



WE CAN TOO

TEST FOR ASSESSMENT OF SOCIAL COMMUNICATION SKILLS IN SCHOOL-AGE CHILDREN

Created by participants in project
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Child's name

A. COMMUNICATIVE FUNCTIONS

1. Attention Directing

a) To self

If you are busy doing something how does (*child's name*) usually get your attention?

Examples: Tries to make eye contact.

Tugs at your clothing or taps you.

Gestures or brings something to you.

Says your name.

Keeps repeating your name, for example, 'Mum,Mum/'Sir,Sir'

Shouts across the room.

Does something he/she has been told not to do, for example, starts a fight, knocks something over.

b) To Events, Objects, Other People

If (*child's name*) wants to point something out to you how does (*he/she*) do it?

Examples: Turns and looks towards it then turns back to you.

Pulls at you and vocalizes.

Points.

Says 'look at that' and starts to talk/sign about it.

Comments loudly.

2. Requesting

a) Request for Assistance

If (*child's name*) needs help with something (*he/she*) is doing, how does (*he/she*) usually let you know?

Examples: Beckons or points to what is required.

Requests help but does not explain the problem.

Requests help and explains what is needed.

Gets angry and distressed without asking for help.

Waits passively.

b) Request for Information

If (*child's name*) sees or hears something (*he/she*) doesn't know about, for example, something on TV or in a book, how does (*he/she*) ask about it?

Examples: Looks at you with a puzzled expression.

Insistent on pointing and vocalizing.

Says 'What's that?'.

Asks a lot of questions about it.

Doesn't ask.

3. Giving Information

For parents:

When (*child's name*) is telling you something about school, how does (*he/she*) go about it?

For teachers:

When *(child's name)* is telling you something about home, how does *(he/she)* go about it?

Examples: Shows you something, for example, a 'home/school' book.

Answers direct questions with very short replies.

Gives a clear account.

Doesn't give enough information for you to be able to understand.

Goes on and on about it for too long.

4. Giving Instructions

If *(child's name)* is trying to tell you how to play a game or how to make something, how does *(he/she)* usually go about it?

Examples: Does it by demonstrating.

Gives quite clear instructions.

Gives muddled sequence/aims.

5. Narrative

If *(child's name)* is telling you about something that happened or telling a story, for example, the plot of a book, film or TV programme, how does *(he/she)* go about it?

Examples: Tries to do it using gestures and single words.

Tries to show what happened by acting it out.

Does it by responding to questions.

Gives a coherent version of the story.

Doesn't identify events and characters sufficiently for you to understand.

Sequence is jumbled.

6. Humour

If *(child's name)* ever makes jokes, what kinds of jokes are they?

Examples: Doing something funny (hiding and suddenly appearing).

Making funny noises/faces.

Riddles, puns, play on words.

Practical jokes.

Sophisticated jokes.

Same joke repeatedly.

Punchline is omitted or not understood.

7. Expression of Emotion

a) Pleasure

If *(child's name)* is really pleased about something, how does *(he/she)* let people know?

Examples: Smiles or laughs.

Hugs or claps.

Say how he/she feels.

Gets noisy and excited.

Keeps it to him/herself.

b) Upset

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

Examples: Becomes withdrawn or irritable.

Cries.

Explains how he/she feels and why.

Appears moody or sulky so you have to ask what is wrong.

Hits out.

B. RESPONSE TO COMMUNICATION

8. Gaining Attention

If you want to get *(child's name)* attention, how do you do it?

Examples: By touching him/her.

Moving so he/she can see you.

Gesturing.

Saying his/her name.

Raising your voice.

Have to do something extreme.

9. Understanding Indirect Requests

If you say something that implies that you want *(child's name)* to do something, for example, 'Isn't it time you cleared up?', 'Would you like to wash your hands?', 'Can you help put things away?', how does *(he/she)* react?

Examples: Doesn't respond.

Understands what you have asked and responds appropriately.

Takes you literally in a joking way.

Takes you literally and replies 'yes' or 'no' but doesn't carry out the request.

10. Idiom

If you use an expression, such as 'keep your hair on' or 'wipe that smile off your face', does *(child's name)* ever have difficulty? How does *(he/she)* react?

Examples: Ignores it.

Looks bewildered.

Says 'What do you mean?'.

Tries to take it literally.

Asks what the expression means.

11. Sarcasm

How does *(child's name)* react if someone is being sarcastic?

Examples: Ignores it.

Seems confused.

Understands the intended meaning.

Takes it literally/contradicts them.

12. Metalinguistic Awareness

Does *(child's name)* ever comment on the way people talk or why they use particular words or expressions? What kinds of things does *(he/she)* comment on?

Examples: Someone speaking a different language.

Accent.

Unknown words.

Turns of phrase.

Why something is called what it is.

13. Responding with Amusement

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

Examples: Slapstick and visual jokes.

Silly rhymes.

Rude words.

Puns and plays on words.

Laughs for no apparent reason.

14. Negotiation

If another child is not going along with what *(child's name)* wants *(him/her)* to do, how does *(child's name)* react?

Examples: Mainly non-verbally: pushing, hitting.

Gets involved in lengthy argument.

Asks an adult to sort it out.

Negotiates a compromise.

Gives up.

15. Request for Clarification

If you have asked *(child's name)* to carry out an activity and *(he/she)* hasn't understood exactly what is wanted, what is *(he/she)* likely to do?

Examples: Try to do the task but soon give up.

Try to get help from another child.

Ask for clarification and have another try.

Make no attempt to do it.

C. INTERACTION AND CONVERSATION

NB: If the child does not use spoken language, the questions in this section can be made appropriate by substituting 'interacting' or 'communicating' for 'talking' and 'interaction' for 'conversation'.

16. Interest in Interaction

a) How does *(child's name)* interact with other children in a group?

Examples: Tends to be left on the sidelines.

Talks to one other child.

Listens and responds to several children.

Takes no notice of the other children.

b) How does *(child's name)* relate to adults?

Examples: Interacts only with adults he/she knows well.

Talks with a range of adults.

Avoids talking to adults.

Is over familiar and overfriendly with people he/she doesn't know well.

17. Maintaining an Interaction or Conversation

When you are chatting with *(child's name)*, how does the conversation flow?

Examples: Child plays a minimal part.

Child takes on an equal share.

Child monopolizes.

Jumps from topic to topic.

Conversations are short-lived.

You find it hard to understand one another.

18. Presupposition and Shared Knowledge

When *(child's name)* is talking about something you don't know about, how clearly does *(he/she)* put you in the picture?

Examples: Explains everything clearly.

Doesn't give enough information to help you understand.

Assumes that you know more than you do, for example, mentions people out of the blue.

Tells you more than you need to know.

Fills in details you know already.

19. Conversational Repair

If you and *(child's name)* are talking together and you can't understand something *(he/she)* says, how does *(child's name)* usually react?

Examples: Tries to show you in a different way (gesture or demonstration).

Clarifies adequately.

Seems upset and gives up.

Keeps repeating it.

Makes out that it is your fault.

Clams up.

20. Joining a Conversation

If people are having a conversation, how does *(child's name)* try to join in?

Examples: Hovers nearby until included.

Will contribute to the discussion.

Will try to interrupt when someone else is speaking.

Tries to switch the topic to something that interests him/her.

Doesn't try to join in.

21. Terminating a Conversation

How does a conversation with *(child's name)* generally end?

Examples: Gets distracted and loses interest.

It stops abruptly.

It draws to a close naturally.

Doesn't seem to know how to end it.

D. CONTEXTUAL VARIATION

22. 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.

23. Situation

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

Examples: At home.

At school.

On the telephone.

At a friend's.

In a group.

24. Time

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

Examples: Bathtime.

Mealtimes.

Bedtime.

Walking to school.

On return from school.

25. Topic

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

Examples: Here and now activities.

Toys/games/TV.

Family members/friends.

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?

26. Books as a Context for Communication

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

Examples: Likes to look at books with an adult.

Likes listening to stories.

Doesn't show an interest in books.

Reads and talks about books quite a lot.

27. Use of language in Play

When *(child's name)* is playing, what kind of talking goes on?

Examples: Usually is silent.

Talks about what is going on.

Talks in way appropriate for different characters.

Creates stories.

Makes up rules and tries to organize other children.

28. 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.

29. 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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