

Observing the Communication Environment

Name: _____

Date: _____

Communication Partner: _____

Observer: _____

Activity: _____

Total Time (min): _____

General Description of Activity/Communication Environment:

Communication Partner Behaviors: If there is a leader or instructor for the activity, rate that individual. If the activity is more of a general conversation, rate some or all of the other partners. Rate the observed communication behaviors as

O = often; *S* = sometimes; *R* = rarely

- ___ Provides pause time
- ___ Offers choices
- ___ Asks open-ended questions
- ___ Models use of AAC supports
- ___ Asks questions requiring short responses
- ___ Reinforces all communicative attempts
- ___ Simplifies vocabulary and sentence structure
- ___ Other (specify) _____

Communication Functions: Tally the number of occurrences of the different communication functions observed for all involved.

	Other Communication Partners	Target Individual
Requesting		
Gaining Attention		
Rejecting/Protesting		
Commenting		
Asking Questions		
Answering		
Sharing Information		
Story Telling		
Social Etiquette		

Observing the Communication Environment (con't)

Comparison of Communicative Functions: Is the target individual able to communicate the same communication functions as others in the environment? (CIRCLE ONE)

NEVER RARELY

SOMETIMES

OFTEN

ALWAYS

Additional comments:

Comparison of Messages: Write down examples of messages (including gestures, drawings, etc.) communicated during the activity.

Other Communication Partners	Target Individual

Communication Support: Mark any supports that helped the target individual communicate more successfully during the activity.

- Providing wait time
- Providing a model
- Co-construction (e.g. working together to establish meaning)
- Providing opportunities for active participation
- Providing a cue (describe) _____
- Other (specify) _____

Observing the Communication Environment (con't)

Success of Communication: How adequate were the target individual's methods of communication during activity? (CIRCLE ONE)

NOT ADEQUATE

RARELY SOMETIMES

MOSTLY

ALWAYS

Additional Information (e.g. others didn't understand sign or voice output; output not functional for quick responses, necessary vocabulary not available, etc.):

Possible Changes: Identify any changes that need to be made to support more successful communication.

Environment

Communication System

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Skills to Teach: Identify skills that would help the target individual to be more successful.

Language Skills

Communication Partner Skills

	<ul style="list-style-type: none"> <input type="checkbox"/> Don't interrupt or try to guess <input type="checkbox"/> Provide wait time <input type="checkbox"/> Ask questions to expand on my messages <input type="checkbox"/> Co-construct a message with me <input type="checkbox"/> Provide opportunities for active participation <input type="checkbox"/> Providing a cue <input type="checkbox"/> Help me find the right communication tool <input type="checkbox"/> Other (specify) _____
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