

RELATIONAL MEANINGS

Assessment of J. G. , age 5;2

| CATEGORY | DIRECTIVE | RESPONSE |
|---------------------------------|------------------------|----------|
| OBJECT NAME | Show me ball | |
| | Show me shoe | |
| | Show me cup | |
| | Show me apple | |
| | Show me car | |
| | Show me bear | |
| | Show me spoon | |
| | Show me baby | |
| ACTION - OBJECT | Roll the ball | |
| | Kiss the ball | |
| | Push the car | |
| | Hug the car | |
| POSS. - POSS. | Show me Joel's eye | |
| | Show me baby's eye | |
| | Show me Joel's foot | |
| | Show me baby's foot | |
| AGENT-(OTHER)-ACTION | Show me bear dance | |
| | Show me bear jump | |
| | Show me baby sleep | |
| AGENT-(OTHER)-ACTION- OBJECT | Show me baby kiss bear | |
| | Show me bear eat apple | |
| | Show me baby push car | |
| | Show me bear hug baby | |
| ABSENT PERSON/OBJECT | Where's daddy | |
| | Where's ball | |

* Describe response and include a "+" if correct and a "-" if incorrect. E.g. Pushed car +

NONLINGUISTIC COGNITION TASKS

Assessment of J G , age 5;2

October 10, 1995

OBJECT PERMANENCE

| STAGE / AGE PLACEMENT | ELICITING CONTEXT | PASSING CRITERIA | JOEL'S RESPONSE |
|---------------------------------|-----------------------------------|---|-----------------|
| Stage V / Age placement 9 mo. | Visible Displacement | Secures object hidden under one of three screens | |
| Stage V / Age placement 10 mo. | Successive visible displacement | Secures object hidden through a series of successive visible displacements of 3 screens | |
| Stage V / Age placement 13 mo. | Invisible Displacement | Secures object hidden with a single screen | |
| Stage VI / Age placement 14 mo. | Invisible Displacement | Secures object hidden under one of two screens | |
| Stage VI / Age placement 18 mo. | Successive Invisible Displacement | Secures object hidden with 3 screens - object left under last screen - child searches along pathway | |

MEANS END

| STAGE / AGE PLACEMENT | ELICITING CONTEXT | PASSING CRITERIA | JOEL'S RESPONSE |
|--------------------------------|---------------------|---|-----------------|
| Stage IV / Age placement 8 mo. | Support | Pulls support to obtain an object placed on it. | |
| Stage IV / Age placement 9 mo. | Locomotion | Uses some form of locomotion as a means to obtain an out-of-reach toy | |
| Stage V / Age placement 10 mo. | Support | Does not pull support with object held above it | |
| Stage V / Age placement 12 mo. | String (horizontal) | Pulls the correct one of two strings to obtain an object attached to one string | |
| Stage V / Age placement 12 mo. | Matchbox | Opens and removes contents of a small matchbox | |

NONLINGUISTIC COGNITION TASKS cont.

CAUSALITY

| STAGE / AGE PLACEMENT | ELICITING CONTEXT | PASSING CRITERIA | JOEL'S RESPONSE |
|------------------------------------|--------------------------|---|-----------------|
| Stage IV / Age placement 10 mo. | Spectacle created by toy | Touched adult's hands or object as causal action in response to adult activating a mechanical toy | |
| Stage V / Age placement 12 mo. | Engages adult | Pushes or pulls an adult's hands to have a behavior instigated or repeated | |
| Stage V / Age placement 14 mo. | Engages adult | Gives object to adult as causal action to have it activated | |
| Stage V / Age placement 18 mo. | Spectacle created by toy | Attempts to activate mechanical toy following demonstration | |
| Stage VI / Age placement 21 mo. | Spectacle created by toy | Searches for causal mechanism needed to activate a wind-up toy (no demonstration) | |

COMMUNICATIVE INTENTIONS

Assessment of J G , age 5;2
October 10, 1995

| INTENT | COMMUNICATIVE MEANS | CONTEXT |
|---|---------------------|---------|
| BEHAVIORAL REGULATION: INCLUDING - REQUESTING ACTIONS OR OBJECTS, AND PROTESTING | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| SOCIAL INTERACTION: INCLUDING - GREETING, CALLING, SHOWING OFF, REQUESTING COMFORT, SOCIAL ROUTINE, OR PERMISSION | | |
| | | |
| | | |
| | | |
| | | |
| JOINT ATTENTION: INCLUDING COMMENTING, REQUESTING INF. & PROVIDING INFORMATION | | |
| | | |
| | | |
| | | |

* Under comm. means, describe the gestures and/or vocalizations (i.e., grunts, screams) used by Joel throughout the assessment. Under context, describe the communicative situation; e.g., Joel pointed to the doll when asked "Where's baby?"

DEVELOPMENTAL PROFILE FOR J G , AGE 5,2

| AREA ASSESSED | DEVELOPMENTAL STAGE | APPROXIMATE AGE STAGE |
|------------------------------|---------------------|-----------------------|
| COMMUNICATIVE INTENTIONS | | |
| PLAY BEHAVIOR | | |
| LANGUAGE COMPREHENSION | | |
| MACARTHUR - WORDS & GESTURES | | |
| NON-LINGUISTIC COGNITION | | |
| STIMULABILITY FOR P.E. | | |

SUMMARY OF RESULTS:

COMMUNICATIVE INTENTIONS -

PLAY BEHAVIOR -

LANGUAGE COMPREHENSION -

NON-LINGUISTIC COGNITION -

STIMULABILITY FOR PICTURE EXCHANGE -

RECOMMENDATIONS -

Table 1. The Communicative Intention Scale

COMMENTING: An intentional behavior that directs the listener's attention to an object or the movement of an object identified by the child.

| <u>Gestural or Gestural-Vocal</u> | <u>Frequency Tally</u> |
|---|------------------------|
| a. Extends arm to show entity already in hand; may vocalize. | _____ |
| b. Picks up an entity and immediately shows it to an adult; may vocalize. | _____ |
| c. Points to, looks toward, picks up, involved with or approaches an entity; may vocalize. | _____ |
| d. Looks at, points toward or involved with an entity that is moving or has the potential for action. | _____ |
| <u>Verbal</u> | |
| a. Extends arm to show entity already in hand and produces word or word combination. | _____ |
| b. Picks-up an entity and immediately shows it to an adult and produces a word or word combination. | _____ |
| c. Points to, looks toward, picks up, involved with or approaches an entity and produces a word or word combination. | _____ |
| d. Produces a word or word combination that refers to an entity not existent in the immediate (i.e., perceptible) environment. | _____ |
| e. Looks at, points towards or is involved with an entity that is moving or has the potential for action and produces word or word combination. | _____ |

REQUESTING INFORMATION: Solicitation of services from a listener where child awaits a response. An intentional behavior that directs the listener to provide information about an object, action or location.

| <u>Gestural or Gestural-Vocal</u> | <u>Frequency Tally</u> |
|---|------------------------|
| a. Looks at and/or points toward an entity, movement or location; picks up or touches entity; may vocalize (possibly accompanied by rising intonation). | _____ |
| <u>Verbal</u> | |
| a. Looks at adult and requests additional input about a referent; gesture may accompany request (generally a wh-word initiates the request); possibly accompanied by rising intonation. | _____ |

ANSWERING: Responding to a request for information with the semantically appropriate data.

| <u>Gestural or Gestural-Vocal</u> | <u>Frequency Tally</u> |
|--|------------------------|
| a. Responds to adult's query with affirmative response; may head nod; may vocalize (e.g., uh-huh). | _____ |
| b. Responds to adult's query with negative response; may nod head; may vocalize. | _____ |
| c. Provides obligatory gestural response to adult's query where the answer is visually apparent in the immediate environment; may vocalize. | _____ |
| d. Provides gestural response to adult query where the answer is not apparent in the immediate environment; may vocalize. | _____ |
| <u>Verbal</u> | |
| a. Responds to adult's query with affirmative verbal response; may imitate part of adult's preceding question. | _____ |
| b. Responds to adult's query with negative verbal response; may imitate part of adult's preceding question. | _____ |
| c. Provides a verbal response to adult query where the answer is visually apparent in the immediate environment; may imitate part of adult's preceding question. | _____ |
| d. Provides a verbal response to the adult query where the answer is not apparent in the immediate environment; may repeat part of adult's preceding question. | _____ |

REQUESTING: An intentional behavior that directs the listener to act on some object in order to make it move or to retrieve an unobtainable object. The child must await a response.

| <u>Gestural or Gestural-Vocal</u> | <u>Frequency Tally</u> |
|--|------------------------|
| a. Stretches hand toward entity; whines or fusses while leaning toward entity; may vocalize. | _____ |
| b. Stretches hand toward entity with ritual gesture; may vocalize. | _____ |
| c. Looks at entity that has ceased moving or has the potential to move or be moved; reaches or leans toward entity; may vocalize. | _____ |
| d. Looks toward entity that has ceased moving, has the potential to move or be moved and makes a ritual gesture; may vocalize. | _____ |
| e. Places adult's hand on or next to entity; may place entity in adult's hand; may lead adult to unobtainable entity; no eye contact; may vocalize. | _____ |
| <u>Verbal</u> | |
| a. Looks at or touches entity; points to or reaches toward entity and produces word or word combination. | _____ |
| b. Produces a word or word combination that refers to an entity not existent in the immediate environment. | _____ |
| c. Looks toward entity that has ceased moving, has the potential to move or be moved; may point toward entity or adult; may give entity to adult and produce a word or word combination (e.g., turn, go, choo-choo, open it, you do it). | _____ |
| d. Places adult's hand on or next to entity; may place entity in adult's hand; may lead adult to unobtainable object; no eye contact; produces word or word combination. | _____ |

ACKNOWLEDGING: Providing notice that a previous gesture or utterance was received.

| <u>Gestural or Gestural-Vocal</u> | <u>Frequency Tally</u> |
|---|------------------------|
| a. Child spontaneously imitates the immediately preceding adult gesture and/or vocalization (imitation must occur within 3 seconds); child must await response. | _____ |
| b. Child repeats the immediately preceding adult gesture and/or vocalization without prompting (e.g., say, tell me); imitation must occur within 3 seconds. | _____ |
| c. Child confirms adult's immediately preceding action request (e.g., Can you give me a kiss?) or request for attention (e.g., Did you hear me?); child may nod head or perform appropriate action to confirm; may vocalize. | _____ |
| <u>Verbal</u> | |
| a. Child spontaneously imitates the adult's preceding utterance within 3 seconds and awaits a response. Child does not add any new information; may delete word(s) but does not modify word order. | _____ |
| b. Child repeats immediately preceding adult utterance without prompting; repetition must occur within 3 seconds; may reduce utterance (i.e., partial repetition); may perform appropriate action; may not add new information. | _____ |
| c. Child verbally confirms (e.g., o.k., yeah/no, that's right) adult's immediately preceding action request (e.g., Shall we draw daddy?) or attention request (e.g., Do you see him?). | _____ |

Object Permanence

| Stage | Item | Approx.Age/50% Pass |
|-------|--|---------------------|
| IV | Finds object that one vertical screen is moved over | <10 months |
| | Finds object visibly hidden under one screen | <10 months |
| V | Finds object visibly hidden under one of two screens | <10 months |
| | Finds object visibly hidden under one and then another screen | <10 months |
| | Finds object invisibly hidden under one screen | <10 months |
| | Finds object invisibly displaced under three screens | 12 months |
| VI | Finds objects invisibly displaced under three screens and kept in hand | 15-20 months |

Means-Ends

| Stage | Item | Approx.Age/50% Pass |
|-------|--|---------------------|
| IV | Moves to object out of reach | <10 months |
| | Lets go of one object to reach for another | <10 months |
| V | Uses string to get object | <10 months |
| | Pulls support to get toy | <10 months |
| VI | Solves the matchbox problem | 15-19 months |
| | Climbs on stool to get toy | 18-21 months |
| | Does not attempt to stack a solid ring mixed in among other rings onto a peg | 22 months |

Causality

| Stage | Item | Approx.Age/50% Pass |
|-------|---|---------------------|
| IV | Pushes away an interfering hand | <10 months |
| | Attempts to reinitiate familiar game during pause | 10 months |
| V | Gets adult to activate mechanical toy | 12-13 months |
| | Puts object in position to roll down incline | 15 months |
| VI | Discovers how to activate mechanical toy | 14-16 months |
| | Looks for source of a thrown object | 18-21 months |

