



# WE CAN TOO

## TEST FOR ASSESSMENT OF SOCIAL COMMUNICATION SKILLS IN PRESCHOOL CHILDREN

Created by participants in project  
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*Child's name* .....

## **A. COMMUNICATIVE FUNCTIONS**

### **1. Attention Directing**

#### ***a) To self***

How does (*child's name*) usually get your attention?

*Examples: By crying*

*By tugging at you*

*By vocalising*

*By calling (for example, 'Mummy')*

*By saying something like 'Watch me'*

#### ***b) To Events, Objects, Other People***

If you and (*child's name*) were going along the street or walking in a park and (*he/she*) saw something interesting, what would children be likely to do?

*Examples: Point*

*Point and vocalize*

*Point and turn to look at you*

*Say a word, for example, 'look', 'plane'*

*Begin to talk about it*

### **2. Requesting**

#### ***a) Request for Object***

If you were in the kitchen and (*child's name*) saw something (*he/she*) wanted to eat that was out of reach, how would (*he/she*) let you know?

*Examples: By crying*

*By reaching out and pointing to it*

*By pointing and making pleading noises*

*By pulling you over to it or pushing your hand towards it*

*By looking or pointing at it and saying its name*

*By pointing and saying something like 'I want that'*

### ***b) Request for Action***

How does (*child's name*) let you know if (*he/she*) wants to be picked up?

*Examples: Looks up at you*

*Puts arms up to you*

*Says 'up', 'carry'*

*Says 'I'm tired', 'My legs ache'*

### ***c) Request for Assistance***

If (*child's name*) needs your help, for example, if (*he/she*) was on a toy on wheels and got stuck, or needed straps undone to get out of the buggy, what is (*he/she*) likely to do?

*Examples: Cry*

*Make pleading noises that aren't words*

*Call for you*

*Say something like 'stuck' or 'can't do it'*

#### ***d) Request for Recurrence***

If you were bouncing (*child's name*) up and down on your lap and (*he/she*) wanted you to do it again, how will (*he/she*) let you know?

*Examples: By smiling at you*

*By making little bouncing movements*

*By making pleading noises*

*By saying 'more' or 'again'*

#### ***e) Request for Information***

If (*child's name*) notices something new at home, how does (*he/she*) ask about it?

*Examples: By staring at it*

*By pointing at it and looking up at you*

*By saying 'Dat?' or 'Whozat?'*

*By asking other questions about it (such as 'What's that for?')*

*When you reply, continuing to ask 'Why?', 'Why?'*

### **3. Rejecting**

If (*child's name*) is at the table and you are giving (*him/her*) some food that (*he/she*) doesn't want, what is (*he/she*) likely to do?

*Examples: Cry*

*Turn face away*

*Push food away*

*Say 'no'*

*Say something like 'no like' or 'don't want it'*

*Ask for something else*

## 4. Greeting

### ***a) Greeting on Arrival***

If a familiar person comes to your home, how does *(child's name)* usually react?

*Examples: Takes no notice*  
*Looks at person's face*  
*Smiles and makes a sound in greeting*  
*Holds up arms in greeting*  
*Says person's name*  
*Says a greeting word like 'Hi!' or 'Hello!'*

### ***b) Greeting on Departure***

What does *(child's name)* do when someone is going away?

*Examples: Shows no reaction*  
*Waves in imitation*  
*Waves spontaneously*  
*Says 'bye-bye' or 'bye-bye (plus name)'*

## 5. Self-Expression and Self-Assertion

### ***a) Expression of Emotion***

#### ***Pleasure***

If *(child's name)* is enjoying something, how does *(he/she)* show it?

*Examples: By smiling*  
*By laughing*  
*By clapping hands*  
*By asking you to do it again*  
*By saying something like 'I like it', 'It's fun'*

### ***Upset***

If (*child's name*) is hurt or upset by something, how does (*he/she*) let you know?

*Examples: By crying*

*By coming for a cuddle/'kiss it better'*

*By telling you where it hurts or what is the matter*

### ***b) Asserting Independence***

If you are trying to help (*child's name*) to do something like get dressed and (*he/she*) wants to do it without help, how does (*he/she*) let you know?

*Examples: By wriggling and screaming*

*By trying to do it*

*By saying 'me' or 'me do it'*

*By saying 'I want to do it myself'*

## **6. Naming**

When (*child's name*) identifies something (*he/she*) recognizes, how does *he/she* give it a name?

