

Preschool Language Scale – Fourth Edition (2002): Crosswalk to Child Outcomes

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses skills and knowledge	Outcome 3: Takes appropriate action to meet needs
<p>Auditory Comprehension 1. Glances momentarily at a person who talks to him or her 2. Enjoys caregiver’s attention 4. Looks intently at a speaker 6. Actively searches to find a person who is talking 10. Interrupts activity when you call his or her name</p> <p>Expressive Communication 3. Responds to speaker by smiling 6. Vocalizes when talked to, moving arms and legs during vocalization 11. Seeks attention from others 13. Communicates nonverbally, using gestures or pushing and pulling behaviors 15. Participates in a play routine with another person for 1-2 minutes 18. Initiates a turn-taking game or social routine 19. Extends toy or points to object to show others 29. Uses words for a variety of pragmatic functions</p>	<p>Auditory Comprehension 3. Reacts to sounds other than voices in the environment* 5. Turns head to locate the source of sound* 7. Discriminates one sound from another* 8. Mouths objects* 11. Anticipates what will happen next 12. Actively searches for source of sound when the source is not visible 13. Looks at objects or people the caregiver calls attention to 14. Understands what you want when you extend your hands and say ‘come with me’ 15. Responds to no-no 16. Understands a specific word or phrase (other than no) for family members, pets, objects or social routines 17. Uses more than one object in play 18. Follows routine, familiar directions with cues 19. Demonstrates appropriate use of objects in play 20. Identifies familiar objects from a group of objects 21. Identify photographs of familiar objects 22. Understands inhibitory words 23. Identifies body parts on self, caregiver, or teddy bear 24. Understands verbs in context 25. Identifies clothing items on self or caregiver</p>	<p>Auditory Comprehension 8. Shakes and bangs objects in play* 22. Understands inhibitory words</p> <p>Expressive Communication 1. Has a suck/swallow reflex* 5. Vocalizes pleasure and displeasure sounds 7. Protests by gesturing or vocalizing 23. Uses vocalizations and gestures to request toys or food 29. Uses words for a variety of pragmatic functions 42. Uses words that describe physical state</p>

	<p>26. Understands spatial concepts (in, off, out of)</p> <p>27. Recognizes action in pictures</p> <p>28. Understands several pronouns</p> <p>29. Understands use of objects</p> <p>30. Understands part/whole relationships</p> <p>31. Understands simple descriptive concepts (big, wet, little)</p> <p>32. Follows two-step, related commands, without cues</p> <p>33. Understands quantity concepts (one, some, rest, all)</p> <p>34. Understands pronouns</p> <p>35. Understands negatives in sentences</p> <p>36. Identifies colors</p> <p>37. Makes inferences</p> <p>38. Identifies categories</p> <p>39. Understanding picture analogies</p> <p>40. Understands more and most</p> <p>41. Understands expanded sentences</p> <p>42. Understands qualitative concepts (Tall, long, short)</p> <p>43. Understands qualitative concepts (shapes)</p> <p>44. Understands spatial concepts (under, in back of, next to, in front of)</p> <p>45. Understands –er endings as ‘one who’</p> <p>46. Understands time concepts (night, day)</p> <p>47. Understands expanded sentences</p> <p>48. Understands noun + two modifying adjectives</p> <p>49. Understands qualitative concepts</p> <p>50. Identifies an object that doesn’t belong</p> <p>51. Understands quantity concepts three and five</p> <p>52. Indicates body parts on self</p> <p>53. Understands passive voice sentences</p>	
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	<p>54. Orders pictures from largest to smallest 55. Understands quantity concepts (half, whole) 56. Understands time/sequence concepts (first, last) 57. Identifies initial sounds 58. Understands quantitative concepts (each) 59. Understands rhyming sounds 60. Adds and subtracts numbers to five 61. Understands time concepts (seasons) 62. Makes grammaticality judgments</p> <p>Expressive Communication</p> <p>2. Vocalizes soft throaty sounds* 4. Varies pitch, length, or volume of cries* 8. Vocalizes two different vowel sounds* 9. Vocalizes two different consonant sounds* 10. Combines sounds to form a syllable* 12. Plays simple games 13. Able to vocalize without accompanying arm and leg movements* 15. Participates in a play routine with another person for 1-2 minutes 16. Babbles two syllables together* 17. Has vocabulary of at least one word 20. Produces a variety of consonant sounds* 21. Imitates words* 22. Uses five to ten words 24. Produces different types of consonant-vowel combinations* 25. Babbles short syllable strings with inflection similar to adult speech* 26. Names objects in photographs</p>	
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	<p>27. Uses words more often than gestures to communicate</p> <p>28. Asks questions</p> <p>29. Uses words for a variety of pragmatic functions</p> <p>30. Uses different word combinations</p> <p>31. Uses plurals</p> <p>32. Combines three or four words in spontaneous speech</p> <p>33. Answers what and where questions</p> <p>34. Uses verb + ing</p> <p>35. Uses a variety of nouns, verbs, modifiers, and pronouns in spontaneous utterances</p> <p>36. Produces basic four- to five-word sentences</p> <p>37. Names a variety of pictured objects</p> <p>38. Tells how an object is used</p> <p>39. Uses quantity concepts</p> <p>40. Uses possessives</p> <p>41. Answers questions logically</p> <p>42. Uses words that describe physical state</p> <p>43. Completes analogies</p> <p>44. Answers questions about hypothetical events</p> <p>45. Responds to where questions</p> <p>46. Completes analogies</p> <p>47. Names objects when the object is described</p> <p>48. Responds to why questions by giving a reason</p> <p>49. Names categories</p> <p>50. Repeats sentences</p> <p>51. Uses qualitative concepts short and long</p> <p>52. Uses adjectives to describe objects</p> <p>53. Uses –er endings to indicate ‘one who’</p> <p>54. Uses past tense forms</p> <p>55. Formulates meaningful, grammatically</p>	
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	<p>correct questions in response to picture stimuli</p> <p>56. Describes similarities</p> <p>57. Names the items that fit into categories</p> <p>58. Completes similes</p> <p>59. Counts items and gives correct number</p> <p>60. Repairs semantic absurdities</p> <p>61. Defines words</p> <p>62. Repairs grammatical errors</p> <p>63. Rhymes words</p> <p>64. Segments words</p> <p>65. Tells a story in sequence, using grammatically correct sentences</p> <p>66. Tells a story with introduction, sequence, and conclusion</p> <p>67. Uses irregular plurals</p> <p>68. Expresses quantity (empty, more)</p>	
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*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Items that are not precursor to, or components of, any of the three outcomes, and therefore not included in the crosswalk, were: