

Supplemental Communications: 0-4 years old Early Language Intake Assessment

Current grade: Not in school Preschool

Name of school _____ Phone _____

Teacher _____

How often does your child attend school (full-time, half-days, etc.)? _____

Does your child have an IFSP? Yes No**Language Comprehension***How well does your child understand language? (Check the things your child can do **most** of the time)* Understands environmental cues (ex: asks for food when you are in the kitchen, wants to go out when someone goes to the door) Understands words that have a lot of meaning to them (bottle, blankie, mama, dad, cracker, etc.)How do you know they understand? They look at person or object They point to person or object I need to physically “prompt” (lead) my child when I give them directions (e.g., Come and eat; Time to go; Get your shoes) My child follows directions when they see what I’m doing or where I’m going. If I’m holding something when I give directions, my child follows the direction (ex: child’s coat, diaper, bath toy, cup, car keys). If I point or gesture (waving or signaling to come), my child follows the direction. My child seems to understand certain words. If I use those words in my directions, my child follows them. My child seems to follow a direction if I give just one direction at a time. My child can follow two directions if they are related to each other and familiar (e.g., Get your cup and put it in the sink; Get your shoes and socks; Get your coat and go to the car). My child can follow two or more directions without any problem. My child understands a conversationIf your child is playing with a favorite toy or is doing a favorite activity, do they seem to ignore you? Is it hard to get your child’s attention? Yes No Sometimes

Does your child stop, turn or acknowledge you in some way when you call their name?

 Yes No Sometimes Only when I call their name over and over

Does your child stop their activity when you say “stop,” or “no,” or warn of some danger?

 Yes No Sometimes

Does your child recognize: (Check those that apply)

 Pictures of family members Pictures of objects like toys or foods Line drawings of objects Letters**Expressive Communication**Give approximate ages (if known) when your child met these milestones (if they have not yet the milestone, leave blank):

AGE

_____ Cooing (vowel-like sounds)

_____ Babbling (repeated consonants and vowels with patterns like “bababa” “dadada”)

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- _____ Babbling (a variety of consonants and vowels with patterns like “badigu-dabudi-sibuma”)
- _____ Jabbering in “nonsense” sentences that sound like adult languages
- _____ Say or imitate first word
- _____ Put 2–3 words together into simple sentences (“Daddy go” “More milk”)
- _____ Say a complete sentence (“that girl is playing in the sand”)

How does your child communicate now? (Check the things your child does **most of the time**.)

- Uses behavior: Screams Yells Throws self-down on floor Pulls away
 Hits

- Uses gestures: Pulls Pushes you Points Shows Gives

- Uses single words: Example _____

- Uses phrases: Example _____

- Uses sentences: Example _____

- Holds conversations: Example _____

- Tells stories: Example _____

Comments _____

Nonverbal Communication

Does your child use behavior to communicate instead of words or gestures (fuss, cry or scream or use more physical behaviors like falling on the floor, pinching, hitting, etc.)? Yes No Sometimes

Does your child use any of the following to communicate instead of words? (Check all that apply)

- Gestures (like pointing) Pantomiming (acting out activities, like swimming) Other small motor actions

Does your child make unusual finger or hand movements near their face? Yes No Sometimes

Using Words and Phrases

How many words does your child currently say?

- 10 or fewer words 10–25 words 25–50 words 50–100 words too many to count

Has your child stopped using words that they used to say? Yes No

If yes, at what age did you notice the loss of words? _____ How many words did your child lose?

Does your child seem to learn whole phrases or sentences instead of single words or short phrases? In other words, did your child have some single words, and then you suddenly realized that they were talking in sentences, without going through the stage of using word combinations (ex: doggy bark, more cookie, mama go)? Yes No

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Do you ever notice your child saying a sentence or phrase and then never saying it again? Yes

No

If yes, please describe:

Does your child seem to “echo” or repeat back sentences or phrases? Yes No Sometimes

If yes, does your child: (Check all that apply.)

Echo your questions or directions Echo parts of books, videos/movies or TV commercials

Imitate words when you tell your child the name of something Other _____

Conversations

Does your child have short “conversations” with you? Yes No Sometimes

If yes, which are true?

I have to ask most of the questions to learn about the topic (ex: asking about a trip to the zoo)

I seem to work very hard helping my child organize what they are saying

My child talks about things that don't fit what I'm talking about

My child has trouble changing topics

My child gets upset if I change the topic

My child follows my topic of conversation

My child takes three or more turns in the conversation

My child answers questions, asks questions and comments on things

Pragmatic Language and Social Communication

Which of these are true?

My child protests (lets me know what they don't like or don't want to do)

My child requests things they want (objects, toys, food, activities, etc.)

My child comments on things or actions (and wants to share experiences with others)

My child requests information about something or someone who is absent

My child asks for help with personal needs

When your child communicates, which of the following is true?

My child combines eye contact with words or gestures most of the time. Yes No Rarely, but sometimes

My child uses vocal behaviors (sounds) like fussing, crying, screaming. Yes No Rarely, but sometimes

My child uses motor behaviors like reaching or grabbing. Yes No Rarely, but sometimes

My child uses contact gestures like: Pushing you Pulling you Putting your hand on an object

My child uses non-contact gestures: Points Gives Shows (holds up to you, but does not release object)

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How does your child greet others? Waves Only imitates others waving Uses words “hello” or “bye-bye” Only imitates the words Does not greet others

How does your child indicate “no”? Shakes head Shakes their head, but it does not seem to have meaning Says “no” Only imitates the word Other _____
 My child does not shake their head or say the word no

How does your child indicate “yes”?

Nods head Nods their head, but it does not seem to have meaning Says “yes” Only imitates the word
 Other _____ My child does not nod their head or say the word yes

Articulation

How well can people understand your child’s speech? (Choose one.)

- Most people can understand nearly all that they say
- Close family members can understand, but others have trouble
- Most people have trouble understanding

Amount understood by:

Family	0-25%	25-50%	50-75%	75-85%	85% or more
Familiar listeners	0-25%	25-50%	50-75%	75-85%	85% or more
Unfamiliar listeners	0-25%	25-50%	50-75%	75-85%	85% or more
Other: _____	0-25%	25-50%	50-75%	75-85%	85% or more

Comments

Is your child’s speech: Normal Too fast Too slow Too soft Too loud Mumbled
Does your child’s voice sound: Normal Too high Too low Hoarse Nasal (like they have a cold)

Fluency

Does your child ever stutter and or stammer? Yes No Sometimes
If yes, how long has your child been stuttering?

Does their fluency change with location, time of day or with different people? Yes No
If yes, in what situations is it worst and when is it best? _____

How often does your child stutter and how would you describe the stuttering (i.e., my child repeats initial sounds, holds out sounds, pushes without sound coming out, etc.)?

Additional Information

Check any other areas of concern:



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- Readiness skills (alphabet, counting, shapes, colors, etc.)
- Behavior at school
- Learning skills (attention, memory, completing tasks, listening)

Have teachers or other providers expressed concerns about your child? Yes

No

Please explain:
