance of their child's behaviour and provide them with confidence that what they are doing makes a difference and is supporting their child towards increasingly effective communication. The section entitled *Parent-child interaction* provides additional suggestions should parents wish to explore how they can support their child further or need further confidence about the appropriateness of what they are doing.

The Importance of interaction

Children develop communicative intentions because they want to interact with their own family members and get their own messages across successfully. This can only happen when they communicate with adults in a 'conversation'. Adults are good at talking about what children are looking at or doing in the early stages. Because they do similar things each and every day with others, for example, play games, read the same books, say the same rhymes over and over, children have plenty of opportunity to get to know the meaning of gestures and signs/words. They even begin to anticipate what comes next.

Pragmatics (Communicative Intentions)

They know adults want them to 'join in' because adults leave time for a reply. In the beginning, when children don't reply with words/signs but with a smile, vocalisation or gesture, the adults usually fill the time themselves, interpreting a meaning, modelling the language they think the child wants to say.

When children start using words/signs, their meaning can be ambiguous. For example, we all have experience of children saying/signing 'dad' when it could mean one of many things, i.e. 'where is dad?' 'this is for dad', 'that is dad's coat'. As adults, we clarify this. We use other clues such as the child's facial expressions, gestures and situation and then check with them whether we have got it right or not by testing it. For example, we ask 'Where is dad?...dad's in the garden.' The child shakes his/her head and we might try, 'That's dad's coat. He needs it in the garden, doesn't he?'

This type of reply serves the adult purpose of clarifying meaning. Most importantly for the child, the adult's strategies in doing this (asking and answering their own question, expanding the child's single word into a phrase or sentence, adding further information) move on the child's language vocabulary and meaning potential. Instinctively, we, the adults, are 'scaffolding' the child's linguistic development.

As children move on, we naturally expect them to use the language they have and so we give them prompts and even later feign misunderstanding so they contribute more. For example, we might leave gaps for a child to fill:

Adult: 'We went to the park today and we saw a ...'

Child: 'Big dog.'

Adult: 'Yes, we saw a big dog didn't we, and it barked at us.'

Sometimes, we happily fill the blanks for children after giving them the opportunity to do so themselves.

All the time, then, as adults, we are extending children's thinking and language just by talking to them about things that matter and what we and they are interested in.

We all have our own individual ways of doing this.

You will use other strategies besides these and use the expressions, gestures, words/signs that come naturally to you and that you know mean most to your child. Remember that children only know how to use language to communicate their needs by observing how adults use it themselves.

When it's important to get additional information about communication skills and development of communicative intentions, a range of materials are available. Professionals may want to try the following:

Dewart, D. and Summers, S. (1995) *The pragmatics profiles of early communication skills in children*. NFER, Nelson.

Stages B1–B5

The table for this section looks at how children develop and put across their meanings and intentions to other people using facial expression, body language, gesture, spoken language and/or sign. This is referred to as communicative intentions or 'pragmatics.'

Every time we communicate with another person we are intending that they understand the particular thing/s that we are saying/writing/signing in the way we mean it. Even with the sophisticated language and vocabulary of an adult, our messages or 'communicative intentions' can be misinterpreted. We have to 'repair' misunderstandings as part of the communication process. We each, of course, have our own style of communication, which is linked to our individual personality and home culture.

Babies are not born with knowledge or communicative intentions, language and vocabulary, but they are born with the basic skills to set the whole process of communicating meaning in motion. As they develop their skills further, this helps them to put across their meaning with decreasing ambiguity. They do this by interacting with those closest to them, most importantly, their parents, families and carers. It is very much an interactive process with children learning how to 'mean' by taking part in 'conversations'.

Pragmatics (Communicative Intentions)

Young children usually get immediate feedback on their communicative attempts because the adult responds. This lets them know how successful they were in their attempts to mean and motivates them to improve and extend their language and vocabulary further, i.e. to communicate needs, feelings and reasons to others more clearly. How children put to use the language and vocabulary they have is important in their everyday lives, in personal relationships and, later, in educational settings.

As adults play with and care for children, they communicate with them through spoken language and/or sign, facial expression, touch, gestures and vocalisations. In the early stages, they are trying to gain the child's attention. They 'reward' their child with smiles, noises, touch and so on, when he or she looks at them or responds in other ways. Adults instinctively look for meaning in the things that babies and young children do and so interpret any small responses made by them as having intent, even though they may not actually have 'intended' anything at the beginning.

Gradually, children's communication becomes more purposeful, and they begin to use gesture and vocalisation, sometimes combining both. These behaviours may be directed towards either an object or person. Children learn to give more clues about what they want. This makes their intentions clearer, and the adult's response is more likely to be in tune with the child's desires. In time, children realise that certain behaviours on their part elicit a particular response from adults. The adults 'contingent' responses reinforce these behaviours, and the child produces them even more systematically. Children may repeat some behaviours more often than others or repeat them in particular situations, giving the impression of purposeful communication to those that know them well. The success of their communication, however, still owes more to adult skill at interpretation and guesswork than to the child's own communication skills.

By the end of stage B5, children's communication has moved from 'purposeful' to 'intentional'. Communication becomes intentional when children co-ordinate two or more gestures and/or vocalisations towards objects and people. Not only do they make clear their intentions about some state of affairs (for example, his or her cup is empty), but they also signal that they intend to communicate this to someone else (for example, s/he also looks at you, cup in hand). Now they are not simply throwing the cup off the table to get your attention, they are also signalling to you that you should do something specific with the cup, and now!

When children do this, they show that they have begun to realise that there are speech noises and gestures that can be used to represent (or 'symbolise') a particular meaning, for example, that people, objects and actions have names. This is the beginning of their move into a symbolic language. At this stage, they may have their own consistent vocalisations and/or gestures (proto-words or proto-signs) to express meanings, e.g. they call the family dog 'bobo' even though its actual name is 'Rover'.

By the time they are at the end of stage B5, it is therefore important that children communicate a range of meanings or intentions to those around them using facial expressions, gestures and vocalisations. Even before they have any recognisable words or signs, children are demonstrating that they know 'how to mean'.

By the end of stage B5, your child should be using most of the communication functions listed in Table C1. Eye contact and joint attention should be firmly established. Your child should not only be attracting your attention and asking for things, but also informing you of happenings and responding to comments and questions, albeit through actions and gestures rather than words.

Pragmatics (Communicative Intentions)

Table C1: Pre-symbolic communicative intentions: using gestures and/or voice

Use Table C1 at the end of stage B5 to check that your child is making a steady transition and growth in communication, from non-intentional, to purposeful, through to intentional communication.

Intentions	Descriptive examples	What my child does and how s/he tells me
Making contact with people using a. voice b. eye contact/facial expression c. attention-getting gestures	<ul style="list-style-type: none"> • Uses voice to gain the attention of someone they are looking at • Vocalises, smiles and looks at adult when the adult enters the room • Reaches with arms up ready to be lifted from a chair while looking at the person they want to do it 	
Attracting attention a. to self b. to events, objects, people	<ul style="list-style-type: none"> • Attracts attention by vocalising and waving arms at adult • Points to toy and looks back and forth between the toy and the person 	
Requesting – asking for things a. objects b. action c. information	<ul style="list-style-type: none"> • Opens and shuts hands to indicate 'give me...' while looking from object to adult • Initiates actions and/or vocalisations of a familiar rhyme and looks at adult or moves to signal for adult to 'join in' • Points to usual location of object (which is not there) and then looks quizzically at adult to ask 'where is it?' 	
Protesting – rejecting	<ul style="list-style-type: none"> • Cries when play is disrupted and scowls at person who has disrupted it • Pushes object away and shakes head for 'no' 	
Greetings	<ul style="list-style-type: none"> • Spontaneously waves 'goodbye' while looking at the person they are leaving 	
Transferring	<ul style="list-style-type: none"> • Gives adult the object that they were playing with and makes eye contact 	
Informing	<ul style="list-style-type: none"> • Holds toy towards adult, points to broken part, and vocalises or gestures • Gestures 'all gone' while showing adult empty bowl, sometimes vocalising 	
Responding – acknowledging	<ul style="list-style-type: none"> • May point or offer toy in response to adult's sign/spoken 'where's your ...', 'give me...' • Smiles at adult when they initiate a favourite game • Spontaneously imitates adult actions and/or vocalisations while signalling enjoyment of the new game with the adult 	

Note: Categories have been adapted from Dale (1980), Dore (1974) and Halliday (1975).

