

Name of child: _____ Date of birth: _____ Age: _____

Name of observer: _____ Discipline or job title: _____ Date of assessment: _____

I. Modalities of Communication

- A. Primary method (*circle one*):
1. Eye gaze
 2. Gesture
 3. Physical manipulation
 4. Vocalization
 5. Sign language
 - a. Idiosyncratic? (*yes or no*)
 - b. Formal? (*yes or no*)
 6. Verbalization
 7. Augmentation
- B. Supplemental forms used in communication:
- C. Frequency of communication acts:

II. Pragmatics

- A. Stage or level of intention (*circle one*):
- | | | |
|-------------------|------------------|----------------|
| 1. Perlocutionary | 2. Illocutionary | 3. Locutionary |
|-------------------|------------------|----------------|
- Examples:
- B. Meaning implied by gestures, vocalizations, and verbalizations (*circle those that apply*):
- | | |
|---------------------------|---------------------------------|
| 1. Seeking attention | 6. Commenting on object |
| 2. Requesting object | 7. Greeting |
| 3. Requesting action | 8. Answering |
| 4. Requesting information | 9. Acknowledging other's speech |
| 5. Protesting | 10. Other: |
- Examples:
- C. Functions fulfilled (*circle those that apply*):
- | | |
|------------------|----------------|
| 1. Instrumental | 5. Imaginative |
| 2. Regulatory | 6. Heuristic |
| 3. Interactional | 7. Informative |
| 4. Personal | |
- Examples:
- D. Discourse skills demonstrated (typically and optimally) (*circle those that apply*):
- | | |
|----------------------------|---|
| 1. Attending to speaker | 5. Volunteering/changing topic |
| 2. Initiating conversation | 6. Responding to requests for clarification |
| 3. Turn-taking | 7. Questioning |
| 4. Maintaining topic | |
- Examples:

E. Echolalia? (yes or no)

1. Timing (circle one):

a. Immediate

b. Delayed

2. Echolalia (circle one):

a. Exact act

b. Mitigated

3. Function (circle one):

a. Continue interaction

b. Demonstrate comprehension

4. Degree of pragmatic success:

Examples:

III. Phonology: Sound Production Patterns

A. Phonemes produced (circle those that apply):

1. Preverbal sounds

4. Jargon

2. Speech sounds

5. Words

3. Babbling

Examples:

B. Phonological processes or errors

1. Deletions (circle those that apply):

a. Consonants

b. Syllables

c. Sounds

Examples:

2. Assimilations? (yes or no)

Examples:

3. Substitutions (circle those that apply):

a. Initial sounds

c. Liquids

b. Final sounds

d. Vowels

Examples:

C. Intelligibility level

1. In known context:

2. In unknown context:

3. By familiar person:

4. Appropriateness of intonation? (yes or no)

5. Dysfluencies or stuttering? (yes or no)

Name of child: _____ Date of birth: _____ Age: _____
 Name of observer: _____ Discipline or job title: _____ Date of assessment: _____

IV. Semantic and Syntactic Understanding

A. Cognitive level of understanding (*circle those that apply*):

- | | |
|----------------|-------------------|
| 1. Referential | 4. Categorical |
| 2. Extended | 5. Metalinguistic |
| 3. Relational | |

Examples:

B. Types of words used (*circle those that apply*):

- | | |
|---------------|-----------------|
| 1. Nouns | 5. Prepositions |
| 2. Verbs | 6. Negatives |
| 3. Adjectives | 7. Conjunctions |
| 4. Adverbs | |

Examples:

C. Semantic relations (*circle those that apply*):

- | | |
|-----------------|----------------------------|
| 1. Agent | 8. Location |
| 2. Action | 9. Possession |
| 3. Object | 10. Agent-action |
| 4. Recurrence | 11. Action-object |
| 5. Nonexistence | 12. Agent-action-object |
| 6. Cessation | 13. Action-object-location |
| 7. Rejection | 14. Other: |

Examples:

D. Sentences

1. Structure (*circle those that apply*):

- | | |
|----------------|--------------|
| a. Declarative | c. Negative |
| b. Imperative | d. Questions |

Examples:

2. Level of complexity (*circle one*):

- | | | |
|-----------|-------------|------------|
| a. Simple | b. Compound | c. Complex |
|-----------|-------------|------------|

Examples:

E. Morphological markers (*circle those that apply*):

- | | |
|-------------------------------------|--|
| 1. Present progressive | 5. Contractible and uncontractible copula |
| 2. Prepositions | 6. Regular and irregular third person |
| 3. Regular and irregular past tense | 7. Contractible and uncontractible auxiliary |
| 4. Possessives | |

Examples:

