**PRAGMATICS CHECKLIST INTERPRETATION**

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| Total the checked items in the Complex Language column. Compare to expectations below.  **Age 3**: 20 of 45 items; **Age 4**: 43 of 45 items; **Age 5**: 44 of 45 items; **Age 6**: 45 items  Consider the items marked in columns other than Complex Language and compare them to the typical performance at the ages identified. Children with hearing loss tend to be delayed in their mastery of pragmatic language skills that typically hearing children mostly master by age 4. Select goals for the items students demonstrate delayed performance. | | | | **Age of Mastery**  **in months** | | **Emergence of Using 1-3 Words**  **In months** | | | **Emergence of Complex Language**  **In months** |
| **24-30 months** | **36-42 months** | **42-48 months** | **48-54 months** | | | | **54-60 months** | | |
| **INSTRUMENTAL – *States needs (I want….)*** | | | | | | | | | |
| 1. Makes polite requests | | | | 36-42 (90%) | 24-30 (79%) | | | 24-30 (21%) | |
| 2. Makes choices | | | | 36-42 (85%) | 24-30 (58%) | | | 24-30 (35%) | |
| 3. Gives description of an object wanted | | | | 36-42 (83%) | 24-30 (54%) | | | 24-30 (21%) | |
| 4. Expresses a specific personal need | | | | 36-42 (89%) | 24-30 (58%) | | | 24-30 (29%) | |
| 5. Requests help | | | | 36-42 (84%) | 24-30 (58%) | | | 24-30 (29%) | |
| **REGULATORY - *Gives commands (Do as I tell you…)*** | | | | | | | | | |
| 6. Gives directions to play a game | | | | 36-42 (79%) | 24-30 (22%) | | | 24-30 (2%) | |
| 7. Gives directions to make something | | | | 36-42 (79%) | 24-30 (35%) | | | 24-30 (6%) | |
| 8. Changes the style of commands or requests depending on who the child is speaking to and what the child wants | | | | 36-42 (84%) | 24-30 (58%) | | | 24-30 (7%) | |
| **PERSONAL – *Expresses feelings*** | | | | | | | | | |
| 9. Identifies feelings (I’m happy.) | | | | 36-42 (79%) | 24-30 (57%) | | | 24-30 (6%) | |
| 10. Explains feelings (I’m happy because it’s my birthday) | | | | 36-42 (80%) | Emerging 30-36 | | |  | |
| 11. Provides excuses or reasons | | | | 36-42 (80%) | Emerging 30-36 | | |  | |
| 12. Offers an opinion with support | | | | 36-42 (74%) | Emerging 30-36 | | |  | |
| 13. Complains | | | | 36-42 (79%) | 24-30 (44%) | | | 24-30 (15%) | |
| 14. Blames others | | | | 36-42 (75%) | Emerging 30-36 | | |  | |
| 15. Provides pertinent information on request (2 or 3 of the following: name, address, phone, birthdate) | | | | 36-42 (75%) | 36-42 (42%) | | | 36-42 (30%) | |
| **INTERACTIONAL - *Me and You…*** | | | | | | | | | |
| 16. Interacts with others in a polite manner | | | | 36-42 (89%) | 24-30 (65%) | | | 24-30 (54%) | |
| 17. Uses appropriate social rules such as greetings, farewells, thank you, getting attention | | | | 36-42 (79%) | 24-30 (72%) | | | 24-30 (54%) | |
| 18. Revises/repairs an incomplete message | | | | 48-54 (80%) | 24-30 (29%) | | | 24-30 (54%) | |
| 19. Attends to the speaker | | | | 36-42 (79%) | 24-30 (50%) | | | 24-30 (54%) | |
| 20. Initiates a topic of conversation (doesn’t just start talking in the middle of a topic) | | | | 42-48 (85%) | 24-30 (36%) | | | 24-30 (54%) | |
| 21. Maintains a conversation (able to keep it going) | | | | 36-42 (79%) | 24-30 (36%) | | | 24-30 (54%) | |
