**Communication checklist**

*Please mark**each statement that applies to the child*

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| --- | --- | --- | --- | --- |
| **Play and interaction skills** | **Attention and listening** | **Understanding of language** | **Use of language** | **Functions of language** |
| Explores toys with hands briefly but continues to prefer to mouth and throw objects  Plays with toys in a repetitive manner  Early play skills emerging e.g. cause and effect  Age appropriate play skills shown e.g. uses objects appropriately on themselves/with toys  Pretend / role play with toys and sequencing ideas in play  **Interactions Skills:**  Age appropriate interaction skills  Keen to interact with others (with or without language) but not using communication skills consistently or appropriately  Not yet interacting with other people  Responds to name | Able to concentrate on activity they have chosen  Able to attend to an activity chosen by an adult but is easily distracted  Able to fully attend to an activity chosen by an adult  Able to shift attention from one activity to another e.g. puzzle, listening to adult and back to puzzle  Able to attend appropriately to two things at once | Understands single action words  Understands instructions containing:  1 key word  2 key words  3 key words  Understands size and position concepts  Understands question words (who/what/where)  Understands routine-based instructions  Understanding is supported by:  Objects  Visuals  Gestures/signs | Communicates using non-verbal strategies:  Eye contact/gaze  Pointing/reaching  Facial expressions  Hand leading  Exchanging objects  Communicates verbally:  Vowel based vocalisations  Single words/signs  Single action words/signs used  Linking 2 words  Using 3+ word phrases  Learnt phrases used  Verbal language used functionally and in the appropriate context.  Verbal language **not** used functionally and in the appropriate context. | Communicating for the following range of functions:  Get attention  Greet  Request  Request help  Reject  Label objects/people  Comment on what someone is doing  Direct adult/peer  Describe  Ask questions  Explain  Narrate events  **Speech:**  Speech in words/phrases is:  Unintelligible  Intelligible, if context is known  Fully intelligible  Speech in conversation is:  Unintelligible  Intelligible, if context is known  Fully intelligible |