

AAC Language Lab Stages Chart

AACLanguageLab.com



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
Description	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
Approx. Vocab. Size	up to 75 words	75 to 200 + words	200 to 1000 words	1000 to 2000 words	2000 to 3000 words	3000+ words
MLU-M Range	1	1.5 - 2.5	2.5 - 3.0	3.0 - 3.75	3.75 - 4.5	
MLU-M Mean	1	2	2.75	3.5	4	4.5+
Communicative Intent	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	
Discourse Rules	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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