

The MacArthur-Bates Communicative Development Inventory III (Set of 25)

Philip Dale Ph.D.

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MacArthur-Bates Communicative Development Inventory-III

Child's name: _____ Birthdate: _____ Gender: _____
Person completing form (relationship to child): _____ Today's date: _____

VOCABULARY CHECKLIST

Children understand many more words than they say. We are particularly interested in the words your child SAYS. Please mark the words you have heard your child use. If your child uses a different pronunciation of a word, mark it anyway. This is only a sample of words; your child may know many other words not on this list.

<input type="checkbox"/> dinosaur	<input type="checkbox"/> grass	<input type="checkbox"/> catch	<input type="checkbox"/> peculiar
<input type="checkbox"/> donkey	<input type="checkbox"/> jar	<input type="checkbox"/> drop	<input type="checkbox"/> before
<input type="checkbox"/> reindeer	<input type="checkbox"/> adder	<input type="checkbox"/> fasten	<input type="checkbox"/> than
<input type="checkbox"/> castle	<input type="checkbox"/> material	<input type="checkbox"/> forget/forgot	<input type="checkbox"/> today
<input type="checkbox"/> drum	<input type="checkbox"/> soup	<input type="checkbox"/> half	<input type="checkbox"/> week
<input type="checkbox"/> football	<input type="checkbox"/> tire	<input type="checkbox"/> hurry	<input type="checkbox"/> yesterday
<input type="checkbox"/> microscope	<input type="checkbox"/> furniture	<input type="checkbox"/> leave	<input type="checkbox"/> their
<input type="checkbox"/> tricycle	<input type="checkbox"/> kitchen	<input type="checkbox"/> moderate	<input type="checkbox"/> they
<input type="checkbox"/> kite	<input type="checkbox"/> sofa/couch	<input type="checkbox"/> peel	<input type="checkbox"/> those
<input type="checkbox"/> wagon	<input type="checkbox"/> cloud	<input type="checkbox"/> promise	<input type="checkbox"/> yourself
<input type="checkbox"/> lemon	<input type="checkbox"/> fence	<input type="checkbox"/> skate	<input type="checkbox"/> why
<input type="checkbox"/> peanut	<input type="checkbox"/> hose	<input type="checkbox"/> sneeze	<input type="checkbox"/> about
<input type="checkbox"/> cracker	<input type="checkbox"/> sidewalk	<input type="checkbox"/> somersault	<input type="checkbox"/> above
<input type="checkbox"/> salt	<input type="checkbox"/> zoo	<input type="checkbox"/> think	<input type="checkbox"/> away
<input type="checkbox"/> sauce	<input type="checkbox"/> child	<input type="checkbox"/> block	<input type="checkbox"/> between
<input type="checkbox"/> vanilla	<input type="checkbox"/> cowboy	<input type="checkbox"/> bored	<input type="checkbox"/> on top of
<input type="checkbox"/> vegetable	<input type="checkbox"/> family	<input type="checkbox"/> deep	<input type="checkbox"/> each
<input type="checkbox"/> beads	<input type="checkbox"/> former	<input type="checkbox"/> different	<input type="checkbox"/> every
<input type="checkbox"/> jeans	<input type="checkbox"/> nobody	<input type="checkbox"/> empty	<input type="checkbox"/> none
<input type="checkbox"/> elbow	<input type="checkbox"/> nurse	<input type="checkbox"/> expensive	<input type="checkbox"/> might
<input type="checkbox"/> fingernail	<input type="checkbox"/> accident	<input type="checkbox"/> fine	<input type="checkbox"/> need to
<input type="checkbox"/> thumb	<input type="checkbox"/> circle	<input type="checkbox"/> half	<input type="checkbox"/> were
<input type="checkbox"/> bandaid/bandage	<input type="checkbox"/> front	<input type="checkbox"/> long	<input type="checkbox"/> although
<input type="checkbox"/> blade	<input type="checkbox"/> idea	<input type="checkbox"/> lost	<input type="checkbox"/> because
<input type="checkbox"/> computer	<input type="checkbox"/> camping	<input type="checkbox"/> angry	<input type="checkbox"/> however

Has your child begun to combine words yet, such as "mother cookie" or "doggie bite?"

Not Yet Sometimes Often

If you answered "Not Yet," please stop here. If "Sometimes" or "Often," please turn the page.

MacArthur-Bates Communicative Development Inventory-III
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Philip Dale Ph.D. : The MacArthur-Bates Communicative Development Inventory III (Set of 25) before purchasing it in order to gauge whether or not it would be worth my time, and all praised The MacArthur-Bates Communicative Development Inventory III (Set of 25):

SAVE when you order this item as part of a set. These forms are part of the MacArthur-Bates Communicative Development Inventories (CDIs). The CDIs and their Spanish adaptation, the Inventarios, are standardized, parent-completed report forms that track young children's language and communication skills. Top language researchers developed the report forms, designing them to focus on current behaviors and salient emergent behaviors that parents

can recognize and track. This product is sold in a package of 25. Learn more about the CDIs and the Inventarios.

