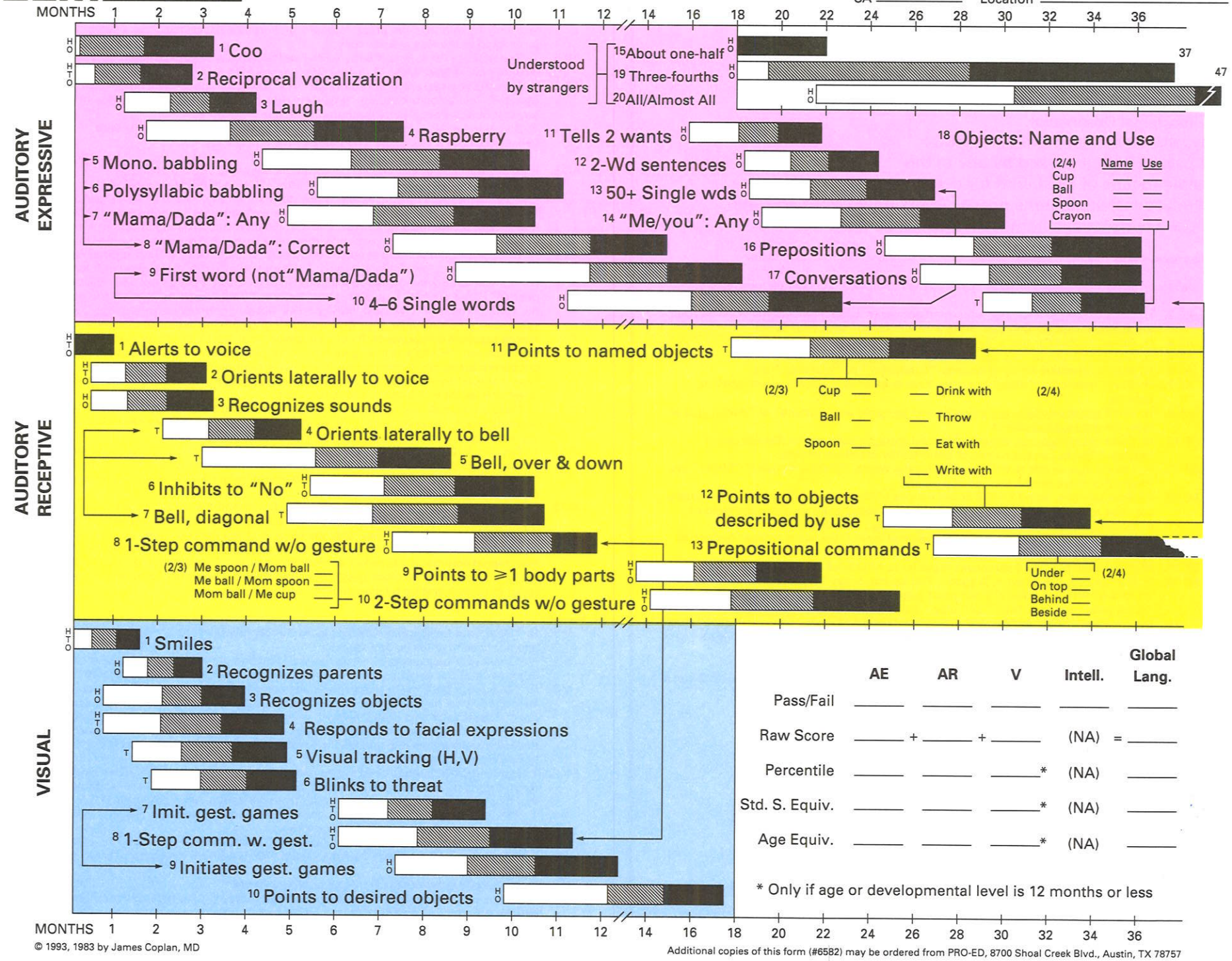
ELM SCALE–2 EARLY LANGUAGE MILESTONE SCALE–2

DOT ___/___/___ Name ___
DOB ___/___/___ Examiner ___
CA ___ Location ___



	AE	AR	V	Intell.	Global Lang.
Pass/Fail	____	____	____	____	____
Raw Score	____ +	____ +	____	(NA) =	____
Percentile	____	____	____*	(NA)	____
Std. S. Equiv.	____	____	____*	(NA)	____
Age Equiv.	____	____	____*	(NA)	____

