

# NOTICE Language Indicators of Well-Being



## BEFORE WORDS

## EMERGING LANGUAGE

Children are building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.

Children are beginning to use single words, brief phrases, and simple sentences with either speech, pictures, sign language, or technology.

	BEFORE WORDS			EMERGING LANGUAGE	
<b>The Why</b>	Responding to a familiar caregiver's voice, gestures, touch, and facial expressions	Communicating for different purposes including: sharing attention, requesting, and sharing emotion	Communicating for many reasons including starting social games, sharing, protesting, and requesting actions	Communicating frequently within back and forth exchanges with others	Communicating to request assistance, share emotion, and request information (e.g., where's__?)
<b>The How</b>	Vocalizing or babbling in a back and forth manner	Using gestures, facial expressions, imitated actions, or vocalizations to gain attention	Pairing gestures with sounds, routinized or imitated words (either speech, pictures, signs, or other)	Using of single words for object labels, people's names, action words, modifiers, and relational words (e.g., up, down, in)	Using and understanding of combinations of words with people's names and verbs
<b>Coping With Others</b>	Showing interest and soothing in response to a familiar caregiver	Soothing in response to others' facial expressions, actions, and emotion/energy states	Seeking comfort and engagement from familiar caregivers	Seeking comfort from others by asking for attention and comfort items	Requesting soothing activities when distressed
<b>Coping On One's Own</b>	Using familiar routines and materials as a source of comfort	Using objects familiar to natural routines to soothe during transitions	Imitating simple play actions to rehearse real-life activities	Using play actions with objects to rehearse real-life activities.	Using simple self-regulatory language or symbols ("first...then") to maintain engagement in activities.

"Symbols" refers to spoken words, written words, picture symbols, sign language, etc.

This table was developed by Rubin, Weldon, McGiboney, Thomas & Pileggi (2023); Reference: Prizant, Wetherby, Rubin, Laurent & Rydell (2006); Updated September 2023



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## DEVELOPING LANGUAGE COMPETENCE

## CONVERSATIONAL

Children are using simple and complex sentences, while still developing their use and understanding of language in unfamiliar situations, for a range of communicative functions (expressing emotion, asking for help, sharing remorse), and for the use of inner self-talk to guide their behavior.

Children are consistently using complex sentences, conversational level discourse, and “inner dialogue” for executive functioning. They are likely developing their use of language in a range of social contexts.

### The Why

Communicating to share emotion and describe the emotions of others

Communicating to share simple stories and past events

Initiating and maintaining conversation by both commenting and requesting information

Communicating for many purposes including negotiating, collaborating, and expressing remorse or empathy with others

### The How

Using simple sentences, including those with people’s names, verbs and nouns (either speech, pictures or symbols)

Using a range of sentences, including complex (either speech, pictures or symbols)

Providing essential background information based upon listener’s perspective

Understanding and using complex sentences as well as a range of gestures, facial expressions, and tone of voice as a means to interpret figurative language (e.g., metaphors), humor and sarcasm

### Coping With Others

Requesting soothing items when distressed

Repairing breakdowns in communication and sharing causes of emotion

Requesting a break, assistance, and regulating activities to soothe when distressed

Responding to assistance offered by others to either engage or soothe in new and challenging activities

### Coping On One’s Own

Using self-regulatory language or symbols to anticipate transitions between activities

Using self-regulatory language or symbols to anticipate the steps of extended activities

Using self-regulatory language by telling stories and enacting social sequences to prepare for future events

Using language or symbols to problem-solve and self-monitor in current or future events (i.e., executive functioning)

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