

# AAC Language Lab Stages Chart

## LANGUAGE STAGES

Language Stage	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six
<b>Description of Language</b>	<p>Talking with one word at a time</p> <ul style="list-style-type: none"> <li>The person speaks one word at a time.</li> <li>He or she learns to direct activities, request, and label.</li> </ul>	<p>Talking with two and three word phrases</p> <ul style="list-style-type: none"> <li>The person learns more words.</li> <li>He or she begins to combine words to make phrases.</li> </ul>	<p>Building phrases and early sentences</p> <ul style="list-style-type: none"> <li>The person combines words in meaningful order.</li> <li>He or she begins using grammar endings for -ing verbs and plural nouns.</li> </ul>	<p>Learning grammar and sentence structure</p> <ul style="list-style-type: none"> <li>The person begins to use whole sentences to ask questions and make negative statements.</li> <li>He or she learns common irregular past tense verbs such as "said", "saw", "went", and "told."</li> </ul>	<p>Using sentences and phrases with more grammar endings</p> <ul style="list-style-type: none"> <li>The person uses more grammar endings.</li> <li>He or she learns to make nouns plural.</li> <li>He or she learns to add "s" to third person present tense verbs and "ed" to past tense verbs.</li> </ul>	<p>Using correct grammar and syntax</p> <ul style="list-style-type: none"> <li>The person has an understanding of most grammar rules.</li> <li>He or she has the ability to speak spontaneously using whole sentences. Language continues to grow by adding vocabulary.</li> </ul>
<b>Expected Outcomes</b>	The person will speak one word at a time, and will increase vocabulary.	The person will speak two and three word phrases in meaningful contexts.	The person will increase the number of words combined to speak in full sentences.	The person will be able to use "wh" words to ask questions. The person will show an understanding of actions that happened in the past by using common irregular past tense verbs.	The person will use correct grammar endings for past and present tense verbs. The person will increase his or her ability to communicate in more complex whole sentences.	The person has full communication skills to express his or her own thoughts, and can use full language for any purpose. The person will continue to learn new words.

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## PRAGMATICS (FUNCTIONS OF LANGUAGE)

- Pragmatics addresses "Communication Interaction" and within that interaction:
1. "Communicative intent," the reason behind why we are communicating such as questioning, commenting, requesting.
  2. "Discourse," the rules of conversation such as turn taking, introducing a topic, maintaining a topic and making adjustments when a listener does not understand, for example, rephrasing or restating something.

	Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	
<b>Description</b>	Talking with one word at a time	Talking with two and three word phrases	Building phrases and early sentences	Learning grammar and sentence structure	Using sentences and phrase with more grammar endings	Using correct grammar and syntax	
<b>Approx. Vocab. Size</b>	up to 75 words	75 to 200 + words	200 to 1000 words	1000 to 2000 words	2000 to 3000 words	3000+ words	
<b>MLU-M Range</b>	1	1.5 - 2.5	2.5 - 3.0	3.0 - 3.75	3.75 - 4.5		
<b>MLU-M Mean</b>	1	2	2.75	3.5	4	4.5+	
<b>Communicative Intent</b>	Naming Commenting Requesting objects Requesting information Responding Protesting or rejecting Greeting						
		Requesting action Responding to requests Stating Regulating conversational behavior					
				Other performatives such as teasing	...warning, sarcasm, humor, metaphors		
<b>Discourse Rules</b>	Turn-taking based on Joint Reference or Joint Action Initiating a topic based on "self," such as attention getting Maintaining a topic in routine situations						
		Turn-taking after a pause Turn-taking beyond two turns Initiating a topic to an adult, then to peers Restating when requested					
			...then when given an indirect cue by an adult, "I didn't hear you."	Rephrasing when requested Maintaining a topic using interjections Maintaining a topic using questions Initiating a topic regarding something in the "here and now"	...then when given an indirect cue by an adult, "I didn't understand that."	...then to topics in the past and future.	

Sources:  
 Roth, F.P., and N.J. Spekman (1984a). Assessing the Pragmatic Capabilities of Children: Part 1. Organizational Framework and Assessment Parameters. Journal of Speech and Hearing Disorders, 49, 1-11. Soto, Gloria, and Carole Zangari. Practically Speaking: Language, Literacy, and Academic Development for Students with AAC Needs. Brookes Publishing Baltimore 2009. P. 62.  
 ASHA: www.asha.org/public/speech/development/Pragmatics.htm

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