

# THANK YOU!!!

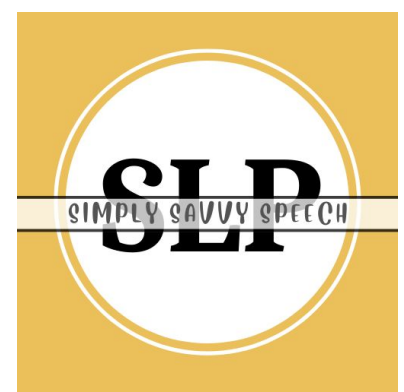
Thank you for visiting my store! This is one of my favorite resources. It has helped me so much with my preschool population. I hope this screening tool is also useful to you & that you enjoy using it. Please don't hesitate to contact me if you have any questions, and know that feedback is always welcomed.

This resource has been a labor of love. By downloading this preschool language screener you have purchased the right to use it for your own personal use. You may print it as often as you wish for your students or classroom. You may not copy, resell, or share downloads. If another teacher would like a copy please direct them to my store:

<https://www.teacherspayteachers.com/Store/Simply-Savvy-Speechie>

Graphics are from (thank you!)

[www.vecteezy.com](http://www.vecteezy.com)



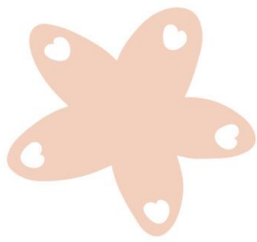
# Preschool Language Screener

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This preschool language screening tool looks at

- Basic Concepts
  - Colors
  - Quantity
  - body parts
  - attributes
  - prepositions
- Receptive Language
  - Following directions
  - Identifying objects and actions
  - Identifying objects by function
  - Identifying categories
  - Understanding negation
  - Understanding spatial concepts/prepositions
  - Answers yes/no questions
- Expressive Language
  - Names Objects and actions
  - Names Objects by function
  - Names Categories
  - Recalling sentences
  - Answering WH questions
  - Pronouns
  - Uses Plurals
  - Uses Possessives
  - Uses Auxiliary Verbs
- Articulation
  - All sounds by developmental age
- Pragmatics
  - Nonverbal communication checklist
  - Conversational Routine checklist
  - Responding to information checklist
- Language Sample Pictures
  - Language Sample Utterance Sheet

\*\*\* PLEASE NOTE: This kit is not a norm-referenced assessment. It is meant to be used to help you establish skills. I have included developmental norms at the end of this document to help you establish which skills are developmentally appropriate based on each child's age.



Preschool Speech

&

Language Screener



# Preschool Speech and Language Screener

Name \_\_\_\_\_ Date \_\_\_\_\_ DOB \_\_\_\_\_

## Basic Concepts

### Colors

BC1 Show me the \_\_\_\_\_ crayon? ☐ Red ☐ Blue ☐ Yellow ☐ Pink

BC1 What Color is this? ☐ Pink ☐ Orange ☐ Green  
(point and have child label color)

### Quantity

BC2 How many monkeys are in this picture? ☐

BC2 Point to the one that is empty? ☐

BC2 Point to the one that shows many.

### Body Parts

BC3 Show me the boy's \_\_\_\_\_ ☐ eyes ☐ nose ☐ hair ☐ feet

### Attributes

BC3 Which \_\_\_\_\_? ☐ dry ☐ big ☐ soft ☐ dirty

### Prepositions

BC4 Show me \_\_\_\_\_? ☐ in the box ☐ on the box ☐ next to the box  
☐ under the box ☐ in front of the box ☐ behind the box



## Receptive Language

### Following Directions

- ☐ Stand up and clap your hands
- ☐ Stand up, turn around, and then rub your belly
- ☐ Turn around, stomp your feet and then jump in place

RL5 Now, Look at my pictures and point to the \_\_\_\_\_.  
☐ dog ☐ fish ☐ bird ☐ frog ☐ elephant

RL5 Now I will say go when I want you to point.  
 Point to the fish, frog, and elephant. Go ☐

### Identifies Objects and Actions

RL6 Point to \_\_\_\_\_. ☐ cup ☐ sock ☐ train ☐ airplane

RL6 Show me \_\_\_\_\_. ☐ drinking ☐ running ☐ painting ☐ eating

### Identifying Objects By Action

RL7 Show me what you can do with \_\_\_\_\_.  
☐ use to drink from ☐ to eat ☐ can ride on ☐ can kick ☐ can wear ☐ can read

### Identifying Categories

RL8 Show me the \_\_\_\_\_. ☐ foods ☐ clothes ☐ animals

### Understanding Negation

RL9 Show me \_\_\_\_\_. ☐ The boy is not running ☐ The dog is not sleeping  
☐ The bird is not flying ☐ The girl is not crying

### Spatial Concepts/Prepositions

RL10 Who is... ☐ going up ☐ going down ☐ on something ☐ in something

### Answers Yes/No Questions

☐ Are you a boy? ☐ Is your name \_\_\_\_\_? ☐ Do you have ears?  
 RL10 ☐ Is this an apple? ☐ Is the boy sleeping? ☐ Is the girl running?

**Expressive Language****Names Objects and Actions (present progressive)**EL11 What is this? ☐ cat ☐ shoe ☐ bicycle ☐ car ☐ chair ☐ crayonsEL11 What is this person doing? ☐ eating ☐ swimming ☐ reading ☐ sleeping**Names Objects By Function**EL12 ☐ Scissors are used for? ☐ A cup is used for? ☐ A chair is used for?  
☐ A pencil is used for? ☐ Shoes are used for?**Names Categories**EC13 ☐ A cat, dog, snake are all? ☐ Red, yellow and blue are all? ☐ Square, triangle, circle are all?  
☐ Can you name three foods? ☐ Can you name three shapes?**Recalling sentences**Say each sentence exactly how I say it. ☐ The boy is eating pizza. ☐ The cat is eating ☐ They play with trains ☐  
Didn't the boys eat? ☐ The boy is sleeping ☐ The big, green frog jumped high**Answering Wh?**EC14 ☐ Where are the chairs? ☐ What is he doing? ☐ What happened? ☐ Who is holding a ball?  
☐ What is in the box? ☐ Where is the owl?**Pronouns**EC15 Finish the sentence ☐ Here he is sitting and here \_\_\_\_\_ (she is running) ☐ Here he is reading and  
here \_\_\_\_\_ (they are reading) ☐ Here she is sliding and here \_\_\_\_\_ (he is sliding)  
☐ He is eating pizza and here \_\_\_\_\_ (they are eating pizza)**Uses Plurals**EC16 ☐ Here is one horse, here are three \_\_\_\_\_? ☐ Here is one cat, here are two \_\_\_\_\_?  
☐ Here is one shoe, here are two \_\_\_\_\_? ☐ Here is one lego, here are three \_\_\_\_\_?**Uses Possessives**EC17 ☐ Here are the girls shoes. Whose shoes are these? (the boy's)  
☐ Here is the cat's food. Whose food is this? (the dog's)**Uses Auxiliary Verbs**EC18 ☐ He is running and she \_\_\_\_\_? (is running) ☐ He is playing and they \_\_\_\_\_ (are playing)  
☐ She is eating and he \_\_\_\_\_? (is eating) ☐ She is reading and they \_\_\_\_\_? (are reading)

Name \_\_\_\_\_

Date \_\_\_\_\_

**Pragmatic checklist**  
(A = Always S = Sometimes N = Never)

**Nonverbal Communication**

A S N

Does the child display appropriate facial expressions?

Does the child gaze at an object that they are referencing?

Does the child appropriately use gestures to request objects?

**Conversational Skills**

Does the child greet others appropriately?

Does the child look at the person they are speaking with?

Does the child engage in pretend play?

Does the child engage in symbolic play?

Does the child respond to questions?

Does the child listen to other people talking?

Does the child appropriately gain attention of others?

**Responding to Information**

Does the child express affection or offer hugs to others?

Does the child ask for help from others?

Does the child offer to help others?

Does the child give details of an experience?

Does the child follow commands appropriately?

Name \_\_\_\_\_ Date \_\_\_\_\_

## Language Sample Data Sheet

- ☐ Conversation  
☐ Story retell  
☐ Other

Notes

	Utterance	#Word/ Morph
1		
2		
3		
4		
5		
6		
7		
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12		
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14		
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16		
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18		
19		

Name \_\_\_\_\_ Date \_\_\_\_\_

## Language Sample Data Sheet

	Utterance	#Word/ Morph
20		
21		
22		
23		
24		
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27		
28		
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38		
39		
40		

# ARTICULATION SCREENER

Child's Name \_\_\_\_\_ DOB \_\_\_\_\_ Date of Screening \_\_\_\_\_

## 3 Years

<u>M</u> ouse	
Sw <u>m</u>	
<u>P</u> ie	
M <u>o</u> p	
<u>T</u> wo	
<u>H</u> at	
<u>B</u> ee	
W <u>e</u> b	
<u>D</u> onut	
M <u>u</u> d	
<u>K</u> ey	
Sn <u>a</u> ke	
<u>G</u> oat	
P <u>i</u> g	
<u>F</u> an	
Lea <u>f</u>	

## 4 Years

<u>S</u> oap	
House	
<u>S</u> hoe	
Brush	
Tree	
C <u>o</u> ffee	
<u>B</u> eech	
<u>Z</u> oo	
Fries	
<u>V</u> acuum	
<u>F</u> ive	
<u>L</u> emon	
Ball	
<u>S</u> pider	
<u>S</u> tar	
<u>S</u> kateboard	

## 5 Years

<u>R</u> ing	
Car	
Dee <u>r</u>	
Do <u>o</u> r	

## 6 Years

<u>T</u> humb	
Ba <u>th</u> tub	
Teeth	

# Preschool Speech and Language Screener

Name	Date	DOB			
Basic Concepts		Not mastered	Emerging	Mastered	
Identifying Colors					
Identifying Quantity					
Identifying Body Parts					
Identifying Attributes					
Identifying Prepositions					
Following Directions					
Receptive Language					
Identifying Objects					
Identifying Actions					
Identifying Objects by Function					
Identifying Categories					
Understanding Negation					
Understanding Spatial Concepts (Prepositions)					
Yes/No Questions					
Following Directions					
Expressive Language					
Names Objects					
Names Actions					
Names Objects By Function					
Names Categories					
Recalls Sentences					
Answers Wh Questions					
Uses Correct Pronouns					
Uses Plurals					
Uses Possessives					
Uses Auxiliary Verbs					

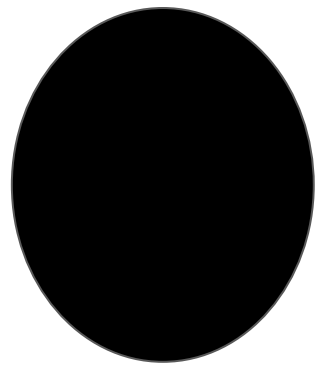
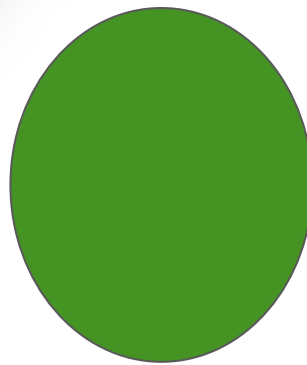
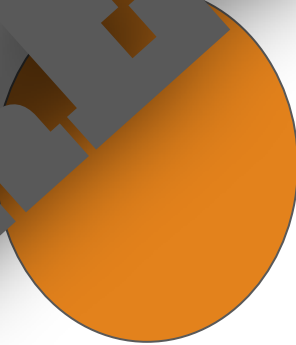
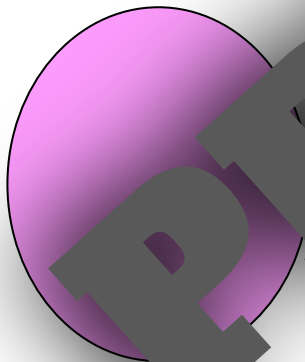
# STIMULI MATERIALS

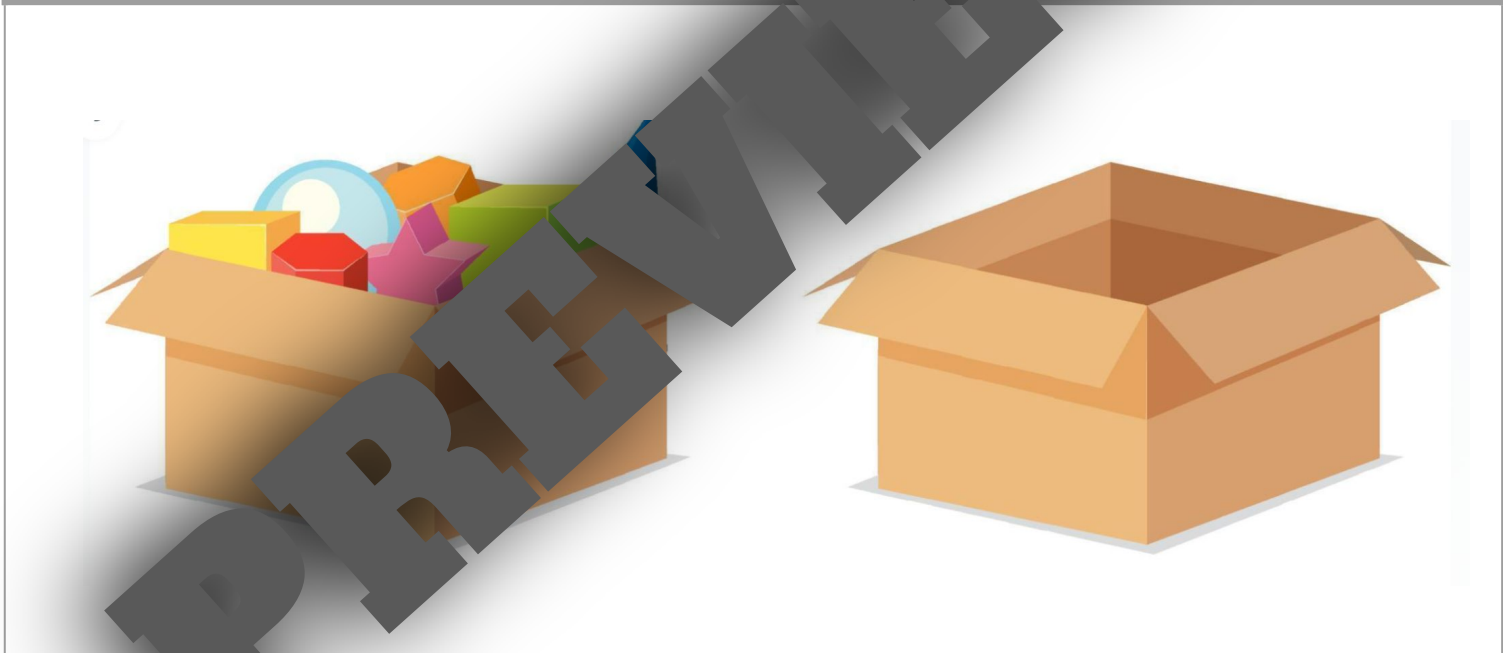
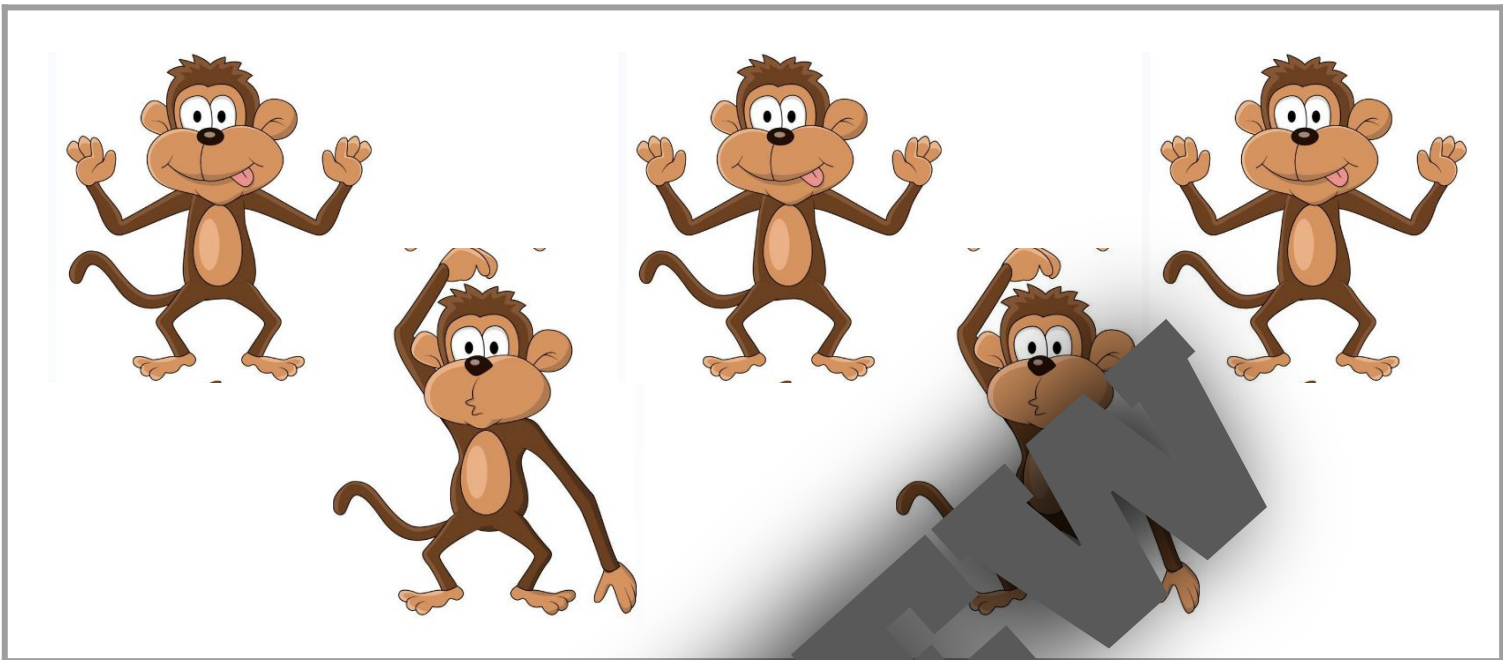
Stimuli materials paired with screening questions

Print up the following picture pages in sheet protectors. Put in a binder and present with the attached questions.

The screening forms are designed to be used with the stimuli pages that follow this page. Screening forms can be used to help monitor progress, set goals, and establish baselines.



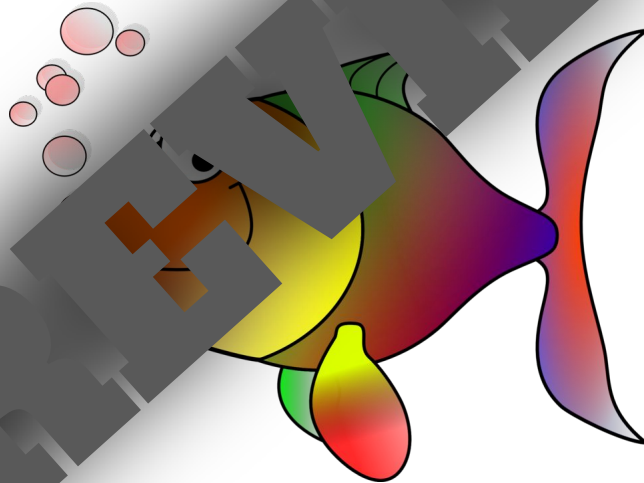
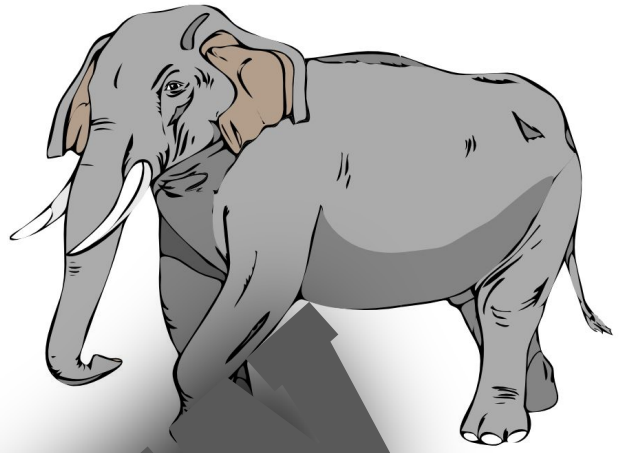


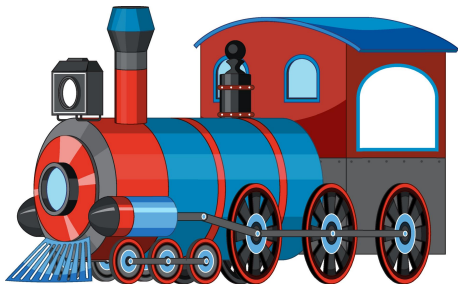


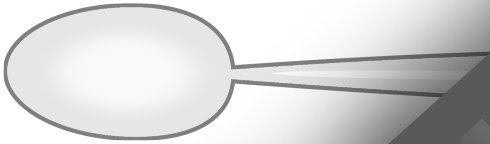


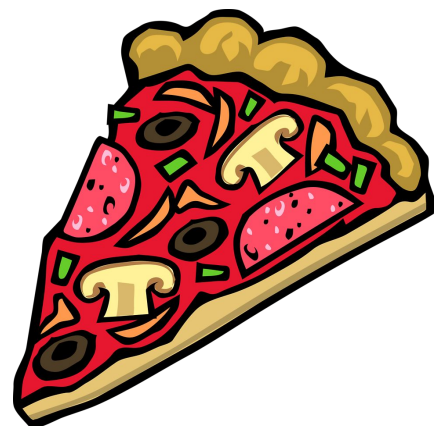
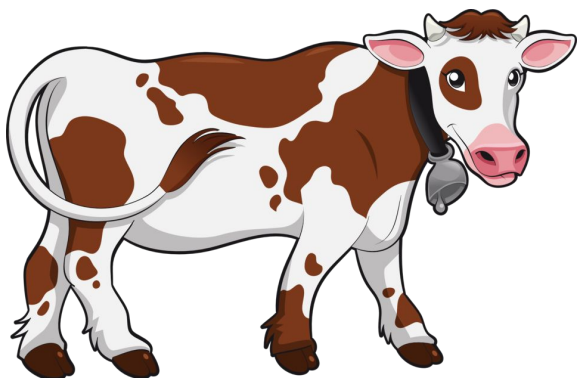
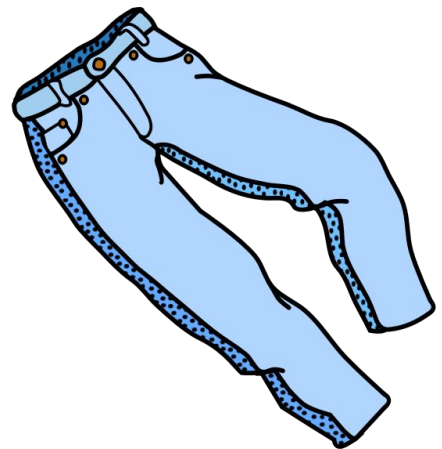
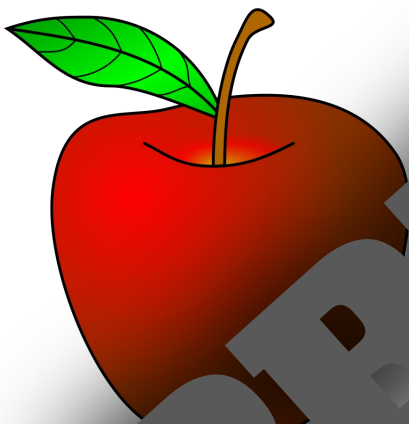
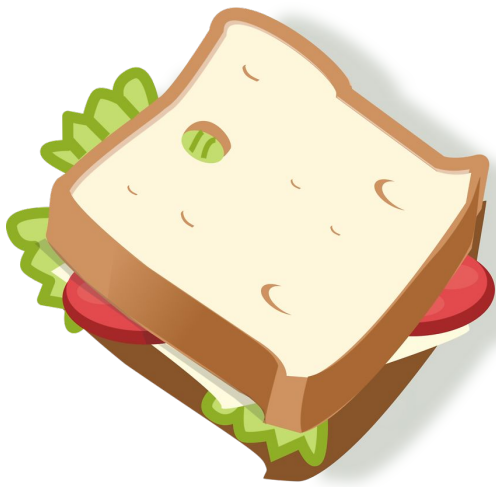






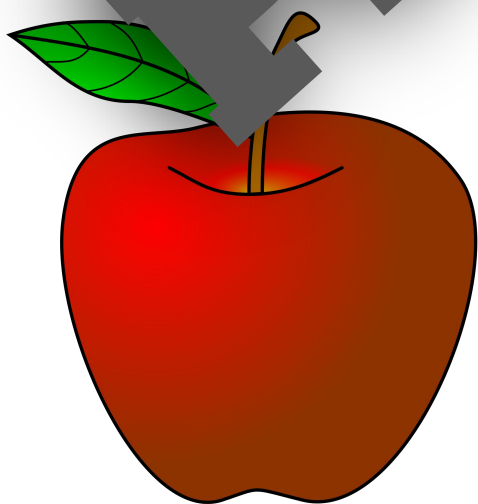


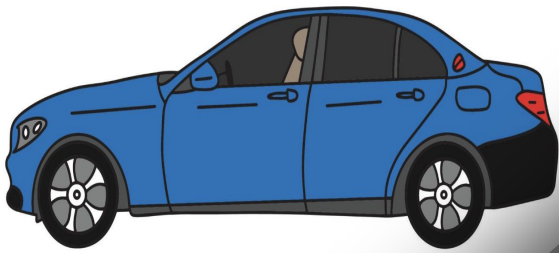


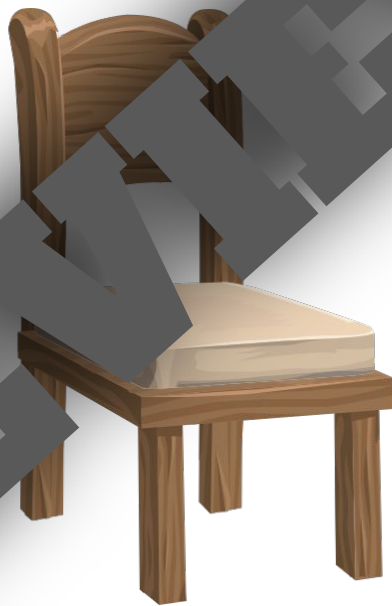






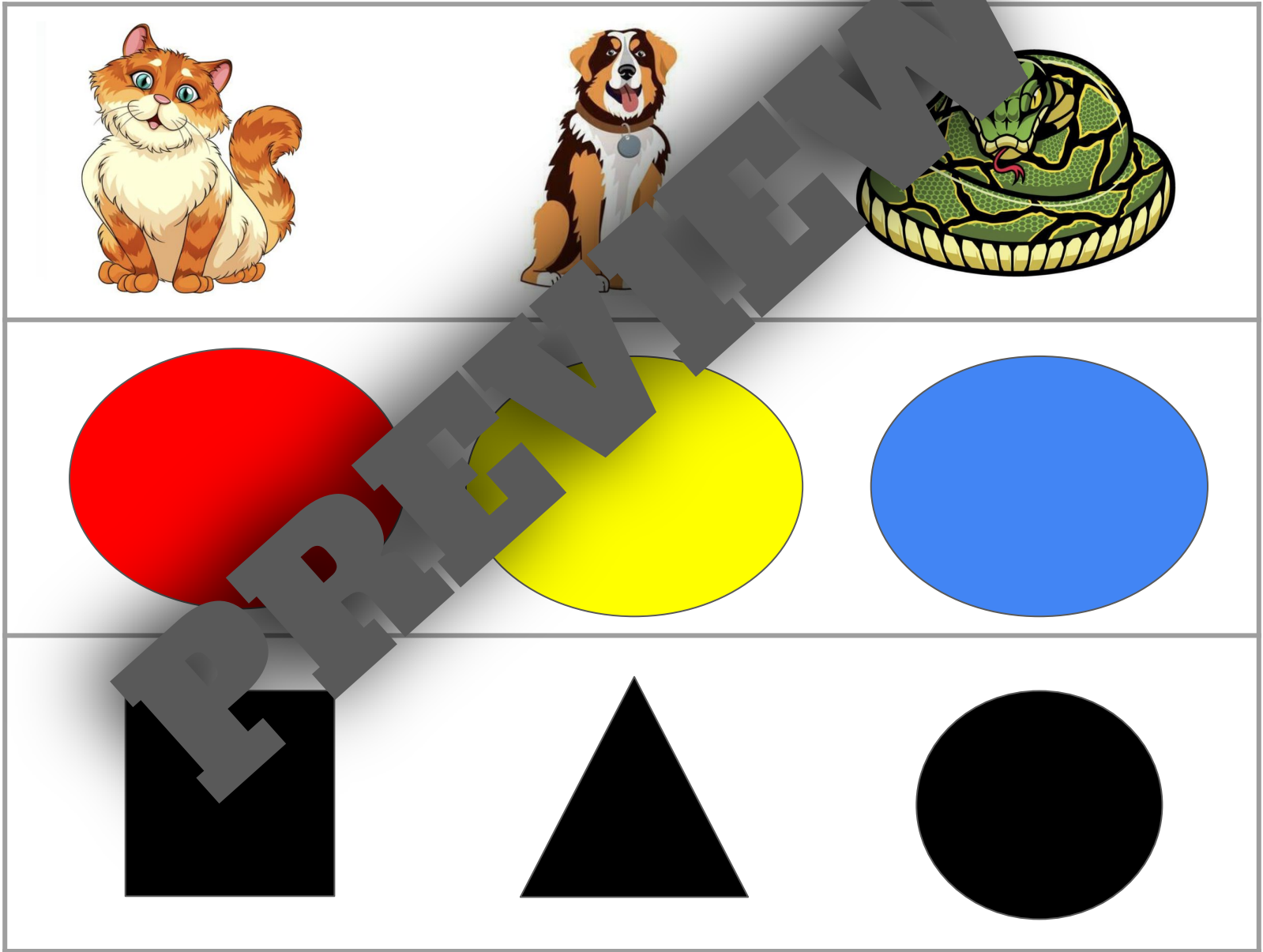


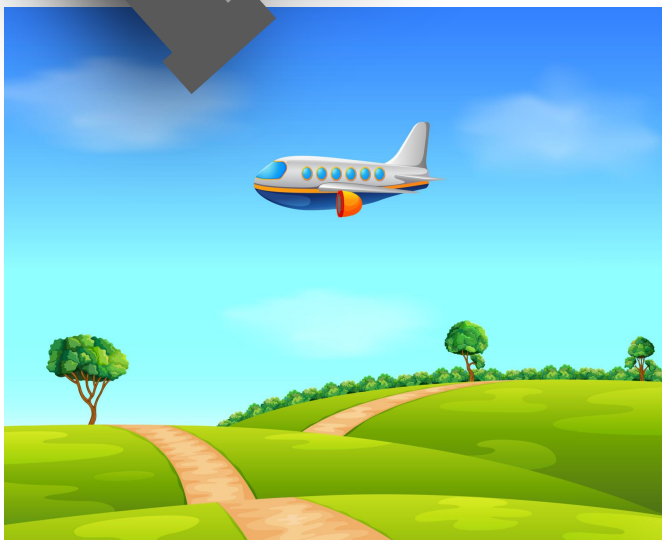
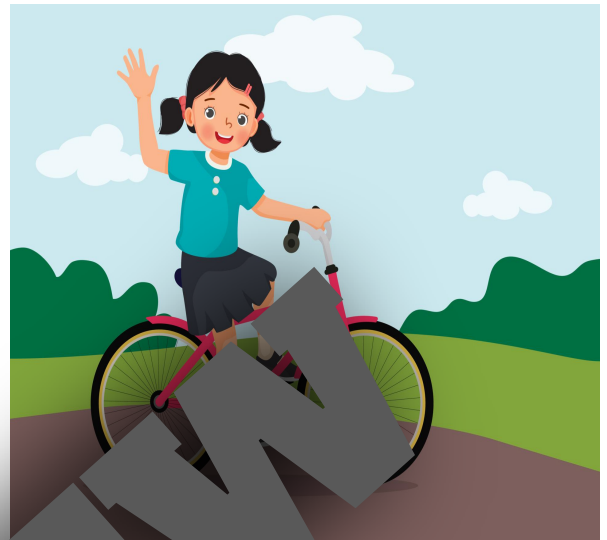




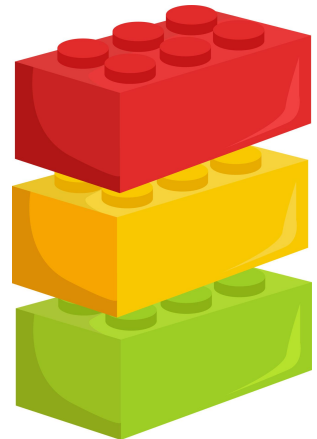
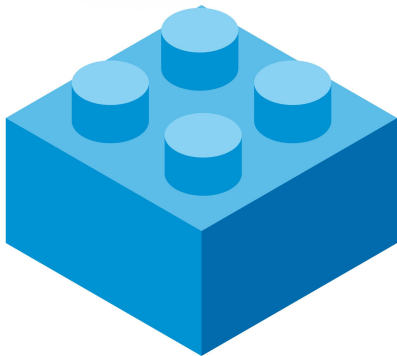
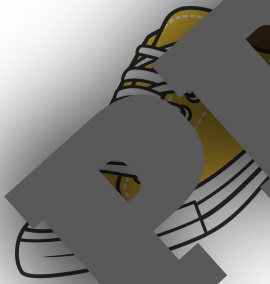
PREVIEW





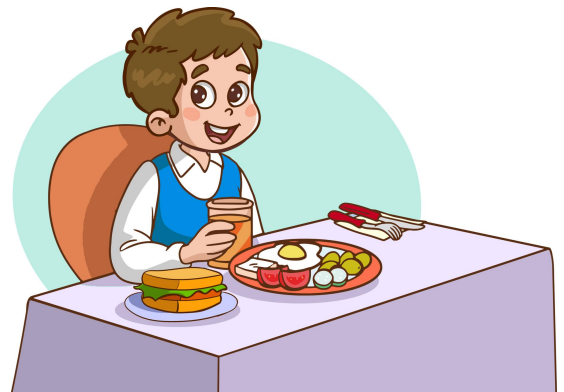
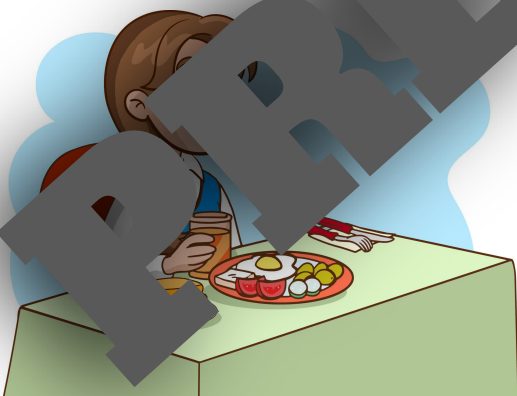




















# Sample Report from Language Screener

## Speech and Language Transition Report

SLP-

Date-

**Basic Concepts:** Student is able to understand basic concepts such as identifying colors and quantities. Student can count the number of objects in a picture and identify empty and many. Student can identify different body parts such as eyes, nose hair and feet. Student is able to recognize attributes such as dry and wet and dirty. Student has a basic understanding of prepositions and can correctly point to in, on, next to, under, over and behind.

### Receptive Language

Student is able to follow two and three step egocentric directions such as 'stand up, turn around and rub your belly.' Student can look at pictures and identify different vocabulary words such as truck, train, dog and airplane. Student is able to point to different nouns and verbs read aloud to student. Student can identify pictures that depict drinking, swinging, running, painting and eating.. When asked to name what is happening in pictures, Student is able to name objects by function such as 'show me what you use to cut from' and 'show me what you can kick?'

Student is able to identify categories by pointing to different words, clothes and animals in a visual picture. Student is also able to understand negation such as 'The boy is not sleeping./ or 'The dog is not sleeping.' Student is also able to point to different spatial concepts by looking at a picture by pointing to who is 'going up' 'in something' and 'going down'. Student is able to answer yes/no questions correctly.

### Expressive Language

Student is able to use common words and actions such as cat, shoe, car, chair, eating, swimming, and sleeping. Student can name objects and functions identifying what a scissors is used for, what a cup is used for, and what a pencil used for. Student is also able to name categories such as 'A cat, dog and snake are all what?' Student is able to recall sentences read aloud by repeating the sentence exactly as it is stated (i.e. 'the big, green frog jumped high.' Student is able to answer who, what and where questions when looking at a picture such as 'Where are the children?' 'What is in the sky?' Student has a good understanding of pronouns and can differentiate between he, she and they appropriately. Student is able to use plurals and label "one cat" and "two cat's". Or 'one shoe' and 'two shoes'. Student is able to use possessives such as 'the boy's shoes' and 'the dog's food'. Student can also use auxiliary verbs such as 'is running', 'are playing', and 'is eating',

### Pragmatic Language

Student has a good understanding of the social rules of language. Student displays appropriate facial expressions and is able to reference an object using eye gaze and gestures. Student greets others appropriately and looks at a person when speaking to them. Student is able to engage in pretend play and symbolic play. The student asks questions and is able to attend to others when they are talking. The student also is able to gain attention appropriately to express wants and needs. The student does express affection appropriately and is able to ask for help from others when needed. The student will offer to help other students and is able to follow commands appropriately.. The student does engage in some conversation by giving details of an experience.

This student is a pleasure to have in speech.



# Possible goals in areas of need

## Articulation/Phonology

- By the end of the IEP year, Student will imitate the production of consonants (p,b,m,t,d,b) vowels (ee, ah, oo, etc) and CV, VC combinations with 80% accuracy in three of four data collections opportunities measure through observations.
- By the end of the IEP year, given a model and tactile cues, student will imitate a variety of vowel and consonant sounds in syllable combinations to form words in three of four trials with 80% accuracy.
- By the end of this IEP, during structured speech/language task, given picture and verbal cues, Student will communicate in four word utterances with 80% intelligibility as measured through observation in three of four trials.
- By the end of the IEP year, Student will produce /s/ and /t/ in various positions of words with 80% accuracy in three of four trials as measured by teacher observation.

## Receptive Language

- By the end of the IEP year, given 3 photographs, Student will identify a familiar object with 80% accuracy in three of four trials as measured by observation.
- By the end of the IEP year, given three pictures, Student will point to the object named and imitate the single word label with 80% accuracy as measured through observation in three of four trials.
- By the end of the IEP year, When given picture cues, Student will complete directions to show understanding of spatial concepts (under, beside, in front of, behind), quantity concepts (one, more, some) and descriptive terms (bigger, biggest) with 80% accuracy. Measured through observation.
- By the end of the IEP year, given five picture cards, Student will respond to who, what, where questions with 80% accuracy as measured through clinician observation.
- By the end of the IEP year, Student will be able to follow two step simple directions (Pick up ball and throw it) with 80% accuracy as measured by clinician observation.

## Expressive Language

- By the end of the IEP year, given a picture, student will label curriculum vocabulary with 80% accuracy as measured by observation.
- By the end of the IEP year, when engaged in play with toys, food or story with pictures, Student will use a 10-3 word phrase to comment on activity of actions with 80% accuracy as measured by clinician observation.
- By the end of the IEP year, during a language activity or play, Student will accurately respond to WH questions, given no more than one prompt in four of five opportunities as measured by SLP observations.
- During a language activity, Student will utilize 2 word combinations (noun+verb, verb+noun) for 12\* verbs, given no more than one prompt in four of five opportunities as measured by the SLP (verbs- eat, drink, run, kick, walk, cry, draw, cut, read, jump, sing, and ride).
- By the end of the IEP year, Student will produce plural nouns (cats, balls, books, etc) in words, phrases and sentences with 80% accuracy as measured by clinician observation.
- By the end of the IEP year, given visual pictures, Student will produce present progressive verbs (verb + ing) to describe the picture) with 80% accuracy as measured by teacher observation.
- By the end of the IEP year, given pictures or cards, Student will name the category and state three items in each category with 80% accuracy as measured by teacher observation.

# Possible goals in areas of need

## Pragmatics

- By the end of the IEP year, when speaking to an adult or peer, Student will position their body and face towards the speaker in four of five opportunities when given a verbal prompt as measure by clinician observation.
- By the end of the IEP year, student will greet their peers appropriately during appropriate times in four of five trials as measured by clinician observation.
- By the end of the IEP year, when given a model, student will use a single word combined with a nonverbal behavior (eye gaze, gesture, pointing, showing) to ask for help, label, reject or request a preferred item/action/turn during play activities with 80% accuracy as measure through clinician observation.
- By the end of the IEP year, student will participate in turn-taking with the therapist for five turns per opportunity with a minimum of five opportunities across five data collections.
- By the end of the IEP year, Student will utilize a 1-3 word utterance to communicate a need to a peer (my turn, the mine, etc) given no more than one verbal prompt in four of five opportunities as measure by clinician observation.
- By the end of the IEP year, Student will utilize a 1-4 word utterance to request a desired item/action/turn as prompts as needed in four of five opportunities as measured by clinician observation.
- By the end of the IEP year, when upset of having a difficult time, Student will share their thoughts/feelings (e.g. 'this is hard', 'I'm bored', 'I'm upset') and request a desired item/action/turn as measure by SLP observation and data collection.



# Developmental Forms

These developmental chart forms are helpful when developing goals and checking baseline skills for preschool/TK

# Oral Language Milestones

## Skill Set 1: Oral Language

### Semantic Development Milestones

#### A 3 year old child should be able to:

1. Name objects or pictures.
2. Name parts of objects e.g. The tail on a dog or the wheels on a car.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into common groups such as food, clothes and animals.
4. Locate matching items.
5. Identify items that are different (the one that doesn't belong).
6. Identify items by exclusion (the ones that are not...) e.g. Find the ball that is NOT red.
7. Concepts - Know common shapes and colours and understand size concepts big and little, and location concepts in, on and under.

When working on any of these elements with 3 year old children, use whole objects or items rather than pictures. Please note however that the picture cards can be used for older children or for 3 year old children who are excelling at tasks with whole objects.

#### A 4 year old child should be able to:

1. Describe an item by 3 elements, usually visual or tactile e.g. Size, colour, shape or parts. Later, they may describe by taste, feel or smell, **where** the item can be found and **what** an item is **used for**.
2. Recognise the function of common objects.
3. Sort real objects into common groups e.g. Use real items or figurines to sort into groups such as clothes, animals, food.
4. Name the group when given some examples from a common category e.g. sheep, dogs and frogs are all... "animals".
5. Name 3 items that belong in a group e.g. Name 3 things that belong in the food group "sausage, apple, biscuits".
6. Identify obvious **differences and similarities** e.g. The colour or size of items. For example: "This elephant and this hippo are both big".
7. Location concepts - Understand next to, behind, in front.
8. Identify things that go together (associations) e.g. Knife and fork.
9. Give common antonyms e.g. Hot vs cold.

#### A 5 year old child should be able to:

1. Describe an item by 3 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example, "A cow is an **animal** that **lives on a farm** and **gives us milk**".
2. Name functions of common objects.
3. Sort items into common closely related groups e.g. Sort items into zoo and farm and bush animals rather than just an animals group.
4. Name less common categories e.g. Pets, body parts, toys, transport.
5. Name 5 items that belong in a group e.g. Name 5 things that belong in the clothes group "shirt, shorts, singlet, hat, jumper".
6. Identify less obvious differences and similarities e.g. The parts of items or where the items are found. For example: "A spider is different from a bee because a spider has 8 legs and a bee has 6 legs". Or "A pencil is different from the paints, because pencils are kept in the pencil tin and the paints aren't".
7. Concepts - Understand before, after, near, far, first, last.
8. Name things that go together (associations) e.g. Shoes and socks.
9. Define familiar words e.g. "Comfort" means to make someone feel better.

#### A 6 year old child should be able to:

1. Describe an item by 4 elements, usually the category it belongs to, then the parts it has, what it is made from, where it can be found or what it is used for. For example: "A cow is an **animal** that **lives on a farm**, **gives us milk** and **goes moo**".
2. Sort items into closely related groups e.g. Fruit and vegetables, or winter and summer clothes.
3. Name less common categories e.g. Appliances, furniture, transport.
4. Name 6 items that belong in this group e.g. Name 6 things that belong in the toy group "ball, doll, puzzle, hula hoop, blocks, tea set".
5. Identify less obvious differences and similarities e.g. The function or category of items. For example: "a car is different from a motorbike, because a motorbike carries one person and a car carries lots of people". Or "a giraffe is different from a cow, because a giraffe is a zoo animal and a cow is a farm animal".
6. Understand concepts - Second, third, all except, unless, neither/nor, either/or.
7. Give synonyms and less common antonyms e.g. Rough vs smooth.
8. Explain homophones (multiple meanings) e.g. Bear vs bare.



# Basic Concept Milestones

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"> <li>Follows simple spatial directions, such as <i>in</i> and <i>on</i></li> <li>Understands <i>another</i></li> <li>Uses simple directional terms, such as <i>up</i> and <i>down</i></li> <li>Uses two or three prepositions, such as <i>on</i>, <i>in</i>, or <i>under</i></li> </ul>
2 – 3 years	<ul style="list-style-type: none"> <li>Distinguishes between <i>in</i> and <i>under</i>, <i>one</i> and <i>many</i></li> <li>Understands number concepts of <i>one</i> and <i>two</i></li> <li>Understands size differences, such as <i>big/little</i></li> <li>Understands <i>in</i>, <i>off</i>, <i>on</i>, <i>under</i>, <i>out of</i>, <i>together</i>, <i>away from</i></li> <li>Begins to understand time concepts of <i>soon</i>, <i>later</i>, <i>wait</i></li> <li>Selects three that are <i>the same</i> from a set of four objects</li> <li>Selects the object that is <i>not the same</i> from four objects with three of them identical</li> <li>Begins to use adjectives for color and size</li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>Follows quantity directions <i>empty</i>, <i>a lot</i></li> <li>Follows equality directions <i>same</i>, <i>both</i></li> <li>Understands <i>next to</i>, <i>beside</i>, <i>between</i></li> <li>Identifies colors</li> <li>Matches one-to-one</li> <li>Points to object that is <i>different</i> from others</li> <li>Uses position concepts <i>behind</i>, <i>in front</i>, <i>around</i></li> </ul>
4 – 5 years	<ul style="list-style-type: none"> <li>Understands comparative and superlative adjectives, such as <i>big</i>, <i>bigger</i>, <i>biggest</i></li> <li>Understands time concepts <i>yesterday</i>, <i>today</i>, <i>tomorrow</i>, <i>first</i>, <i>then</i>, <i>next</i>, <i>days of the week</i>, <i>last week</i>, <i>next week</i></li> <li>Understands <i>different</i>, <i>nearest</i>, <i>through</i>, <i>thin</i>, <i>whole</i></li> <li>Identifies positional concepts <i>first</i>, <i>middle</i>, <i>last</i></li> </ul>
5 – 6 years	<ul style="list-style-type: none"> <li>Understands opposite concepts, such as <i>big/little</i>, <i>over/under</i></li> <li>Understands <i>left/right</i></li> <li>Understands number concepts up to 20</li> <li>Answers "How are things the same/different?"</li> <li>Uses adjectives for describing</li> <li>Uses comparative adjectives, such as <i>loud</i>, <i>louder</i></li> <li>Uses <i>yesterday</i> and <i>tomorrow</i></li> <li>Uses adverb concepts <i>backward</i> and <i>forward</i></li> <li>Uses prepositions <i>through</i>, <i>nearest</i>, <i>corner</i>, <i>middle</i></li> <li>Names ordinal numbers, such as <i>first</i>, <i>second</i>, <i>third</i></li> </ul>

# Basic Concept/ Adjective Milestones

TABLE 5.4 Sequence of acquisition of paired adjectives

Attribute	Aspect	Adjective	Age of Acquisition
Size	Spatial	big	2-6 to 3-0 years
Size	Spatial	little	3-6 to 4-0 years
Length	Spatial	tall	2-6 to 3-0 years
Length	Spatial	short	4-0 to 4-6 years
Width-volume	Spatial	fat	4-0 to 4-6 years
Width-volume	Spatial	thin	4-6 to 5-0 years
Quality-texture	Tactile	soft	2-6 to 3-0 years
Quality-texture	Tactile	hard	3-0 to 3-6 years
Quality-weight	Spatial	heavy	2-6 to 3-0 years
Quality-weight	Spatial	light	3-6 to 4-0 years
Quality	Spatial, etc	same	3-0 to 3-6 years
Quality	Spatial, etc	different	4-6 to 5-0 years
Quantity-volume	Spatial	empty	3-0 to 3-6 years
Quantity-volume	Spatial	full	3-6 to 4-0 years
Quantity	Spatial, etc	more	3-6 to 4-0 years
Quantity	Spatial, etc	less	3-6 to 4-0 years
Position	Spatial	high	3-6 to 4-0 years
Position	Spatial	low	4-6 to 5-0 years
Position	Spatial-temporal	first	5-0 to 5-6 years
Position	Spatial-temporal	last	5-0 to 5-6 years

# Pronouns/Morpheme Milestones

## Development of Pronouns

Approximate Age in Months	Pronouns
12-26	<i>I, it</i> (subjective and objective)
27-30	<i>My, me, mine, you</i>
31-34	<i>Your, she, he, yours, we</i>
35-40	<i>They, us, hers, his, them, her</i>
41-46	<i>Its, our, him, myself, yourself, ours, their, theirs</i>
47+	<i>Herself, himself, itself, ourselves, yourselves, themselves</i>

Sources: Adapted from Haas & Owens (1985); Huxley (1970); Morehead & Ingram (1973); Waterman & Schatz (1982); and Wells (1985).

*Excerpt from Language Development: An Introduction, by J.E. Owens, Jr., 2008 edition, p. 255.*

## Development of Morphemes (Brown's stages)

Approximate Age in Months	Pronouns
12-26	<i>I, it</i> (subjective and objective)
27-30	<i>My, me, mine, you</i>
31-34	<i>Your, she, he, yours, we</i>
35-40	<i>They, us, hers, his, them, her</i>
41-46	<i>Its, our, him, myself, yourself, ours, their, theirs</i>
47+	<i>Herself, himself, itself, ourselves, yourselves, themselves</i>

Sources: Adapted from Haas & Owens (1985); Huxley (1970); Morehead & Ingram (1973); Waterman & Schatz (1982); and Wells (1985).

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# Communication Milestones

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