

## Communication Observation Form

Student: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_ Age: \_\_\_\_\_

Reason for Observation: \_\_\_\_\_

Setting (classroom, playground, home, etc.): \_\_\_\_\_

Activity Observed

Free Time                       Circle Time                       Nap Time  
 Meal Time                       Solitary Play                       Outdoor Play  
 Centers/ Structured Play       Transition                       Other: \_\_\_\_\_

Language Demands of the Activity / Instruction (include examples):

The child:	Yes	Sometimes	No
uses social language (hi, by, please, thank you)			
is learning new words every week			
repeats new words without being asked			
uses describing words (big, red, etc.)			
gets my attention with words			
rejects/denies/says no			
takes turns in a "conversation"			
asks for help			
is understood by familiar adults			
is understood by unfamiliar adults			
names pictures in a book			
listens to a short picture book			
answers "yes/no" questions			
answers "wh" questions			
asks questions with his/her tone of voice			
asks "yes-no" questions			
asks "wh" questions (what, where, why, how)			
uses pronouns correctly (I, she, he, my, etc.)			
knows some songs or nursery rhymes			
has trouble saying sounds; list:			
is teased by peers about the way s/he talks			
has difficulty following directions			
has difficulty attending If Yes or Sometimes, describe when:			
has noticeable hesitations, repetitions, or tension when speaking			
has an unusual voice (e.g., hoarse, nasal, high-pitched)			
has a rate or volume that interferes with understanding him/her			

Rate your concern for the child's communication skills.      None      1      2      3      High

Approximately how many words are in the child's vocabulary?      0-3      10      11 to 50      more than 50

How many words does the child **usually** combine into sentences? \_\_\_\_\_

What communication methods does the child use successfully (e.g., verbal, manual sign, Assistive Technology or Augmentative and Alternative Communication System, gestures, pointing)?

What does the child do **when he/she is not understood** (Circle all that apply)?

points or gestures      gives up      repeats the words      says different words  
other (explain):

**Effect on Educational Performance**

Does the child demonstrate communication skills adequate for participation in the current setting?

Do the child's communication skills limit his/her adult and peer relationships or participation in activities?

Yes No If YES, explain:

\_\_\_\_\_  
**Observer's signature**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date**