F. Mean length of utterance (*see Table 8.2 in Transdisciplinary Play-Based Assessment*):

V. Comprehension of Language

A. Early comprehension

1. Reaction to sounds:

2. Joint referencing with adult? *(yes or no)*
 - a. With visual regard? *(yes or no)*
 - b. With verbal cue? *(yes or no)*
 - c. With physical cue? *(yes or no)*

Examples:
3. Response to common routines or statements? *(yes or no)*
 - a. With contextual cues? *(yes or no)*
 - b. Without contextual cues? *(yes or no)*

Examples:

B. Comprehension of language forms

1. Response to semantic relations:

2. Response to questions *(circle those that apply)*:

a. Yes/no questions	b. Simple "wh-" questions	c. Advanced "wh-" questions
---------------------	---------------------------	-----------------------------

Examples:
3. Commands followed *(circle those that apply)*:

a. Complex	b. With contextual cues	c. Without contextual cues
------------	-------------------------	----------------------------

Examples:
4. Prepositions understood *(circle those that apply)*:

a. Simple	b. Advanced
-----------	-------------

Examples:
5. Temporal terms understood:

6. Relational terms understood:

VI. Oral Motor Development

A. Cup-drinking skills

1. Head aligned with body? *(yes or no)*
 - a. Midline *(yes or no)*
 - b. Head extension or retraction? *(yes or no)*
2. Lip control
 - a. Degree of lip seal:

Name of child: _____ Date of birth: _____ Age: _____

Name of observer: _____ Discipline or job title: _____ Date of assessment: _____

- b. Ease with which jaw and lips meet cup:
- c. Lip control when cup removed:
- 3. Amount of tongue control
 - a. Tongue protrusion under cup:
 - b. Lack of tongue thrust forward? *(yes or no)*
- 4. Coordinated suck/swallow? *(yes or no)*
 - a. Sequence:
 - b. Amount child can drink without pause:
 - c. Inhibited breathing while swallowing? *(yes or no)*
 - d. Frequency of coughing and choking:

- B. Adept at chewing and swallowing solids? *(yes or no)*
 - 1. Sustaining and controlling a bite? *(yes or no)*
 - 2. Jaw movement *(circle those that apply)*:
 - a. Bite release
 - b. Diagonal rotary pattern
 - c. Circular rotary pattern
 - 3. Tongue assistance in moving food? *(yes or no)*
 - 4. Lip control
 - a. Movement independent of jaw? *(yes or no)*
 - b. Mouth closure? *(yes or no)*
 - c. Food loss or salivation while chewing? *(yes or no)*

VII. Observations Related to Other Areas

- A. Hearing:
- B. Voice quality:
- C. Cognitive development
 - 1. Level of imitation indicated by child's language *(circle those that apply)*:
 - a. Motor acts
 - b. Oral motor acts
 - c. Speech and non-speech sounds
 - d. Word approximations
 - e. Words
 - f. Word combinations
 - g. Complete sentences
 - h. Morphological markers:
 - 2. Cognitive prerequisites to language *(circle those that apply)*:
 - a. Object permanence
 - b. Means-end behaviors
 - c. Functional object use and object classification
 - d. Symbolic behavior

D. Social-emotional development

- 1. Social interaction:

- 2. Topics appropriate? (*yes or no*)

- 3. Similarity of communication with different partners:

E. Sensorimotor development

- 1. Visual-motor skills:

- 2. Muscle tone and postural control:

- 3. Reflexes:

- 4. Fine motor skills:

- 5. Motor planning:

Additional Comments

Large empty rectangular box for additional comments.

Summary Sheet for Communication and Language Guidelines

Name of child: _____ Date of birth: _____ Age: _____
 Name of observer: _____ Discipline or job title: _____ Date: _____

Observation categories	Areas of strength	Rating	Justification	Things I'm ready for
I. Communication Modalities				
II. Pragmatics <ul style="list-style-type: none"> A. Stages B. Range of Meaning C. Functions D. Discourse Skills E. Imitation/ Echolalia 				

Summary Sheet for Communication and Language Guidelines

Name of child: _____ Date of birth: _____ Age: _____

Name of observer: _____ Discipline or job title: _____ Date: _____

Observation categories	Areas of strength	Rating	Justification	Things I'm ready for
III. Phonology: Sound Production System				
IV. Semantic and Syntactic Understanding in Verbal Expression				
V. Comprehension of Language				
VI. Oral Motor				
VII. Other Concerns (Identify):				

From *Transdisciplinary Play-Based Assessment: A Functional Approach to Working with Young Children* (revised edition), by Toni W. Linder. Copyright © 1993 by Paul H. Brookes Publishing Co., Inc.