



# Language Milestones

American Sign Language and English

Developed by the KSA 75-5397e Advisory Committee

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# Glossary

**Language:** Language is the comprehension and/or use of a spoken (i.e., listening and speaking), signed (i.e., signing and observing), and written (i.e., reading and writing) systems. Language can be classified as receptive and expressive. In some cases, augmentative/alternative communication may be required for individuals demonstrating impairments in gestural, spoken, and/or written modalities.

**Language Milestones:** "...development of language use which is methodical, orderly and timed; it goes through a gradient that can be divided into orderly sequences which can follow each other with such regularity that they are in the main predictable." Gesell, 1947

**American Sign Language (ASL):** A naturally evolving, rule-governed complete language that is expressed through signing combined with facial expressions and postures of the body and perceived through the visual channel. American Sign Language has grammatical features including use of space, verb directionality, temporal aspect, lexicalized fingerspelling, classifiers, non-manual markers, among others, which are not found in spoken language.

**English:** A naturally occurring, rule-governed complete language that is expressed through speaking and is perceived through auditory channels. English means English literacy\*, spoken English, and other visual supplements including, but not limited to, Signing Exact English and morphemic system of signs, Conceptually Accurate Signed English (CASE), and Cued Speech.

**Expressive language:** How a person communicates their wants and needs. It encompasses verbal and nonverbal communication skills and how an individual uses language. Expressive language skills include: facial expressions, gestures, intentionality, vocabulary, semantics (word/sentence meaning), morphology, and syntax (grammar rules).

**Receptive language:** The comprehension of language. Comprehension involves attention, listening (auditorily and visually), and processing the message to gain information. Areas of receptive language skills include: attention, receptive vocabulary, following directions, and understanding questions.

**Social Communication:** The way a person uses language in social contexts and to interact with others. Incorporating verbal and nonverbal communication, social (also known as pragmatic) skills are the essence of communication. Each culture has its own social/pragmatic use of language including idioms, jokes, slang, affect, and tone of voice/use of facial expression.

*\*While English literacy is an integral part of English competency, this document is intentionally focused on spoken English, therefore reading and writing skills are not included.*

This is a living document that will be revised periodically as more knowledge about language development in young deaf and hard of hearing children is discovered. It is intended to be used by professionals to monitor American Sign Language and/or English development in deaf and hard of hearing children from birth through age 8. Because young children have varying levels of access to sound, it is important to monitor their language development to identify possible language issues as early as possible and implement interventions. Some children will have access to spoken English and/or visual supplements and will develop English competency at approximately the same rate as their peers with typical hearing. Other children will have varying access to sound and will develop American Sign Language as their primary language. If a child is meeting milestones in either language, their development can be considered age appropriate. If a child is not meeting milestones in either language, intervention will be crucial to prevent further delays and to assist the child in developing foundational language competency needed to thrive academically, socially, and personally.

## How to use this document:

Charts are organized by age and include Receptive Language skills, Expressive Language skills, and Social Communication skills. Each chart includes general language competencies plus specific skills found in each language. General Language Competencies are in black. These are skills that emerge at the same time in American Sign Language and English and are common to both languages. A=ASL E=English: check A or E to note in which language a skill is demonstrated by the child. If the skills are demonstrated in both languages, check both A and E. In addition to the general skills, **skills specifically found in ASL are in pink** and **skills specifically found in English are in blue**.

This sample chart is for young children age 0-3 months.

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Responds to person's face/looks attentively at person's face (by 3 months)	A <input type="checkbox"/> E <input type="checkbox"/>	-Cries to express hunger and anger -Brings hands to mouth -Coos, gurgles, laughs, and smiles -Expresses basic emotions and needs	A <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/>	-Smiles/responds to mother/caregiver <input type="checkbox"/> A <input type="checkbox"/> -Has brief eye contact but by 3 months regularly looks directly at speaker's face, localizes speaker with eyes <input type="checkbox"/> A <input type="checkbox"/>	
<b>ASL</b> -Begins to look at the visual environment with alertness	<b>English</b> -Startles to sudden noises -Responds to talking by quietening or smiling -Discriminates different voices, sounds, & emotions -Searches for sound source	<b>ASL</b> -Begins to play with hands and fingers -Smiles to express pleasure -Occasionally looks in direction of movements to express interest in movements	<b>English</b> -Begins to vocalize to express pleasure -Occasionally vocalizes in response to voice-like sounds	<b>ASL</b> -Begins to enjoy holding and cuddling -Begins to fixate on the face and hands -Looks in direction to which the signer is pointing	<b>English</b> -Responds to speaker with smiles/eye contact -True social smile/coos in response to familiar face -Begins to imitate facial movements

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## ASL and English Milestones 0-3 months

<b>Receptive</b> -Responds to person's face/looks attentively at person's face (by 3 months) <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/>		<b>Expressive</b> -Cries to express hunger and anger <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> -Brings hands to mouth <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> -Coos, gurgles, laughs, and smiles <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> -Expresses basic emotions and needs <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/>		<b>Social Communication</b> -Smiles/responds to mother/caregiver <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> -Has brief eye contact but by 3 months regularly looks directly at speaker's face, localizes speaker with eyes <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/>	
<b>ASL</b> -Begins to look at the visual environment with alertness	<b>English</b> -Startles to sudden noises -Responds to talking by quietening or smiling -Quiets with familiar voice -Discriminates different voices, sounds, & emotions -Searches for sound source	<b>ASL</b> -Begins to play with hands and fingers -Smiles to express pleasure -Occasionally looks in direction of movements to express interest in movements	<b>English</b> -Begins to vocalize to express pleasure -Occasionally vocalizes in response to voice-like sounds	<b>ASL</b> -Begins to enjoy holding and cuddling -Begins to fixate on the face and hands -Looks in direction to which the signer is pointing	<b>English</b> -Responds to speaker with smiles/eye contact -True social smile/coos in response to familiar face -Begins to imitate facial movements

## ASL and English Milestones Age 4-6 months

<b>Receptive</b>  -Discriminates between angry and friendly tones/facial expressions, cries in response to an angry voice/expression  A <input type="checkbox"/> E <input type="checkbox"/>		<b>Expressive</b>  -Blows raspberries, coos, yells A <input type="checkbox"/> E <input type="checkbox"/>  -Uses non-verbal means to call attention to physical needs, <i>toileting, hunger</i> A <input type="checkbox"/> E <input type="checkbox"/>  -Uses non-verbal means to express personal reactions, <i>curiosity, surprise, reluctance</i> A <input type="checkbox"/> E <input type="checkbox"/>	<b>Social Communication</b>  -Engages in communicative play, <i>peek-a-boo</i> A <input type="checkbox"/> E <input type="checkbox"/>  -Begins to enjoy finger-plays/finger-games A <input type="checkbox"/> E <input type="checkbox"/>  -Imitates facial expressions A <input type="checkbox"/> E <input type="checkbox"/>  -Shares joint attention A <input type="checkbox"/> E <input type="checkbox"/>		
<b>ASL</b>  -Begins to attend to signed motherese-sign with slow tempo, repetitions, and exaggerated movements  -Begins to track/follow eye gaze of the signer and movement with alertness	<b>English</b>  -Localizes sound source with head or eye turn  -Occasionally responds to own name  -Usually stops crying in response to voice	<b>ASL</b>  -Hand babbling emerges-opens and closes hands, wiggles fingers, twists wrists  -Begins to copy physical movements involving the arms, hands, head and face  -Begins to smile when sees a familiar person  -Begins to laugh when seeing fingers approach to tickle  -Begins to express excitement and displeasure  -Begins to turn head in response to attention getting behaviors	<b>English</b>  -Vocalizes for needs and wants, in response to others, and when alone  -Babbles with a variety of vocalizations, vowels and consonants  -Tries to imitate sounds	<b>ASL</b>  -Enjoys holding and cuddling  -Fixates on the face and hands for longer periods of time	<b>English</b>  -Maintains eye contact  -Produces different vocalizations for different reasons, <i>to socialize, object</i>  -Takes the initiative in vocalizing and engages adult in interaction  -Starts to understand vocal turn taking, vocalizes in response to adult vocal input

## ASL and English Milestones Age 7-9 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>	
-Looks attentively at a person's face	A <input type="checkbox"/> E <input type="checkbox"/>	-Repeats CV syllables in babble, <i>pa pa</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to understand two-way intentional communication A <input type="checkbox"/> E <input type="checkbox"/>
-Begins to show attention to storytelling/storysigning*	A <input type="checkbox"/> E <input type="checkbox"/>	-Vocalizes or gestures to request/protest	A <input type="checkbox"/> E <input type="checkbox"/>	-Plays more games, pat-a-cake and vocalizes A <input type="checkbox"/> E <input type="checkbox"/>
-Responds with gestures to such words as <i>up, high, bye bye</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses some gestures/language appropriately, <i>shakes head for no</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Enjoys finger games, finger plays A <input type="checkbox"/> E <input type="checkbox"/>
*storysigning is translating a story into American Sign Language		-Smiles, makes eye contact, laughs	A <input type="checkbox"/> E <input type="checkbox"/>	-Responds to social games A <input type="checkbox"/> E <input type="checkbox"/>
		-Expresses excitement and displeasure	A <input type="checkbox"/> E <input type="checkbox"/>	-Imitates the movements of others A <input type="checkbox"/> E <input type="checkbox"/>
		-Smiles when sees a familiar person	A <input type="checkbox"/> E <input type="checkbox"/>	-Shows a desire to interact with people A <input type="checkbox"/> E <input type="checkbox"/>
		-Uses language to note the disappearance of objects, <i>all gone</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Initiates intentional interactions via gestures and vocalizations A <input type="checkbox"/> E <input type="checkbox"/>
		-Refers to objects by holding, pointing, looking at	A <input type="checkbox"/> E <input type="checkbox"/>	-Anticipates activities A <input type="checkbox"/> E <input type="checkbox"/>
				-Nods, waves, and claps A <input type="checkbox"/> E <input type="checkbox"/>
				-Asks, protests, comments by reaching/pointing A <input type="checkbox"/> E <input type="checkbox"/>
				-Begins book sharing with adult A <input type="checkbox"/> E <input type="checkbox"/>
<b>ASL</b> -Uses eyes to attend to signed motherese  -Distinguishes facial expressions, anger, friendliness  -Tracks/follows eye gaze of the signer with alertness	<b>English</b> -Uses joint reference  -Responds selectively to family names, "no," common objects and own name  -Enjoys music or singing  -Appears to listen to whole conversation between others	<b>ASL</b> -Hand babbles  -Laughs when sees fingers approach to tickle  -Turns head in response to attention getting behaviors	<b>English</b> -Appears to "sing"  -Calls to get attention	<b>ASL</b> -Fixates on the face and hands  <b>English</b> No additional milestones

## ASL and English Milestones Age 10-12 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Occasionally gives toys/objects on request	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to use first words, <i>bye bye, mama</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Continues to develop turn-taking skills A <input type="checkbox"/> E <input type="checkbox"/>	
-Occasionally follows simple commands, <i>Put that down.</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to label objects (without cueing)	A <input type="checkbox"/> E <input type="checkbox"/>	-Responds to activities, laughter by repeating action A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to show interaction and understand greetings	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to greet others, <i>hi, goodbye</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Indicates desire to change activities A <input type="checkbox"/> E <input type="checkbox"/>	
				-Begins directing others by tugging, pushing A <input type="checkbox"/> E <input type="checkbox"/>	
				-Enjoys games and initiates them A <input type="checkbox"/> E <input type="checkbox"/>	
				-Enjoys storytelling/storysigning A <input type="checkbox"/> E <input type="checkbox"/>	
<b>ASL</b> -Automatically follows eye gaze of the signer  -Naturally looks at the visual environment with alertness  -Looks attentively at a person's face with a purpose  -Begins to recognize own name sign	<b>English</b> -Understands/recognizes some object names  -Increased attention to speech for prolonged time  -Understands 50 words	<b>ASL</b> -Responds to signed motherese with sign babbles  -Finger babbles back to conversations or to self  -Copies facial expressions, anger or friendliness  -Begins to point to self and objects in his/her environment  - Begins to sign wants MILK, WATER, MOM, DAD	<b>English</b> -Babbles with intonation: jargon of 4 + syllables sentence-like structures without true words  -Uses sound to gain attention and initiate games  -Imitates inflections and rhythms by vocalizing  -Produces a variety of CV approximations  -Points to or touches item to request and comment	<b>ASL</b> -Turns head in response to attention getting behaviors: hand waving, lights on and off, or foot stomping  -Uses facial expression/gestures/ signs to protest	<b>English</b> No additional milestones

**ASL and English Milestones Age 13-15 months**

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Points to self and objects in environment	A <input type="checkbox"/> E <input type="checkbox"/>	-Continues to use jargon/babbling with more true words developing	A <input type="checkbox"/> E <input type="checkbox"/>	-Imitates actions of others A <input type="checkbox"/> E <input type="checkbox"/>	
-Follows one-step directions	A <input type="checkbox"/> E <input type="checkbox"/>	-Imitates/approximates new words	A <input type="checkbox"/> E <input type="checkbox"/>	-Takes turns as language develops A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to answer <i>where, what</i> questions	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses a single word + a gesture	A <input type="checkbox"/> E <input type="checkbox"/>	-Involves others by showing things during play A <input type="checkbox"/> E <input type="checkbox"/>	
<b>ASL</b> -Recognizes own name sign  -Begins to recognize name signs of family members  -Begins to identify pictures/animals/objects in environment upon request	<b>English</b> -Understands new words each week  -Searches for objects named but not present  -Identifies object from a group	<b>ASL</b> -First ASL signs using simple handshapes C, A, S, 1, 5  -Begins to use gestures to communicate, COME HERE  -Communicates wants, SLEEPY, HUNGRY, THIRSTY  -Begins to form 2 word phrases, EAT MORE	<b>English</b> -Uses up to 7 words consistently  -Incorporates pausing and intonation into jargon  -Produces early consonants: b, m, n, t, d, w	<b>ASL</b> -Begins to use name signs to refer to others  -Begins to repeat what others sign	<b>English</b> -Uses intonation, pointing, and single words to request

## ASL and English Milestones Age 16-18 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Identifies some body parts	A <input type="checkbox"/> E <input type="checkbox"/>	-Responds to simple commands, <i>sit down</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Prefers to be with familiar people A <input type="checkbox"/> E <input type="checkbox"/>	
-Finds familiar objects not in sight	A <input type="checkbox"/> E <input type="checkbox"/>	-Imitates words/signs heard/seen	A <input type="checkbox"/> E <input type="checkbox"/>	-Shows caution with strangers A <input type="checkbox"/> E <input type="checkbox"/>	
-Identifies some clothing, toys, food	A <input type="checkbox"/> E <input type="checkbox"/>	-Vocabulary of 10+ meaningful words	A <input type="checkbox"/> E <input type="checkbox"/>	-Imitates other children A <input type="checkbox"/> E <input type="checkbox"/>	
-Identifies objects in the immediate physical context on request	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses words like <i>no, more, mine</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to repeat what was just said A <input type="checkbox"/> E <input type="checkbox"/>	
		-Uses two word phrases	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses language to get attention of others A <input type="checkbox"/> E <input type="checkbox"/>	
		-Identifies objects and actions in pictures	A <input type="checkbox"/> E <input type="checkbox"/>		
<b>ASL</b> -Recognizes name signs of family members  -Identifies familiar pictures/animals/objects in immediate environment upon request  -Answers WHERE, WHAT questions about items within immediate environment	<b>English</b> -Follows single step directions  -Develops category vocabulary  -Responds to yes/no questions with head no/shake	<b>ASL</b> -Uses gestures to communicate  -First ASL signs using simple handshapes C, A, S ,1, 5 more clearly formed	<b>English</b> -Decreases use of gesture –more consistent use of verbal words to communicate  -Omits final sounds, uses simple versions of adult word	<b>ASL</b> -Uses name signs to refer to others  -Repeats what others sign	<b>English</b> -Verbally requests and protests  -Initiates verbal interaction  -Responds to simple requests for clarification

## ASL and English Milestones Age 19-24 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Completes two requests with one object	A <input type="checkbox"/> E <input type="checkbox"/>	-Attempts "stories" to tell about experiences	A <input type="checkbox"/> E <input type="checkbox"/>	-Increases self-confidence/is happy to be with people A <input type="checkbox"/> E <input type="checkbox"/>	
-Chooses two familiar objects	A <input type="checkbox"/> E <input type="checkbox"/>	-Occasionally imitates 2 word phrases	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to request help when needed A <input type="checkbox"/> E <input type="checkbox"/>	
-Comprehends action phrases	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses early & possessive pronouns, <i>I, you, mine</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Initiates pretend play A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to understand personal pronouns, <i>my, mine, you</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-May ask where and what questions	A <input type="checkbox"/> E <input type="checkbox"/>	-Responds to requests from adults A <input type="checkbox"/> E <input type="checkbox"/>	
		-By 24 months uses 2 word phrases with nouns, some verbs and some adjectives	A <input type="checkbox"/> E <input type="checkbox"/>	-Practices adult-like conversation about familiar themes A <input type="checkbox"/> E <input type="checkbox"/>	
		-Uses new words regularly	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses words to interact A <input type="checkbox"/> E <input type="checkbox"/>	
		-Expressive vocabulary of 50+ words	A <input type="checkbox"/> E <input type="checkbox"/>	-Requests information, <i>What is this?</i> A <input type="checkbox"/> E <input type="checkbox"/>	
		-Refers to self by name	A <input type="checkbox"/> E <input type="checkbox"/>	-Takes 1-2 turns in conversation A <input type="checkbox"/> E <input type="checkbox"/>	
				-Begins to narrate past events, refer to future actions A <input type="checkbox"/> E <input type="checkbox"/>	
<b>ASL</b> -Begins to point to common areas in the house when asked a WHERE question <b>WHERE MOMMY</b>	<b>English</b> -Points to over 5 body parts  -Responds to what questions  -Listens to simple stories  -By 24 months understands 250-300 words	<b>ASL</b> -Begins to use descriptive classifiers, F-SPOTS  -Begins to use non-manual markers, raised eyebrows, squints  -Begins to use pronouns, HE, SHE, IT  -Begins to use lexicalized signs BUS, ICE  -Begins to use simple handshapes B, C, O, A, S, 1, 5  -Begins to use simple movements, straight forward, up, down  -Uses handshake + sign for negation  -Questions used include WHAT, WHERE, YES, NO	<b>English</b> -Spoken language is up to 50% intelligible with CVC syllables using early developing sounds	<b>ASL</b> No additional milestones	<b>English</b> -Initiates topic and responds with new information

## ASL and English Milestones Age 25-30 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Begins to understand size differences, <i>big/little</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses 2-3 word phrases more consistently	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to demonstrate parallel play A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to understand prepositions, <i>in, on, under</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Asks for help using two + words, <i>wash hands</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Shares toys, cooperates in games A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to understand quantity, <i>one, all</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to name primary colors	A <input type="checkbox"/> E <input type="checkbox"/>	-Asks for help using two or more words A <input type="checkbox"/> E <input type="checkbox"/>	
-Names pictures of objects, animals, people on req.	A <input type="checkbox"/> E <input type="checkbox"/>	-Answers wh questions, <i>What's? Who?</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses longer utterances A <input type="checkbox"/> E <input type="checkbox"/>	
-Points to objects and gives label	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses negation, <i>don't like, don't know, no</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Tells own age A <input type="checkbox"/> E <input type="checkbox"/>	
-Follows 2 step related directions	A <input type="checkbox"/> E <input type="checkbox"/>	-Refers to self by pronoun <i>me</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Completes actions, <i>Give me five</i> A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to understand present, future, <i>today, tomorrow</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Repeats 2 numbers counting	A <input type="checkbox"/> E <input type="checkbox"/>	-Sometimes repeats what was just said A <input type="checkbox"/> E <input type="checkbox"/>	
-Begins to understand complex language	A <input type="checkbox"/> E <input type="checkbox"/>			-Answers questions less than half the time A <input type="checkbox"/> E <input type="checkbox"/>	
-Comprehends more complex action phrases	A <input type="checkbox"/> E <input type="checkbox"/>				
<b>ASL</b> -combines object + verb <b>FROG JUMP</b>  -Begins to recognize own name when fingerspelled	<b>English</b> -Identifies objects by their functions	<b>ASL</b> -Begins to use descriptive classifiers CL:F, CL:O, & CL:3  -Uses non-manual markers, raised eyebrows, squints  -Uses pronouns HE, SHE, IT  -Uses handshapes B, F, O  -Uses possessives MY, YOUR  -Begins using non-manual facial adverbs MM REG., DRIVE  -Begins using 3-4 sign sentences  -Begins to count 1-5  -Begins to tell stories about present situations  -Begins to use NOT-YET  -Vocabulary range >150 signs	<b>English</b> -Shares previous experiences  -Uses 200-300 words  -Uses present progressive--ing  -Uses prepositions <i>in</i> and <i>on</i>  -Uses possessive--s  -Spoken language is 50-70% intelligible to familiar listeners	<b>ASL</b> -Increasingly enjoys signed stories and imitates the actions/facial expressions of characters in the story  -Begins to use possessive pronouns HIS, HE	<b>English</b> -Pretends to have a conversation on the phone  -Talks more in play

## ASL and English Milestones Age 31-36 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Understands most common verbs	A <input type="checkbox"/> E <input type="checkbox"/>	-Converses in 3-4 word simple sentences	A <input type="checkbox"/> E <input type="checkbox"/>	-Takes turns and shares A <input type="checkbox"/> E <input type="checkbox"/>	
-Understands/responds to more complex language and commands	A <input type="checkbox"/> E <input type="checkbox"/>	-Begins using more complex language	A <input type="checkbox"/> E <input type="checkbox"/>	-Engages in make-believe activities A <input type="checkbox"/> E <input type="checkbox"/>	
-Carries out 2-3 verbal/signed commands	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses questions, <i>yes, no, who, what, where, when</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Expresses feelings <i>mad, happy, sad, scared</i> A <input type="checkbox"/> E <input type="checkbox"/>	
-Understands spatial concepts, <i>in, on, under</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses possessive pronouns, <i>his, her</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Initiates conversation A <input type="checkbox"/> E <input type="checkbox"/>	
-Expands concept development	A <input type="checkbox"/> E <input type="checkbox"/>	-Communicates about who owns what	A <input type="checkbox"/> E <input type="checkbox"/>	-Understands conversational turn taking A <input type="checkbox"/> E <input type="checkbox"/>	
-Identifies parts of an object	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses simple descriptors <i>hot, cold, big, little</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses questions for a variety of reasons, <i>to obtain information, to request</i> A <input type="checkbox"/> E <input type="checkbox"/>	
-Understands time concepts, <i>today, yesterday</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses commands with two steps	A <input type="checkbox"/> E <input type="checkbox"/>	-Names a pet or friend and sibling A <input type="checkbox"/> E <input type="checkbox"/>	
-Understands descriptive words and colors	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses negatives, <i>don't like, don't know, not-yet</i>	A <input type="checkbox"/> E <input type="checkbox"/>		
-Identifies/matches colors	A <input type="checkbox"/> E <input type="checkbox"/>	-Asks 2 word questions, <i>doggie where</i>	A <input type="checkbox"/> E <input type="checkbox"/>		
<b>ASL</b> -Recognizes own name when fingerspelled  -Answers/responds to questions WHO, WHICH, FOR-FOR	<b>English</b> -Answers <i>where</i> and <i>what doing</i> questions  -Understands categories	<b>ASL</b> -Counts 1-5  -Uses classifier CL:3, CAR DRIVING FORWARD  -Uses simple, descriptive classifier CL:O, POLE  -Tells stories about present situations  -Uses non-manual facial adverbs MM REGULAR-DRIVE  -Substitutes simple handshape for more complex handshapes, 5 hand in place of W for WATER  -Expressive vocabulary range of 250-350 signs	<b>English</b> -Starts to use "is"  -Uses plural—s  -Simplifies multi-syllabic words  -Spoken language is 75% intelligible	<b>ASL</b> -Enjoys signed stories and imitates the actions/facial expressions of characters  -Understands familiar simple fingerspelled words	<b>English</b> -Begins to ask permission of others  -Regularly requests clarification

## ASL and English Milestones Age 37-42 months

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Attends to a 10-15 minute story	A <input type="checkbox"/> E <input type="checkbox"/>	-Converses using many grammatical structures: plurals, possession, pronouns, prepositions, adjectives	A <input type="checkbox"/> E <input type="checkbox"/>		
-Comprehends more complex language	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses <i>when/how many/who</i> questions	A <input type="checkbox"/> E <input type="checkbox"/>		
-Begins to understand <i>full, empty, some</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Relays a message	A <input type="checkbox"/> E <input type="checkbox"/>		
-Understands <i>same/different</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses 3-4 word combinations			
-Understands prepositions, <i>next to</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Describes what objects can be used for	A <input type="checkbox"/> E <input type="checkbox"/>		
-Begins to understand comparatives, <i>I am taller</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Starts to answer <i>what if?</i> questions	A <input type="checkbox"/> E <input type="checkbox"/>		
-Points to objects in pictures that depict an action verb named	A <input type="checkbox"/> E <input type="checkbox"/>	-Correctly answers questions about a message just spoken	A <input type="checkbox"/> E <input type="checkbox"/>		
-Understands concept of day/night	A <input type="checkbox"/> E <input type="checkbox"/>	-Answers <i>What is missing?</i>	A <input type="checkbox"/> E <input type="checkbox"/>		
-Understands quality, texture, quantity	A <input type="checkbox"/> E <input type="checkbox"/>	-Identifies which does not belong & answers <i>Why?</i>	A <input type="checkbox"/> E <input type="checkbox"/>		
		-Creates and maintains worlds of make believe	A <input type="checkbox"/> E <input type="checkbox"/>		
		-Describes physical needs, <i>me hungry</i>	A <input type="checkbox"/> E <input type="checkbox"/>		
<b>ASL</b>	<b>English</b>	<b>ASL</b>	<b>English</b>		
-Begins to understand part/whole relationships, ARM/BODY, WHEEL/CAR	-Follows 2-3 step unrelated instructions  -Understands descriptive concepts, <i>hard, soft, rough, smooth</i>  -Understands <i>how many, who, and whose</i> questions  -Understands about 900 words	-Begins to use plain verbs to connect subject and object, HE LIKE ICE-CREAM  -Begins to answer questions HOW, WHY, DO-DO  -Begins to use verb modification STROLLING, WALKING QUICKLY  -Begins to use rhetorical questions, FATHER GO WHERE? WORK  -Attempts to fingerspell own name on request  -Begins to use topicalization POPCORN, ME LIKE  -Begins to use complex handshapes W, D, P, 3, V, H  -Begins to use classifier+action CL:V- MAN CLIMBING A POLE	-Uses pronouns and possessives  -Combines sentences using <i>and, but, because</i>  -Uses <i>be</i> + present progressive, ing  -Uses past modals <i>could, would, should, must, might</i>  -Uses <i>do</i> to ask yes/no questions  -Uses hundreds of words	-Begins to use TWO-OF-US, THREE-OF-US	-Begins to make conversational repairs  -Combines two events in a narrative

## ASL and English Milestones Age 43-48 months

<b>Receptive</b>	<b>Expressive</b>	<b>Social Communication</b>			
-Continues to expand vocabulary comprehension  A <input type="checkbox"/> E <input type="checkbox"/>	-Talks about pictures/story books  A <input type="checkbox"/> E <input type="checkbox"/>	-Adapts to changes of topic  A <input type="checkbox"/> E <input type="checkbox"/>			
-Understands singular/plural  A <input type="checkbox"/> E <input type="checkbox"/>	-Creates and maintains worlds of make believe  A <input type="checkbox"/> E <input type="checkbox"/>	-Uses language for different communicative intent, <i>obtaining information, giving information, expressing needs/feelings, bargaining</i>  A <input type="checkbox"/> E <input type="checkbox"/>			
-Understands difference between past/present/future  A <input type="checkbox"/> E <input type="checkbox"/>	-Counts from 5-10  A <input type="checkbox"/> E <input type="checkbox"/>	-Shows frustration if not understood  A <input type="checkbox"/> E <input type="checkbox"/>			
-Makes comparisons of speed/weight  A <input type="checkbox"/> E <input type="checkbox"/>	-Uses negatives & modals, <i>shouldn't, won't, can't</i>  A <input type="checkbox"/> E <input type="checkbox"/>	-Asks questions or responds to requests for clarification A <input type="checkbox"/> E <input type="checkbox"/>			
-Identifies objects missing from scene  A <input type="checkbox"/> E <input type="checkbox"/>	-Uses comparisons  A <input type="checkbox"/> E <input type="checkbox"/>	-Works in a small group for 5-10 minutes  A <input type="checkbox"/> E <input type="checkbox"/>			
-Recognizes language absurdities such as " <i>There's an elephant on your head.</i> "  A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to make inferences  A <input type="checkbox"/> E <input type="checkbox"/>	-Increases confidence and self-esteem  A <input type="checkbox"/> E <input type="checkbox"/>			
-Carries out 3 simple related successive commands in order  A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to use <i>How much? How?</i> questions  A <input type="checkbox"/> E <input type="checkbox"/>	-Responds to requests made from others  A <input type="checkbox"/> E <input type="checkbox"/>			
-Points to common objects by function  A <input type="checkbox"/> E <input type="checkbox"/>	-Uses more complex language structures  A <input type="checkbox"/> E <input type="checkbox"/>	-Continues a conversation through 3 or more turns  A <input type="checkbox"/> E <input type="checkbox"/>			
	-Talks about several coordinated but independent events, <i>I go to the library, get a book, come back to class.</i>  A <input type="checkbox"/> E <input type="checkbox"/>	-Contributes details or comments in a conversation without changing the subject  A <input type="checkbox"/> E <input type="checkbox"/>			
	-Uses words or phrases used by conversation partner, <i>"Do you want a cookie?", "Yes, I want a cookie."</i>  A <input type="checkbox"/> E <input type="checkbox"/>	-Usually understands friends and familiar adults and they usually understand child  A <input type="checkbox"/> E <input type="checkbox"/>			
	-Spontaneous utterances are mostly correct  A <input type="checkbox"/> E <input type="checkbox"/>				
	-Uses some basic qualitative, <i>wet, dry, hot, cold</i> and quantitative, <i>more, less, empty, full</i> concepts to describe  A <input type="checkbox"/> E <input type="checkbox"/>				
	-Provides a label when given a child-friendly definition of a familiar word, <i>what is round and bounces: a ball</i>  A <input type="checkbox"/> E <input type="checkbox"/>				
	-Tells a word that associates with another word  A <input type="checkbox"/> E <input type="checkbox"/>				
<b>ASL</b>  -Understands quantity FULL, EMPTY, SOME  -Understands part/whole relationships, ARM/BODY, WHEEL/CAR  -Answers questions, HOW, WHY, DO-DO  -Fingerspells own name on request	<b>English</b>  -Answers final word analogies  -Understands 1500-2000 words	<b>ASL</b>  -Uses plain verbs to connect subject & object, HE LIKE ICE-CREAM  -Increases ability to use verb modification, STROLLING, WALKING QUICKLY  -Increases ability to use CL + action  -Increases ability to use rhetoricals  -Uses complex handshapes W, D, P, B, V, H, X, R, M, N, T, 8  -Increases use of topicalization	<b>English</b>  -Spoken language is intelligible to unfamiliar listeners  -Uses regular and irregular past tense  -Uses articles <i>a, the</i>  -Uses third person singular "s"  -Uses 4-5 word sentences  -Uses 800-1500 words	<b>ASL</b>  -Increases ability to use descriptive Non-Manual Markers	<b>English</b>  No additional milestones

## ASL and English Milestones Age 4-5 years

<b>Receptive</b>	<b>Expressive</b>	<b>Social Communication</b>			
-Answers questions, "What is a house made of?" A <input type="checkbox"/> E <input type="checkbox"/>	-Asks why do and whose questions A <input type="checkbox"/> E <input type="checkbox"/>	-Changes topics appropriately A <input type="checkbox"/> E <input type="checkbox"/>			
-Comprehends complex directions about pictures, point to the big dog that is not brown A <input type="checkbox"/> E <input type="checkbox"/>	-Uses grammatically correct sentences A <input type="checkbox"/> E <input type="checkbox"/>	-Politely interrupts adult conversation A <input type="checkbox"/> E <input type="checkbox"/>			
-Attends to a short story/answers questions A <input type="checkbox"/> E <input type="checkbox"/>	-Uses because, when, if, and so in clauses A <input type="checkbox"/> E <input type="checkbox"/>	-Initiates easily A <input type="checkbox"/> E <input type="checkbox"/>			
-Follows directions using a variety of prepositions A <input type="checkbox"/> E <input type="checkbox"/>	-Uses before and after A <input type="checkbox"/> E <input type="checkbox"/>	-Communicates about imaginary conditions such as what if or I hope A <input type="checkbox"/> E <input type="checkbox"/>			
-Answers What happened? Why? How? A <input type="checkbox"/> E <input type="checkbox"/>	-Uses comparative adjectives, small-smaller A <input type="checkbox"/> E <input type="checkbox"/>	-Uses words to invite others to play A <input type="checkbox"/> E <input type="checkbox"/>			
-Answers questions when asked A <input type="checkbox"/> E <input type="checkbox"/>	-Categorizes naming items without visual cues, animals, food A <input type="checkbox"/> E <input type="checkbox"/>	-Uses language to resolve disputes with peers-may need adult assistance A <input type="checkbox"/> E <input type="checkbox"/>			
-Creates groups from assorted objects/pictures A <input type="checkbox"/> E <input type="checkbox"/>	-Uses some basic spatial concepts to describe, front/back, top/bottom and temporal first/last, before/after, day/night, tomorrow A <input type="checkbox"/> E <input type="checkbox"/>	-States name of own town (by 5) A <input type="checkbox"/> E <input type="checkbox"/>			
-Understands similarities, things that fly, things you eat, things you wear A <input type="checkbox"/> E <input type="checkbox"/>	-Uses many frequently occurring prepositions, to, from, in, out, on, off, for, of, by, with A <input type="checkbox"/> E <input type="checkbox"/>	-Tells month of birth (by 5) A <input type="checkbox"/> E <input type="checkbox"/>			
-Understands parts, half, whole, some A <input type="checkbox"/> E <input type="checkbox"/>	-Tells a simple story including a beginning, middle, end A <input type="checkbox"/> E <input type="checkbox"/>	-Tells father's/mother's first and last names (by 5) A <input type="checkbox"/> E <input type="checkbox"/>			
-Understands seasons of the year A <input type="checkbox"/> E <input type="checkbox"/>	-Uses expanded sentences involving two traits, Mother bear, big, mean or The mother bear is big and mean A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to understand humor A <input type="checkbox"/> E <input type="checkbox"/>			
-Sequences smallest to largest, shortest to longest A <input type="checkbox"/> E <input type="checkbox"/>	-Asks for word definitions A <input type="checkbox"/> E <input type="checkbox"/>	-Begins to understand others' points of view A <input type="checkbox"/> E <input type="checkbox"/>			
-Identifies object that does not belong A <input type="checkbox"/> E <input type="checkbox"/>		-Sequences story A <input type="checkbox"/> E <input type="checkbox"/>			
<b>ASL</b> -Understands time concepts, DAY, NIGHT  -Distinguishes nouns (double movement) from verbs (single movement) CHAIR, SIT  -Understands handshape categories, F: BUTTON, FOX, CAT  -Understands and uses number distribution, topic leaves: FALL SINGULAR, FALL PLURAL, FALL RANDOM	<b>English</b> -Comprehends irreversible passives, The ball was kicked by a boy  -Understands 13,000 words	<b>ASL</b> -Uses complex sentence structure and conditionals, SUPPOSE TEACHER SHE SICK? CLASS NONE  -Uses body shift and eye gaze  -Uses time indicators, FINISH, NOT-YET  -Storytelling includes setting up people and objects in space that are not present  -Verb modifications show intensity, distribution and temporal aspect  -Lists 6 or more items in a category  -Uses WH bracketing, WHO GO WHO  -Uses noun modification to indicate spatial arrangement  -Uses agent, FARM+ER, TEACH+ER  -Uses topic continuation	<b>English</b> -Uses does to ask yes/no questions  -Uses 6-8 word sentences  -Uses irregular third person singular  -Asks negative tag questions, We went, didn't we?  -Uses copula and auxiliary forms  -Shows ability to think about and comment on language (metalinguistic skills)	<b>ASL</b> -Signs with inflections when describing an event or action, ENTHUSIASM, SURPRISE	<b>English</b> No additional milestones

