

OBSERVABLE SPEECH-LANGUAGE SKILLS (OSLS)

Observer:

Student:

Expressive Language	<i>Examples</i>	Observed	Reported	Receptive Language	<i>Examples</i>	Observed	Reported	Age Range	Notes
Vegetative sounds	<i>Burps, cries, coughing</i>	<input type="checkbox"/>	<input type="checkbox"/>	Startles to loud sounds	<i>Startles when loud toy is activated</i>	<input type="checkbox"/>	<input type="checkbox"/>	0-2 months	
Cooing & Gooing	<i>Mostly using vowel-like sounds, some 'g' or 'h' sounds with it (e.g., gah, goo)</i>	<input type="checkbox"/>	<input type="checkbox"/>	Looks at faces and eyes of person talking to them	<i>Watches a speaker's face when spoken to</i>	<input type="checkbox"/>	<input type="checkbox"/>	2-4 months	
Social smile	<i>Smiles in response to others</i>	<input type="checkbox"/>	<input type="checkbox"/>	Reacts to change in voice tone	<i>Reacts with smiles/stops crying to friendly voice; cries in response to angry voices</i>	<input type="checkbox"/>	<input type="checkbox"/>	3-6 months	
Vocal play	<i>vocalizations during play (e.g., raspberries, trills, gurgles, squealing)</i>	<input type="checkbox"/>	<input type="checkbox"/>	Attends to music and toys that make sounds	<i>Watches attentively as noisy toy is activated</i>	<input type="checkbox"/>	<input type="checkbox"/>	4-6 months	
Reduplicated Babbling	<i>Babbles to self or objects; babbles to gain attention (e.g., "mamamama," "dadadada," "papapapa")</i>	<input type="checkbox"/>	<input type="checkbox"/>	Turns in direction of voices/sounds	<i>Moves eyes/head toward sound</i>	<input type="checkbox"/>	<input type="checkbox"/>	6-10 months	
Variiegated babbling	<i>"mabadebo," "papoobaboo," "dadodapa"</i>	<input type="checkbox"/>	<input type="checkbox"/>	Response to simple requests in familiar routines with gestures	<i>Responds to "sit here" or "look up"; play "peek a boo"</i>	<input type="checkbox"/>	<input type="checkbox"/>	10-12 months	
Tries to communicate using actions/gestures meaningfully	<i>Gestures for "up" "bye bye" or "kiss"</i>	<input type="checkbox"/>	<input type="checkbox"/>	Responds to own name being called	<i>Looks up/stops activity when hear own name</i>	<input type="checkbox"/>	<input type="checkbox"/>	9-12 months	

Expressive Language	<i>Examples</i>	Observed	Reported	Receptive Language	<i>Examples</i>	Observed	Reported	Age Range	Notes
Jargon	<i>Has inflection and pitch changes ('sing-song' part of talking), but still using babble/non-words; almost sounds as if they are speaking in another language</i>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates understanding of names of familiar objects and actions	<i>Responds appropriately to commands such as "show me your shoe", "where's your nose?" "give daddy the ball"</i>	<input type="checkbox"/>	<input type="checkbox"/>	10-14 months	
Laughs when playing with objects	<i>Laughs with toys</i>	<input type="checkbox"/>	<input type="checkbox"/>	Responds to inhibitory words	<i>Stops what they are doing when hear 'no'</i>	<input type="checkbox"/>	<input type="checkbox"/>	6-12 months	
Says a few single words (1 st word stage)	<i>mama, dada, dog; labels mother/dad/sibling/ using consistent word/label appropriately</i>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies by looking at, pointing at, and/or showing familiar object(s)/people when name is provided	<i>Looks at ball when parent says 'ball' or points to dog when his name is mentioned</i>	<input type="checkbox"/>	<input type="checkbox"/>	12-16 months	
May say some phrases mixed with single words	<i>More juice, my ball, mommy go bye-bye, allgone car; uses 'megawords' such as "gobyby", "morejuice" Should have an expressive vocabulary of @ 50 words</i>	<input type="checkbox"/>	<input type="checkbox"/>	Follows simple commands involving familiar objects/event accompanied by gestures	<i>Responds appropriately to "Give me the ball" with palm up requesting gesture or to "Get your shoe" with gesture to closet door</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 18 months	
Regular use of multi-word phrases (2-3 words together); Megawords now pulled apart for novel combinations	<i>See above, more regularly; Names objects and some actions; More + juice/milk/cookie Daddy+go/work/car Names at least three pictures in a book</i>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies familiar objects when labeled even when in unfamiliar contexts such as grocery store	<i>Show me the apples; do you see bananas?</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 24 months	

Expressive Language	Examples	Observed	Reported	Receptive Language	Examples	Observed	Reported	Age Range	Notes
Asks simple questions	<i>What's that? Where's mom? Why?</i>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies color photographs/pictures of familiar objects	<i>When looking at a book, can point to or show picture of cow or dog when named; Points to pictures in familiar books when labeled</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 24 months	
Use of pronouns	<i>My, mine</i>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies basic body parts on self or doll	<i>Points to eyes, nose, ears, mouth, feet, hands</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 24-30 months	
Use of some grammatical markers on words (plurals, -ing/-ed endings, possessives)	<i>Uses language to describe ongoing events (e.g., says: dogs, running, walked, Mommy's, Daddy's)</i>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizing action in pictures	<i>Points to pictures of actions in familiar books when labeled (e.g., running, eating, sleeping, playing)</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 20-36 months	
Consistent use of early developing speech sounds	<i>/p/, /m/, /h/, /b/, /w/, all vowels sounds (except those with /r/)</i>	<input type="checkbox"/>	<input type="checkbox"/>	Understands simple "wh" questions	<i>Responds appropriately to "What's that?" or "Where's _____?"</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 36 months	
Use of variety of word combinations	<i>Noun/pronoun +verb (e.g., Daddy jump); verb+ noun/pronoun (e.g., Kiss baby); verb+adjective +noun (e.g., Get blue hat)</i>	<input type="checkbox"/>	<input type="checkbox"/>	Understands common verbs and adjectives	<i>Verbs (e.g., blow, clap, dance, eat, drink) Adjectives (e.g., big, little, quiet, hot, cold)</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 36 months	
Uses 4-5 word sentences	<i>I want more milk. The ball is mine.</i>	<input type="checkbox"/>	<input type="checkbox"/>	Understands pronouns	<i>he, we, she, they, me, my, your</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 3-4 years	
Speaks understandably in conversations most the time	<i>Understand about 90% of their speech in conversations</i>	<input type="checkbox"/>	<input type="checkbox"/>	Knows colors	<i>Identifies blue, red, green, purple, orange, yellow</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 4 years	

Expressive Language	Examples	Observed	Reported	Receptive Language	Examples	Observed	Reported	Age Range	Notes
Uses 5-6 word sentences	<i>I went to Target with mom. I played with my friends.</i>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizing some alphabetic letters	<i>A, B, C, first letter in child's first name</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 5 years	
Speech Sound Productions	<i>Almost all sounds are produced accurately (e.g., /k/, /t/, /g/, /f/, /d/)</i>	<input type="checkbox"/>	<input type="checkbox"/>	Understands opposite concepts	<i>Big/little, over/under, left/right</i>	<input type="checkbox"/>	<input type="checkbox"/>	By 5	

References

- Fenson, L., Marchman, V. A., Thal, D. J., Dale, P. S., Reznick, J. S., & Bates, E. (Eds.). (2006). *MacArthur-Bates Communicative Development Inventories (CDIs) (2nd ed.)*. Baltimore, MA: Brookes Publishing Co.
- Lanza, J.R., & Flahive, L.K. (2012). *Guide to communication milestones*. Eau Claire, IL: LinguiSystems.
- Oller, J.W., Oller, S.D., & Oller, S.N. (2015). *Milestones: Normal speech and language development across the life span (2nd ed.)*. San Diego: Plural Publishing, Inc.
- Olswang, L., Stoel-Gammon, C., Coggins, T., & Carpenter, R. (1987) *Assessing linguistic behaviors (ALB)*. Seattle, WA: University of Washington Press.
- Owens, R. E. (2012). *Language development: An introduction (8th ed.)*. Boston, MA: Allyn & Bacon.
- Watson, M., & Zlotolow, S. (1999). *More than playing around: Child development series*. Eau Claire, WI: Thinking Publications
- Weiner, K., Sandgrund, A., & Schaefer, C. (2000). *Play diagnosis and assessment (2nd ed.)*. New York: John Wiley & Sons, Inc.
- Wetherby, A., & Prizant, B. (2002). *Communication and symbolic behavior scales: Developmental profiles*. Baltimore, MA: Brookes Publishing Co.
- Williams, L., & Stoel-Gammon, C. (2016, November). *Identification of Speech-Language Disorders in Toddlers*. Presentation at the American Speech-Language-Hearing-Association (ASHA) Annual Convention, Philadelphia, PA.
- Zimmerman, I.L., Steiner, V.G., & Pond, R.E. (2011). *Preschool Language Scale (5th ed.)*. San Antonio, TX: Psychcorp.