

Informal Communication Assessment
(Please return to school psychologist to include in the evaluation report)

Student Name _____ DOB _____

Date _____

Teacher _____

The Child's Imitative Phonetic and Basic Language Skills

1. Does the child imitate *non-speech* sounds, such as that of a car, a bell,
or animal sounds? No Yes

If yes, provide examples:

2. Does the child imitate speech sounds? No Yes

If yes, provide examples:

3. Did the child imitate simple words? No Yes

If yes, provide examples:

4. Did the child imitate simple phrases? No Yes

If yes, provide examples:

Additional Comments on the Child's Verbal Speech and Language Skills:

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Nonverbal *Expressive* Communication

Please respond to the following questions. You can respond based on memory but in some cases/scenarios you may need to attempt an activity or a set of activities to determine your responses. Column 2 involves suggestions/strategies to use when needed.

Expressive Communication			
Communication Skill	If trying to elicit/plan for a behavior: Child-Specific Strategy	Behavior/Skill	
Social Interaction During Play Activities	1. Engage the child in spontaneous play activities.	Does the child become upset when the teacher attempts to interact?	Y N
		Does the child avoid interacting or prefer to play by him or herself?	Y N
	2. After a few minutes, turn away and play with something by yourself.	Does the child seek out the attention of the teacher?	Y N
		How does the child get the teacher's attention?	Y N
	3. Spend several minutes playing. Include activities that require "turn-taking."	Does the child make eye contact?	Y N
		Does the child sustain eye contact appropriately?	Y N
		Does the child engage in turn-taking?	Y N
		Are the child's facial expressions and emotional responses appropriate to the context/activity?	Y N
		How does the child express frustration, anger, or discomfort?	Y N
		Other Comments:	

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Initiation of Communication	<p>Eliminate all but 1 or 2 toys or books from the room. Sit with your back to the child and read the book or play with the toy.</p>	<p>Does the child attempt to initiate communication?</p> <p>If yes, Please mark all of the boxes to the right that apply:</p>	<p>Y N</p> <p><input type="checkbox"/> vocalizing, such as grunting or yelling</p> <p><input type="checkbox"/> grabbing</p> <p><input type="checkbox"/> hitting</p> <p><input type="checkbox"/> making eye contact</p> <p><input type="checkbox"/> smiling</p> <p><input type="checkbox"/> moving an object or handing something to the clinician to get attention</p> <p><input type="checkbox"/> other:</p>
Joint Attention	<p>Joint attention means that both parties are looking at or attending to the same object or event.</p> <p>Engage in one or more of the following activities together:</p> <p><input type="checkbox"/> play with a toy</p> <p><input type="checkbox"/> look at a book</p> <p><input type="checkbox"/> work on a puzzle</p>	<p>When pointing to pictures in a book, does the child's eye gaze follow?</p> <p>Does the child engage in joint attention during these activities?</p> <p>If yes, for how long is it maintained?</p> <p>How does the child get the teacher to attend to something?</p> <p><i>Please mark all of the boxes to the right that apply:</i></p>	<p>Y N</p> <p>Y N</p> <p><input type="checkbox"/> vocalizing</p> <p><input type="checkbox"/> pointing</p> <p><input type="checkbox"/> moving the clinician's hand</p> <p><input type="checkbox"/> physically turning the clinician's head</p> <p><input type="checkbox"/> moving an object toward the clinician</p> <p><input type="checkbox"/> other:</p>

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<p>Request for a Desired Object or Action (Imperative)</p>	<p>1. Place a number of “desired toys” or a “desired food item” in the room, but out of the child’s reach. 2. Engage in an activity such as blowing bubbles or playing with a toy. Stop and put the item up on a shelf. How does the child react? 3. Activate a wind-up toy and then let it run down. How does the child react? 4. Blow up a balloon or throw a paper airplane. Let it fly around the room. How does the child react when it stops? 5. Engage in a familiar song/game, such as “peek-a-boo” or “wheels on the bus.” Stop. How does the child react? 6. For one or more of the activities above (1-5), model a correct verbal response, such as “bubble,” “go,” or “more.” 7. For one or more of the activities above (1-5), model a correct gestural response or “sign,” such as “want,” “bubble,” or “more.” Use hand-over-hand modeling to help the child gesture, then reinforce by responding positively to it.</p>	<p>Does the child request something?</p> <p>If yes, Please mark all of the boxes to the right that apply:</p>	<p style="text-align: center;">Y N</p> <p><input type="checkbox"/> vocalizing</p> <p><input type="checkbox"/> crying</p> <p><input type="checkbox"/> pointing</p> <p><input type="checkbox"/> gesturing an action or “more”</p> <p><input type="checkbox"/> moving toward the object</p> <p><input type="checkbox"/> manipulating the clinician’s hand to do something</p> <p><input type="checkbox"/> reaching to be picked up</p> <p><input type="checkbox"/> other:</p>
	<p>How does the child respond to teachers’ modeling?</p> <p>If yes, Please mark all of the boxes to the right that apply.</p>	<p><input type="checkbox"/> attempts to imitate verbalizations</p> <p><input type="checkbox"/> attempts to imitate gestures</p> <p><input type="checkbox"/> other:</p>	

