

★ Communication: Frequency, Verbal imitation, Oral Language, Verbal exchanges (2021-2022)

Child Name	#	Frequency of spontaneous talking (Rate 1-3, 3 is talkative!)	Verbal Imitation (highest number of words imitated when the child wants something and you said, e.g. "Say, I want the ball please." See below for scoring	Oral Language Score (10+ item language sample; put in two scores for each child to show the range (e.g. 3-4 or 1-3) See below for scoring	Communicative exchanges w/ adults (Five volleys Y/N or tell highest #)	Communicative exchanges w/ peers (Five volleys Y/N or tell highest #)
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					

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Scoring for Verbal Imitation:

- Be sure the child wants something you have and you acknowledge it before you ask the child to imitate (e.g. Oh, you want another cracker. Say, "I want a cracker please.")
- Try it with 3 different things so you have 3 samples from the child.
- How many words did the child actually imitate? What was the highest number of imitated words you heard
- Score by writing the number that reflects the best you heard (e.g. score 3 for three words, e.g. 'Want cracker please.')

Scoring for Oral Language:

Show an interesting picture or create an activity that stimulates language. You might ask a question to get the child started, "Oh my. Look at this." Collect a language sample of at least 10 utterances. Then give the child an Oral Language score based on that. This is a baseline so note the best language you heard as well as the more typical language from the child.

Use the PELI Scale to score Oral Language to help you score.

Score 1 if child uses single words that relate to what is seen (e.g. says "car" or "stuck" when you show a jeep that is stuck in the mud)

Score 2 if child uses 2 + word phrases with incorrect grammar (e.g. "It stuck" or "that car stuck")

Score 3 if child uses 3 + words with correct grammar (e.g. "It's stuck" or "That's a car.")

Score 4 if child uses 4+ words and adds something to a #3 sentence and is still grammatically correct (e.g. "It's stuck in the mud" or "That car is stuck")

Score 5 if child puts two grammatically correct sentences together with a connector word (e.g. It can get stuck but you can dig it out" or that car is stuck and it's ok")

Put in two scores for the child to show the range. For example, score 2-3 if the child uses mostly 2 words phrases that are not grammatically correct and occasionally a 3 word phrase that is grammatically correct.