

Name:
Observer:

Communication Functions

Date:

| OBSERVATIONS | | | FUNCTIONS OF COMMUNICATION | FORMS | | | | | | | | | MESSAGE FORMULATION | | | | |
|-------------------|----------------------|------------------------|---|-------|-------|-------|-------------------|-------|------|-------|-------|--------------|---------------------|-------------------|--------|------|-----------------|
| Environ- ment | Reportedly can do | Observed/ prompting | | None | Gest. | Signs | Vocali- zation | Other | Pics | Words | Spell | Comm Tool | Single Word | Carrier phrase | Phrase | Sent | Gram/ Morph. |
| | | | Attention/Receptive | | | | | | | | | | | | | | |
| | | | Demonstrate appropriate listening/attending skills | | | | | | | | | | | | | | |
| | | | visual | | | | | | | | | | | | | | |
| | | | auditory | | | | | | | | | | | | | | |
| | | | Desire to interact with | | | | | | | | | | | | | | |
| | | | environment | | | | | | | | | | | | | | |
| | | | others | | | | | | | | | | | | | | |
| | | | Use turn-taking activities | | | | | | | | | | | | | | |
| | | | play/leisure | | | | | | | | | | | | | | |
| | | | Follow directions | | | | | | | | | | | | | | |
| | | | 1 part, 2 part, 3 part | | | | | | | | | | | | | | |
| | | | Understand common vocabulary | | | | | | | | | | | | | | |
| | | | objects | | | | | | | | | | | | | | |
| | | | pictures | | | | | | | | | | | | | | |
| | | | Answer simple questions | | | | | | | | | | | | | | |
| | | | yes / no | | | | | | | | | | | | | | |
| | | | who/what/ where | | | | | | | | | | | | | | |
| | | | Answer more complex questions | | | | | | | | | | | | | | |
| Expressive | | | | | | | | | | | | | | | | | |
| | | | Make choices when offered | | | | | | | | | | | | | | |
| | | | Continue/terminate activity | | | | | | | | | | | | | | |
| | | | Express needs/desires | | | | | | | | | | | | | | |
| | | | objects | | | | | | | | | | | | | | |
| | | | actions | | | | | | | | | | | | | | |
| | | | attention | | | | | | | | | | | | | | |
| | | | help | | | | | | | | | | | | | | |
| | | | Express feelings appropriately | | | | | | | | | | | | | | |
| | | | Protest/disagree appropriately | | | | | | | | | | | | | | |
| | | | Direct actions of others | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | Use greetings & other social forms | | | | | | | | | | | | | | |
| | | | greet others | | | | | | | | | | | | | | |
| | | | please, thank you, etc. | | | | | | | | | | | | | | |
| | | | others - | | | | | | | | | | | | | | |
| | | | Give personal information | | | | | | | | | | | | | | |

Environment Key:
C=classroom P=playground
G=gym T=therapy

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Prompting Key:
I=independent PP=physical prompting
GP=gesture prompting M=modeling

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| | | | | | | | | | | | | | | | | | |
| | | | Make relevant comments | | | | | | | | | | | | | | |
| | | | Use common vocabulary | | | | | | | | | | | | | | |
| | | | Relate events/ experiences | | | | | | | | | | | | | | |
| | | | in present | | | | | | | | | | | | | | |
| | | | in the past | | | | | | | | | | | | | | |
| | | | in the future | | | | | | | | | | | | | | |
| | | | Provide sufficient information | | | | | | | | | | | | | | |
| | | | Request information/ask questions | | | | | | | | | | | | | | |
| | | | Clarify unclear communication | | | | | | | | | | | | | | |
| | | | As for clarification when needed | | | | | | | | | | | | | | |
| | | | Express humor | | | | | | | | | | | | | | |
| | | | Initiate and maintain conversation | | | | | | | | | | | | | | |
| | | | Initiate topic | | | | | | | | | | | | | | |
| | | | Provide sufficient information | | | | | | | | | | | | | | |
| | | | Make relevant comments | | | | | | | | | | | | | | |
| | | | Maintain topic | | | | | | | | | | | | | | |
| | | | Close conversation | | | | | | | | | | | | | | |
| | | | Use time concepts | | | | | | | | | | | | | | |
| | | | days, months | | | | | | | | | | | | | | |
| | | | past | | | | | | | | | | | | | | |
| | | | future | | | | | | | | | | | | | | |
| | | | verb tenses | | | | | | | | | | | | | | |
| | | | Communication Partners: | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | Communication Situations: | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

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