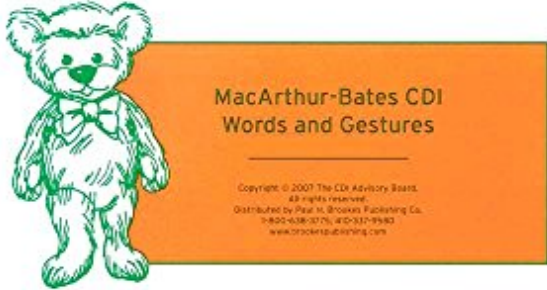


MacArthur-Bates CDI Words And Gestures (Set of 20)

Larry Fenson Ph.D., Virginia Marchman Ph.D., Donna Thal Ph.D., Philip Dale Ph.D., J. Reznick Ph.D., Elizabeth Bates Ph.D.


ebooks | Download PDF | *ePub | DOC | audiobook

Child's Name _____ Sex _____
Birthdate _____ Today's Date _____



MacArthur-Bates CDI
Words and Gestures

Copyright © 2007 The CDI Advisory Board.
All rights reserved.
Distributed by Paul H. Brookes Publishing Co.
7-800-448-0070, 410-332-7942
www.brookespublishing.com



Proper Mark Improper Marks

PART I EARLY WORDS

A. FIRST SIGNS OF UNDERSTANDING
Before children begin to speak, they show signs of understanding language by responding to familiar words and phrases. Below are some common examples. Does your child do any of these?

	Yes	No
1. Respond when name is called (e.g., by turning and looking at speaker).	<input type="checkbox"/>	<input type="checkbox"/>
2. Respond to "no no" by stopping what he/she is doing, at least for a moment.	<input type="checkbox"/>	<input type="checkbox"/>
3. React to "there's money/daddy" by looking around for them.	<input type="checkbox"/>	<input type="checkbox"/>

B. PHRASES (28)
In the list below, please mark the phrases that your child seems to understand.

understands	understands	understands
Are you hungry?	Don't touch.	Open your mouth.
Are you tired/sleepy?	Get up.	Sit down.
Be careful.	Give it to mommy.	Spit it out.
Be quiet.	Give me a hug.	Stop it.
Clap your hands.	Give me a kiss.	Time to go night night.
Change diaper.	Go get _____.	Throw the ball.
Come/has come sit.	Good job/buy.	This little piggy.
Daddy/mommy's home.	Help! call.	Want to go for a ride?
Do you want more?	Let's go bye-bye!	
Don't do that.	Look/look here.	

© 2007 Paul H. Brookes Publishing Co. All rights reserved. Printed in the U.S.A.

[Download](#) [Read Online](#)

#2220259 in Books 2006-08-16 2006-08-16 Original language: English 11.00 x 8.50 x .501, .90 #File Name: 15576688848 pages | File size: 69.Mb

Larry Fenson Ph.D., Virginia Marchman Ph.D., Donna Thal Ph.D., Philip Dale Ph.D., J. Reznick Ph.D., Elizabeth Bates Ph.D. : MacArthur-Bates CDI Words And Gestures (Set of 20) before purchasing it in order to gage whether or not it would be worth my time, and all praised MacArthur-Bates CDI Words And Gestures (Set of 20):

SAVE when you order this item as part of a set. The CDI: Words and Gestures Forms are for children ages 818 months. In the form, the first part prompts parents to document the child's understanding of hundreds of early vocabulary items separated into semantic categories such as animal names, household items, and action words. Parents mark the words understood or used, and the forms yield separate indexes of words understood and words produced.

The second part of each form asks parents to record the communicative and symbolic gestures the child has tried or completed. 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 20. 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. J. Steven Reznick, Ph.D., is an affiliate of the Department of Psychology at the University of North Carolina at Chapel Hill. Dr. Bates was a founding member of the Cognitive Science Department at University of California at San Diego (the first of its kind in the world), the Director of the federally-funded UCSD Project in Cognitive and Neural Development, a founding co-director of the innovative Joint Doctoral Program in Language and Communicative Disorders at San Diego State University and UCSD, and the Director of the Center for Research in Language and Professor of Cognitive Science at UCSD. With strengths in developmental psychology, linguistics, neurology, and cognitive science, she carried out many creative and influential collaborative studies on the interrelations among language acquisition, brain function, symbolic growth, and other key aspects of development. During her extensive career, she directed cross-linguistic studies on 4 continents and authored or co-authored 10 books and more than 200 scientific publications. Her work was interdisciplinary, influencing diverse fields such as neuroscience, linguistics, biology, psychology, computer science, and medicine. 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. 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. 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. Donna Jackson-Maldonado, Ph.D., is Professor at Department of Languages and Literature (Facultad de Lenguas y Letras) in Universidad Autónoma de Querétaro, 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 México 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 Mac-Arthur 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 Autónoma de Querétaro in Mexico. She directs a project on late-talking Spanish-speaking toddlers.