○ **Basic Communication Expression**
(Check all that apply.)

Type	Expresses Choices	Expresses Pleasure/ Discomfort	Expresses Name	Labels Objects
attempts speech				
speaks				
imitates speech				
sign language				
fingerspells				
alphabet set				
writes				
types				
picture system/ PECS				
word system				
eye gaze				
communication device				
facilitation				
vocalizes				
points/gestures				
facial expression				
takes object				
body movements				
shows ID tag or card				
head nod answer				
not expressed				

○ **Uses Common Gestures**   ☐ spontaneous   ☐ w/gestural prompt   ☐ w/physical prompt   ☐ none

○ **Grammar Skills**   ☐ excellent   ☐ adequate   ☐ fair   ☐ poor
☐ none   means: _____

○ **Vocabulary**   ☐ extensive   ☐ basic/functional   ☐ limited   ☐ n/a

Check All Types Used:

☐ objects   ☐ person   ☐ places   ☐ categories
☐ present-tense action   ☐ past-tense action   ☐ future-tense action   ☐ possession
☐ social forms   ☐ slang   ☐ quantity   ☐ plurals
☐ pronouns   ☐ location/direction   ☐ yes/no   ☐ time concepts
☐ action quality (adverbs)   ☐ object quality (adjectives)   ☐ idiomatic expression (colloquial)   ☐ physical & emotional states
☐ similes, metaphors, puns   ☐ swearing

○ **Average Phrase Length**   _____ words   **Imitation Span**   _____ words

Indicate Means:

☐ spoken   ☐ signed   ☐ picture/symbol   ☐ printed message
☐ communication device   ☐ n/a   ☐ other: _____

PRAGMATIC/SOCIAL LANGUAGE

○ **Communicative Intent**

☐ request item/action	☐ call/summon	☐ compliment/praise	☐ deny/negate
☐ ask for 'more'	☐ seek/direct care	☐ describe item/act	☐ affirm
☐ gain attention	☐ seek affection	☐ express gratitude	☐ instruct
☐ protest/resist	☐ seek approval	☐ make plans	☐ deceive
☐ greet/take leave	☐ interrupt others	☐ make friends	☐ remind
☐ command	☐ socialize	☐ assert self	☐ criticize
☐ request assist	☐ offer assist/warn	☐ offer empathy	☐ persuade
☐ inform about self	☐ comment	☐ self advocate	☐ insult
☐ inform about others	☐ agree	☐ repair conversation	☐ apologize
☐ provide information	☐ argue or disagree	☐ request clarification	☐ control
☐ show interest in others/activity		☐ clarify meaning/explain	
☐ to play with others	☐ suggest/advise	☐ share interests/objects w/others	
☐ inquire	☐ none demonstrated	☐ other: _____	

○ **Initiates Communication**

☐ appropriately	☐ moderately	☐ if asked/prompted	☐ rarely
☐ occasionally	☐ excessively	☐ only egocentric	☐ none

○ **Answers Who, What, & Where Questions**

☐ consistently	☐ inconsistently	☐ minimally	☐ not able

○ **Answers When, Why, & How Questions**

☐ consistently	☐ inconsistently	☐ minimally	☐ not able

○ **Answers Yes/No Questions**

☐ consistently	☐ inconsistently	☐ minimally	☐ not able
☐ randomly (indiscriminate)		☐ only concerning needs or desires	

○ **Asks Questions**

☐ simple forms	☐ complex forms	☐ uses changes in vocal inflection
☐ via gestures	☐ none elicited/emitted	☐ reported but not observed
☐ interviews listener	☐ only concerning self	☐ unable

○ **Conversational Skills**

☐ appropriate	☐ need improvement	☐ limited	☐ none
☐ nonverbal	☐ vary w/listener	☐ vary w/mood	

○ **Communication Partners**

☐ family	☐ peers or coworkers	☐ staff/caregiver	☐ instructor
☐ community member	☐ job coach/supervisor	☐ poor interest in relationships	
☐ none	☐ other: _____		

○ **Conversational Topics**

☐ of mutual interest	☐ self-centered	☐ appropriately about self
☐ irrelevant/tangential	☐ perseverative	☐ about rituals
☐ none initiated	☐ n/a	

○ **Turn-Taking**

☐ appropriate	☐ needs cues occasionally	☐ needs cues moderately	☐ needs cues frequently
☐ fails to attend to listeners	☐ dominates the conversation	☐ uninterested in exchanging	☐ unable
☐ n/a			

○ **Topic Initiation**

☐ independent	☐ w/occasional assistance	☐ only w/ assistance or prompting	☐ none
☐ n/a – no means	☐ excessive for odd (circumscribed)/unusual topics		

○ **Grammar Skills**   ☐ excellent   ☐ adequate   ☐ fair   ☐ poor

☐ none   means: _____

This item includes grammar of speech, signing, written, and picture, alphabet, symbol or augmentative electronic generation of sentence expression. Use your own judgment or refer to the following guidelines.

☐ excellent — *complete and accurate statements or expression*
☐ adequate — *sentence structures are functional and generally accurate and complete with some inconsistencies, such as grammatical errors, fragmented sentences, or syntax (word order) errors*
☐ fair — *a greater number of errors or incomplete expressions, yet functional within the individual's surroundings*
☐ poor — *grammatically accurate or complete statements are beyond his/her ability; responses tend to consist of one or two words*
☐ none — *lacks vocabulary terms or linguistic abilities necessary to combine words into the same utterance or message; also applies if nonverbal and lacks an alternative means of communication, or articulation is unintelligible and a classification of grammar skills is not possible*

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○ **Vocabulary**   ☐ extensive   ☐ basic/functional   ☐ limited   ☐ n/a

Check All Types Used:

☐ objects	☐ person	☐ places	☐ categories
☐ present-tense action	☐ past-tense action	☐ future-tense action	☐ possession
☐ social forms	☐ slang	☐ quantity	☐ plurals
☐ pronouns	☐ location/direction	☐ yes/no	☐ time concepts
☐ action quality (adverbs)	☐ object quality (adjectives)	☐ idiomatic expression (colloquial)	☐ physical & emotional states
☐ similes, metaphors, puns			☐ swearing

First, observe the individual's verbal or non-oral vocabulary and indicate level of functional use. Include information from familiar others if unable to obtain a reasonable sample. Make adjustments for age as needed.

☐ extensive — *excellent skills and is successful at the conversational level, with a general knowledge of information; also, socially relevant, appropriate, and meaningful; uses all or nearly all of the vocabulary concepts listed below, except "swearing" need not occur*
☐ basic/functional — *reasonable skills with some deficits in conversation or as measured on formal tests, yet meaningful and adequate for most daily functioning within his/her customary environment; some word-finding difficulty; the listener must accept some responsibility for interpreting information, especially if the context is not known; accurately uses more than half of the concepts listed*
☐ limited — *common breakdown or insufficiency of expressive vocabulary for communicating or labeling items and actions; may not be consistently meaningful or accurate; contains only primary word classes (more nouns than verbs; few descriptive terms); echolalic responses may be included in this level*
☐ n/a — *no means of expression involving specific vocabulary*

Then indicate all the types of vocabulary use that apply, considering accurate and appropriate expressive language. The terms are mostly self-explanatory. *Social forms* refers to polite forms such as "please, thank you, you're welcome, nice to meet you, see ya later," etc. *Slang* refers to informal terms adopted by a group or society, such as "cool, hang out, gimme 5, chill, nerd, in the groove," etc., and frequently transform meanings over time. *Idiomatic expressions* (idioms) are non-literal phrases that acquire meaning, and are passed down from one generation to another, such as "monkey business, raining cats and dogs, go bananas, get it off your chest, see eye to eye, down the drain, play with fire, two peas in a pod," etc., as well as proverbs such as "the early bird catches the worm" or "Rome wasn't built in a day." *Similes, metaphors, puns* involves a figure of speech descriptive term that makes reference to information that must be understood by the listener's perspective or is dependent on the context and may involve double meanings, such as "as cold as ice," "tears flowing like a river," "a giant among men," "all the world's a stage" or the baseball player that was so poor at defense he "couldn't catch a cold."