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Declaratives	Attempt to evoke by presenting a novel item or event into the environment. For example, have the child remove an unseen object from a bag. How does the child react?	Does the child attempt to name or comment on the object? Is there a verbal response? Is there a gestural response? Other:	Y N Y N Y N
Protest	During the previously described activities identify ways in which the child expresses displeasure or shows that they do not want a particular toy or activity.	How does the child show displeasure? <i>Please mark all of the boxes to the right that apply:</i>	<input type="checkbox"/> says “no” <input type="checkbox"/> shakes head to indicate “no” <input type="checkbox"/> vocalizes (yells, grunts, other noises) <input type="checkbox"/> cries <input type="checkbox"/> turns away, moves away, or runs away <input type="checkbox"/> hits, pinches, kicks <input type="checkbox"/> pushes objects away <input type="checkbox"/> pushes clinician’s hand away <input type="checkbox"/> other:
Types of Play the Child Engages In	Use the activities described above to assess the types of play the child engages in.	Does the child engage in primitive play routines? If yes, Please mark all of the boxes to the right that apply:	Y N <input type="checkbox"/> engaging in sensorimotor exploration <input type="checkbox"/> mouthing objects <input type="checkbox"/> shaking or “spinning” objects <input type="checkbox"/> banging objects

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Types of Play the Child Engages In		Does the child demonstrate functional use of an object such as pushing a car, flying an airplane, or brushing his/her hair with a hairbrush?	Y	N
		Does the child engage in symbolic play or “pretend”?	Y	N
		Does the child participate appropriately as a play partner, including the demonstration of turn-taking?	Y	N
		Other:		

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Nonverbal *Receptive* Communication

Please respond to the following questions. You can respond based on memory but in some cases/scenarios you may need to attempt an activity or a set of activities to determine your responses. Column 2 involves suggestions/strategies to use when needed.

Receptive Communication		
Communication Skill	If trying to elicit/plan for a behavior: Child-Specific Strategy	Behavior/Skill
Comprehension of Single Words	1. Have the child identify people or objects in the environment. "Where is mommy/daddy/ name of sibling or other person who accompanied the child?" "Where is the window/chair, etc.?"	What is the child's mode of response? <input type="checkbox"/> pointing <input type="checkbox"/> eye gaze <input type="checkbox"/> other:
	2. Have the child identify body parts named by the clinician. "Where is your nose?" "Show me your eyes."	Does the child's accuracy improve with repetition? Y N Does the child's accuracy improve with cueing? Y N
	3. Place several common objects or toys on the table (e.g., ball, car, cup, doll teddy bear, etc.). "Where is (name toy/object)?" "Show me (name toy/object)." "Give me (name toy/object)."	<input type="checkbox"/> visual cuing <input type="checkbox"/> tactile cuing <input type="checkbox"/> other:
	4. Repeat #3 using age-appropriate picture stimuli of common objects, or family members. This activity can also be used to assess the child's understanding of shapes or colors.	Can the student do: <input type="checkbox"/> body part identification
	5. Look at a book together and ask the child to identify pictures in the book.	<input type="checkbox"/> identification of objects or toys <input type="checkbox"/> identification of pictures

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<p>Understanding of Basic Concepts (these words are often used as modifiers)</p>	<p>1. Utilize several contrasting objects or pictures to represent all or some of the following concepts: big/little, long/short, empty/full, happy/sad, rough/smooth, soft/hard, hot/cold, high/low, tall/short, fast/slow. For example:</p> <ul style="list-style-type: none"> • Place a large ball and a small ball on the table and ask the child: “Show me the big one.” or “Show me the little one.” • Place pictures on the table representing a full glass and an empty glass and ask the child: “Show me the full glass.” or “Show me the empty glass.” <p>2. Assess number concepts by placing several objects (e.g., blocks) on the table and tell the child: “Give me one block.” “Give me two blocks.” “Give me [number] blocks.”</p>	<p>Mark the child’s understanding of basic concepts:</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> big <input type="checkbox"/> little <input type="checkbox"/> long <input type="checkbox"/> short <input type="checkbox"/> empty <input type="checkbox"/> full <input type="checkbox"/> happy <input type="checkbox"/> sad <input type="checkbox"/> rough <input type="checkbox"/> smooth <input type="checkbox"/> soft <input type="checkbox"/> hard <input type="checkbox"/> hot <input type="checkbox"/> cold <input type="checkbox"/> high <input type="checkbox"/> low <input type="checkbox"/> tall <input type="checkbox"/> short <input type="checkbox"/> fast <input type="checkbox"/> slow <input type="checkbox"/> numbers: <input type="checkbox"/> other: </div>
<p>Understanding Singular versus Plural</p>	<p>1. Place several of the same object on the table (e.g., balls, blocks, cars, etc.). Say to the child: “Give me the ball.” “Give me the balls.” Repeat with different objects.</p> <p>2. Place pictures showing a singular form (e.g., cat) and a plural form (e.g., cats) on the table and say to the child: “Show me the cat.” “Show me the cats.” Repeat with different objects.</p>	<p>Mark the child’s understanding of singular and plural</p> <div style="display: flex; flex-direction: column; gap: 20px;"> <div> <input type="checkbox"/> singular form <div style="margin-left: 20px;"> <input type="radio"/> pictures <input type="radio"/> objects </div> </div> <div> <input type="checkbox"/> plural form <div style="margin-left: 20px;"> <input type="radio"/> pictures <input type="radio"/> objects </div> </div> </div>

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Understanding of Pronouns	<p>Display pictures of children and animals performing various actions, such as a boy jumping, a girl jumping, a horse jumping, and a group of children jumping. Say to the child:</p> <p>“Show me <i>he</i> is jumping.”</p> <p>“Show me <i>she</i> is jumping.”</p> <p>“Show me <i>it</i> is jumping.”</p> <p>“Show me <i>they</i> are jumping.”</p> <p>Repeat with different pictures.</p>	<p>Mark the child’s understanding of pronouns</p> <p><input type="checkbox"/> he</p> <p><input type="checkbox"/> she</p> <p><input type="checkbox"/> it</p> <p><input type="checkbox"/> they</p>
Understanding of Prepositions	<p>1. Ask the child to move object, such as:</p> <p>“Put the block <i>in</i> the box.”</p> <p>“Put the block <i>under</i> the box.”</p> <p>“Put the doll <i>on</i> the chair.”</p> <p>“Put the doll <i>behind</i> the chair.”</p> <p>“Put the block <i>beside</i> the box.”</p> <p>Repeat with different objects.</p> <p>2. Display pictures that represent the various prepositions and ask the child to identify the correct one, such as:</p> <p>“Show me the dog is under the table.”</p>	<p>Mark the child’s understanding of prepositions</p> <p><input type="checkbox"/> in</p> <p><input type="checkbox"/> under</p> <p><input type="checkbox"/> on</p> <p><input type="checkbox"/> behind</p> <p><input type="checkbox"/> beside</p>
Comprehension of Simple Questions	<p>If the child has a verbal or gestural strategy for indicating “yes” and “no,” ask several simple, concrete questions. Intermix the questions so both “yes” and “no” responses are required. Ask questions such as:</p> <ul style="list-style-type: none"> • Is your name _____? (ask with correct and incorrect name) • Do you have a brother/sister? • Do you have a dog/cat? • Is this a ball? (hold up a ball or something other than a ball) • Is this your shirt? (point to child’s shirt or a different clothing item) • Is this my nose? (point to your nose or other body part) 	<p>What was the child’s mode of response?</p> <p>Does he or she consistently respond correctly to yes or no questions?</p> <p style="text-align: center;">Y N</p>

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Comprehension of Basic Commands

- stand up
- sit down
- raise your hand
- stomp your feet
- throw the ball
- kiss the baby (doll)
- tickle the teddy bear

- ☐ Stand up and raise your hand.
- ☐ Go get the book and put it in the box.
- ☐ Pick up the bear and put it on your head.
- ☐ Give me the ball and the truck.
- ☐ Kiss the baby and tickle the bear.