

## al Awareness

manipulate the structure of an utterance auditory task that requires an individual syllable, or sound level. According to the Economy, "Children who readily rten will probably learn to read easily"

m syllable, to onset-rime, to phoneme. ue through the development of early

Condition	Sample Task
Number of syllables	How many syllables do you hear in <i>butterfly</i> ?
Divide into a word even separately	What word do you hear when I say <i>cow...boy</i> ?
Identify that sound	Which word rhymes with <i>mat</i> ; <i>star</i> or <i>hat</i> ?
Identify a given letter at the beginning, middle, or end of the word	In the word <i>sun</i> , is the /s/ at the beginning, middle, or end of the word?
Identify beginning sound	Which word begins with /t/; <i>toad</i> or <i>boat</i> ?
Identify last sound in	Which word ends with /b/; <i>dog</i> or <i>tub</i> ?
Identify a word after a sound separately	What word do you hear when I say /b/... /a/.../t/?
Identify a sound from a list of new words	Say <i>cup</i> without the /k/.
Identify a modified sound in a list of new words	Say <i>top</i> ; now change /t/ to /h/.
Identify letter(s) associated with a sound	What letters say /k/?

from which we obtained information for this study (2001). Flahive & Lanza (2004) was For more information, please see the full report on pages 22-24.

## Concepts

Knowledge of basic concepts is an essential component of language development. Basic concepts include terms that describe position, time, equality, quantity, and comparisons. These terms are commonly included in directions at home and especially in educational settings.

Age	Milestones
1 – 2 years	<ul style="list-style-type: none"> <li>Follows simple spatial directions, such as <i>in</i> and <i>on</i></li> <li>Understands <i>another</i></li> <li>Uses simple directional terms, such as <i>up</i> and <i>down</i></li> <li>Uses two or three prepositions, such as <i>on</i>, <i>in</i>, or <i>under</i></li> </ul>
2 – 3 years	<ul style="list-style-type: none"> <li>Distinguishes between <i>in</i> and <i>under</i>, <i>one</i> and <i>many</i></li> <li>Understands number concepts of <i>one</i> and <i>two</i></li> <li>Understands size differences, such as <i>big/little</i></li> <li>Understands <i>in</i>, <i>off</i>, <i>on</i>, <i>under</i>, <i>out of</i>, <i>together</i>, <i>away from</i></li> <li>Begins to understand time concepts of <i>soon</i>, <i>later</i>, <i>wait</i></li> <li>Selects three that are <i>the same</i> from a set of four objects</li> <li>Selects the object that is <i>not the same</i> from four objects with three of them identical</li> <li>Begins to use adjectives for color and size</li> </ul>
3 – 4 years	<ul style="list-style-type: none"> <li>Follows quantity directions <i>empty</i>, <i>a lot</i></li> <li>Follows equality directions <i>same</i>, <i>both</i></li> <li>Understands <i>next to</i>, <i>beside</i>, <i>between</i></li> <li>Identifies colors</li> <li>Matches one-to-one</li> <li>Points to object that is <i>different</i> from others</li> <li>Uses position concepts <i>behind</i>, <i>in front</i>, <i>around</i></li> </ul>
4 – 5 years	<ul style="list-style-type: none"> <li>Understands comparative and superlative adjectives, such as <i>big</i>, <i>bigger</i>, <i>biggest</i></li> <li>Understands time concepts <i>yesterday</i>, <i>today</i>, <i>tomorrow</i>, <i>first</i>, <i>then</i>, <i>next</i>, <i>days of the week</i>, <i>last week</i>, <i>next week</i></li> <li>Understands <i>different</i>, <i>nearest</i>, <i>through</i>, <i>thin</i>, <i>whole</i></li> <li>Identifies positional concepts <i>first</i>, <i>middle</i>, <i>last</i></li> </ul>
5 – 6 years	<ul style="list-style-type: none"> <li>Understands opposite concepts, such as <i>big/little</i>, <i>over/under</i></li> <li>Understands <i>left/right</i></li> <li>Understands number concepts up to 20</li> <li>Answers "How are things the same/different?"</li> <li>Uses adjectives for describing</li> <li>Uses comparative adjectives, such as <i>loud</i>, <i>louder</i></li> <li>Uses <i>yesterday</i> and <i>tomorrow</i></li> <li>Uses adverb concepts <i>backward</i> and <i>forward</i></li> <li>Uses prepositions <i>through</i>, <i>nearest</i>, <i>corner</i>, <i>middle</i></li> <li>Names ordinal numbers, such as <i>first</i>, <i>second</i>, <i>third</i></li> </ul>

We'd like to thank the following sources from which we obtained information for this section: AutismInfo ([www.autisminfo.com/milestones.htm#B](http://www.autisminfo.com/milestones.htm#B)); the Child Development Institute ([www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)); Nicolosi, Harryman, & Kresheck (2006); and Touhy, Brown, & Mercer-Moseley (2001). For more information, please see the full References, Websites, & Resources list on pages 22-24.