## ASL and English Milestones Age 5-6 years

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Understands time sequences, <i>what happened first, second, etc.</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites	A <input type="checkbox"/> E <input type="checkbox"/>		
-Demonstrates classification by material, <i>wood, glass</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses pronouns, prepositions, and articles correctly and consistently	A <input type="checkbox"/> E <input type="checkbox"/>		
-Follows 3-step directions	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses compound & complex sentences in well-formed narratives	A <input type="checkbox"/> E <input type="checkbox"/>		
-Distinguishes among verbs describing the same general action, <i>walk, march, strut, and prance</i> , by acting out the meanings	A <input type="checkbox"/> E <input type="checkbox"/>	-Describes familiar people, places, things, and events with relevant details	A <input type="checkbox"/> E <input type="checkbox"/>		
-Understands questions, <i>who, what, where, when, why, how</i>	A <input type="checkbox"/> E <input type="checkbox"/>	-Answers questions to seek help, give information, or clarify something; asks meaning of new words	A <input type="checkbox"/> E <input type="checkbox"/>		
-Follows group instructions	A <input type="checkbox"/> E <input type="checkbox"/>	-Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	A <input type="checkbox"/> E <input type="checkbox"/>		
		-Gives and restates simple 1, 2, 3-step directions	A <input type="checkbox"/> E <input type="checkbox"/>		
<b>ASL</b> -Recognizes basic classifier handshape-movement	<b>English</b> -Understands passive sentences  -Responds verbally/non-verbally to questions concerning abstract and factual concepts	<b>ASL</b> -Uses basic semantic classifiers to describe verbs, people, objects, prepositions, pluralization  -Memorizes and recites ASL poems, rhymes, and folklore with expression	<b>English</b> -Uses past and future tense appropriately -Uses regular and irregular nouns & verbs  -Uses all sentence types  -Uses 6-8 word sentences  -Uses future progressive will be + verb +ing  -Identifies new meanings for familiar words and uses them accurately	<b>ASL</b> No additional milestones	<b>English</b> No additional milestones

## ASL and English Milestones Age 6-8 years

<b>Receptive</b>		<b>Expressive</b>	<b>Social Communication</b>		
-Understands reflexives, <i>the girl fed herself</i> , uses reflexive nouns	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses irregular comparatives/superlative: better, best, worse	-Follows agreed upon rules for discussions, <i>gaining the floor in respectful ways, attending to others, signing/speaking one at a time</i> A <input type="checkbox"/> E <input type="checkbox"/>		
-Identifies semantic and syntactic absurdities in sentences	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses well-formed narratives	-Participates in discussions with diverse partners A <input type="checkbox"/> E <input type="checkbox"/>		
-Detects which one of a set of words does not belong	A <input type="checkbox"/> E <input type="checkbox"/>	-Provides a synopsis/summary after one telling	-Tells jokes A <input type="checkbox"/> E <input type="checkbox"/>		
-Answers questions about a given presentation to clarify meaning	A <input type="checkbox"/> E <input type="checkbox"/>	-Gives multi-step directions	-Makes and responds appropriately to evaluative comments/correction A <input type="checkbox"/> E <input type="checkbox"/>		
-Determines main ideas and supporting details of information presented in diverse media	A <input type="checkbox"/> E <input type="checkbox"/>	-Lists objects in a category; gives category label	-Checks listener's comprehension A <input type="checkbox"/> E <input type="checkbox"/>		
-Follows 3-4 step directions	A <input type="checkbox"/> E <input type="checkbox"/>	-Uses <i>more, less, most</i> in questions	-Begins to produce full explanations A <input type="checkbox"/> E <input type="checkbox"/>		
		-Begins to use multi-word definitions instead of single-word definitions (7-8 years)	-Responds politely to compliments A <input type="checkbox"/> E <input type="checkbox"/>		
			-Responds to apologies appropriately A <input type="checkbox"/> E <input type="checkbox"/>		
			-Tells birthplace by state/town (by 8) A <input type="checkbox"/> E <input type="checkbox"/>		
			-Tells address and phone number (by 8) A <input type="checkbox"/> E <input type="checkbox"/>		
<b>ASL</b> No additional milestones	<b>English</b> No additional milestones	<b>ASL</b> -Builds on conversations by linking own comments to comments of others  -Asks for clarification and further explanation of a topic  -Engages effectively in a range of collaborative discussions, one-on-one, in groups, teacher-led, with diverse partners	<b>English</b> -Uses past perfect tense, <i>she had read the book</i>  -Uses past perfect progressive, <i>had been camping</i>  -Asks <i>have</i> questions with present perfect, <i>have you been there before?</i>  -MLU: 8+	<b>ASL</b> No additional milestones	<b>English</b> -Understands/uses riddles and idioms, <i>hold your horses</i>

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