PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

Primary Mode of Communication:

TEAM INPUT: Prevocational-Vocational Communication

Student:	Date:
Team Member(s):	Grade/School:

Prompt Hierarchy: 5 Independent (environmental cue), 4 Open Question, 3 Partial Prompt (i.e. choice, hint-clue, sentence starter), 2 Command, 1 Full Model

The student is able to:

		5	4	3	2	1
1.	Request help (CCR: SL1,4)	☐	☐	☐	☐	☐
2.	Request clarification in an expected time frame i.e. "I don't know." (CCR: SL1)	☐	☐	☐	☐	☐
3.	Follow multi-step directions (2-3 steps) (CCR: SL2)	☐	☐	☐	☐	☐
4.	Demonstrate joint attention toward objects and people. (CCR: SL4)	☐	☐	☐	☐	☐
5.	Use expected communicative intents (CCR: SL1)					
	To effectively request specific objects/actions.	☐	☐	☐	☐	☐
	To protest or negate	☐	☐	☐	☐	☐
	To get attention	☐	☐	☐	☐	☐
	To greet	☐	☐	☐	☐	☐
	Differentiate between familiar/unfamiliar partners by using expected spoken language. (CCR: SL1, 6)	☐	☐	☐	☐	☐
7.	Demonstrate comprehension of non-verbal cues e.g. facial expression, gestures (CCR: SL4)	☐	☐	☐	☐	☐
8.	Engage in simple conversation (CCR: SL1)					
	• initiate	☐	☐	☐	☐	☐
	• maintain	☐	☐	☐	☐	☐
	• end/transition	☐	☐	☐	☐	☐
	• stay on topic	☐	☐	☐	☐	☐
9.	Ask basic wh- questions in an expected manner to get information. e.g. who, what, where (CCR: SL1)	☐	☐	☐	☐	☐
10.	Answer basic wh- questions in an expected manner to give information. e.g. who, what, where (CCR: L3)	☐	☐	☐	☐	☐
11.	Identify a problem. (CCR: SL2) e.g. I don't have a pencil.	☐	☐	☐	☐	☐
12.	State one solution to a problem. (CCR: SL4)	☐	☐	☐	☐	☐
13.	Engage in nonverbal turn-taking. (CCR: L3) e.g. games, activities	☐	☐	☐	☐	☐
14.	Demonstrate comprehension of humor in an expected manner. (CCR: SL6)	☐	☐	☐	☐	☐

Additional observations or comments: