

6.16 Communication

0-6 mos	6-12 mos	12-18 mos	18-24 mos	24-36 mos	3-4 yrs	4-6 yrs	6-9 yrs	9-12 yrs	12-14 yrs	14-17 yrs	18 yrs +	
												<p><input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked.</p> <p><input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked.</p>
												<p>A norm referenced assessment in receptive language within the last 3 months. (A substantial functional impairment is defined by results that indicate a delay of 25% or greater or 1.5 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See '6.7 Communication and Learning Assessments' for further instruction.</i></p>
												<p>A norm referenced assessment in expressive language within the last 3 months. (A substantial functional impairment is defined by results that indicate a delay of 25% or greater or 1.5 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See '6.7 Communication and Learning Assessments' for further instruction.</i></p>
												<p>A norm referenced assessment in receptive language within the last 6 months. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See '6.7 Communication and Learning Assessments' for further instruction.</i></p>
												<p>A norm referenced assessment in expressive language within the last 6 months. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See '6.7 Communication and Learning Assessments' for further instruction.</i></p>
												<p>A norm referenced assessment in receptive language within the last year. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See '6.7 Communication and Learning Assessments' for further instruction.</i></p>

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												<p>A norm referenced assessment in expressive language within the last <u>year</u>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>A norm referenced assessment in receptive language within the last <u>three (3) years</u>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>A norm referenced assessment in expressive language within the last <u>three (3) years</u>. (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 Standard Deviations (SD) below the mean.)</p> <p><i>See note above regarding specific assessment tools that are accepted for this question. See ‘6.7 Communication and Learning Assessments’ for further instruction.</i></p>
												<p>Does not startle, jump or blink to sudden, loud, unexpected sounds.</p> <p><input checked="" type="checkbox"/> Does not react in any way to sudden sounds such as fire engines, slamming a door, a dog barking, and a garbage truck.</p>
												<p>Does not make any vocal sounds (includes crying).</p> <p><input checked="" type="checkbox"/> Cannot cry out for help (e.g., a child with a tracheostomy).</p>

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												<p>Does not react to changes in tone of voice.</p> <p><input checked="" type="checkbox"/> Does not turn head in the direction of the speaker when there is an obvious change in tone of voice.</p> <p><input checked="" type="checkbox"/> Does not react to the change from a happy, playful voice to a stern, upset tone of voice.</p> <p><input checked="" type="checkbox"/> Does not interpret visual change from a happy face to a mad face (especially for children who are hearing impaired)</p> <p><input checked="" type="checkbox"/> Does not engage any level of eye contact when spoken to.</p>
												<p>Does not express his/herself through vocal, visual or gesture exchange.</p> <p><input checked="" type="checkbox"/> Does not convey needs to parent/caregiver.</p> <p><input type="checkbox"/> Expresses needs in only one way (e.g., gesture but not vocal or visual).</p>
												<p>Does not jabber or babble as if they are trying to say something.</p> <p><input checked="" type="checkbox"/> Does not make noises as if they are talking.</p> <p><input type="checkbox"/> Uses variations in intonation, sentence patterns (breaks in babble) or multiple consonants sounds.</p> <p><input type="checkbox"/> Jabber or babble sounds like speech.</p> <p><input type="checkbox"/> Doesn't require another person to engage in conversation.</p>
												<p>Does not respond to simple requests (e.g., no, stop, come here, give me, look).</p> <p><input checked="" type="checkbox"/> Does not seem to notice that someone has said (signed) something to them.</p> <p><input type="checkbox"/> Understands the request but does not comply.</p>

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												<p>Does not point to or look at any familiar objects or people when asked.</p> <p><i>Examples – nuk, bottle, cup, dog, cat, blanky, mama, dada, ball, car.</i></p> <p><input checked="" type="checkbox"/> Does not respond to requests to look at the puppy (or other items in the child’s day to day environment.</p>
												<p>Does not imitate environmental sounds through any means.</p> <p><i>Examples – animal sounds, up-up-up when walking up the stairs, honk-honk, beep-beep, brrr = car engine.</i></p> <p><input checked="" type="checkbox"/> Does not copy others when they make silly, familiar sounds.</p> <p><input type="checkbox"/> Doesn’t know the name of animals but can identify them by the sounds they make.</p>
												<p>Does not use more than 10 meaningful words or word approximations.</p> <p><input checked="" type="checkbox"/> Only says words when repeating what other’s say. Does not use spontaneous speech.</p> <p><input type="checkbox"/> People familiar with the child understands the word approximations.</p> <p><input type="checkbox"/> Is not understood by strangers.</p> <p><input type="checkbox"/> Uses word approximations such as “bah” for “bottle.”</p>
												<p>Does not join familiar words into phrases (e.g., “me drink,” “red truck”, “baby cry”, “no juice”).</p> <p><input checked="" type="checkbox"/> Uses only phrases that have no meaning to the people familiar to the child. For example, “bottle truck,” “baa quack.”</p> <p><input checked="" type="checkbox"/> Uses primarily single words to communicate although parents/caregivers have heard a few two-word phrases emerging.</p> <p><input type="checkbox"/> Only combines words that are commonly taught together, almost as one word, such as: bye-bye, thank you, all done, or all gone.</p>

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												<p>Does not point to or look at 3 familiar objects or people when asked.</p> <p><i>Examples – nuk, bottle, cup, dog, cat, blanky, mama, dada, ball, car.</i></p>
												<p>Does not follow two step instructions that are related and are not routine.</p> <p><input checked="" type="checkbox"/> Follows through with one instruction and cannot retain second instruction.</p> <p><input checked="" type="checkbox"/> Child is asked to “go to your room and bring back your bunny” and gets to their room and does not come back with their bunny.</p> <p><input checked="" type="checkbox"/> Does not follow any instructions.</p>
												<p>Does not use at least 50 words.</p> <p><input type="checkbox"/> Uses 50 or more words but can only be understood by people familiar with the child.</p>
												<p>Does not use “mine” to indicate possession.</p>
												<p>Does not understand any preposition (e.g., in, on, under) in unfamiliar single step instructions.</p> <p><input checked="" type="checkbox"/> Cannot follow any of the following: 1) put the block under the chair, 2) put the toy car on the TV, or 3) put the toy in your shoe.</p> <p><i>For children who are non-ambulatory: Using two pictures; one of a ball on a table and the other of a ball under the table, have the child point to/look at the one requested.</i></p> <p><input type="checkbox"/> Uses at least 3 prepositions but not the ones listed in the example.</p>
												<p>Does not combine 3 or more words into a meaningful sentence.</p> <p><input checked="" type="checkbox"/> Uses primarily single words to communicate although parents/caregivers have heard three word phrases emerging.</p> <p><input type="checkbox"/> Can only be understood by familiar people.</p>

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												<p>Does not understand at least 3 prepositions (e.g., in, on, under) in unfamiliar single step instructions.</p> <p><i>Examples – put the block under the chair, put the toy car on the TV, or put the toy in your shoe.</i></p> <p><i>For children who are non-ambulatory: Using two pictures; one of a ball on a table and the other of a ball under the table, have the child point to/look at the one requested.</i></p>
												<p>Does not ask for objects by naming them.</p> <p>May be through verbal language, communication device, sign language, etc. Cannot be checked for a child who pulls caregiver to the object.</p>
												<p>Does not combine 6 or more words into meaningful sentences.</p>
												<p>Is not understood by familiar people that have infrequent contact with the child.</p> <p><i>Examples include – gym teacher, principal, neighbor, librarian grandma and grandpa. People the child sees in school or their neighborhood but who do not engage with the child on a daily basis.</i></p>
												<p>Does not follow 3-step instructions that are related and are not routine.</p> <p><i>Examples –</i></p> <p>1 - take your dishes to the sink, 2 - rinse them and 3 - place them in the dishwasher.</p> <p>1 – pick up your toy, 2 – take it to your room and 3 – put it in your toy box.</p> <p>For children who are non-ambulatory: 1 - tell me your name, 2 - address and 3 - birth date.</p>

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												<p>For children who are non-ambulatory and non-verbal: 1 - <i>point to your eyes,</i> 2 - <i>nose and</i> 3 - <i>mouth.</i></p> <p><i>Do not check if child understands the request but refuses to comply. It doesn't matter what order they complete the tasks in. Do check if the only instructions a child can follow are part of their daily routine.</i></p> <p><input checked="" type="checkbox"/> <u>Cannot follow 3 unrelated</u> instructions such as, "Turn off the TV, put your books away and make yourself a snack" even if s/he is able to follow a series of 3 <u>related</u> instructions such as, "Collect the garbage from upstairs, tie the bags tight and put them on the curb."</p> <p><input type="checkbox"/> Able to follow non-sequential instructions such as, "Don't forget your lunch, go to Johnny's house after school and remember we are going to the YMCA tonight."</p>
												<p>Does not follow 2 single step instructions given at the same time that are unrelated and are not routine.</p> <p><i>Examples –</i></p> <p>1 - <i>go get your library book and</i> 2 - <i>put your clothes in the hamper.</i> 1 - <i>put your bike away and</i> 2 - <i>feed the dog.</i></p> <p>For children who are non-ambulatory: 1 - <i>point to your nose and</i> 2 - <i>tell me the day of the week.</i></p> <p>For children who are non-ambulatory and non-verbal: 1 - <i>point to the window and</i> 2 - <i>nod your head "yes".</i></p> <p><i>Do not check if child understands the request but refuses to comply. It doesn't matter what order they complete the tasks in.</i></p>
												<p>Does not use language to share information other than basic needs or wants.</p> <p><i>Examples include – giving directions, describing feelings, providing details.</i></p>

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												<p>Is not understood by strangers.</p> <p><input type="checkbox"/> Able to communicate messages to others even though some words may be unclear.</p> <p><input type="checkbox"/> Child is fluent in ASL or signed English.</p>

COMMUNICATION