Pragmatics (Communicative Intentions)

Stages B6–B8

As children begin to develop a symbolic language (spoken and/or signed), they will use their words and/or signs to express and extend the range of intentions they used during the pre-symbolic stage. They will consolidate existing communicative functions and steadily add new ones. For example they communicate about 'absent' people and objects and events in the past. They do so increasingly through recognisable words or signs, supported by context, intonation, gesture, eye contact, pointing and so on.

At the single sign/word stage, children can use the same single word or sign to express lots of meanings in different contexts, for example, 'dog' can mean 'where's the dog?' It is because parents know their child and are used to interpreting clues from the child's facial expressions, tone of voice and the situation that they are able to understand the intended meaning. Adults may often have to guess the meaning and sometimes get it wrong. When children recognise that adults have misunderstood them, they may repeat the word or sign again or try to change it a little, to give us an extra clue. The adult response, in turn, often tries to clarify the child's meaning, for example, the child says 'bi' and the adult replies 'oh, you want a biscuit'. In so doing, adults model a more mature language form.

Remember that, by not only recognising but also acknowledging your child's attempts, you are showing them that their communication is important to you and that you want to know what they are trying to tell you. This mutual motivation to understand each other and so share meaning is a key motivator in children's development of all aspects of their language.

By the end of stage B8, your child should be using most of the communication intentions listed in Table C2. They should be using language to inform and find out things in their expanding world. It is

important that they can express their own needs and wants, likes and dislikes and make contact with others.

Stages B9–B11

Children are motivated to improve and expand their language and vocabulary as they reduce the number of misunderstandings they have in their communication with others and try to put across more sophisticated meanings, e.g. feelings or reasons. This is an on-going process. Through stage B9–B11, children gradually lay the foundations for a comprehensive range of communicative intentions. It is important that they use their language structures for a wide range of purposes, not just to report on events and ask questions. Children should be able to seek information, give reasons for things (negotiating, where necessary), direct others, predict what might happen next, explain how they and others feel, and imagine. They are increasingly able to explain themselves and their actions and negotiate outcomes. Using language in these 'broad' ways will support their thinking skills and promote their social wellbeing and self-esteem.

Pragmatics (Communicative Intentions)

Table C2: Communicative intentions at the single element level: using single words and/or signs

Use Table C2 at the end of stage B8 to check your child's expanding range of communicative intentions at the single word/sign stage.

Intentions	Descriptive examples	What my child does and how s/he tells me
Naming/showing – uses signs/words to refer to a. people b. objects c. events/locations	<ul style="list-style-type: none"> • 'Ganda'- 'that's grandad' • 'Bori' – 'that's a ball' • 'DindIn' – 'it's dinner time' 	
Commenting on/informing – tells or describes something to someone a. people/objects b. what's happening – actions and events	<ul style="list-style-type: none"> • Says/signs 'small' – 'that's small' • Says/signs 'gone' – 'x has gone/isn't here' • Says/signs 'wash' – 'it's bath time' 	
Requesting object – a. present/around the child b. absent /in another place	<ul style="list-style-type: none"> • Says 'ack ack', signs DUCK – 'I want the duck' • Says/signs MUMMY – 'where's mummy?' 	
Requesting action – (likes) a. something to happen b. more/again	<ul style="list-style-type: none"> • 'Rou..'/finger going round on palm of hand – 'do round and round the garden' • Again' – asking for repetitions 	
Requesting information – asks simple questions about things a. people b. objects c. events/locations	<ul style="list-style-type: none"> • 'Daddy?'+ rising intonation – 'where's daddy?' • Signs DADDY + puzzled facial expression/ shrug of shoulders – 'where's daddy?' • Looks quizzically at broken toy and signs/ says 'car' (what's happened to my car?) 	
Responding – to adult's questions and comments	<ul style="list-style-type: none"> • Says/signs 'biscuit' in response to 'what do you want?' • Says/signs 'sleep' in response to 'the baby's in bed. Shshh.' 	
Protesting – rejecting (dislikes)	<ul style="list-style-type: none"> • Says/signs 'no', 'allgone', bye-bye', 'yuk', 'stop' 	
Attention seeking	<ul style="list-style-type: none"> • Says/signs 'look' + point • Calls 'mama' till you come • Signs + reaching gesture (+ vocalisation) to attract attention 	
Greetings	<ul style="list-style-type: none"> • Says/signs social greetings, e.g. 'hello', 'bye-bye' 	

• Note: Categories have been adapted from Dale (1980), Dore (1974) and Halliday (1975).

Pragmatics (Communicative Intentions)

Table C3: Communicative intentions – multi element level: using multiple words and/or signs

Use Table C3 to check the communicative intentions of your child when he or she is in stages B9-B11, i.e. to check they are trying to express more complex ideas.

Intentions	Descriptive examples	What my child does and how s/he tells me
Reporting on present and past activities a. labelling b. describing c. providing information d. what's happening – sequence of actions and events e. comparisons	<ul style="list-style-type: none"> 'Blue ball' – that's a blue ball 'Daddy tea now' 'Me go car. Go play group' 'Not big, small' 	
Requesting object	<ul style="list-style-type: none"> 'Ball please' – for I want the ball please' 	
Requesting action	<ul style="list-style-type: none"> 'Me dollie' for 'give me the doll' 'Stop it' 'Want it now' 'More horse' 	
Requesting information – asks simple questions about, finding out about things a. people b. objects c. events/locations	<ul style="list-style-type: none"> 'Where daddy?' 'Can we have it?' 'My birthday, go Macdonald' 	
Responding – to adult's questions and comments more fully, maybe with more than one 'sentence'	<ul style="list-style-type: none"> 'Me not like red. Me like blue' 'No, you can't come' 'Buster big. Gone outside.' Said/signed in response to 'tell me about your dog, Buster' 	
Protesting – rejecting (dislikes)	<ul style="list-style-type: none"> 'Don't like that' 'No going' 'My don't want burger' 	
Greetings	<ul style="list-style-type: none"> Says/signs social greetings, e.g. 'hello grandma', 'bye-bye', 'see you tomorrow' 	
Giving reasons a. cause and effect b. problem and solution c. why thinks something	<ul style="list-style-type: none"> 'Car fall down. Broken now' 'Daddy mend it. Where glue?' 'No outside. Raining' 	
Self + self within a group a. own needs b. negotiating c. sharing d. asserting self e. joking/teasing	<ul style="list-style-type: none"> 'Juice please', 'my turn' 'In a minute', 'no bed' 'You have it now' 'I want it!', 'my car' 'Juice allgone' – pretending there's none left when there is some! 	
Directing a. monitoring own actions b. actions of others	<ul style="list-style-type: none"> 'Up the stairs' 'You carry that one' 	
Predicting – what happens next/if	<ul style="list-style-type: none"> 'Burnie' in response to 'what will happen if you touch that?' 	
Projecting a. into feelings of others b. into reactions of others	<ul style="list-style-type: none"> 'Grandad happy' 'Mummy be cross. That broken' 	
Imagining	<ul style="list-style-type: none"> 'Talking' to imaginary friend Acting out imaginary play with other person 	

Note: Categories have been adapted from Dale (1980), Dore (1974) Halliday (1975) and Tough (1977).

Songs & Phrases Record Sheet

PHRASES	INTRODUCED		RECEPTIVE		EXPRESSIVE	
	Date		Date		Date	
Brush, brush. Brush your teeth.						
Blow! Blow the bubbles.						
Mmm! Eat your food.						
Sh! Go to sleep.						
(Lip Smack) Kiss Mommy.						
Up, up, up, Whee! Down the slide.						
Ow! It's hot.						
Bye-bye Mommy.						
Aaaaboo! Peek-a-boo.						
(Mmm or Ahh!) Drink your juice/milk.						
Wash, wash! Take a bath.						
Clap, clap. Clap your hands.						
Uh oh! It spilled, broke, fell.						
Hi / Hello.						
Yuck! It's dirty.						
Round & Round. Spin it round.						
Push, push. Push me mummy.						
SONGS	INTRODUCED		RECEPTIVE		EXPRESSIVE	
	Date		Date		Date	
Rolly Polly						
Fish						
Bubbles						
Heidy						
Swinging						
Naughty Pussy Cat						
Little Teapot						
Thumbkin						
Row Your Boat						
Twinkle Star						
Teddy Bear						
Incy Wincy Spider						
Ring Around the Rosie						
Tick Tock Little Clock						
Happy Birthday						
Bumble Bee						
See Saw						

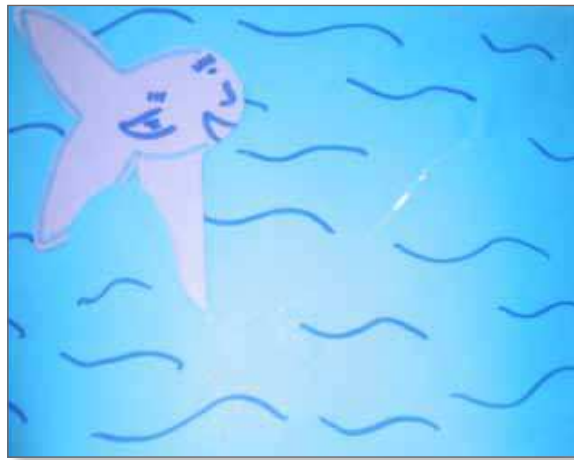
Songs & Phrases Record Sheet

Bus						
Wheels on the Bus						
Old McDonald						
Baa Baa Black Sheep						
Rock-a-bye Baby						
Rain, Rain						
Head, Shoulders						
RHYMES	INTRODUCED		RECEPTIVE		EXPRESSIVE	
	Date		Date		Date	
Humpty Dumpty						
Jack and Jill						
Hey Diddle Diddle						
Jack Be Nimble						
Baa Baa Black Sheep						
One Two Buckle My Shoe						
Hickory Dickory Dock						
Mary Had a Little Lamb						
Little Miss Muffet						
Pease-Porridge Hot						
Little Bo Peep						

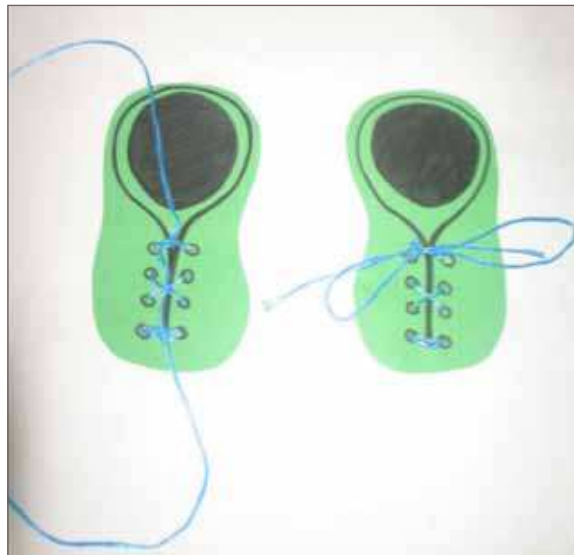
Sound Book



Picture to go with the a trip to the airport.



Picture to go with 'Little Fish' song Week 24.



Put on your shoes.



Clap your hands. Wash your hands.



Picture to go with 'Bus song' Week 4.

Strategies for Listening

1. Expectation device worn all waking hours
2. Audition first
3. Quiet environment
4. Close proximity
5. Expectation child is hearing
6. Parallel talk
7. Wait time (pause)
8. Modelling a) expected skill b) correct language
9. Hand cue
10. Parentese
11. Acoustic highlighting
12. Self-talk
13. Joint attention
14. Shaping vocalisation
15. Using "listen" cue
16. Auditory feedback
17. Repeating last item heard
18. Prompting
19. Expansion
20. Auditory closure (cloze)
21. Expectant prompt
22. Linking learning to actual life experiences
23. Auditory sandwich
24. One speaker at a time
25. Repetition, rephrasing, and expanding
26. Use phrases and simple sentences
27. Encourage vocalisation
28. Reinforce responses to sound
29. Make it meaningful and fun
30. Provide positive reinforcement for you child
31. Use scaffolding to develop audition, speech and language
32. Use "What did you hear?" to clarify what was heard
33. Use natural voice; normal rhythm, intonation, loudness and rate

2500 + WORDS LIST

WORD	REC	EXP	WORD	REC	EXP
A					
a			animal		
able			ankel		
about			another		
above			answer		
accident			ant		
acorns			antenna		
across			antlers		
act			any		
ad			anybody		
add			anybody's		
address			anyone		
adventure			anything		
aerial			anyway		
aeroplane			anywhere		
afraid			appear		
after			appetite		
afternoon			apple		
afterwards			apple juice		
again			April		
against			apron		
age			are		
ago			aren't		
agree			arm		
air			army		
airmail			around		
airport			arrive		
alive			arrow		
all			art		
all gone			artist		
allergic			as		
alligator			ash		
allow			ashtray		
almost			ask		
alone			asleep		
along			asprin		
already			astronaut		
alright			at		
also			ate		

2500 + WORDS LIST

although			attend		
altogether			attention		
always			August		
am			aunty		
ambulance			Australia		
among			Australian		
amount			autumn		
an			avenue		
anchor			awake		
and			aware		
angel			away		
angry			awful		
			axe		
B					
baby			bee		
back			beehive		
backdoor			been		
backwards			beer		
bacon			beetle		
bad			before		
badge			beg		
bag			began		
bake			begin		
baker			begun		
baking			behave		
balance			behind		
balcony			being		
ball			believe		
ballet			bell		
balloon			belly button		
banana			belong		
band			belongs to		
band-aid			below		
bandage			belt		
bang			bench		
bank			bend		
bar			bent		
barbecue			berry		
barber			beside		
bare			best		

2500 + WORDS LIST

barge			bet		
bark (noun)			better		
bark (verb)			between		
barn			bib		
barrel			bicycle		
basement			big		
basket			bike		
bath			bill		
bathe			bird		
bathing suit			bird house		
bathroom			birthday		
battery			birthday cake		
battle			birthday card		
be			biscuit		
beach			bit		
beak			bite		
bean		bean	bitten		
bear			bitter		
beard			black		
beat			blackbird		
beaten			blackboard		
beautiful			blame		
beaver			blank		
because			blanket		
become			blaze		
bed			bleat		
bedroom			bled		
bedspread			bleed		
bedtime			blew		
blocks			blind		
blood			blink		
blossom			blister		
blow			broke		
blown			broken		
blue			broken arm		
blunt			broken bone		
board			broken leg		
boat			brooch		
body			brook		
boil			broom		

2500 + WORDS LIST

boiling		brother	
bolt		brought	
bomb		brown	
bone		bruise	
bonfire		brush	
book		bubble	
bookcase		bucket	
bookshelf		buckle	
boot		bud	
born		budgie	
borrow		bug	
boss		build	
bossy		builder	
both		building	
bother		built	
bottle		bulb	
bottom (noun)		bull	
bottom (position)		bulldozer	
bought		bullet	
bounce		bumble bee	
bow (noun)		bump	
bow (verb)		bumpy	
bowl (noun)		bunch	
bowl (verb)		bundle	
bowling		bunk	
box (noun)		bun	
box (verb)		bunny	
boxing		burglar	
boy		burn	
bracelet		burned	
brains		burning	
brakes		burnt	
branch		burp	
brave		burrow	
bray		burst	
bread		bury	
break		bus	
breakfast		bush	
breath		busy	
breathe		but	

2500 + WORDS LIST

brick			butcher		
bride			butter		
bridegroom			buttercup		
bridesmaid			butterfly		
bridge			button		
bright			buy		
bring			buzz		
			by		
			bye bye		
C					
C.D.			cent		
cabbage			centimetre		
cabin			cereal		
café			chain		
cage			chair		
cake			chalk		
calendar			chalkboard		
calf			champion		
call			chance		
calm			change		
came			charge (noun)		
camel			charge (verb)		
camera			chase		
camp			chatter		
camping			cheap		
can			cheat		
canary			check		
candle			check-up		
candy			cheeks		
cane			cheep		
cannot			cheese		
canoe			cheque		
can't			cherry		
canter			chest		
cap			chew		
captain			chick		
capture			chicken		
car			chicken pox		
car alarm			chief		
car boot			child		

2500 + WORDS LIST

car key		children	
card		chilly	
cardboard		chimney	
care		chin	
careful		china	
careless		chips	
carpet		chirp	
carriage		chise	
carrot		chocolate	
carry		choke	
cart		choose	
carton		chop (noun)	
cartoon		chop (verb)	
case		chose	
castle		Christmas	
cat		Christmas Day	
catch		Christmas Card	
caterpillar		Christmas Tree	
cattle		Christmas Eve	
caught		Church	
cauliflower		cicada	
cave		cicada shell	
caw		cigar	
ceiling		cigarette	
cement		circle	
centre		circus	
clap		city	
clap hands		control	
class		control tower	
classroom		cook (noun)	
claw		cook (verb)	
clay		cookie	
clean (noun)		cool	
clean (verb)		copy	
cleaner		cord	
clear		cordial	
clever		cork	
climb		corn	
clinic		corner	
clock		cost	

2500 + WORDS LIST

close (noun)		costume	
close (verb)		cot	
cloth		cottage	
clothe		cotton	
clother		cotton wool	
clothes		couch	
clothing		cough	
cloud		cough medicine	
cloudy		could	
clown		couldn't	
club		count	
cluck		counter	
clutch		countries	
coat		country	
cobweb		cousin	
cockatoo		cover	
coconut		cow	
coffee		cowboys	
coffee pot		crab	
coin		crack	
cold		cracked	
cold (as in flu)		cracker	
collar		cradle	
collect		crane	
collection		crash (noun)	
colour (noun)		crash (verb)	
colour (verb)		crate	
comb (noun)		crawl	
comb (verb)		crayfish	
come		crayon	
comic		cream	
commercial		creature	
complete		creep	
computer		crew	
concert		crib	
concrete		cricket (adjective)	
concrete mixer		cricket (game)	
conductor		cricket (insect)	
connect		crisp	
contain		croak	

2500 + WORDS LIST

container			cuffs		
continue			cup		
cross (noun)			cupboard		
cross (verb)			cupful		
crossing			currawong		
crow			curtain		
crowd			cushion		
croud			custard		
crown			cut (noun)		
cruel			cut (verb)		
crumb			cutlery		
cry			cute		
cub			crocodile		
cube			crook		
cuckoo			crooked		
			cross (adjective)		

D

Daddy			doll		
dagger			doll's house		
daisy			dollar		
dam			dolphin		
damp			dominoes		
dance (noun)			done		
dance (verb)			don't		
dandelion			donkey		
danger			door		
dangerous			doorbell		
dare			doorway		
dark			dot		
dark blue			dove		
date			down (noun)		
daughter			down (prepos)		
day			downstairs		
dead			drag		
deaf			dragon		
dear			dragonfly		
December			drain		
decide			draw		
decorate			drawbridge		

2500 + WORDS LIST

decoration			drawer		
deep			drawing		
deer			drawn		
delicious			dream (noun)		
deliver			dream (verb)		
delivery truck			dreamt		
den			dreamtime		
dentist			dress (noun)		
desk			dress (verb)		
desert			dressing		
dessert			dressing gown		
dial			dressing table		
diamond			dressing room		
dice			drew		
dictionary			drier		
did			drill (noun)		
didn't			drill (verb)		
die			drink (noun)		
diesel			drink (verb)		
difference			drip		
different			drive		
difficult			driver		
dig			drop (noun)		
digger			drop (verb)		
dim			drove		
dining room			drover		
dinner			drown		
dinosaur			drum		
dip			drunk		
direction			dry		
dirt			duck		
dirty			duckling		
disappear			dug		
dish			dull		
dishwasher			dumb		
disk			dump (noun)		
ditch			dump (verb)		
dive			dusk		

2500 + WORDS LIST

do			dust (noun)		
dock			dust (verb)		
doctor			duster		
does			dustpan		
doesn't			dusty		
dog			dwarf		
doghouse					
E					
each			enjoy		
ear			enormous		
ear-ache			enough		
early			enter		
earmould			entrance		
earrings			envelope		
earth			equipment		
easel			erase		
east			eraser		
Easter			escalator		
easy			even		
eat			evening		
expressway			ever		
extra			every		
eaten			everybody		
echo			everyone		
edge			everything		
eel			everywhere		
egg			examination		
eight			examine		
eighteen			except		
eighty			exchange		
either			excited		
elastic			exciting		
elbow			excuse me		
electric			exercise		
electric train			exit		
elephant			expect		
elevator			expensive		
eleven			explode		
elf			explore		
else			explorer		

2500 + WORDS LIST

emergency			explosion		
empty			eye		
end			eyebrow		
enemy			eyelash		
engine					
F					
face			flight		
facecloth			flippers		
facing			float		
factory			floor		
fair (carnival)			flour		
fair (colouring)			flower		
fair (just)			flower pot		
fairy			flu		
fall			flush		
fallen			fly (noun)		
family			fly (verb)		
family room			foal		
fan			fog		
fancy			fold		
far			follow		
farm			food		
farmer			foot		
fast			foot (of bed)		
fasten			football		
fastener			footpath		
fat			for		
father			force		
fault			forehead		
favourite			forest		
feather			forget		
February			forgot		
fed			forgotten		
feed			fork		
feel			fort		
feeler			forward		
feet			fought		
fell			found		
felt			fountain		
female			four		

2500 + WORDS LIST

fence			fourteen		
fender			fourth		
ferry			fowl		
festival			fox		
fever			free		
few			freeway		
fiddle (noun)			freeze		
fiddle (verb)			freezer		
field			freezing		
fight (noun)			freezing point		
fight (verb)			french fries		
fill			fresh		
film			Friday		
fin			fridge		
fine			friend		
finger			friendly		
finish			fright		
fire			frightened		
fire engine			frill		
fireman			frisk		
fireplace			frog		
fire station			from		
fireworks			front		
first			front door		
fish (noun)			frost		
fish (verb)			frosty		
fisherman			froze		
fishing net			frozen		
fishing rod			frozen food		
fist			fruit		
fit			fruit juice		
five			fry		
fix			frying pan		
flag			fuel		
flame			full		
flannel			fun		
flap			funny		
flash			fur		
flat			furry		
flavour			furnace		