*Examples: By vocalizing*

*By making a gesture*

*By making a related sound ('miaow' for cat, 'vroom' for car)*

*By using his/her own word*

*By saying its name*

*By saying a sentence (for example, 'That's a ....')*

## 7. Commenting

### **a) Comment on Object**

If you are putting things away and (*child's name*) sees something (*he/she*) is interested in, what type of comment might (*he/she*) make?

*Examples: Point at it*

*Name it*

*Say who it belongs to, for example, 'mine'*

*Say something about it (for example: 'broken' or 'dirty')*

### **b) Comment on Disappearance**

If (*child's name*) notices that something has gone from where (*he/she*) usually expect it to be, what sort of comment would (*he/she*) make?

*Examples: Point to the place*

*Say name of object*

*Say 'gone'*

*Says something like 'Car gone', 'Where's teddy gone?'*

## 8. Giving Information

If something happened while you weren't around (for example, something got broken, someone got hurt), how would (*child's name*) let you know about it?

*Examples: By going to you and crying*

*By pointing, for example, at a bruise or a broken toy*

*By saying 'broke' or a person's name*

*By telling you but you have to probe to understand*

*By telling you clearly*

## **B. RESPONSE TO COMMUNICATION**

### **9. Gaining Child's Attention**

If you want to get the child's attention, how do you do it?

*Examples: By moving close to his/her face  
By touching him/her  
By saying his/her name*

### **10. Interest in Interaction**

If you are sitting close to (*child's name*) and talking to (*him/her*) how does (*he/she*) generally respond?

*Examples: Shows little interest  
Looks interested and makes eye contact  
Moves his/her body and face  
Joins in the 'conversation' using sounds or words*

### **11. Understanding of Gesture**

If you point to something you want (*child's name*) to look at, what does (*he/she*) usually do?

*Examples: Does not respond  
Looks at you, not where you are pointing  
Looks, if it is close by  
Looks even if it is quite far away*



## 12. Acknowledgement of Previous Utterance

When you are speaking to (*child's name*), how do you know that (*he/she*) realizes that you are speaking to (*him/her*)?

*Examples: Looks at your face*

*Smiles and looks*

*Looks and makes sounds*

*Answers you by talking*

## 13. Understanding of Speaker's Intentions

### **a) Response to Request for Action**

If you give (*child's name*) an instruction, such as 'Go and get your shoes', then how does (*he/she*) respond?

*Examples: Shows no reaction*

*Looks at you but doesn't seem to know what to do*

*Goes off purposefully but doesn't return*

*Does it at part of a regular routine*

*Carries out your request*

### **b) Response to Request for Information**

If you ask (*child's name*) for information, for example, 'What have you been doing?', how is (*he/she*) likely to respond?

*Examples: Shows no reaction*

*Points or gestures.*

*Shows you something*

*Tells you with single words for example, 'Park'*

*Says 'Did painting', 'Don't know'*

## 14. Anticipation

How does (*child's name*) react to something like 'Round and round the garden' or a favourite action-rhyme?

*Examples: Makes no response*

*Looks interested*

*Giggles in anticipation of tickling*

*Fills in missing words*

*Joins in and says part of it with you*

*Notices if you change the words*

## 15. Responding with Amusement

What kind of things make the (*child's name*) laugh?

*Examples: Tickling*

*Peek-a-boo games*

*Hide and seek, swinging in the air, or chasing*

*Funny rhymes*

*Jokes*

*'Rude' words*

## 16. Response to 'No' and Negotiation

a) If you have to say 'no' to (*child's name*) how does (*he/she*) usually respond?

*Examples: Accepts it*

*Has a tantrum*

*Keeps on asking*

*Makes an alternative proposal, for example, 'Just one!', 'Tomorrow then?'*

b) If you say 'in a minute' how does (*child's name*) respond?

*Examples: Doesn't understand and keeps asking*

*Gets cross about it*

*Waits, and asks again after an interval*

## **C. INTERACTION AND CONVERSATION**

### **17. Participating in Interaction**

When you and (*child's name*) are playing or interacting together, how does (*he/she*) take part?

*Examples: By looking interested*

*By smiling and laughing*

*By vocalising or babbling*

*By pointing, showing, reaching gestures*

*By using words and simple phrases*

*By conversational talk*

### **18. Initiating Interaction**

If (*child's name*) ever starts up a conversation or a little game with you, how does (*he/she*) do it?

