

## 6.14 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 +	
												<input checked="" type="checkbox"/> Indicates that the item on the functional screen should be checked. <input type="checkbox"/> Indicates that the item on the functional screen should NOT be checked. An R following an item stands for a receptive skill; An E following an item stands for an expressive skill.
												A norm/criterion referenced assessment in receptive language within the last <i>three months</i> . (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.) (R) <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>
												A norm/criterion referenced assessment in expressive language within the last <i>three months</i> . (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.) (E) <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>
												A norm/criterion referenced assessment in receptive language within the last <i>six months</i> . (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 standard deviations (SD) below the mean.) (R) <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>
												A norm/criterion referenced assessment in expressive language within the last <i>six months</i> . (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 standard deviations (SD) below the mean.) (E) <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>
												A norm/criterion referenced assessment in receptive language within the last <i>year</i> . (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 standard deviations (SD) below the mean.) (R) <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>

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												A norm/criterion referenced assessment in receptive language within the last <i>three years</i> . (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 standard deviations (SD) below the mean.) (R) <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>
												A norm/criterion referenced assessment in expressive language within the last <i>three years</i> . (A substantial functional impairment is defined by results that indicate a delay of 30% or greater or 2 standard deviations (SD) below the mean.) (E) <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>
												Does not startle, jump, or blink to sudden, loud, unexpected sounds. (R) <input checked="" type="checkbox"/> Does not react in any way to sudden sounds, such as fire engines, slamming a door, a dog barking, or a garbage truck. <input checked="" type="checkbox"/> Does not respond (quiets or smiles) when spoken to.
												Does not make any vocal sounds (includes crying). (E) <input checked="" type="checkbox"/> Does not cry differently for different needs. (check for a child with a tracheostomy). <input checked="" type="checkbox"/> Does not vocalize to get other's attention.

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												<b>Does not react to changes in tone of voice. (R)</b> <input checked="" type="checkbox"/> Does not turn head in the direction of the speaker when there is an obvious change in tone of voice. <input checked="" type="checkbox"/> Does not interpret visual change from a happy face to a mad face (especially for children who are hearing impaired). <input checked="" type="checkbox"/> Does not engage in any level of eye contact when spoken to.
												<b>Does not express themselves through vocal, visual, or gesture exchange. (E)</b> <input checked="" type="checkbox"/> Does not convey needs to parent or caregiver.
												<b>Does not jabber or babble as if they are trying to say something. (E)</b> <input checked="" type="checkbox"/> Does not make noises as if they are talking. <input checked="" type="checkbox"/> Does not use simple words or sounds meaningfully (mama, papa, baba). <input type="checkbox"/> Uses variations in intonation, sentence patterns (breaks in babble), or multiple consonants sounds.
												<b>Does not respond to simple requests (e.g., no, stop, come here, give me, look). (R)</b> <input checked="" type="checkbox"/> Does not seem to notice that someone has said (signed) something to them. <input checked="" type="checkbox"/> Does not look to familiar people when named. <input type="checkbox"/> Understands the request but does not comply.
												<b>Does not point to or look at any familiar objects or people when asked. (R)</b> <i>Examples: nuk, bottle, cup, dog, cat, blanky, mama, dada, ball, car.</i> <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). <input checked="" type="checkbox"/> Does not identify three body parts.
												<b>Does not imitate environmental sounds through any means. (E)</b> <i>Examples: animal sounds, up-up-up when walking up the stairs, honk-honk, beep-beep, brrr = car engine.</i> <input checked="" type="checkbox"/> Does not copy others when they make silly, familiar sounds. <input checked="" type="checkbox"/> Does not imitate names of objects.

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												<b>Does not use more than 10 meaningful words or word approximations. (E)</b> <input checked="" type="checkbox"/> Only says words when repeating what others say. Does not use spontaneous speech. <input checked="" type="checkbox"/> Does not use true words in jargon-like utterances. <input checked="" type="checkbox"/> Prefers the use of gestures over words.
												<b>Does not join familiar words into phrases (e.g., “me drink,” “red truck”, “baby cry”, “no juice”). (E)</b> <input checked="" type="checkbox"/> Does not use early pronouns (me, mine). <input checked="" type="checkbox"/> Uses primarily single words to communicate, although parents or caregivers have heard a few two-word phrases emerging. <input checked="" 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.
												<b>Does not point to or look at three familiar objects or people when asked. (R)</b> <input checked="" type="checkbox"/> Does not identify objects in pictures. <i>Examples: nuk, bottle, cup, dog, cat, blanky, mama, dada, ball, car.</i>
												<b>Does not follow two-step instructions that are related and are not routine. (R)</b> <input checked="" type="checkbox"/> Does not understand concepts such as all/one/none. <input checked="" type="checkbox"/> Does not respond to simple “wh” questions. (Where is...?; What is...?) <input checked="" type="checkbox"/> Does not follow any instructions.
												<b>Does not use at least 50 words. (E)</b> <input checked="" type="checkbox"/> Does not state first and last name. <input checked="" type="checkbox"/> Does not converse in short sentences. <input checked="" type="checkbox"/> Uses 50 or more words but words are repetitive or echolalic in nature.
												<b>Does not use “mine” to indicate possession. (E)</b>
												<b>Does not understand any preposition (e.g., in, on, under) in instructions. (R)</b> <input checked="" type="checkbox"/> Cannot follow any one of the following: 1) put the block <i>under</i> the chair, 2) put the toy car <i>on</i> the TV, or 3) put the toy <i>in</i> your shoe.
												<b>Does not combine three or more words into a meaningful sentence. (E)</b> <input checked="" type="checkbox"/> Does not use sentences that give detail (e.g., I like to read books). <input checked="" type="checkbox"/> Does not tell stories and stay on topic. <input type="checkbox"/> Can only be understood by familiar people.

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												<p>Does not seem to understand most of what is said to them at home or in school. (R)</p> <input checked="" type="checkbox"/> Does not answer simple questions about a short story.
												<p>Does not ask for objects by naming them. (E)</p> May be through verbal language, communication device, sign language, and so on.
												<p>Does not combine six or more words into meaningful sentences. (E)</p> Able to communicate thoughts and needs in a functional manner; excludes repetitive language, echolalia or rote lines from programs).
												<p>Is not understood by familiar people that have contact with the child. (E)</p>
												<p>Does not follow three-step instructions that are related <i>and</i> are not routine. (R)</p> <p><i>Examples:</i>  <i>Take your dishes to the sink, rinse them and place them in dishwasher</i>  <i>For children who are non-ambulatory:</i>  <i>Tell me your name, your address and birthdate.</i></p> <p><i>For children who are non-verbal:</i>  <i>Point to your eyes, your nose and your mouth.</i></p> <p><i>Do not check if child understands the request but refuses to comply. It doesn't matter in what order they complete the tasks. Do check if the only instructions a child can follow are part of their daily routine.</i></p> <input checked="" type="checkbox"/> Can follow three <i>unrelated</i> instructions, such as, "Turn off the TV, put your books away, and make yourself a snack," but they are <i>not</i> able to follow a series of three <i>related</i> instructions, such as, "Collect the garbage from upstairs, tie the bags tight, and put them on the curb."
												<p>Does not follow two single-step instructions given at the same time that are unrelated and not routine. (R)</p> <p><i>Examples:</i>  <i>Go get your library book and put your clothes in the hamper.</i>            OR  <i>Point to your nose and tell me the day of the week.</i>  <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> <input checked="" type="checkbox"/> Does not comprehend multi paragraph material. <input checked="" type="checkbox"/> Does not answer "Wh" questions to multi paragraph material.

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												<b>Does not use language to share information (E)</b> <i>Examples include giving directions, describing feelings, providing details.</i> <input checked="" type="checkbox"/> Atypical speech pattern that impairs a child's ability to communicate such as the non-contextual use of jargon, idiosyncratic language, or echolalia. <input checked="" type="checkbox"/> Does not use complete multi word sentences. <input checked="" type="checkbox"/> Does not use grammatically correct sentences including past tense. <input checked="" type="checkbox"/> Can only talk about topics that are important to them and will refuse or are not able to engage in reciprocal conversation with a communication partner. <input checked="" type="checkbox"/> Cannot articulate internal/physical feelings (e.g., bad, happy, excited, hurt, upset, etc...).
												<b>Is not understood by strangers. (E)</b> <i>Children should be 95% intelligible to unfamiliar listeners.</i>