| 22. Ends a conversation (doesn’t just walk away) | | | | 48-54 (90%) | 24-30 (28%) | | | 24-30 (54%) | |
| 23. Interjects appropriately into an already established conversation with others | | | | 48-54 (85%) | 24-30 (26%) | | | 24-30 (54%) | |
| 24. Makes apologies or gives explanations of behavior | | | | 48-54 (86%) | 24-30 (36%) | | |  | |
| 25. Requests clarification | | | | 48-54 (90%) | Emerging 30-36 | | |  | |
| 26. States a problem | | | | 36-42 (74%) | 24-30 (58%) | | | 24-30 (54%) | |
| 27. Criticizes others | | | | 48-54 (81%) | 36-42 (25%) | | | 24-30 (54%) | |
| 28. Disagrees with others | | | | 36-42 (74%) | 24-30 (36%) | | | 24-30 (54%) | |
| 29. Compliments others | | | | 36-42 (79%) | 24-30 (28%) | | | 24-30 (54%) | |
| 30. Makes promises | | | | 54-60 (82%) | 36-42 (5%) | | | 48-54 (71%) | |
| **WANTS EXPLANATIONS - *Tell me Why…*** | | | | | | | | | |
| 31. Asks questions to get more information | | | | 36-42 (79%) | 24-30 (29%) | | | 24-30 (15%) | |
| 32. Asks questions to systematically gather information as in “Twenty Questions” | | | | 48-54 (77%) | 36-42 (26%) | | | 36-42 (37%) | |
| 33. Asks questions because of curiosity | | | | 36-42 (90%) | 24-30 (21%) | | | 24-30 (15%) | |
| 34. Asks questions to problem solve (What should I do? How do I know?) | | | | 48-54 (90%) | 36-42 (21%) | | | 36-42 (52%) | |
| 35. Asks questions to make predictions (What will happen if…?) | | | | 48-54 (78%) | 36-42 (27%) | | | 36-42 (47%) | |
| **SHARES KNOWLEDGE & IMAGINATIONS *- I’ve got something to tell you…*** | | | | | | | | | |
| 36. Role plays as/with different characters | | | | 36-42 (74%) | 24-30 (36%) | | | 24-30 (14%) | |
| 37. Role plays with props (e.g., banana as phone) | | | | 36-42 (90%) | 24-30 (50%) | | | 24-30 (21%) | |
| 38. Provides a description of a situation which describes the main events | | | | 48-54 (95%) | 24-30 (21%) | | | 36-42 (69%) | |
| 39. Relates the content of a 4-6 frame picture story using correct events for each frame | | | | 48-54 (90%) | 24-30 (28%) | | | 36-42 (72%) | |
| 40. Creates an original story with a beginning, several logical events, and an end | | | | 48-54 (81%) | 36-42 (27%) | | | 36-42 (59%) | |
| 41. Explains the relationship between two objects, actions or situations | | | | 48-54 (80%) | 24-30 (42%) | | | 36-42 (69%) | |
| 42. Compares and contrasts qualities of two objects, actions or situations | | | | 48-54 (100%) | 24-30 (20%) | | | 36-42 (64%) | |
| 43. Correctly re-tells a story which has been told to them | | | | 48-54 (81%) | 24-30 (21%) | | | 36-42 (68%) | |
| 44. Tells a lie | | | | 48-54 (86%) | Emerging 30-36 | | | 36-42 (52%) | |
| 45. Expresses humor/sarcasm | | | | 48-54 (91%) | 24-30 (43%) | | | 36-42 (58%) | |

AUTHOR OF CHECKLIST: Goberis, D. (1999) Pragmatics Checklist (adapted from Simon, C.S., 1984). Percentages specified above are estimates only from graphs of research results.

SOURCE OF DATA FOR TYPICALLY DEVELOPING CHILDREN: Goberis, Beams, Dalpes, Abrisch, Baca, Yoshinaga-Itano (2012). The missing link in language development of deaf and hard of hearing children: Pragmatic Language Development. Semin Speech Lang, 33(04), 297-309 <https://www.thieme-connect.de/ejournals/pdf/10.1055/s-0032-1326916.pdf>

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