2500 + WORDS LIST

flew			furniture		
			further		
G					
gale			golf ball		
gallop			golf stick		
gambol			gone		
game			good		
gander			good afternoon		
gang			good morning		
garage			good night		
garbage			goodbye		
garbage can			goose		
garbage truck			gosling		
garden (noun)			got		
garden (verb)			grab		
gas			grade		
gate			grain		
gather			granddaughter		
gave			grandfather		
gears			grandmother		
geese			grandparents		
genie			grandson		
gentle			grapes		
germs			grass		
get			gravy		
giant			grease		
gift			great		
gigantic			greedy		
gingerbread man			green		
giraffe			grew		
girl			grey		
give			grip		
given			grocer		
glad			groceries		
gladly			ground		
glass (vessel)			group		
glass (material)			grow		
gloves			grown-up		
glue			grown		

2500 + WORDS LIST

gnaw			grubby		
gnome			grumble		
go			grunt		
goal			guard		
goat			guess		
gobble			guineapig		
God			guitar		
goggles			gull		
gold			gum		
goldfish			gun		
golf			gym		
H					
had			herself		
hadn't			hey		
hair			hi		
hairdo			hi fi		
hairstylist			hid		
half			hidden		
half full			hide		
hall			hide-and-seek		
Halloween			high		
ham			highchair		
hamburger			highway		
hammer			hill		
hamster			hilly		
hand			him		
handbag			himself		
handkerchief			hips		
handle			his		
handlebars			hiss		
hang			hit		
hanger			hive		
happen			hockey		
happy			hold		
hard			hole		
has			holiday		
hasn't			hollow		
hat			holly		
hatch			home		
hate			homework		

2500 + WORDS LIST

have			honey		
haven't			honk		
hawk			hood		
hay			hoof		
haystack			hook		
he			hoop		
head			hoot		
head (of bed)			hop		
headache			hope		
headdress			hopscotch		
headlights			horn		
headmaster			horrible		
headmistress			horse		
headphones			horseshoe		
headrest			hose (noun)		
healthy			hose (verb)		
heap			hospital		
hear			hot		
heard			hot dog		
hearing aid			hotel		
heart			hour		
heat			house		
heaven			housecoat		
heavy			how		
hedge			however		
heel			hug		
height			huge		
held			hum		
helicopter			hump		
hello			hung		
help			hungry		
helpful			hunt		
hen			hurry		
hen house			hurt		
her			husband		
here			hush		
heron			hutch		
hers			hymn		
I					
I			indoors		

2500 + WORDS LIST

ice			infant school		
ice block			infection		
ice cream			ink		
ice hockey			insect		
icicle			inside		
icing			instead		
idea			interest		
if			interesting		
ill			interrupt		
imagine			into		
immediately			invisible		
important			invitation		
impossible			invite		
impression			iron		
in			is		
inch			island		
indians			isn't		
			it		
J					
Jack-in-the-Box			join		
jacket			joke		
jam			jug		
January			juice		
jar			July		
jeans			jump		
jelly			jumper		
jellybeans			June		
jellyfish			jungle		
jet			junk		
jigsaw puzzle			just		
jingle					
K					
kangaroo			kitten		
keep			kleenex		
kennel			knee		
kept			kneel		
kettle			knelt		
key			knew		
kick			knickers		
kid			knife		

2500 + WORDS LIST

kill			knit		
kilogram			knock		
kilometre			knob		
kind			knock		
kindergarten			know		
king			known		
kiss			koala		
kitchen			kookaburra		
kite					
L					
lace			lifeboat		
ladder			lift (noun)		
lady			lift (verb)		
ladybird			light (adjective)		
laid			light (noun)		
lake			light (verb)		
lamb			lighter		
lamp			lighthouse		
land			lightning		
landing			like		
lane			line		
lap			lion		
large			lioness		
last			lip		
late			lipstick		
later			liquid		
lather			list		
laugh			listen		
lawn			lit		
lawn mower			litre		
lay			litter		
lazy			little		
lead (noun)			live		
lead (verb)			living room		
leader			lizard		
leaf			load (noun)		
lean (adjective)			load (verb)		
lean (verb)			loaf		
leap			lobster		
learn			lock (noun)		

2500 + WORDS LIST

least			lock (verb)		
leather			log		
leave			lollipop		
leaves			lolly		
left (side)			lonely		
left			long		
leftover			look		
leg			loop		
lemonade			loose		
lend			lose		
lent			lost		
leopard			lot		
leotard			loud		
less			love		
lesson			lovely		
let			low		
letter			lucky		
lettuce			luggage		
library			lump		
licence			lunch		
lick			lunch time		
lid			lungs		
lie (down)					
lie (noun)					
lie (verb)					
life					
life jacket					
M					
macaroni			milk		
machine			milkman		
machinery			milkshake		
mad			million		
made			mince		
magazine			mind		
magic			mine		
magician			minute		
magpie			miss (noun)		
maid			miss (verb)		
mail (noun)			missile		
mail (verb)			mistake		

2500 + WORDS LIST

mailbox			mittens		
mailman			mix		
main			mixer		
make			model		
make-up			mold		
male			moment		
man			Monday		
mandarine			money		
manners			monitor		
many			monkey		
map			monster		
marbles			month		
March			moo		
march (verb)			moon		
mark			mop		
market			more		
marry			morning		
mask			mosquito		
mass			most		
mat			motel		
match (noun)			moth		
match (verb)			mother		
mate			motor		
material			motor bike		
mattress			motor boat		
May			mountain		
may I			mouse		
me			moustache		
meadow			mouth		
meal			move		
mean (adjective)			movie		
mean (noun)			moving		
meant			mow		
measles			Mr.		
measure			Mrs.		
measurement			much		
meat			mud		
mechanic			muddy		
medicine			mug		
meet			Mummy		

2500 + WORDS LIST

melt			mumps		
melted			munch		
men			murder		
mend			muscle		
merry			mushroom		
merry-go-round			music		
mess			must		
met			mustard		
metal			mustn't		
metre			my		
miaow			my own		
mice			myself		
microphone					
middle					
mile					

N

nail (noun)			nicely		
nail (verb)			niece		
nail file			night		
nail brush			nightie		
naked			nine		
name			nineteen		
nap			nip		
nappy			no		
narrow			nobody		
nasty			nobody's		
naughty			noise		
navel			noisy		
navy			none		
near			nonsense		
nearly			noodles		
neal			no-one		
necessary			nor		
neck			north		
necklace			nose		
need			nosebleed		
needle			nostril		
neigh			not		
neighbour			note		
neither			notebook		

2500 + WORDS LIST

nephew			nothing		
nest			notice		
net			November		
never			now		
new			nowhere		
news			number		
newspaper			nurse (noun)		
newt			nurse (verb)		
next			nursery		
next door			nut		
nibble			nylon		
nice					
O					
oars			open		
oats			operation		
ocean			opposite		
o'clock			or		
October			orange (colour)		
octopus			orange (fruit)		
odd			order		
of			ordinary		
off			ostrich		
office			other		
often			otherwise		
oh oh			our		
oil			ours		
oink			out		
okay			outdoors		
old			outer space		
older			outside		
oldest			oven		
on			over		
once			overalls		
one			overtake		
onion			owl		
only			own		
P					
pack			plane		
package			planet		
packet			plant (noun)		

