Speech-Language Pathology
UNIVERSITY OF TORONTO

This package is intended to help guide you to gather observational information on children.

Pages 1 to 3 can be completed for all observations and pages 4 to 7 can be completed as required. An appendix defining some of the terminology is included at the end of this package. An asterisk * indicates that key terms for this section are defined in the appendix.

SLP 1500Y
Developmental Observation Form

STUDENT: DATE OF VISIT:

SITE: Name of Site_____

             Name of Clinician Observed: _____

CLIENT: Initials of Client(s)bserved:_____

             Age of Client(s): _____

             Reason for Referral: _____

1.   Brief description of disorder for which client was referred.

2.   Type of session observed (i.e. assessment, therapy, interview/counselling, consultation).

3.   Who participated in the session?

4.   Set-up of room.

5.   Materials/equipment used.

Language requirements for situation (e.g. single word responses, discourse level):
Interactive/Play requirements for situation (e.g. constructive/pretend play):
Attention requirements for situation (e.g. length of time between turns, length of time per activity):
Other relevant information:

Summary

Note the child's strengths and areas requiring further development along the following dimensions:

Area	Comments	Age approp. (Y/N)	More info rq'd (Y/N)
Receptive Language			
Expressive Language			
Pragmatics			

Speech Production (incl. oral motor and artic skills)			
Voice/ Resonance			
Fluency			
Attention			
Behaviour			
Other (e.g. play skills, cognition, motor skills etc.)			

What did the child **understand** ?(give examples)

Complexity Level	Examples	Contextual cues available
Prelinguistic/ Nonverbal		
Single Words		
Comments		
Commands (1 step - multiple step)		
Questions		
Discourse/ Narrative		
Other		

How did the child play? *

Type of play	Examples
Solitary	
Parallel	
Cooperative	

What levels of play did the child exhibit? *

Level of play	Examples
Sensorimotor	
Constructive	
Symbolic	

(*see Appendix)

How did the child communicate? (check as many as apply)

gestures	signs	Augmentative & Alternative Communication (AAC)	single sounds	consonant-vowel combinations
1 word phrases	2 words phrases	3 - 5 word phrases	sentences	discourse/ extended conversation

What sounds did the child produce? (check sounds heard)

place	manner				
	stop	**nasal**	**fricative**	**affricate**	**liquid/glide**
bilabial	p /p/ b /b/	m /m/			w /w/
labio-dental			f /f/ v /v/		l /l/
dental			th /θ/ th /ð/		
alveolar	t /t/ d /d/	n /n/	s /s/ z /z/		
palatal			sh /ʃ/ zh/ ʒ/	ch /tʃ/ j / dʒ/	y /j/
velar	k /k/ g /g/	ng /ŋ/			
other			h /h/		r /r/
vowel sounds					
consonant clusters					
phonological processes present					

For what purposes did the child communicate? *

Purpose	Nonverbal (e.g. crying, eye contact, gestures)	Verbal
Commenting		
Social Routine (e.g. open and/or close social interactions, polite markers)		
Calling attention (e.g. to self, others, objects, events)		
Requesting (e.g. direct, indirect)		
Obtaining information (e.g. questions)		
Providing information/ explanations (e.g. responses to questions)		
Regulating others (e.g. command, protest, gain assistance)		
Describing a past event/ Retelling a story		

Conversational Skills *

Purpose	Nonverbal	Verbal
Joint attention (e.g. acts used to direct another's attention to share focus)		
Turn-Taking (e.g. attending, waiting, responding, initiating)		
Topic Manipulation/ Maintenance		
Conversational Repair (e.g. requesting clarification, responding to requests for clarification)		

How did the communication partner(s):

	Adults	Peers
Maintain attention		
Monitor comprehension		
Manage behaviour		
Repair breakdowns in communication (e.g.cueing)		
Provide feedback (e.g. use of reinforcement)		
Facilitate interactions		

What were effective strategies supporting the child's communication?

Used by communication partner:

Used by child:

What ineffective strategies were used?

By communication partner:

By child:

Types of Play (page 3)

Symbolic Play	Make believe or dramatic play in which child uses objects to stand for /represent an absent object
Constructive Play	Systematic manipulation of materials to create a product (e.g. building a tower of blocks)
Sensorimotor Play	Rough and tumble play involving body movements (e.g. running, jumping, climbing, balancing, filling and emptying)

Adapted from summary by Wetherby, 2000

Types of Social Play (page 3)

Onlooker	Watching, observing others but not participating
Solitary Play	Plays alongside other children with different toys
Parallel Play	Independent play beside other children, using similar toys
Associative Play	Child plays with other children in a common activity but each child acts on their own interests
Cooperative Play	Child plays with other children, working towards a common goal

Adapted from summary by Wetherby, 2000

Prelinguistic/ Nonverbal Comprehension Levels (page 3)

Comprehension of nonverbal cues	Use of other's gestures, facial expression and directed eye gaze to respond
Comprehension of situational cues	Use of immediate environment and knowledge of what to do with objects to respond (e.g. cup with juice—drink)
Comprehension of paralinguistic cues	Use of intonation to determine response (e.g. loud voice means "angry")

Adapted from summary by Wetherby, 2000

Communicative Intentions (page 5)

Comment	Intent is for no apparent interpersonal communication; not evoked by a question; not directed to another person; no behaviour or reaction expected by the speaker. *Examples: label, practice, self directing, repeat*
Social Routine	Intent is to open, maintain, or close social interactions by using routine or stereotypical expressions. *Examples: open, close, politeness marker*
Call Attention	Intent is to gain another's attention, to call attention to next utterance, or direct attention to another area. *Examples: summon, to self, to object, to others, to event*
Request Object	Intent is to obtain an object. *Examples: direct, indirect*

Regulate Others	Intent is to control the listener's behaviour. The focus of interest is an action (vs. an object).
	Examples: command, protest, suggest, gain assistance, negotiate/collaborate, warn
Obtain Information	Intent is to obtain new knowledge from the listenter
	Examples: yes/no question, seek clarification, wh-question, seek confirmation
Inform Others	Intent is to provide information
	Examples: answer, describe, label, disagree, joke, justify

Adapted from: Parks, G.R. (1987). A format for analyzing expressive language. The Clinical Connection, Winter 1987, 12-13.

Conversational Skills (page 5)

Skill	**Requirements**
Turn Taking	attending to speaker, waiting for turn, responding, initiating
Topic Manipulation/Maintenance	initiating, adding information, responding, asking appropriate questions
Conversational Repair	requesting clarification, responding to requests for clarification

Adapted from Brinton, B. & Fujiki, M. (1989). Converstational Management with Language Impaired Children: Pragmatic Assessment and Intervention, Rockville: Aspen