*Examples: By catching your eye*

*By making little sounds*

*By coming close to you and looking into your face*

*By giving or showing you somethin*

*By talking to you (for example, asking you to join in, saying 'Guess what')*

## **19. Maintaining an Interaction or Conversation**

When a conversation or game gets started, how does it keep going?

*Examples: He/she quickly loses interest*

*You have to direct it*

*He/she takes the lead*

*He/she wants to go on and on*

## **20. Conversational Breakdown**

When a conversation between you and (*child's name*) gets into difficulties, what is the usual reason for it?

*Examples: Difficulties in understanding his/her speech or signals*

*Following what he/she wants you to do*

*He/she has difficulty understanding you*

*He/she doesn't concentrate for long*

*He/she doesn't explain who or what is being referred to*

## **21. Conversational Repair**

If (*child's name*) is trying to tell you something and you haven't understood, what does (*he/she*) do about it?

*Examples: Seems upset and gives up*

*Gets very cross or has a temper tantrum*

*Keeps repeating it to try to get you to understand*

*Changes the way he/she said it to try and clarify it*

*Tries to find another way to tell you*

## 22. Request for Clarification

If (*child's name*) doesn't understand something that is said to (*him/her*), how does (*he/she*) show it?

*Examples: Looks bewildered*

*Echoes what you just said*

*Asks for clarification (for example, 'Huh?', 'What?')*

*Says 'What do you mean?'*

## 23. Terminating an interaction

How does an interaction between you usually end?

*Examples: He/she looks away*

*He/she walks off*

*He/she changes the subject*

*You bring it to an end*

## 24. Overhearing Conversation

How does (*child's name*) react to conversations that (*he/she*) overhears?

*Examples: Pays no attention*

*Reacts to his/her own name*

*Reacts to particular words (for example, 'ice cream' or 'bed')*

*Asks what is being said*

*Tries to join in*

## 25. Joining a Conversation

If (*child's name*) ever tries to join in a conversation that other people are having, how does (*he/she*) go about it?

*Examples: By making a lot of noise*

*By standing hovering on the edge*

*By tugging at you or whispering in your ear*

*By talking over other people*

*By joining in when there is a pause*

## D. CONTEXTUAL VARIATION

### 26. Person

Are there people that (*child's name*) likes to be with or talk to more than others?

*Examples: Parent*

*Other members of the family*

*Carer or teacher*

*Family friend*

*Other children*

*Happily talks to anyone*

### 27. Situation

Are there situations in which (*child's name*) is more communicative?

*Examples: At home*

*At school/daycare*

*On the telephone*

*At a friends*

*In a group*

## **28. Time**

At what times of day (*child's name*) most likely to be communicative?

*Examples: Bathtime*

*Mealtimes*

*Bedtime*

*Walking to school/nursery*

*On return from school/nursery*

## **29. Topic**

*a) What things does (*child's name*) like to talk about?*

*Examples: Here and now activities*

*Toys/games*

*Family members/friends*

*TV*

*Sport or other interests*

*Tends to stick to one topic*

b) Are there times when *(child's name)* will ask questions about abstract ideas such as God, death, how the world began? What sort of things does he/she discuss?

### **30. Books as a Context for Communication**

How does *(child's name)* respond to books?

*Examples: Likes to look at books with an adult*

*Points to named objects*

*Likes listening to stories*

*Tells you bits of the story*

*Doesn't show an interest in books*

*Reads and talks about books quite a lot*

### **31. Use of Language in Play**

When *(child's name)* is playing, what kind of talking goes on or what kind of sounds is *(he/she)* making?

*Examples: Usually is silent*

*Makes sounds that are like talking but are not real words*

*Appropriate noises (car noises, animal noises)*

*Talks about what is going on*

*Talks in a way appropriate for different characters*

*Creates stories*

*Talks to an imaginary playmate*



### **32. Peer Interaction**

When (*child's name*) is with other children, how does (*he/she*) take part?

*Examples: Plays alone*

*Plays alongside others*

*Watches from the sidelines.*

*Needs adult guidance and participation*

*Suggests a game or activity*

*Tries to dominate*

*Joins in with enjoyment*

*Clings to adult*

### **33. Compliance with Social Conventions**

To what extent does (*child's name*) show an awareness of needing to be polite and fitting in with social conventions to do with talking?

*Examples: Sometimes says 'please' or 'thank you'*

*Is polite to older people/visitors*

*Doesn't swear at inappropriate times*

*Comments on other people's rudeness*

*Doesn't make personal comments in front of people*

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