About the Author Philip S. Dale, Ph.D., is Professor in Departments of Psychology, Linguistics, and Speech and Hearing Sciences at University of Washington. Dr. Dale's research interests include assessment of young children's language, language development in exceptional populations including linguistically precocious children, early language and cognition, and the effects of various models of intervention for young children with disabilities. Larry Fenson, Ph.D., is Professor of Psychology at San Diego State University in California. Dr. Fenson has published research on infant attentiveness, early symbolic development, categorization, children's drawing skills, play, and early language development. He received his doctorate in child psychology from the University of Iowa. He served as Assistant Professor at the University of Denver and was a National Institute of Child Health and Human Development postdoctoral fellow with Jerome Kagan at Harvard University. Dr. Fenson is Chair of The CDI Advisory Board. Donna Jackson-Maldonado, Ph.D., is Professor at Department of Languages and Literature (Facultad de Lenguas y Letras) in Universidad Autnoma de Quertaro, Qa de Cedros, Mexico. Dr. Jackson-Maldonado was born in the United States but was brought up in Mexico. She has lived in a bilingual-bicultural environment all of her life. Her initial professional experience was as a speech-language pathologist working with children with language disorders and learning disabilities and deaf children. She also has worked for the Mexican government's special education and communication disorders programs, doing in-service training, writing books and manuals, and developing language assessment instruments. Dr. Jackson-Maldonado received her doctorate in linguistics from El Colegio de Mxico in Mexico City. Her research has been in Spanish and bilingual language development in infants and toddlers. Part of this work was the development of the MacArthur Inventarios del Desarrollo de Habilidades Comunicativas and, with Donna J. Thal, a language and gesture battery for Spanish speakers. Dr. Jackson-Maldonado is currently a full-time professor and researcher at the Universidad Autnoma de Quertaro in Mexico. She directs a project on late-talking Spanish-speaking toddlers. Virginia A. Marchman, Ph.D., is Associate Professor in School of Behavioral and Brain Sciences at the University of Texas at Dallas, Richardson, Texas. Dr. Marchman holds a master of arts degree and a doctorate in developmental psychology from the University of California, Berkeley. She has been an assistant professor at the University of Wisconsin, Madison, and a postdoctoral fellow at the Center for Research in Language at the University of California, San Diego. She has conducted research in several areas of language and cognitive development, language disorders, and early childhood development. Her most recent work focuses on the identification of precursors of language delay and individual differences in lexical and morphological development in monolingual English and bilingual (Spanish and English) speakers. She is on the editorial board of the Journal of Speech, Language, and Hearing Research and was named Distinguished Scholar at the Callier Center for Communication Disorders. Dr. Marchman has worked on the MacArthur Communicative Development Inventories and the MacArthur Inventarios del Desarrollo de Habilidades Comunicativas for the last 15 years. She is author of the CDI Scoring Program. J. Steven Reznick, Ph.D., is an affiliate of the Department of Psychology at the University of North Carolina at Chapel Hill. Donna J. Thal, Ph.D., holds a master of science degree in speech pathology and audiology from Brooklyn College and a doctorate in speech and hearing sciences from the Graduate School and University Center of the City University of New York (CUNY). She has been a postdoctoral fellow at the Center for Research in Language at UCSD, an assistant professor at Hofstra University, and an assistant professor at Queens College of CUNY. Dr. Thal is a developmental psycholinguist and a certified and licensed speech-language pathologist who has conducted research in a number of areas, including normal and disordered development of language and cognition, children with focal brain injury, and children with delayed onset of language. She has also carried out studies of language development in Spanish-speaking infants and toddlers. Her most recent work focuses on early identification of risk for clinically significant language impairment and is funded by a grant from the National Institute of Deafness and Other Communicative Disorders (NIDCD), within the National Institutes of Health. Dr. Thal is an editorial consultant for language for the Journal of Speech, Language, and Hearing Research and the American Journal of Speech-Language Pathology. She was the California State nominee for the American Speech-Language-Hearing Foundation Outstanding Clinical Achievement Award in 1996, received the Monty Distinguished Faculty Award from SDSU 1998 and the Albert W. Johnson Research Lecturer Award from SDSU in 1999, and was the Wang Family Excellence Award nominee from SDSU in 2000. She served a 4-year term on the Communicative Disorders Committee for the NIDCD from 1998 to 2002. Dr. Thal is a co-author of the MacArthur Communicative Development Inventories.