

# LANGUAGE SKILLS BY AGE BAND (BIRTH – 18 YEARS)



## Birth - 6 Months

### The child is able to...

- ❑ Show a preference for looking toward people's eyes and faces
- ❑ Respond to a caregiver's voice by looking and listening
- ❑ Smile in response to caregiver
- ❑ Vocalize and babble in a back and forth manner

## 6 - 12 Months

### The child is able to...

- ❑ Shift their eye gaze between people and objects
- ❑ Share emotions by looking at others, smiling, and using facial expressions
- ❑ Use their sounds and babbles to gain attention
- ❑ Pair gestures with eye contact
- ❑ Communicate frequently with others to request and protest
- ❑ Share what interests them with gestures, sounds and eye contact
- ❑ Participate in social routines such as peek-a-boo
- ❑ Imitate simple sounds and actions demonstrated by others (e.g. clapping, waving, silly sounds)
- ❑ Look up and/or turn towards the sound of their name being called

## 12 - 18 Months

### The child is able to...

- ❑ Respond to others by looking and listening
- ❑ Pair gestures with sounds and words to direct communication
- ❑ Communicate nonverbally for many reasons (e.g., requesting, protesting, and starting social games).
- ❑ Use a range of gestures such as giving, showing, waving, pointing, and shaking one's head
- ❑ Recognize a caregiver's emotion (e.g., mirroring sadness, happiness)
- ❑ Imitate sounds and simple words
- ❑ Use early ritualized words such as "bye" and "no"
- ❑ Imitate and show off simple play actions (push a car, building with blocks)

## 18 - 24 Months

### The child is able to...

- ❑ Use a variety of gestures, facial expressions and sounds across people and settings
- ❑ Use single words for not only object labels, but also people's names, action words, modifiers, and relational words (e.g., up, down, in)
- ❑ Take turns within interactions with others
- ❑ Communicate for many reasons (e.g., seeking comfort, greeting others, showing off)
- ❑ Share their enjoyment and interests with eye contact, smiles and sounds
- ❑ Demonstrate play actions with toys (e.g. pour a drink, feed a doll, put baby to bed)

## 24 - 36 Months

### The child is able to...

- ❑ Use and understand combinations of words (e.g., Mommy go outside)
- ❑ Express and share simple emotions with words (e.g., Mommy is happy, I am mad)
- ❑ Request a soothing activity when distressed
- ❑ Request assistance from others
- ❑ Use simple self-regulatory language to maintain engagement within an activity (e.g., "first...then")

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## 3 - 4 Years

### The child is able to...

- ❑ Understand and use more multi-word combinations including people's names, verbs, and nouns.
- ❑ Understand and use more sophisticated grammar (e.g., pronouns, possessives, tense)
- ❑ Request a break and/or soothing items when distressed
- ❑ Use self-regulatory language to talk through transitions between activities
- ❑ Recognize and describe emotions of oneself and others



## 4 - 5 Years

### The child is able to...

- ❑ Use a range of creative language, including both simple and complex sentences
- ❑ Engage in short dialogues, such as recalling past events or simple stories
- ❑ Use some politeness terms or markers (e.g., please, thank you)
- ❑ Determine causes for emotions of self and others
- ❑ Use self-regulatory language to talk through more extended activities (e.g., multi-step instructions)
- ❑ Recognize and repair breakdowns in communication and express remorse



## 6 - 11 Years

### The child is able to...

- ❑ Engage in conversation by staying on topic for extended interactions
- ❑ Balance comments and requests for information
- ❑ Adapt tone of voice to different listeners (e.g., adults versus peers)
- ❑ Provide essential background information based upon listener's perspective
- ❑ Initiate and maintain conversations that are related to the topic and the interests of others
- ❑ Think about the conversational partner's likes, dislikes and emotions
- ❑ Tell stories and enact social sequences role playing and visualizing an event before it takes place
- ❑ Use self-regulatory language to talk through multi-step activities and plan for future events



## 12 - 18 Years

### The adolescent is able to...

- ❑ Understand and use nonverbal gestures, facial expressions, and gaze to express and follow subtle intentions (e.g., sarcasm and other nonliteral meanings)
- ❑ Understand and use tones of voice to express and follow emotional states
- ❑ Understand and use more sophisticated language (e.g. word choice) to provide background information for one's listener
- ❑ Understand and use more sophisticated language to describe relationships within conversation
- ❑ Understand reading passages and use written expression to share experiences
- ❑ Problem solve and self-monitor future, goal-directed, behavior (i.e., executive functioning)
- ❑ Perceive one's actions within social events and predict social behavior in others in order to self-monitor
- ❑ Effectively negotiate and collaborate within interactions with adults and peers