

Developmental Language Progression

	Preverbal Birth to 12 months	Single-Word 12-18 months	Two-Word 18-24 months	Three-Four Word 24-36 months	Early Complex Forms 36 months – 5 yrs	Later Complex Forms 5 – 12+ years
<i>What is child learning in this stage?</i>	The child is learning to be a communicator even though there no words yet.	To use words along with gestures to accomplish the same communication functions which are already established	Can maintain a 2 turn conversation but only on a child-initiated topic; demonstration of a variety of semantic relationships; expands communication intents to include answering questions and also requesting information	Maintaining a topic longer for a child-initiated conversation (3-4 turns) BUT also maintaining a topic 2-3 turns initiated by someone else (indicator of beginning of perspective taking); BEGINNING to adjust language to meet the needs of their audience; Child constructs a variety of simple sentences	Development of complex constructions; Beginning understanding of familiar idioms and familiar multiple meaning words; signaling topic shifts and interruptions with words; develop and refine topics of interest (3: 3-5 turns; 4: 4-6 turns); child refines use of grammatical morphemes; expands noun phrase and verb phrase	Development of metalinguistic skills; developing topics of conversation based on listener experience; developing a variety of embeddings and clausal constructions and using multiple clauses per utterance
<i>What “aha” helps them to move to the next stage?</i>	Child learns to lay speech on top of gesture.	Child learns to combine and recombine the already existing lexicon to make a word combination	Child learns to inflect by adding morphemes to show plurality, possession, early verb tenses	Child learns to connect ideas with words like because or so; Figure out how to send a more specific message	Refinement of morphology; refinement of pragmatics; refinement of syntax	
<i>What are adults doing to help</i>	Engaging in interaction;	Labeling things; using the voice to	Speaking in short sentences (4-5	Adults extend a child’s utterances;	Reading to kids;	Having conversations

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<i>(i.e. facilitate)?</i>	making a good match between the auditory, the visual, and the word; providing the model for spontaneous imitation	accentuate the key word in a simple utterance; saying less so that a child has an opportunity to hear the key words	words); expanding child's utterances; encouraging child to develop a topic of conversation; using vertical structuring(question asking)	Upping the ante (increasing the expectation		which invite thinking, problem solving, analysis, evaluation,
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