* Only if age or developmental level is 12 months or less

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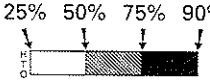
I. General Instructions

25% 50% 75% 90% Percentage of Children Passing Item



Item may be elicited by
- H = History
- T = Direct Testing
- O = Incidental Observation

- Always start with H, where allowed.
- Child passes item if passed by any of the allowable means of elicitation for that item.
- Basal = 3 consecutive items passed (work down from age line).
- Ceiling = 3 consecutive items failed (work up from age line).

II. Auditory Expressive (AE)

A. Content

AE 1. H: Makes prolonged musical vowel sounds in a sing-song fashion (ooo, aaa, etc.), not just grunts or squeaks.

AE 2. H: Does baby watch speaker's face and appear to listen intently, then vocalize when the speaker is quiet? Can you "have a conversation" with your baby?

AE 4. H: Blows bubbles or gives "Bronx cheer"?

AE 5. H: Makes isolated sounds such as "ba," "da," "ga," "goo," etc.

AE 6. H: Makes repetitive string of sounds: "babababa," or "lalalalala," etc.

AE 7. H: Says "mama" or "dada" but uses them at other times besides just labelling parents.

AE 8. H: Child spontaneously, consistently, and correctly uses "mama" or "dada," just to label the appropriate parent.

AE 9, AE 10, AE 13. H: Child spontaneously, consistently, and correctly uses words. Do not count "mama," "dada," or the names of other family members or pets.

AE 11. H: Uses single words to tell you what he/she wants. "Milk!" "Cookie!" "More!" etc. Pass = 2 or more wants. List specific words.

AE 12. H: Spontaneous, novel 2-word combinations ("Want cookie" "No bed" "See daddy" etc.) Not rotely learned phrases that have been specifically taught to the child or combinations that are really single thoughts (e.g., "hot dog").

AE 14. H: Child uses "me" or "you" but may reverse them ("you want cookie" instead of "me want cookie," etc.)

AE 17. H: "Can child put 2 or 3 sentences together to hold brief conversations?"

AE 18. T: Put out cup, ball, crayon, & spoon. Pick up cup & say "What is this? What do we do with it? (What is it for?)" Child must name the object and give its use. Pass = "drink with," etc., not "milk" or "juice." Ball: Pass = "throw," "play with," etc. Spoon: Pass = "Eat" or "Eat with," etc., not "Food," "Lunch." Crayon: Pass = "Write (with)," "Color (with)," etc. Pass item if child gives name and use for 2 objects.

B. Intelligibility

AE 15, AE 19, AE 20. "How clear is your child's speech? That is, how much of your child's speech can a stranger understand?"

—Less than one-half
—About one-half (AE 15)
—Three-fourths (AE 19)
—All or Almost All (AE 20)

Pick one (H, O)

To score:
If less than one-half: Fail all 3 items in cluster.
If about one-half: Pass AE 15 only.
If three-fourths: Pass AE 19 and AE 15.
If all or almost all: Pass all 3 items in cluster.

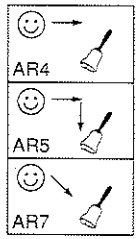
III. Auditory Receptive (AR)

AR 1. H, T: Any behavioral change in response to noise (eye blink, startle, change in movements or respiration, etc.)

AR 2. H, T: What does baby do when parent starts talking while out of baby's line of sight? Pass if any shift of head or eyes to voice.

AR 3. H: Does baby seem to respond in a specific way to certain sounds (becomes excited at hearing parents' voices, etc.)?

AR 4. T: Sit facing baby, with baby in parent's lap. Extend both arms so that your hands are behind baby's field of vision and at the level of baby's waist. Ring a 2"-diameter bell, first with 1 hand, then the other. Repeat 2 or 3 times if necessary. Pass if baby turns head to the side at least once.



AR 5. T: See note for AR 4. Pass if baby turns head first to the side, then down, to localize bell, at least once. (Automatically passes AR 4.)

