

## MELPT APPENDIX: Communication Skills for a Normally Developing Three-Year-Old

<b>Expressive Communication</b>	<b>Auditory Comprehension</b>	<b>Speech Abilities</b>	<b>Cognitive Skills</b>
<ol style="list-style-type: none"> <li>1. State full name</li> <li>2. State gender</li> <li>3. Combine 3 to 4 words</li> <li>4. Name one to two colors</li> <li>5. Name main body parts, such as "eyes," "arm," "leg"</li> <li>6. Imitate simple sentences</li> <li>7. Use the preposition "on" and some use of "on," and "under"</li> <li>8. Use pronouns "I," "me," and "you"</li> <li>9. Use negation forms of "can't" and "don't"</li> <li>10. Use possessive -s (i.e., Tommy's) and plural -s (i.e., boys) consistently</li> <li>11. Use "be" forms of "is," "are," and "am" consistently</li> <li>12. Use of present progressive -ing verb forms (i.e., walking)</li> <li>13. Begin to use past tense -ed forms (i.e., walked)</li> <li>14. Say nursery rhymes</li> <li>15. Sing songs</li> <li>16. Relate a simple story (usually no more than two events)</li> <li>17. Express ideas, concepts, and relationships</li> <li>18. Ask questions using "what"</li> </ol>	<ol style="list-style-type: none"> <li>1. Give two objects when requested</li> <li>2. Follows two part commands consistently and some three part commands</li> <li>3. Understand the functions of objects</li> <li>4. Differentiate common opposites, such as "big/little," "in/out," "hard/soft"</li> <li>5. Answer questions, specifically "who," "why," and "how many"</li> <li>6. Understand some temporal concepts, such as yesterday, today, tonight</li> <li>7. Understand some quantity concepts, such as big and little</li> <li>8. Discern day and night</li> <li>9. Understand things that happened in the past and in the future</li> </ol>	<ol style="list-style-type: none"> <li>1. 85% of speech is understandable, although articulation errors are noted</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw pictures that represent someone (i.e., a circle for a head and two vertical lines for legs)</li> <li>2. Match some shapes</li> <li>3. Match primary colors</li> <li>4. Understand quantity concept of two</li> <li>5. Engage in make-believe play</li> </ol>

## A Normally Developing Four-Year-Old

<b>Expressive Communication</b>	<b>Auditory Comprehension</b>	<b>Speech Abilities</b>	<b>Cognitive Skills</b>
<ol style="list-style-type: none"> <li>1. Produce 4 to 5 word sentences</li> <li>2. Define simple words</li> <li>3. Identify some basic shapes, such as circle, square, triangle</li> <li>4. Identify animals, such as dog, cat, pig, horse, cow, etc.</li> <li>5. Name items in a book</li> <li>6. Count up to 4</li> <li>7. Ask questions using “who” and “why” forms</li> <li>8. Combine sentences with the conjunction “and”</li> <li>9. Consistently use past tense –ed correctly</li> <li>10. Discuss imaginary situations, such as “what if,” especially in make-believe play</li> <li>11. Relate events from the day (i.e., “what did you do at school?”)</li> <li>12. Use some slang</li> <li>13. Has difficulty with irregular verb and plural forms and comparative/superlative forms</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow commands even when objects are not present</li> <li>2. Understand prepositions (at least four) and demonstrate them</li> <li>3. Understand “over” and “under”</li> <li>4. Answer questions about short stories</li> <li>5. Rely on word order to aid understanding</li> </ol>	<ol style="list-style-type: none"> <li>1. 98-100% of speech is understandable, although articulation errors are still noted but not to the same degree</li> </ol>	<ol style="list-style-type: none"> <li>1. Place items into distinct categories</li> <li>2. Show three objects when requested</li> <li>3. Understand the quantity concept of three</li> <li>4. Identifies primary colors</li> </ol>

<b>A Normally Developing Five-Year-Old</b>			
<b>Expressive Communication</b>	<b>Auditory Comprehension</b>	<b>Speech Abilities</b>	<b>Cognitive Skills</b>
<ol style="list-style-type: none"> <li>1. State his address</li> <li>2. State his age</li> <li>3. Produce five to six word sentences</li> <li>4. Name some coins, such as penny, nickel, and dime</li> <li>5. Count to ten</li> <li>6. Name the days of the week in chronological order</li> <li>7. Imitate longer sentences of eight to nine words</li> <li>8. Identify objects by function and composition</li> <li>9. Use descriptive words, such as adjectives and adverbs</li> <li>10. Identify common opposites, such as “big/little” and “hard/soft”</li> <li>11. Use future (i.e., will walk), present (i.e., is walking) and past tense (i.e., walked) correctly</li> <li>12. Use different conjunctions</li> <li>13. Answer questions dealing with “how”</li> <li>14. Produce a story with a plot</li> <li>15. Use grammar appropriately most of the time</li> <li>16. If a breakdown in conversation is lost (i.e., the listener is confused), he will repeat what he previously said in an attempt to repair.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands spatial relationships, such as “on top,” “behind,” “far,” and “near”</li> <li>2. Recognize letters</li> <li>3. Follow directions given to a group of people</li> </ol>	<ol style="list-style-type: none"> <li>1. 95% of speech is intelligible, although some sounds are still in error, such as “r” (as in rabbit), “th” (as in them, these, thumb, thing), and “s” (as in sun, see, sing)</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a rule throughout the duration of an activity</li> <li>2. Show four to five objects</li> <li>3. Identify left from right on self but not others</li> <li>4. Understand time concepts, such as morning, afternoon, later, and after</li> <li>5. Distinguish parts to whole relationships</li> </ol>

Adapted from Shipley and McAfee (2004), Owens (2008), Brooks and Engmann-Hartung (1976).