PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

Primary Mode of Communication:

TEAM INPUT: Alternative Language	
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.	Demonstrate awareness of environment. (CCSS: SL4) Include examples: reacts to a sensory stimulus (taste, sound, smell, touch, visual)	☐	☐	☐	☐	☐
2.	Expresses "no" or protest. (CCSS: SL3,6) ☐ Non-verbal ☐ Behavioral ☐ Vocalization ☐ Verbalization	☐	☐	☐	☐	☐
3.	Expresses "no" (protest) as expected. (CCSS: SL3,6)	☐	☐	☐	☐	☐
4.	Meaningful acceptance/affirmation/"yes" (ex. responds to "Do you want ___?") (CCSS: SL3,6)	☐	☐	☐	☐	☐
5.	Responds to stimuli. (ex. tracking, localizing, reaching, grasping) (CCSS: SL4) ☐ Auditory (i.e., environmental noise, voice, music) ☐ Visual ☐ Touch	☐	☐	☐	☐	☐
6.	Makes differentiated sounds to indicate pleasure or discomfort. (CCSS: SL6)	☐	☐	☐	☐	☐
7.	Knows/recognizes familiar adults. (CCSS: SL4)	☐	☐	☐	☐	☐
8.	Initiates interaction/gains attention by any means. (CCSS: SL1) • Eye gaze • Calling • Vocalizing • Reach • Proximity	☐	☐	☐	☐	☐
9.	Initiates interaction / gains attention by any means as expected. (CCSS: SL1)	☐	☐	☐	☐	☐
10.	Attends to objects involved in interaction (joint attention). (CCSS: SL1)	☐	☐	☐	☐	☐
11.	Identifies known items in a group. (CCSS: L4A, L5) • Pointing • Eye gaze • Communication device	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
12.	Follow simple directions (ex. "Come here.", "Stop.", "Sit down.") • Rote (multiple times every day) • Routine (regularly, common) • Novel	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
13.	Communicates a simple request by any means. (CCSS: SL6)	☐	☐	☐	☐	☐

NSSEO Speech Language Criteria

14. Demonstrates cause and effect. (ex. switch toys, switch music)	☐	☐	☐	☐	☐
	5	**4**	**3**	**2**	**1**
15. Actively make choices.	☐	☐	☐	☐	☐
16. Comprehends communication gestures. (ex. pointing, waving, head movement to indicate yes/no)	☐	☐	☐	☐	☐

17. Responds to experiential/functional 'wh' questions (related to student's immediate experiences) (CCSS: SL2,3 / L1D)

	5	4	3	2	1
What	☐	☐	☐	☐	☐
Who	☐	☐	☐	☐	☐
Where	☐	☐	☐	☐	☐

18. The student uses the following level of communication. (CCSS: L1F)

	5	4	3	2	1
• Communicative gesture	☐	☐	☐	☐	☐
• Single word/symbol / gesture / sign	☐	☐	☐	☐	☐
• Combination of 2 – 3 words/symbols / gesture / sign (phrases)	☐	☐	☐	☐	☐
• Combination of 4+ words/symbols / gesture / sign (sentences)	☐	☐	☐	☐	☐

Additional observations or comments: