

Annotated language sample

Bloom and Lahey in practice | Fictional preschool play and snack interactions

Reading the sample: Content = meaning; form = structure; use = communicative function. Interpret each response with its context. English examples describe observed productions, not age expectations.

01 Requesting another item

The child has an empty plate, reaches toward the crackers, and says, "More cracker."

CONTENT	FORM	USE
Additional quantity / recurrence "More" refers to an additional cracker in this context.	Two-word combination The response combines a quantity word and a noun; plural -s is not produced.	Request Reaching and the partner-directed message support a request interpretation.

Support: I: no target-specific cue. Outcome: The partner gives the child another cracker.

02 Reporting a location

During toy play, the child points to a bear on a chair and says, "Bear on chair."

CONTENT	FORM	USE
Location The message expresses where the bear is relative to the chair.	Noun + preposition + noun The locative phrase is present; a copula and articles are not produced.	Comment / directing attention The child draws the partner's attention to the scene without asking for an item.

Support: I: no target-specific cue. Outcome: The partner looks at the bear and acknowledges its location.

03 Refusing an offered activity

When offered a paintbrush, the child pushes it away and says, "No paint."

CONTENT	FORM	USE
Negation / rejection The child rejects the offered painting activity; "no" does not refer to a missing object.	Negative + single word The utterance contains "no" plus "paint". Its noun or verb status is uncertain here.	Refusal The offer and push-away gesture support refusal as the function.

Support: I: no target-specific cue. Outcome: The partner accepts the refusal and offers another activity.

Sources: Bloom & Lahey (1978), Language Development and Language Disorders; ASHA, [Language in Brief](#). Original iSpeax resource; descriptive codes, not standardized scoring.

Annotated language sample

Bloom and Lahey in practice | Fictional preschool play and snack interactions

Support key: I = no target-specific cue; C = cue, specified verbatim; M = exact model. These local labels are not a validated scale. Keep imitation, cued responses and independent probes separate.

04 Imitating a grammatical model

After the child says "Dog run," the SLP says, "The dog is running." The child repeats, "The dog is running."

CONTENT	FORM	USE
Agent + action The message represents the dog performing an action.	Article + noun + auxiliary + verb-ing The modeled sentence includes an auxiliary and progressive -ing.	Response to a model This is an imitated production within teaching, not evidence of an independent comment.

Support: M: exact verbal model. Outcome: The target form occurs after modeling; probe independence separately.

05 Repairing an ambiguous request

The child asks, "That one." The partner asks, "Which one?" The child points and says, "The red truck."

CONTENT	FORM	USE
Attribute + object The revised message adds color and object information.	Article + adjective + noun The child produces a noun phrase. A full sentence is not needed for this exchange.	Repair / specification The revision addresses the partner's difficulty identifying the referent.

Support: C: clarification request, "Which one?" Outcome: The partner selects the red truck; the repair succeeds in this exchange.

06 Leaving a code unresolved

A toy rolls out of sight. The child says, "Gone." The observer cannot see the child's gaze or gestures.

CONTENT	FORM	USE
Disappearance / nonexistence The preceding event supports an interpretation about disappearance.	Single-word utterance Only one spoken word is recorded.	Uncertain Commenting, requesting help, and other functions remain possible without more context.

Support: I: no target-specific cue recorded. Outcome: No partner response is recorded; communicative success is unknown.

Sources: Bloom & Lahey (1978), Language Development and Language Disorders; ASHA, [Language in Brief](#). Original iSpeax resource; descriptive codes, not standardized scoring.