AR 6. H: Does baby understand the command "no" (even though he may not always obey)? T: Test by commanding "(Baby's name), no!" while baby is playing with any test object. Pass if baby temporarily inhibits his actions.

AR 7. T: See note for AR 4. Pass if baby turns directly down on diagonal to localize bell, at least once. (Automatically passes AR 5 and AR 4.)

AR 8. H: Will your baby follow any verbal commands without you indicating by gestures what it is you want him to do ("Stop" "Come here" "Give me" etc.)? T: Wait until baby is playing with any test object, then say "(Baby's name), give it to me." Pass if baby extends object to you, even if baby seems to change his mind and take the object back. May repeat command 1 or 2 times. If failed, repeat the command but this time hold out your hand for the object. If baby responds, then pass item V 8 (1-step command with gesture).

AR 9. H: Does your child point to at least 1 body part on command? T: Have mother command baby "Show me your..." or "Where's your..." without pointing to the desired part herself.

AR 10. H: "Can child do 2 things in a row if asked? For example 'First go get your shoes, then sit down'?" T: Set out ball, cup, and spoon, and say "(Child's name), give me the spoon, then give the ball to mommy." Use slow, steady voice but do not break command into 2 separate sentences. If no response, then give each half of command separately to see if child understands separate components. If child succeeds on at least half of command, then give each of the following: "(Child's name), give me the ball and give mommy the spoon." May repeat once but do not break into 2 commands. Then "Give mommy the ball, then give the cup to me." Pass if at least two 2-step commands executed correctly. (Note: Child is credited even if the order of execution of a command is reversed.)

AR 11. T: Place a cup, ball, and spoon on the table. Command child "Show me/where is/give me... the cup/ball/spoon." (If command is "Give me," be sure to replace each object before asking about the next object.) Pass = 2 items correctly identified.

AR 12. T: Put cup, ball, spoon, and crayon on table and give command "Show me/where is/give me... the one we drink with/eat with/draw (color, write) with/throw (play with)." If the command "Give me" is used, be sure to replace each object before asking about the next object. Pass = 2 or more objects correctly identified.

AR 13. T: Put out cup (upside down) and a 1" cube. Command the child "Put the block under the cup." Repeat 1 or 2 times if necessary. If no attempt, or if incorrect response, then demonstrate correct response, saying, "See, now the block is under the cup." Remove the block and hand it to the child. Then give command "Put the block on top of the cup." If child makes no response, then repeat command 1 time but do not demonstrate. Then command "Put the block behind the cup," then "Put the block beside the cup." Pass = 2 or more commands correctly executed (prior to demonstration by examiner, if "under" is scored).

IV. Visual

V 1. H: "Does your baby smile—not just a gas bubble or a burp but a real smile?" T: Have parent attempt to elicit smile by any means.

V 2. H: "Does your baby seem to recognize you, reacting differently to you than to the sight of other people? For example, does your baby smile more quickly for you than for other people?"

V 3. H: "Does your baby seem to recognize any common objects by sight? For example, if bottle or spoon fed, what happens when bottle or spoon is brought into view before it touches baby's lips?" Pass if baby gets visibly excited, or opens mouth in anticipation of feeding.

V 4. H: "Does your baby respond to your facial expressions?" T: Engage baby's gaze and attempt to elicit a smile by smiling and talking to baby. Then scowl at baby. Pass if any change in baby's facial expression.

V 5. T: Horizontal (H): Engage child's gaze with yours at a distance of 18". Move slowly back and forth. Pass if child turns head 60° to left and right from midline. Vertical (V): Move slowly up and down. Pass if child elevates eyes 30° from horizontal. Must pass both H & V to pass item.

V 6. T: Flick your fingers rapidly towards child's face, ending with fingertips 1–2" from face. Do not touch face or eyelashes. Pass if child blinks.

V 7. H: Does child play pat-a-cake, peek-a-boo, etc., in response to parents?

V 8. T: See note for AR 8 (always try AR 8 first; if AR 8 is passed, then automatically give credit for V 8).

V 9. H: Does child spontaneously initiate gesture games?

V 10. H: "Does your child ever point with index finger to something he/she wants? For example, if child is sitting at the dinner table and wants something that is out of reach, how does child let you know what he/she wants?" Pass only index finger pointing not reaching with whole hand.