Space

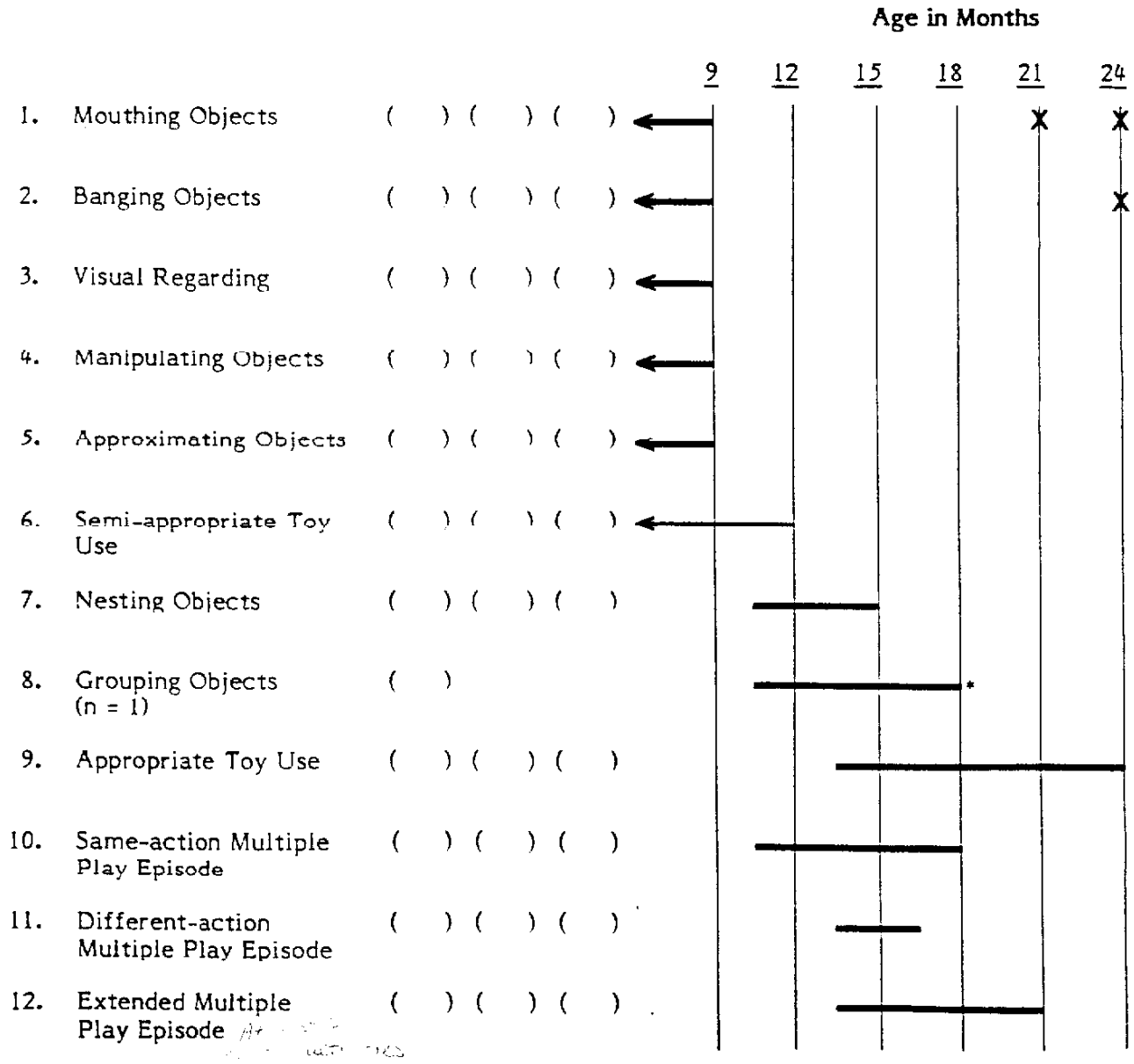
| Stage | Item | Approx.Age/50% Pass |
|-------|---|---------------------|
| IV | Fails to build a two-block tower after demonstration | <10 months |
| | Reverses direction of looking to find object circled behind him | <10 months |
| V | Stacks two rings on pole after demonstration | 10-13 months |
| | Rotates container to get toys out | 12-14 months |
| VI | Goes around simple barrier to get toy | 15 months |
| | Comes out of and goes around cul-de-sac to get toy | 16 months |

Schemes in Relation to Objects

| Stage | Item | Approx.Age/50% Pass |
|-------|--|---------------------|
| II | Holds; mouths; looks while holding | <10 months |
| III | Hits with hand; bangs hits two together; shakes or waves; pushes; pats against face | <10 months |
| IV | Throws; examines; manipulates physical properties (spins, crumples, squeezes drops); put on/takes off; shows | <10 months |
| V | <u>Infrequently</u> : Spatial combinations (encloses or puts in proximity); manipulates physical properties (stacks/knocks over; puts in/dumps); functional use (eats with, brushes, etc.) points; gives or puts in lap. | <10 months |
| | <u>Frequently</u> : Spatial combinations (encloses or puts in proximity); manipulates physical properties (stacks/knocks over; puts in/dumps); functional use (eats with, brushes, etc.) points; gives or puts in lap. | 12-14 months |
| VI | Uses one object to stand for another; pretend elaboration of routine actions; groups or makes collections | 15-20 months |

APPENDIX A
PLAY SCALE
Play Behavior Checklist

On the grid, the left margin of each horizontal bar represents the point at which at least 15% of the normal subjects reached criterion; the right margin represents the point at which approximately 85% of the subjects reached criterion. The criterion for determining the existence of a play category is three exemplars, except for Grouping for which the criterion is one exemplar. Check a box adjacent to a play category as that behavior is observed during play.



15% ————— 85%

* = Maximum value of 80%

x = Point at which occurrence of three or more behaviors can be viewed as atypical.

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CARPENTER, R. (1987)

Assessing Linguistic

