

PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

Primary Mode of Communication:

TEAM INPUT: Prevocational-Vocational Communication

Student:	Date:
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Team Member(s):	Grade/School:
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Rating scale: 5 for mastery (>80%), 4 for developing (~60%), 3 for emerging (~40%), 2 for rarely (~20%), 1 for absence (0%)

The student is able to:

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

Additional observations or comments:

