



TPBA2 Age Table: Communication Development (including ASL skills)

Child's name: _____ Age: _____ Birth date: _____
 Parent(s): _____ Assessment date: _____
 Person(s) completing the form: _____

Directions: Based on the observations recorded on the TPBA2 Observation Guidelines and/or TPBA2 Observation Notes, review the Age Table to determine the age level that most closely matches the child's performance. It may be helpful to circle items on the Age Table that the child can do. If items are circled across multiple age levels, find the child's age level by finding the mode (i.e., determine which age level has the most circled items). Age levels after 12 months/1 year represent ranges rather than individual months and are preceded by "By." If the most circled items appear in one of these age levels, consider the child's age level to be the month shown (e.g., if the most circled items appear in the "By 21 months" level, the child's age level for that subcategory is 21 months).

Note: The Communication Development Age Table also includes American Sign Language milestones. However these milestones do not exist for all age levels.

Note: This Age Table collapses the Articulation and Phonology and the Oral Mechanism subcategories into one column.

Note: The Voice and Fluency subcategory is not included in this Age Table. Qualitative factors reflected in the Communication Observation Guidelines are more appropriate for voice and fluency than age-related changes.

Age level	Language comprehension	Language production	American Sign Language (ASL)	Pragmatics	Articulation and phonology and Oral mechanism
1 month	Differentiates between familiar and unfamiliar voices Can distinguish sound segments and intonation, prosody, and stress of his or her native language from another language Responds by quieting Can be comforted and calmed by touching and rocking Stares at faces Cries to express hunger, dis-	comfort, pain, or distress Uses body movements coupled with sounds		Smiles in response to high-pitched voices Gazes at caregiver's face Cries are undifferentiated May produce other sounds: burps, hiccups, sneezes, or coughs	Produces vegetative sounds (e.g., burps, sneezes) Cries Imitates tongue and mouth movements

Developed by Renee Charlifue-Smith and Cheryl Cole Rooke. American Sign Language milestones developed by Jan Christian Hafer.

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
2 months	Distinguishes among anger, surprise, and sadness in adult Discriminates between parents' voices and sounds Distinguishes native language from a foreign language Responds positively to quiet voice Startles at loud noises Smiles at mother's voice	Coos (i.e., throaty sounds with vowels) Cries and uses body movement and facial expressions to express needs Anticipates movement of objects by reacting with body movement Grunts in relation to movement; sighs; has a reflexive sound that is making peaks Smiles at speaker		Smiles back to familiar face Makes eye contact	Coos (i.e., sounds made in the back of mouth with vowels) Deferred imitation of facial movements
3 months	Discriminates between familiar and unfamiliar voices Stops sucking to listen Anticipates next step in familiar game Searches for sound source	Crying becomes differentiated Quiets when picked up Gurgles, laughs, and smiles Expresses all basic emotions (i.e., happiness, anger, sadness, distress, surprise) Vocalizes in response to familiar voices Moves body while vocalizing	Birth to 3 months: Fixes gaze on signer and/or scans face of signer Makes eye contact	Enjoys responding to people and eye-to-eye contact Produces true social smile Fixes gaze toward other Nods, smiles, and interacts with adults	Brings hand to mouth Sucks on hand and fingers Presents with little saliva Coos, squeals, and giggles
4 months	Turns head to sound source Differentiates and responds to different sounds and voices	Produces vocalization in response to other's sounds Cries if play is disrupted		Vocalizes to initiate socializing Responds differently to different people Laughs when socializing	Attempts imitation of sounds Cries vary in volume, pitch, and length Produces vowel "ah" Laughs
5 months	Fears loud or unexpected noises Remembers patterns of sounds (e.g., song, story)	Stops crying when talked to Babbles randomly Possibly cries when toy is taken away or if left alone Imitates sounds Fusses to demand attention Produces neutral and pleasure sounds toward objects (2-5 months)		Shows anger or protest when frustrated Shows preference for familiar faces (e.g., smiles) Responds differently to stranger (may withdraw or frown)	Babbles by producing consonant-vowel (CV) syllables Plays with sounds and patterns of sound Makes consonant sounds (e.g., p, b, n, k, g)

Developed by Renee Charlifue-Smith and Cheryl Cole Rooks. American Sign Language milestones developed by Jan Christian Hafer.

Transdisciplinary Play-Based System (TPBA2/TPBI2)

by Toni Linder.

Copyright © 2008 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Age Table: Communication Development TPBA 2

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
6 months	Focuses on others' mouths Moves head to the side to search for sounds/voices with his or her eyes (3-6 months)	Shows pleasure with gurgles and coos Shows displeasure with growls and grunts Squeals, giggles, and belly laughs with delight Responds with enthusiasm to familiar game and routines such as Peekaboo Talks to self in mirror Vocalizes to objects held in hand (6-9 months)	3-6 months: Kicks, waves hands, and smiles when excited Ceases movement in response to signing "Mabbles" (i.e., manually babbles)	Resists actions or objects he/she does not want Objects to someone taking toy away	Often puts objects in mouth Makes different vowel sounds (e.g., ah, eh, ee, oo) and early consonant sounds (e.g., p, b, t, d, m, n) Makes raspberries Controls saliva in all positions unless feeding, actively playing with objects, or teething Imitates playful sounds
7 months	Is learning meaning of "no" through tone of voice Distinguishes friendly and angry talking Enjoys listening to own voice Likes complex sound stimulation	Anticipates actions and begins to get excited or upset before action occurs Cries or shouts for attention Reaches to be picked up and held Cries in response to another infant's cry Uses open-handed reach to request objects		Responds to playing games such as Peekaboo and Pat-a-cake (4-7 months) Shows desire to be included in social interactions Reacts to emotional display of others	Produces syllable chains (e.g., "bababababa"; reduplicated babbling) Babbles rhythmically Imitates speech sounds
8 months	Listens selectively to sounds and words Responds to own name with head turn, eye contact, or smile Anticipates familiar events Bilingual child differentiates L1 and L2 words spoken in a speech stream	Cries if caregiver leaves or stranger is nearby Protests Produces gestures and vocalizations that get interpreted by the parent as communicative intent (birth to 8 months)		Follows what someone points to Points to objects to show others Follows the visual gaze of others looking at objects within the child's visual field Uses eye gaze to affect the actions of others Points to objects when alone and shows communicative intent to protest Uses intentional two-way communication or turn taking (4-8 months)	Increases imitation of speech sounds Produces syllables repetitively

Developed by Renee Charifue-Smith and Cheryl Cole Froke. American Sign Language milestones developed by Jan Christian Hafer.

(page 3 of 12)

Transdisciplinary Play-Based System (TPBA2/TPBI2)
by Toni Linder.

Copyright © 2008 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
9 months	Follows some simple requests paired with gestures Understands some words Dances to music	Repeats another's sounds back and forth Bilingual child: code-switches babble for speakers of each language Says nonspecific "mama" or "dada"	6-9 months: Responds to simple requests with gestures (e.g., bye-bye, up) Looks at family members when namesign is used Begins to associate signs with objects Visually attends to signer Follows eye gaze of signer	Initiates intentional interactions (e.g., reaches for nose, hair, mouth) Uses gestures paired with vocalization in 50% or less of communicative acts and uses contact gestures with object or caregiver (e.g., showing, giving, pushing away) Uses declarative giving (i.e., hands object to other to make a comment; precedes joint attention) Communicative intents: requests actions, requests objects, and comments on actions Uses eye gaze to establish joint attention on objects within the child's visual field Uses a nonintentional point when alone or when others are present	Produces nonreduplicated or variegated babbling; varied syllable and sound structures (e.g., "badebu") Bilingual child uses the phonetic features of each language in babbling Presents with less drooling during mealtime
10 months	Understands some object names Listens with interest to familiar words Understands more commands paired with gestures (e.g., "give me") Moves head horizontally and downward to sound source (6-10 months)	Babbles with intonation of language (i.e., jargon) Uses a near or contact point to request and comment on objects May repeat a word incessantly, making it a response to every question		Points to request objects Points to comment on objects Initiates social games Shows function of objects with representational gestures	Produces jargon (adult-like intonation)

Developed by Renee Charlifue-Smith and Cheryl Cole Rooke. American Sign Language milestones developed by Jan Chrisilan Hafer.

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
11 months	Recognizes words and symbols for objects (e.g., airplane [points to sky], doggie [growls]) Responds to "no"	Plays games Pushes and pulls to communicate Produces sounds to gain other's attention		Uses distal gestures such as points to faraway objects, waves Uses single words to comment Uses single words to seek attention Gives others objects to request actions.	Speech primarily gibberish with a few intelligible sounds Imitates inflections, speech rhythms, and facial attitudes more than speech sounds
12 months or 1 year	Identifies common objects when named Shows intense attention to speech over prolonged time Uses gestures in response to words (e.g., up, bye) Associates properties with objects (e.g., sounds of animals, location of objects) Responds to "Where is ___?" by searching for object or family member (12-16 months) Understands up to 50 words	May ask for help from adult Produces first word around 1 year Begins to label objects "Talks" with others	9-12 months: Uses true words/signs to satisfy needs and wants Sign formation differs from that of adult (e.g., index finger for Mom/Dad instead of thumb)	Enjoys turn-taking games Vocalizes in response to others Monitors others' direction of gaze to establish joint attention	Produces first word Articulation may be understood by familiar listener Produces a variety of consonant and vowel approximations during babbling Imitates other's coughs, laughs, lip smacking
15 months	Moves head directly to sound source (15-18 months) Sustains interest for 2 minutes or more looking at pictures named Searches for objects named but not present Follows simple directions with cues (e.g., "Give me the ball," "Get the shoes," "Show me") Identifies an object from a group of objects	Uses exclamations (e.g., "uh-oh") Uses "dada" or "mama" meaningfully May produce 4-6 different words; including names of objects, family members, activities Says "hi" and "bye" Says a version of "thank you" May use "there." Imitates words		Shares joint attention on an object with another (8-14 months) Imitates actions of others (8-14 months) Consistently uses a far point to request actions and information Uses rising intonation to request information Uses single words to request actions	Produces early consonants: b, m, n, t, d, w Produces word approximations (e.g., "muh" for milk) Drools on occasion during teething and some fine motor tasks

Developed by Renee Charlise-Smith and Cheryl Cole Rooke. American Sign Language milestones developed by Jan Christian Hafer.

(page 5 of 12)

Transdisciplinary Play-Based System (TPBA2/TPBI2)

by Toni Linder.

Copyright © 2008 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Age Table: Communication Development TPBA 2

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
15 months <i>(continued)</i>	Moves head horizontally and downward to sound source (10–15 months)	Uses gestures coupled with vocalizations		Gestures paired with vocalizations constitute the majority of communication acts Follows visual gaze of another outside of immediate visual field Responds to a yes/no question (shakes head <i>no</i>) Follows direction to "look." Points to request information (12–16 months) Uses representational gestures (12–13 months)	
18 months	Recognizes and identifies objects and pictures by pointing Points to up to 3 body parts Follows single-step directions Understands the intent of questions Responds to yes/no questions with head shake and nod	Imitates animal sounds and other environmental sounds Produces jargon Imitates single words frequently Produces 5–20 words (mostly nouns) Acknowledges questions (e.g., "yes," "uh huh") Requests desired object with a word Attempts to sing Likes to use "all gone" or "more." Produces "no" Produces "my/mine" Produces present progressive <i>-ing</i>	12–16 months: Understands new signs weekly Begins to "listen" to simple signed stories Uses 1-word signs coupled with nonlinguistic pointing	Shows ability to control own emotions and behaviors Shows awareness of caregiver's wishes and expectations Shows frustration Sets limits on others' behaviors (e.g., "stop") Uses a point accompanied by a representational word more than any other gesture Responds to simple requests for clarification (e.g., "Huh?" "What?") (16–18 months) Makes verbal protests (10–18 months) Points to request action (11–18 months)	Imitates sounds and words Omits most final consonants in words; words have CV shape Omits some initial consonants in words Produces sentence-like intonation (jargon) Hums to songs Produces simpler version of the adult word (e.g., "baba" for <i>bottle</i>)

Developed by Renee Charlifue-Smith and Cheryl Cole Rooks. American Sign Language milestones developed by Jan Christian Hafer.

(page 6 of 12)

Transdisciplinary Play-Based System (TPBA2/TPBI2)

by Toni Linder.

Copyright © 2008 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Age Table: Communication Development TPBA2

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
21 months	<p>Identifies 5 body parts</p> <p>Listens to short rhymes with interesting sounds, especially with actions or pictures</p> <p>Understands some emotion words (e.g., happy, sad, mad)</p> <p>Understands some pronouns (e.g., <i>my/mine, you, me</i>)</p> <p>Responds to <i>what</i> questions</p>	<p>Attempts to tell about experience using words and jargon</p> <p>Asks, "What's that?"</p> <p>Names objects</p> <p>Imitates and produces 2-word combinations mostly consisting of nouns and verbs</p> <p>Produces more than 50 different single words spontaneously</p> <p>Names pictures</p> <p>Makes onomatopoeic sounds related to an activity or object (e.g., animal or car noises)</p> <p>Refers to self by name</p>	<p>Recognizes namesigns of others (16–20 months)</p> <p>Responds to headshakes or signs indicating negation (16–20 months)</p> <p>Recognizes signs for common objects in the environment (16–20 months)</p>	<p>Begins to request clarification (e.g., "huh?") 33% of time</p> <p>Uses gesture to clarify a word (e.g., representational gesture/cup to hand)</p>	<p>Produces speech that is less than 50% intelligible to unfamiliar listeners</p> <p>Inconsistently deletes final consonants in words</p>
24 months or 2 years	<p>Moves head all around to locate sound source</p> <p>Recognizes and points to most common objects</p> <p>Understands action words</p> <p>Identifies and points to extended family members</p> <p>Understands more than 300 words</p> <p>Listens to and enjoys simple stories</p>	<p>Produces more words than gestures</p> <p>Communicates needs, wishes and feelings with gestures and words</p> <p>Uses early pronouns (e.g., <i>me, my, I, you</i>)</p> <p>Names body parts</p> <p>Uses gestures paired with nonverbal vocalizations less frequently</p> <p>Produces 2-word combinations (e.g., agent–action, action–object, agent–object, action–location, possessor–possession)</p> <p>Names almost anything he or she has daily contact with at home, outside, and in child care</p>	<p>Uses simple 2–3-word sentences (12–24 months)</p> <p>Linguistic pointing to people appears (12–24 months)</p> <p>Makes no morphological distinction between nouns and verbs (e.g., "chair," "sit") (12–24 months)</p> <p>Recognizes namesigns of others (20–24 months)</p> <p>Responds to headshakes or signs indicating negation (20–24 months)</p> <p>Recognizes signs for common objects in the environment (20–24 months)</p>	<p>Initiates topic with 1 word with shared attention (18–24 months)</p> <p>Begins to narrate past events with adult help</p> <p>Responds differently to a request for clarification by an unfamiliar adult</p> <p>Takes 1–2 turns in conversation</p> <p>Initiates a topic and responds with new information</p>	<p>Approximately 50% intelligible</p> <p>Produces consonant–vowel–consonant (CVC) structures (e.g., "mo milk"/<i>more milk</i>) using early consonant sounds: <i>p, b, m, n, t, d, h, w</i></p> <p>Echoes adult's words and inflections</p> <p>Drooling should not be present</p>

Developed by Renee Charlifue-Smith and Cheryl Cole Rooke. American Sign Language milestones developed by Jan Christian Hafer.

(page 7 of 12)

Transdisciplinary Play-Based System (TPBA2/TPBI2)

by Toni Linder.

Copyright © 2008 Paul H. Brookes Publishing Co., Inc. All rights reserved.

Age level	Language comprehension	Language production	ASL	Pragmatics	Articulation and phonology and Oral mechanism
30 months	<p>Identifies actions in pictures Identifies objects by their function Knows difference between <i>big</i> and <i>little</i> Points to smaller body parts Follows two-step related directions Understands <i>one</i> versus <i>all</i></p>	<p>Communicates previous experiences with prompting from adult Names at least one color Produces 2-3-word combinations Produces prepositions "in" and "on" Present progressive <i>-ing</i> (e.g., "baby eating") (19-28 months). Asks questions using rising intonation (25-28 months) Asks <i>what that</i> questions (25-28 months)</p>	<p>Begins to use classifiers to show objects (e.g., "3" handshape sideways for "car") Negation demonstrated with headshake and no sign Makes <i>yes/no</i> questions with raised eyebrows plus sign Makes <i>wh-</i> questions with eyebrows and sign Uses dialect pointing to refer to absent person Uses referencing to indicate timeline Uses directionality in verbs Uses topicalization (topic-comment word order) Uses role shift to indicate two or more characters in dialogue</p>	<p>Cooperates in games (24-30 months) Answers 33% of questions asked by adults</p>	<p>Produces speech that is 50%-70% intelligible to familiar listeners Deletes one consonant from a consonant blend (e.g., "_top"/<i>stop</i>) Repeats syllables in words (e.g., "wawa"/<i>water</i>)</p>
36 months or 3 years	<p>Understands descriptive words Identifies gender Identifies basic colors Understands <i>why</i> questions Understands spatial concepts (e.g., <i>in, out, on, off, under</i>) (33-36 months) Answers <i>where</i> and <i>what...doing</i> questions Understands categories</p>	<p>Requests adults' help to handle emotions (24-36 months) Gives first and last name Names smaller body parts Verbalizes toileting needs Uses pronoun "I" Produces spatial, comparative, contrastive, and temporal concepts Starts to produce "is" Produces rhymes Asks <i>where</i> questions (26-32 months) Produces regular plural <i>-s</i> (e.g., "dogs") (24-33 months) Produces overextension of concrete nouns (e.g., all four-legged animals are "dogs") (13-36 months)</p>	<p>Classifiers often involve unmarked or incorrect handshapes (24-36 months) Can follow discourse that contains more than one idea (24-36 months) Expands "listening" time to 20 minutes (24-36 months) More complex signs attempted but usually substitutes simpler handshapes (e.g., "water" with "5" handshape) (30-36 months)</p>	<p>Some generalization of rules across time and settings occurs (24-36 months) Regularly requests clarification (e.g., "Huh?" "What?")</p>	<p>Simplifies words that are multisyllabic Produces substitutions and distortions of consonants Produces speech that is 75% intelligible Produces sounds made in the back of the mouth (e.g., <i>c, car; g, go; -ing, eating</i>)</p>