

COMMUNICATION ASSESSMENT REPORT

Name:	Date of Assessment:
D.O.B.: Age:	Speech-Language Pathologist:
Accompanied by:	Consent to Assessment Obtained: <input type="checkbox"/>

HISTORY/BACKGROUND
Relevant Family/Medical/Developmental History:
Hearing Status: (e.g. ear infections, tested recently)
Language(s) Spoken in the Home:
Lives at Home With:
Daily Program (Home, Child Care, EarlyON):
Other Agencies/Services:

SUMMARY	No Concerns	Areas to Address	Monitor	Needs Further Assessment
Social Communication Responded to communication directed towards him/her and initiated interactions. Sought comfort and assistance. Communicated for a variety of purposes. Observed eye contact and shared engagement.				
Behaviour Shy initially but warmed up to the clinician.				
Play Demonstrated a variety of interests and played with toys age-appropriately. Reportedly attends to books, and likes to play with or near other children. Allows others to play with him/her and allowed intrusions in play during the assessment.				
Receptive Language (understanding language) No parental concerns reported. Reportedly responds to simple questions and follows familiar directions at home. Identifies familiar body parts. Understands some objects and actions. Tested within normal limits on the <u>Rossetti Infant Language Scale</u> .				

Expressive Language (using language) <i>Some concerns based on parental report and clinical observation. Currently communicates using eye contact, gestures, and just starting to produce word approximations. Recently imitating adult verbal models more. Reportedly using 2 words consistently (e.g. mama, water). Tested below average on the <u>Rossetti Infant Language Scale</u>.</i>				
Speech (pronunciation) <i>Observed a few vowels and consonant sounds (e.g.) Mostly CV and CVCV combinations. Few word approximations. Recommend monitoring as expressive language develops.</i>				
Fluency (stuttering)				
Voice/Resonance				
ADDITIONAL COMMENTS				

RECOMMENDATIONS & EARLY ABILITIES PLAN	
<input type="checkbox"/>	Hearing Test: It is recommended that your child be seen for an audiological assessment.
<input type="checkbox"/>	Community children’s program: It is recommended that your child participate in children’s programming in order to facilitate the development of his/her speech and language skills and to provide him/her with opportunities to play with his/her same age peers.
<input type="checkbox"/>	Hanen Program for Parents: It Takes Two to Talk®, you must register to attend this program.
<input type="checkbox"/>	Hanen Program for Parents: Target Words®, you must register to attend this program.
<input type="checkbox"/>	Hanen Program for Parents: More Than Words®, you must register to attend this program.
<input type="checkbox"/>	Parent and Child Program. You will be contacted in the near future to schedule this program.
<input type="checkbox"/>	Direct Intervention: You will be contacted in the near future to schedule intervention with Early Abilities.
<input type="checkbox"/>	Home Program
<input type="checkbox"/>	Discharge

SLP Signature and Contact Information

Date signed

Original to: File

Cc:

How To Help Your Child Communicate

- **Be face to face:** Get down to your child's physical level (e.g., sit on the floor, bend down). Hold objects to your face so your child looks at you.
- **Follow your child's lead:** Watch to see what your child likes to play with, and join in his/her play.
- **Keep your language simple:** Use 1- to 3-word phrases. Speak slowly and clearly (e.g., "I want juice").
- **Don't say "Say ___":** Reduce pressure on your child. You say the word for him/her (e.g., Say the word "ball" instead of "Say ball").
- **Wait, wait, wait:** Give your child a chance to respond to what you have said or done by waiting (stop talking, count to 10 in your head).
- **Label/name:** Talk about what your child sees and does:
 - objects: clothing, body parts, food, toys, important people, etc.
 - actions: wash, open, eat, etc.
 - locations: in, out, on, off, up, down, etc.
 - concepts: high, low, big, small, fast, slow, etc.
 - fun sounds: beep-beep, moo, meow, uh-oh, yuk, yum, etc.
- **Look at books with your child:** Show your child the right way to hold a book, point to the words on the page, name pictures, and read the same book over and over so that your child begins to learn it. Show your child that books are fun!
- **Copy your child's actions and sounds**
 - Child: says "babababa"
 - Adult: copies the child and says "babababa"
- **Put words to your child's actions & sounds:** Say what your child would if he/she could:
 - if your child pulls you by the hand, say "come"
 - if your child points to a ball and says "uh", say "ball"
- **Expand:** Copy what your child has said or done, then add a word or two words.
 - Child: "juice"
 - Adult: "more juice", "pour the juice", or "I want juice", etc
- **Ask fewer questions:** Do not ask questions when you already know the answer ("Do you have a bus?"). Instead, talk about what you or your child are looking at or doing ("You're pushing the bus!"). |