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○ **Turn-Taking**
- ☐ appropriate
- ☐ needs cues occasionally
- ☐ needs cues moderately
- ☐ needs cues frequently
- ☐ fails to attend to listeners
- ☐ dominates the conversation
- ☐ uninterested in exchanging
- ☐ unable
- ☐ n/a

Indicate the most common level of independence used to participate in conversations using appropriate turn-taking (including topic introduction, elaborating on the topic, commenting, inquiring, maintaining the topic, and closing), and/or the reasons for deficits in the appropriateness of turn-taking. The individual should exhibit a balance between the forms of conversational exchanges and consider the listener's perspective. Also, the individual should not excessively bombard a listener with topics. Use your own judgment or the following guidelines to determine the amount of assistance or capability. The means of communication is not targeted. More than one description may apply.

- ☐ appropriate — *initiates spontaneously and courteously, while allowing others the opportunity to participate; demonstrates a reasonable balance of speaking and listening*
- ☐ needs cues occasionally — *needs prompting for the appropriate degree and quality of turn-taking behavior one to two times per topic, for most topics*
- ☐ needs cues moderately — *needs prompting three or four times for most topics*
- ☐ needs cues frequently — *needs prompting for essentially each turn in a conversation; otherwise, he/she does not respond or changes the topic prematurely*
- ☐ fails to attend to listeners — *the breakdown in conversation occurs due to inattention to the statements of others*
- ☐ dominates the conversation — *insists on expressing most of the information and does not appear interested in sharing ideas or hearing what the other person has to say*
- ☐ uninterested in exchanging — *is not motivated in verbal and reciprocal social interactions with others; may appear preoccupied by his/her own thoughts or tunes out others; also, may be easily distracted by actions in the environment and, therefore, does not attend to conversation*
- ☐ unable — *refers to a lack of turn-taking for one-on-one conversation or in group, even with prompting, despite having some functional expressive and receptive skills that would be necessary for at least basic conversation; may be the result of interfering behaviors, poor motivation or socialization, hearing loss, poor auditory processing, inability to generate thoughts to express, predominate echolalia, or poor listening skills*
- ☐ n/a — *implies the absence of sufficient expressive skills that would be a precursor to conversational turns, or is completely nonverbal or without a means of expression*

○ **Topic Initiation**
- ☐ independent
- ☐ w/occasional assistance
- ☐ only with assistance or prompting
- ☐ none
- ☐ n/a – no means
- ☐ excessive for odd (circumscribed)/unusual topics

Indicate the capability to initiate a topic and how frequently the individual may require prompts or encouragement (verbal, gestural, or otherwise). The means of expression is not targeted.

- ☐ independent — *routinely able to initiate topics appropriately and spontaneously, at least with familiar others*
- ☐ w/occasional assistance — *needs periodic or subtle intervention by the evaluator or communication partners to introduce topics; also used to indicate he/she may require re-direction at times for topics that are not of mutual interest*
- ☐ only with assistance or prompting — *requires prompting of others (request to initiate, sample topics, cues on a particular topic selection, etc.) in order to initiate*
- ☐ none — *did not initiate any topics during the assessment or observational period despite cues (e.g., "What do you want to talk about?" Response: "I dunno, can't think of anything."); however, the potential to initiate a topic at some other time may exist, based upon interview with significant others, or in consideration of the overall language functioning rendering him/her capable of at least simple topic introduction; additionally, he/she may be limited to echolalic speech*
- ☐ n/a – no means — *not applicable due to the individual being nonverbal, without a means of expression, without sufficient language skills, or below an age at which conversation could be expected*
- ☐ excessive for odd (circumscribed)/unusual topics — *some individuals may initiate free flowing ideas almost obsessively, and the topics appear odd or peculiar to the average listener; moreover, the topics are restricted in content to particular personal interests or preoccupation to the individual and usually repetitive. He/she does not likely stray from these precise, confined topics, and the orientation or tone of the topics is generally identical from one time to another. Some examples that fit this category may include weather, game shows, religious beliefs, maps or directions, sports (and statistics pertaining to sports), destruction of the human race, personal health issues and medical history, extremist social views and discrimination, environmental concerns, cartoon characters, a celebrity/entertainer (Elvis, the Beatles, etc.), UFOs, birthday or particular holiday (regardless of the time of year), etc.*