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

3. Does the child have shared attention?

4. Can the child take turns?

5. How successful are the child’s communication attempts?
   - 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.

<table>
<thead>
<tr>
<th>Body movements</th>
<th>Facial expressions</th>
<th>Vocalizations</th>
<th>Pointing/ taking to objects/places</th>
<th>Eye pointing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gestures</td>
<td>Signs</td>
<td>Speech: word or sentence</td>
<td>Real objects</td>
<td>Tangible symbols</td>
</tr>
<tr>
<td>Drawing</td>
<td>Picture/ photo</td>
<td>Written words</td>
<td>Graphic symbols</td>
<td>Alphabets</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Spoken word</th>
<th>Short sentences</th>
<th>Speech</th>
<th>Gestures</th>
<th>Signs</th>
<th>Finger spelling</th>
<th>Drawings</th>
<th>Photographs</th>
<th>Graphic symbols</th>
<th>Written words</th>
<th>Sentences</th>
<th>Tangible symbols</th>
<th>Real objects</th>
<th>Partial objects</th>
<th>Symbolic objects</th>
</tr>
</thead>
</table>

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.