

## Functional Communication Checklist

Please fill out this checklist by observing the child in an environment (classroom, play area, outdoors and so on). It is important to take the opinion of the teacher and caregiver and involve them in your observations.

NAME:

AGE:

1. Does the child try to communicate?

2. Describe the child's eye contact

Normal	Reluctant	Fleeting	Refuses/Avoids	Excessive
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3. Does the child have shared attention?

4. Can the child take turns?

5. How successful are the child's communication attempts?

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|---------------------------|--------|---------|-----------|--------|
| • With familiar adults:   | always | usually | sometimes | rarely |
| • With unfamiliar adults: | always | usually | sometimes | rarely |
| • With peer(1 to 1):      | always | usually | sometimes | rarely |
| • With peer(group):       | always | usually | sometimes | rarely |

6. What is the child's reaction to communication success?

7. What is the child's reaction to communication failure?

8. What methods of communication does the child use? Tick all the methods and indicate the one(s) used the most.

Body movements	Facial expressions	vocalizations	Pointing/ taking to objects/places	Eye pointing
Gestures	Signs	Speech: word or sentence	Real objects	Tangible symbols
Drawing	Picture/ photo	Written words	Graphic symbols	Alphabets

9. Can the child call for attention? How?

10. Does the child have a yes/no response? What is it?

12. Can the child indicate basic needs reliably (toilet, hunger, thirst, pain and so on?). how is this done? Is it clearly understandable?

13. Does the child make choices? How?

14. At what level is the child's communication?

Single words      2 words      3 words      4+ words

grammatically correct full sentences

15. Does the child initiate communication with others?

16. What are the most common reasons the child communicates?

- Social conventions – greeting, social responses and questions
- Confirmation or denial
- Provision of information
- Clarification and repair of misunderstanding
- Expression of self
- Elicited imitation or prompted repetition
- Rejection or protest
- Request for objects or actions
- Request for information
- Request for clarification
- Request for attention
- Commenting on things/ events present
- Commenting on things out of sight
- Joking/pretending/teasing

17. Does the child understand and follow conventional rules of conversation?

18. How does the child receive communication? Indicate which systems are used independently or together with other systems.

Spoken word	Short sentences	Speech		
Gestures	Signs	Finger spelling		
Drawings	Photographs	Graphic symbols	Written words	Sentences
Tangible symbols	Real objects	Partial objects	Symbolic objects	

19. Can the child receive communication in the manner described above from only a familiar person or from all people?

## **Summary of communicative capacity**

What are the most common reasons why the child communicates?

With whom does the child communicate the most?

When or in what situation does the child communicate the most?

Note any specific communication needs or issues.

Note any specific assistance requested or required by the child, parents, teachers or other staff.