2500 + WORDS LIST

pad		plant (verb)	
paddle pop		plaster	
paddle (noun)		plastic	
paddle (verb)		plasticine	
paddock		plate	
page		play	
pail		playdough	
pain		playgroup	
painful		playtime	
painless		playschool	
paint (noun)		please	
paint (verb)		plenty	
pair (noun)		pliers	
pair (verb)		plug	
palace		plum	
pancake		pocket	
panda		poem	
panties		poetry	
pantihose		point	
pants		pointed	
paper		poison	
parade		poke	
parcel		polar bear	
parcel post		pole	
pardon		police	
parents		police car	
park (noun)		police station	
park (verb)		policeman	
parrot		polish (noun)	
part		polish (verb)	
party		polite	
pass (noun)		pond	
pass (verb)		pony	
passenger		pooh	
past		pool	
paste		poor	
pastry		pop	
pat	pat	popcorn	
patch (noun)		porcupine	
patch (verb)		porridge	

2500 + WORDS LIST

path		possible	
patient		possum	
patio		post (fence)	
pattern		post (noun)	
pavement		post (verb)	
paw		post box	
pay		post office	
pea		postage	
peace		postcard	
peach		postman	
peacock		pot	
peanut		potato	
peanut butter		pour	
pear		power	
pebble		power brakes	
peck		power drill	
pedals		power steering	
pedestrian		practice	
peel		pram	
peep		pray	
pen (writing)		prayer	
pen		present (noun)	
pencil		present (verb)	
penquin		presently	
penis		press	
people		pretend	
pepper		pretty	
perhaps		prickle	
person		priest	
pet		prince	
petal		princess	
petrol		principal	
petrol station		print	
petticoat		prisoner	
photo		private	
piano		prize	
pick (up)		program	
pick (noun)		promise (noun)	
picnic		promise (verb)	
picture		propellor	

2500 + WORDS LIST

pie			proper		
piece			properly		
pig			proud		
pigeon			prowl		
piglet			prowler		
pile (noun)			pudding		
pile (verb)			puff		
pill			pull		
pillow			pullover		
pilot			pump		
pin			pumpkin		
pinch			punch		
pink			puncture		
pip			pupper		
pipe			puppy		
pirate			purple		
pistol			purse		
pit			push		
pizza			put		
place			puzzle		
plain			pyjamas		
plan					
Q					
quack			quick		
quarrell			quickly		
quarter			quicksand		
queen			quiet		
queer			quietly		
question			quite		
R					
rabbit			rich		
race (noun)			ride		
race (verb)			rifle		
radar			right (side)		
radio			right		
rag			rim		
rail			ring (noun)		
railroad			ring (verb)		
railway			rink		
railway track			rinse		

2500 + WORDS LIST

railway station			rip		
rain			ripe		
rainbow			river		
raincoat			road		
rainhat			roar		
rainy			rob		
rake (noun)			robber		
rake (verb)			robin		
raisin			rock (noun)		
ran			rock (verb)		
raspberry			rocket		
rat			rode		
rather			roll		
rattle (noun)			roller		
rattle (verb)			roller blades		
raw			roller coaster		
razor			roller skates		
reach			rolling pin		
read			roof		
reader			room		
reading			roost		
ready			rooster		
real			roots		
reason			rope		
receiver			rose		
recess			rough		
record			round		
recorder			roundabout		
recycle			rounded		
red			row (fight)		
reel			row (noise)		
refridgerator			row (noun)		
reindeer			row (verb)		
religion			rowboat		
remember			rub		
remind			rubber		
repair			rubbish		
rest (noun)			rude		
rest (verb)			rug		
return			rule		

2500 + WORDS LIST

reverse			ruler		
rhinoceros			run		
rhyme			runner		
ribbon			rush		
rice			rust		
			rusty		
S					
sack			smooth		
sad			snack		
saddle (noun)			snail		
saddle (verb)			snake		
safe			snatch		
safety			sneeze		
safety fence			sniff		
said			snore		
sail (noun)			snorkel		
sail (verb)			snow		
sailboat			snowball		
sailor			snowman		
salad			snowsuit		
sale			snow storm		
salesgirl			so		
salesman			soak		
salt			socks		
salty			sofa		
same			soft		
sand			soil		
sandals			sold		
sang			soldier		
sank			sole		
Santa Claus			some		
sat			somebody		
satellite			somebody's		
Saturday			something		
sauce			sometimes		
saucepan			somewhere		
saucer			son		
sausage			song		
save			soon		
saw (noun)			sore (noun)		

2500 + WORDS LIST

saw (verb)		sore (verb)	
saw (cut)		sore throat	
say		sorry	
scales		sort	
scar		sound	
scare		soup	
scared		sour	
scary		south	
scent		sow	
school		space	
school bus		space station	
school taxi		spaceship	
schoolbag		spade	
scissors		spaghetti	
scooter		spank	
score		spare	
scout		spare tyre	
scrape		sparks	
scratch		sparrow	
scream		speak	
screen		spear	
screw		special	
screwdriver		speed	
scribble		spell	
scrub		spelling	
scurry		spend	
sea		spent	
sea lion		spider	
seagull		spill	
seahorse		spin	
seal		spinning top	
seam		spinning wheel	
seaplane		spit	
seaside		splash	
season		split	
seat		split level	
seatbelt		spoil	
seaweed		spoke	
second (time)		sponge (cake)	
second (place)		sponge (noun)	

2500 + WORDS LIST

see		sponge (verb)	
see-saw		spoon	
seen		sport	
seed		sports day	
sell		spot	
send		spotted	
sensible		spout	
sent		sprang	
sentence		spring	
separate		spring (noun)	
September		spring (verb)	
serious		spy	
serve		spare	
service		square	
set		squash	
seven		squash (verb)	
seventeen		squawk	
seventy		squeak	
several		squeeze	
sew		squirrel	
sewing machine		stable	
shade		stack	
shake		stage	
shall		stairs	
shallow		stalk	
shampoo		stall	
shape		stamp (noun)	
share		stamp (verb)	
shark		stand (noun)	
sharp		stand (verb)	
sharpen		staple	
sharpener		stapler	
shave		star	
shaving brush		stare	
shaving soap		starfish	
she		starling	
shear		start	
shed		starter	
sheep		starving	
sheet		stay	

2500 + WORDS LIST

shell		steak	
sheller (noun)		steal	
shelter (verb)		steam	
shine		steam iron	
shiny		steel	
ship		steep	
shirt		steer	
shiver		steering wheel	
shock		stem	
shoe		step (noun)	
shoelaces		step (verb)	
shook		stereo	
shoot		stick (noun)	
shop		stick (verb)	
shopping		sticky	
shopping centre		stiff	
short		still	
shorts		sting	
shot		stink	
should		stir	
shoulder		stitch (noun)	
shouldn't		stitch (verb)	
shout		stockings	
shove		stole	
shovel		stomach	
show (noun)		stomach ache	
show (verb)		stone	
shower		stood	
shred		stool	
shrimp		stop	
shut		stop sign	
sick		store (noun)	
side		store (verb)	
sidewalk		storekeeper	
sight		storm	
sign		story	
signal		stove	
silence		straight	
silly		strange	
silo		stranger	

2500 + WORDS LIST

silver			strap		
simple			straw		
since			straw (hay)		
sing			straw (drinking)		
singlet			strawberry		
sink (noun)			stream		
sink (verb)			street		
sip			street light		
sister			stretch		
sit			stretcher		
six			stride		
sixteen			string		
sixty			stripes		
size			stroke		
skate			stroller		
skates			strong		
ski (noun)			struck		
ski (verb)			study (noun)		
skin			study (verb)		
skin diving			stuff		
skip			stung		
skipping rope			stupid		
skirt			sty		
skis			submarine		
skull			subway		
skunk			such		
sky			suck		
slacks			sudden		
slap			suddenly		
sledge			sugar		
sleep (noun)			suit (noun)		
sleep (verb)			summer		
sleepy			sun		
sleeve			sunny		
sleigh			sunbake		
slept			sunbathe		
slice			sunburn		
slid			Sunday		
slide (noun)			Sunday School		
slide (verb)			sunglasses		

2500 + WORDS LIST

slip		supper	
slippers		suppose	
slippery		sure	
slippery dip		surprise	
slow		swallow	
slowly		swam	
smack		swan	
small		sweat (noun)	
smart		sweat (verb)	
smarties		sweater	
smell (noun)		sweep	
smell (verb)		sweet (adject)	
smelly		sweet (noun)	
smile		swept	
smoke (noun)		swim (noun)	
smoke (verb)		swim (verb)	
		swimmers	
		swimming pool	
		swimming lesson	
		swing (noun)	
		swing (verb)	
		swish	
		switch	
		sword	
		swung	
		syrup	

T

table		tiny	
tablecloth		tired	
tablet		tissue	
tadpole		to	
tail		toad	
take		toast	
take (away)		today	
taken		toe	
talk		toes	
tall		toffee	
tame		toenail	
tank		together	
tap		toilet	

2500 + WORDS LIST

tap dance		toilet paper	
tape		told	
tape player		toll	
tar		toll booth	
tart		tomato	
taste		tomato sauce	
taught		tomorrow	
taxi		tongue	
tea (drink)		tonight	
tea (meal)		tonsils	
tea towel		too	
teach		took	
teacher		tool	
team		tooth	
teapot		toothache	
tear		toothbrush	
tears (crying)		toothpaste	
tease		top	
teddy bear		top (toy)	
teeth		torch	
telephone		tom	
television		touch	
tell		tough	
temperature		tow	
tea		tow truck	
tennis		toward	
tent		towel	
terrible		tower	
than		town	
thank		toy	
thank you		track	
that		track pants	
thaw		track suit	
the		trackers	
their		tractor	
their own		traffic	
theirs		traffic light	
then		trailer	
them		train	
themselves		train set	

2500 + WORDS LIST

there		training wheels	
thermometer		transistor	
these		trap	
they		travel	
thick		tray	
thief		treasure	
thimble		treasure chest	
thin		tree	
thing		triangle	
think		trick	
third		tricycle	
thirsty		trip	
thirteen		trouble	
this		trout	
those		truck	
thousand		truck driver	
three		trumpet	
threw		trunk (elephant)	
throat		trunk (tree)	
through		truth	
throw		try	
thumb		tub	
thunder		tube	
Thursday		Tuesday	
tick		tug	
ticket		tugboat	
tick tock		tumble	
tickle		tummy	
ticklish		tune	
tide		tunic	
tidy		tunnel	
tie (noun)		turkey	
tie (verb)		turn (noun)	
tiger		turn (verb)	
tight		turtle	
tiles		T.V.	
till		tweet	
timber		twelve	
time		twenty	
tin		twice	

2500 + WORDS LIST

tip			twig		
tip-toe			twin		
			twist		
			two		
			two-wheeler		
			type (noun)		
			type (verb)		
			typewriter		
			tyres		
U					
ugly			unless		
umbrella			unsure		
unable			untidy		
uncle			until		
under			untrue		
undies			unusual		
underclothes			up		
underneath			upon		
underpants			upside-down		
understand			upstairs		
underwater			us		
undid			use (noun)		
undo			use (verb)		
undress			useful		
unfriendly			useless		
unhappy			usual		
uniform					
unit					
unkind					
V					
vacation			village		
vaccination			vinegar		
vacuum			violet		
vacuum cleaner			violin		
valentine's day			vision		
valley			visit (noun)		
van			visit (verb)		
vase			visitor		
vegemite			vitamins		
vegetables			vitamin pill		

2500 + WORDS LIST

very			voice		
vest			volume		
vet			volume control		
view					
W					
waddle			whisper		
wag			whistle (noun)		
wagon			whistle (verb)		
wait			white		
waiting room			white (of egg)		
wake			who		
wake-up			whole		
walk (noun)			whose		
walk (verb)			why		
wall			wicked		
wallaby			wide		
wallet			wife		
walrus			wild		
wander			will		
wanderer			win		
want			wind (noun)		
wardrobe			wind (verb)		
warm			windscreen		
warren			windy		
was			wing		
wash (noun)			wink		
wash (verb)			winter		
wash basin			wipe		
washing			wipers		
washing machine			wire		
washing powder			wish		
wasn't			witch		
wasp			with		
waste			wobble		
watch (noun)			wolf		
watch (verb)			woke		
water (noun)			wolves		
water (verb)			woman		
waterfall			women		
waterproof			won		

2500 + WORDS LIST

water skiing			won't		
wave (noun)			wonder		
wave (verb)			wonderful		
wax			won't		
way			wood		
we			wooden		
we're			woods		
weak			woof		
wear			wool		
weather			woollen		
web			word		
wedding			wore		
Wednesday			work (noun)		
wee			work (verb)		
wee wee			workbook		
weeds			working		
week			world		
weigh			worm		
welcome			worn		
well			worry		
well (healthy)			worse		
went			worst		
were			would		
weren't			wouldn't		
west			wound (noun)		
wet			wound (verb)		
whale			wrap		
what			wrapping paper		
what ... for			wrench		
wheat			wrestle		
wheel			wrestling		
wheelbarrow			wriggle		
when			wrist		
where			wrist watch		
whether			write		
which			writing		
while			written		
whine			wrong		
whip			wrote		
whiskers					

2500 + WORDS LIST

Y					
yacht			you		
yard			young		
yawn			younger		
year			youngest		
yell			your		
yellow			your own		
yelp			yours		
yes			yourself		
yesterday			yuk		
yet			yukky		
yoghurt			yummy		
Z					
zebra			zipper		
zero			zoo		
zip			zoo animal		

Vocabulary Count Record Sheet

VOCABULARY COUNT

S.O./Aided _____

Name _____ Date of Birth _____

Vocabulary Development (Expressive)

Age (years)	Vocab Count
1	7+
1.5	20+
2	50-75
2.5	800-900
3	1200
3.5	1500
4	1870
4.5	2000
5	2300
5.5	2500
6	3000

Date					
Chronological Age					
Hearing Age					
Words Comprehension					
Spontaneous Vocabulary					
MLU					

Date					
Chronological Age					
Hearing Age					
Words Comprehension					
Spontaneous Vocabulary					
MLU					

Cheryl L. Dickson, LSLS Cert AVT
Kay Hooper, LSLS Cert AVT
Adapted from AJ Kelly

Vowel and Diphthong Chart

ARTICULATION ATTAINMENT CHART						
VOWELS & DIPHTHONGS						
Name: _____						
Step 1	Sound	Date	Imitated	Spontaneous	Comments	Comments
	[a] as in car					
	[u] as in boot					
	[i] as in seat					
	[aʊ] as in cow					
	[ai] as in try					
Step 2						
	[ɔ] as in sort					
	[ɔɪ] as in boy					
	[ɜ] as in bed					
	[ʊ] as in look					
	[ɪ] as in bit					
Step 3						
	[æ] as in bad					
	[ʌ] as in but					
	[oʊ] as in so					
	[ɪ] as in hot					
	[eɪ] as in day					
Step 4						
	[ə] as in bird					
	[ə] as in alone					
	[ɪə] as in clear					
	[eə] as in dare					

Adapted by Cheryl L. Dickson, M.Ed., Cert. AVT

Westby Symbolic Play Scale

NAME:

D.O.B:

DATE:

WESTBY SYMBOLIC PLAY SCALE

<u>PLAY</u>	<u>LANGUAGE</u>
<p>STAGE I - 9 to 12 months</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awareness that objects exist when not seen: finds toys hidden under scarf <input type="checkbox"/> Means-end behaviour - crawls or walks to get what he wants: pulls string toys <input type="checkbox"/> Does not mouth or bang all toys - some used appropriately 	<ul style="list-style-type: none"> <input type="checkbox"/> No true language; may have performative words, i.e. words that are associated with actions or the total situation <p>Exhibits following communicative functions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Request (instrumental) <input type="checkbox"/> Command (regulatory)
<p>STAGE II - 13 to 17 months</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purposeful exploration of toys; discovers operation of toys through trial and error: uses variety of motoric schemas <input type="checkbox"/> Hands toy to adult if unable to operate <input type="checkbox"/> Empties bottle <input type="checkbox"/> Awareness objects exist separate from location: finds objects hidden in alternating locations 	<ul style="list-style-type: none"> <input type="checkbox"/> Context dependent single words e.g. child may use the word "car" when riding in a car, but not when he sees a car: words tend to come and go in a child's vocabulary <p>Exhibits the following communicative functions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Request <input type="checkbox"/> Protesting <input type="checkbox"/> Command <input type="checkbox"/> Label <input type="checkbox"/> Interactional <input type="checkbox"/> Response <input type="checkbox"/> Personal <input type="checkbox"/> Greeting
<p>STAGE III - 17 to 19 months</p> <ul style="list-style-type: none"> <input type="checkbox"/> Autosymbolic play e.g. child pretends to go to sleep or pretends to drink from cup or eat from spoon <input type="checkbox"/> Uses most common objects and toys appropriately <input type="checkbox"/> Tool-use (uses stick to reach toys) <input type="checkbox"/> Finds toys invisibly hidden (when placed in box and box emptied under scarf) 	<p>Beginning of true verbal communication. Words have following functional and semantic relations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recurrence <input type="checkbox"/> Agent <input type="checkbox"/> Existence <input type="checkbox"/> Object <input type="checkbox"/> Nonexistence <input type="checkbox"/> Action <input type="checkbox"/> Rejection <input type="checkbox"/> Place <input type="checkbox"/> Denial <input type="checkbox"/> Object or person associated with object or location

Westby Symbolic Play Scale

<u>PLAY</u>	<u>LANGUAGE</u>
<p>STAGE IV - 19 to 22 months Symbolic play extends beyond the child's self:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plays with dolls, brushes dolls hair, feeds doll a bottle, or covers doll with blanket <input type="checkbox"/> Child performs pretend activities on more than one person or object e.g. feeds himself, a doll, mother, and another child <input type="checkbox"/> Combines two toys in pretend play e.g. puts spoon in pan or pours from pot into cup 	<ul style="list-style-type: none"> <input type="checkbox"/> Refers to objects and persons not present <p>Beginning of word combinations with following semantic relations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agent-action <input type="checkbox"/> Action-place <input type="checkbox"/> Action-object <input type="checkbox"/> Object-place <input type="checkbox"/> Agent object <input type="checkbox"/> Possessive <input type="checkbox"/> Attributes
<p>STAGE V - 24 months</p> <ul style="list-style-type: none"> <input type="checkbox"/> Represents daily experiences, plays house - is the mummy, daddy or baby: objects used are realistic and close to life size <input type="checkbox"/> Events short and isolated: no true sequences: some self limiting sequences - puts food in pan, stirs and eats <input type="checkbox"/> Block play consists of stacking and knocking down <input type="checkbox"/> Sand and water play consist of filling, pouring and dumping 	<ul style="list-style-type: none"> <input type="checkbox"/> Comments of activity to self (get apple) <input type="checkbox"/> Comments on doll (baby sleep) <p>The following grammatical markers appear:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present progressive (ing) on verbs <input type="checkbox"/> Plurals (cats) <input type="checkbox"/> Possessives (daddy's car)
<p>STAGE VI - 2½ years Represents events less frequently experienced or observed, particularly impressive or traumatic events</p> <ul style="list-style-type: none"> <input type="checkbox"/> Doctor-nurse-sick child <input type="checkbox"/> Teacher-child <input type="checkbox"/> Store-shopping <p>Events still short and isolated. Realistic props still required. Roles shift quickly</p>	<p>Responds appropriately to the following WH questions in context:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What <input type="checkbox"/> Who <input type="checkbox"/> Whose <input type="checkbox"/> Where <input type="checkbox"/> What ... do <ul style="list-style-type: none"> <input type="checkbox"/> Asks WH questions - generally puts Wh at beginning of sentences <input type="checkbox"/> Responses to WHY questions inappropriate except for well-known routines e.g. "why is the doctor here?" ... "Baby sick." <input type="checkbox"/> Asks Why, but often inappropriate and does not attend to answer.

Westby Symbolic Play Scale

<u>PLAY</u>	<u>LANGUAGE</u>
<p>STAGE VII - 3 years</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continues pretend activities of Stages V and VI, but now the play has a specific sequence. Events are not isolated, e.g. child mixes cake, bakes it, serves it, washes the dishes; or doctor checks patient; calls ambulance, takes patient to hospital, and operates. Sequence EVOLVES ... NOT PLANNED. <input type="checkbox"/> Compensatory play ... reenactment of experienced events with new outcomes <input type="checkbox"/> Associative play (with another) 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses past tense e.g. "I ate the cake ... I walked." <input type="checkbox"/> Uses future aspect (particularly "gonna") forms e.g. "I'm gonna wash dishes." <input type="checkbox"/> Reports on past events with prompts <input type="checkbox"/> Simple predicting <input type="checkbox"/> Talks about a picture book
<p>STAGE VIII - 3 to 3½ years</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carries out play activities of previous stages with a doll house and Fisher-Price toys (barn, garage, airport, village). <input type="checkbox"/> Uses blocks and sandbox for imaginative play. Blocks used primarily as enclosures (fences and houses) for animals and dolls <input type="checkbox"/> Play not totally stimulus bound. Child uses one object to represent another <input type="checkbox"/> Uses doll or puppet as participant in play <input type="checkbox"/> Plays observed events from T.V. or books, e.g. Superman, fireman 	<p>Descriptive vocabulary expands. Uses terms for the following concepts (not always correctly):</p> <ul style="list-style-type: none"> <input type="checkbox"/> shapes <input type="checkbox"/> sizes <input type="checkbox"/> colours <input type="checkbox"/> texture <input type="checkbox"/> Spatial relationships <input type="checkbox"/> Gives dialogue to puppets and dolls <input type="checkbox"/> Uses "thinking" language e.g. "I know..."; "I think..." <input type="checkbox"/> Uses indirect requests e.g. "Mummy lets me have cookies for breakfast." <input type="checkbox"/> Changes speech depending on listener

Westby Symbolic Play Scale

<u>PLAY</u>	<u>LANGUAGE</u>
<p>STAGE IX - 3½ to 4 years</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begins to problem-solve events not experienced. Plans ahead. Hypothesises "what would happen if..." <input type="checkbox"/> Uses dolls and puppets to act out scenes <input type="checkbox"/> Builds three dimensional structures with blocks which are attempts at reproducing specific structures child has seen <input type="checkbox"/> Uses language to invent props and set the scene 	<p>Verbalises intentions and possible future tense:</p> <ul style="list-style-type: none"> <input type="checkbox"/> starts to use future tense verbs (can, may, might, will, would, could) <input type="checkbox"/> uses conjunctions (and, but, if, so, because) <p>NOTE: Full competence for these does not develop until 10-12 years of age</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begins to respond appropriately to WHY and HOW questions that require reasoning about perception <input type="checkbox"/> Uses language to take roles of character in the play: stage manager of the props, or author of the play.
<p>STAGE X - 5 years</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans a sequence of pretend events. Organises what he needs - both objects and other children <input type="checkbox"/> Coordinates more than one event occurring at a time <input type="checkbox"/> Highly imaginative. Sets the scene without realistic props <input type="checkbox"/> Full cooperative play 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses time words (then, when, first, next, last, while, before, after) <p>NOTE: Full competence does not develop until 10-12 years of age</p>