

Functional Communication Checklist

NAME: _____

DOB: _____

SCHOOL: _____

EVALUATOR: _____

RATING SCALE <i>Never – 1 Rarely – 2 Sometimes – 3 Usually – 4 Consistently – 5</i>		Date:	Date:	Date:
1. Rate the methods of communication used by the student:				
Eye gaze				
Gesture				
Physical manipulation				
Vocalization (i.e. non-speech, grunts)				
Facial expression				
Sign language (___ idiosyncratic ___ formal)				
Verbalization				
Augmentation (i.e., picture board, device)				
Other				
2. Rate communication interactions:				
Initiates communication interactions				
Appropriately maintains communication interactions				
Demonstrates turn-taking behaviors				
Appropriately terminates communication interactions				
Appropriately responds to communication interactions				
3. Rate communication functions:				
Gains attention of people within environment				
Makes requests (i.e. want, help)				
Expresses rejection (i.e. no, don't want)				
Expresses wants and needs within an activity				
Expresses activity choice				
Responds to questions with "yes" and "no"				
Expresses recurrence (more)				
Expresses "finished" or "all gone" or "gone"				

Provides greetings/farewells			
Expresses comments (i.e. I like it; It's soft)			
Expresses feelings			
Expresses physical conditions			
Answers basic questions			
Asks questions			
4. Rate expressive language skills:			
<p>A. Phonology: Sound Production Patterns Check the phonemes or speech sounds produced by the student—include sound/word inventory:</p> <ul style="list-style-type: none"> • Speech sounds _____ • Babbling—consonant-vowel combinations _____ • Jargon-speech sounds combined into patterns with intonations _____ <p>B. Echolalia Check if student demonstrates echolalia in communication.</p> <p>Timing: Immediate _____ Delayed _____</p> <p>Echolalia: Exact depends on the word _____ Mitigated (changed) _____</p> <p>Function: To continue interaction _____ To demonstrate comprehension _____</p> <p>Comments _____ _____ _____</p>			
C. Rate oral language skills demonstrated Produces single word approximations (i.e., "ma"/"mamma")			
Produces single word utterances— <i>Check categories observed:</i> __ agent (baby) __ action (drink) __ object (cup) __ location (up) __ recurrence (more) __ possession (mine)			
Imitates new words			
Produces two-word utterances			
Produces three-word utterances			
Produces short sentences			

5. Receptive Language: Rate receptive language skills

Alert to environmental noises			
Localizes to sound source/speaker's voice			
Responds to name			
Anticipates familiar routines			
Follows simple directions with visual cue			
Follows simple directions with verbal cue			
Follows one/two-step directional commands			
Identifies familiar people/objects within environment			
Identifies photographs of familiar objects			
Identifies drawings of familiar objects			
Identifies objects through function			
Identifies objects by color/size/shape			
Demonstrates comprehension of directional concepts			
Demonstrates comprehension of basic "wh" questions			
Demonstrates object permanence (ability to represent objects and events not perpetually present)			
Demonstrates mean-end behaviors (actions to achieve a goal)			
Demonstrates functional object use and object classification (perception of relationships)			
Demonstrates symbolic behavior (ability to internalize and reproduce information)			

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