

## Communication Worksheet for Pervasive Developmental/Autism Spectrum Disorders

**Student:** \_\_\_\_\_  
**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_  
**Birth date:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Age:** \_\_\_\_\_  
**Grade:** \_\_\_\_\_

**Requesting:** the use of statements to obtain information, clarify a speaker's message, or initiate or change action in others. May be formed using a wh- interrogative or upward inflection. These may be direct or indirect and often involve the use of politeness markers ("May I ask if...", "Do you mind...")

	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Asking choice questions or either/or ("Is it big or little?", "Do you want some?"; points to desired object)			
Asking another's emotions, sensations, or intents ("How do you feel?", "Do you know what to do?")			
Asking product questions (seeking information as to the state of things) ("Where is it?", "When do we go?"; puts hands in air and looks around)			
Asking process questions (seeking descriptions or explanations of a process) ("Why did you go?", "How did you do that?"; cocks head)			
Asking for action ("Hand me the hammer"; points to bathroom)			
Asking permission ("May I go?", "May I have that?"; puts your hand on the door to go out)			
Suggesting action ("Let's swing", "Shouldn't you go?")			
Asking for clarification of a prior remark ("What?"; cocks head, looks puzzled)			
<b>Number of Requesting utterances</b>			<b>Percentage of total utterances</b>
<b>Number of Requesting gestures</b>			<b>Percentage of total gestures</b>

**Informing:** the use of statements of fact, clarification, description, opinion, and agreement. These involve the conveying of specific information, and they may be in response to a question.

	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Explanation, description, identification ("It was red and blue"; points to object named by another)			
Personal judgments, opinions, attitudes, agreement, disagreement ("I think so, too", "It was great!"; nods head, smiles, frowns)			
Beliefs about other's abilities ("He will not do it", "She doesn't know."; shakes head)			
Answering choice questions or indicating compliance ("Yes", "I'll go with you"; nods, crawls under table)			
<b>Number of Informing utterances</b>			<b>Percentage of total utterances</b>
<b>Number of Informing gestures</b>			<b>Percentage of total gestures</b>

<b>Regulating:</b> the use of statements to exert control over others: influence or change behavior, gain attention of others, negotiate or soften demands (with politeness markers), offer assistance.			
	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Warning ("Look out!", "Move over.")			
Reminding ("Don't forget your lunch.")			
Delineating personal claims ("That one's mine"; grabs item)			
Labeling the speaker who gets the next turn ("Jordan, you're next".)			
Persuading ("May I please?", "If I help you now, you'll have time to take me to dinner"; looks pleadingly)			
Objecting to another's behavior ("Stop that!"; hits, cries, turns around)			
Offering assistance ("Here, let me help you", "Would you like some help?"; puts out a hand or object)			
Negotiating ("Why don't we switch hats?"; takes with one hand, offers with another)			
Delaying or hurrying action of self or others ("We'll do that later", "Get the book now, not later"; crawls under desk, sits on floor)			
Promising ("I promise I'll do better next time")			
<b>Number of Regulating utterances</b>		<b>Percentage of total utterances</b>	
<b>Number of Regulating gestures</b>		<b>Percentage of total gestures</b>	

<b>Expressing:</b> the use of statements that provide information about a person's emotions, sensations, intents, and beliefs, or that label or elicit emotions in others; the domain of feelings			
	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Emotions, sensations or intents in self ("I feel happy", "That hurt"; smiles, cries, waves arms)			
Beliefs about emotions, sensations, or intents in others ("You look happy", "I bet that hurt"; imitates face of other)			
Teasing, annoying, provoking others ("You can not catch me", "I'm better than you"; pokes and runs)			
Telling jokes (Shows something funny and smiles, does something and laughs)			
Apologizing (Offers a hug, rubs arm)			
Congratulating another (Offers a hug, smiles, claps)			
Exclaiming ("Goody", "Wow", "Gee"; claps, nods head)			
<b>Number of Expressing utterances</b>		<b>Percentage of total utterances</b>	
<b>Number of Expressing gestures</b>		<b>Percentage of total gestures</b>	

<b>Ritualizing:</b> the use of statements having an automatic element in response to particular social situations			
	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Good manners such as greetings, introductions, taking leave (offers hand, waves)			
Specific context-audience exchanges ("May I take your order?")			
<b>Number of Ritualizing utterances</b>		<b>Percentage of total utterances</b>	
<b>Number of Ritualizing gestures</b>		<b>Percentage of total gestures</b>	

<b>Organizing devices:</b> the use of verbalizations that regulate the contact and flow of a conversation; these are not considered speech acts			
	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Attention getters ("Hey!", "Look!"; pulls on another's arm)			
Rhetorical questions ("Guess what?")			
Boundary markers ("OK")			
Politeness markers			
Repetitions of part of all of a previous message ("You told him to be quiet?!")			
<b>Number of Organizing devices</b>		<b>Percentage of total utterances</b>	
<b>Number of Organizing gestures</b>		<b>Percentage of total gestures</b>	

<b>Other</b>	<b>Verbal</b>	<b>Nonverbal</b>	<b>Examples</b>
Echolalia (immediate)			
Echolalia (delayed)			
Sounds			
Singing			
Unintelligible utterances for which context did not aid listener's comprehension			
No response to direct questions			
<b>Number of Other utterances</b>		<b>Percentage of total utterances</b>	

<b>Total Number of Utterances</b>		<b>Location(s) of observation(s):</b>
<b>Total Number of Gestures</b>		
<b>Length of Observation(s)</b>		

Note the following during these activities, using at least one example from the student's responses to support your answer:

Parameter	Task 1: Daily life conversation	Task 2: Discussion on a topic of interest to the student	Task 3: Academic conversation — with visual stimulus — without visual stimulus
Does the student appropriately answer your questions? (That is, does the student maintain continuity?)	Yes No	Yes No	Yes No
Does the student change the topic to one of his/her own interest?	Yes No	Yes No	Yes No
Does the student answer each question as it is asked?	Yes No	Yes No	Yes No
Look at the type of detail the student goes into. Is it <i>extreme</i> (for any question)?	Yes No	Yes No	Yes No
Does the student respond with single words?	Yes No	Yes No	Yes No

## **Humor: Interpreting Riddles**

**Directions:** Tell the student at least three of the following riddles. Note the student's reaction to the riddles in terms of verbalizations ("What?", "I don't get it", "Now, that's funny!"), facial reactions (i.e., smile, grimace, furrowed brow), laughter, gestures, etc.

- Note: You may have to tell several riddles as some riddles may not be understood for reasons other than ASD.

- **Literal meanings and figures of speech.** Based on the student's responses to the previous four tasks, describe your impression of the student's comprehension of multiple meaning words and figures of speech.

Parameter	Examples
<p>Does the student know how to interpret multiple meaning words (<i>the Amelia Bedelia</i> syndrome: "Hit the road") figuratively?</p> <p>Figuratively    Figuratively    Literally    NR Correct            Incorrect</p>	
<p>Does the student interpret idioms ("It's raining cats and dogs") literally or figuratively?</p> <p>Figuratively    Figuratively    Literally    NR Correct            Incorrect</p>	
<p>Does the student know how to interpret similes (comparisons using <i>like</i> or <i>as</i>, such as "pretty as a picture") literally (as in, "She had her picture painted" and "She painted a picture") or figuratively?</p> <p>Figuratively    Figuratively    Literally    NR Correct            Incorrect</p>	
<p>Does the student interpret metaphors (figurative comparisons which create illusions, such as "She snaked her way to the front of the line") literally (as in, "She got down on her stomach and crawled") or figuratively?</p> <p>Figuratively    Figuratively    Literally    NR Correct            Incorrect</p>	

**Literal Meanings and Figures of Speech:  
Similes**

- Do at least three of the following selections (or enough to give you an impression of the student's skill in interpreting similes), choosing those which you feel are age appropriate for the student being evaluated.

She's as pretty as a picture. \_\_\_\_\_

\_\_\_\_\_

He's as quiet as a churchmouse. \_\_\_\_\_

\_\_\_\_\_

She eats like a bird. \_\_\_\_\_

\_\_\_\_\_

He's as skinny as a rail. \_\_\_\_\_

\_\_\_\_\_

She's as nutty as a fruitcake. \_\_\_\_\_

\_\_\_\_\_

He's as hard as nails. \_\_\_\_\_

\_\_\_\_\_

He's like a loose cannon. \_\_\_\_\_

\_\_\_\_\_

**Literal Meanings and Figures of Speech:  
Multiple Meaning Words**

- Do at least three of the following selections (or enough to give you an impression of the student's skill in interpreting multiple meaning words), choosing those which you feel are age appropriate for the student being evaluated.

Suzie's mother got her a new doll. When Suzie's friend came over, her mother told Suzie to go get the doll. Suzie was gone almost five minutes. Her mother yelled to her, "Come on, Suzie. Step on it!" What was she telling Suzie to do? \_\_\_\_\_

\_\_\_\_\_

Two girls were talking. Maria tried to say something. When she interrupted their conversation, the girls told her to "Get lost". What were they telling Maria to do? \_\_\_\_\_

\_\_\_\_\_

Two boys were playing with trucks in the sandbox. Randy had a truck, too. He ran over to them shouting, "Hey! Can I join you?" What did he mean? \_\_\_\_\_

\_\_\_\_\_

Thomas and Ken went camping with their father. They carried the tent and poles to the campsite. Their father said, "Let's pitch the tent here." What did he mean they should do? \_\_\_\_\_

\_\_\_\_\_

**Humor:**  
**Understanding Visual Jokes/Cartoons**

**Directions:** Show the student at least three of the following cartoons. Note the student's reaction to the cartoons in terms of verbalizations ("What?", "I don't get it", "Now, that's funny!"), facial reactions (i.e., smile, grimace, furrowed brow), laughter, gestures, etc.

- Note: You may have to show several cartoons as some cartoons will not seem funny to some children.

**Humor:  
Interpreting Sarcasm**

**Directions:** Read the following scenarios to the student. Write down what the student says, whether it is the student's interpretation of the comment or questions.

School starts at 830 in the morning. John was late for school every day. Sometimes he came at 1000, sometimes he came at 945. One day when he arrived at 930, his teacher said, "Well, John, how nice to have you join us. I hope it doesn't bother you to come to school so early." What did his teacher mean?

Susan was shopping. She wanted to buy a lamp. She had \$55 with her. After going in many stores, she finally found one she liked. The store clerk told her it cost \$320. "Is that all?" Susan asked. What did Susan mean?

- **Asking questions.** During the tasks or during the testing session, the student may ask questions. Note the type of questions that the student asks, if any.
  - If the opportunity to assess this parameter does not arise during testing, obtain the information through observations, interview(s), or any other means necessary.

Type of question	Examples
Does the student ask questions (or make statements) which are naïve or embarrassing to others?  Yes    No	
Does the student ask grossly inappropriate personal questions?  Yes    No	
Does the student ask the same question(s) over and over?  Yes    No	
Does the student ask the same question(s) repeatedly over several days, possibly in the same setting and/or at the same time?  Yes    No	
Does the student appropriately ask for help?  Yes    No	

- **Style of speaking.** How does this student's language compare to that of his/her peers, using the following parameters? *Give examples for each.* Some items will be determined as the result of the contrived tasks outlined in this packet while others may have to be noted using direct observations of the child in natural settings.

Parameter	Rating*	Examples
Formal	T SA VA	
Monotone	T SA VA	
High pitched	T SA VA	
Robot/ Computerese language	T SA VA	
Variations in pitch/Singsong	T SA VA	
Overly dramatic	T SA VA	
Soft or quiet	T SA VA	
Loud	T SA VA	
Methodical rhythm	T SA VA	
Exaggerated rhythm	T SA VA	
Too fast	T SA VA	
Too slow	T SA VA	
	T SA VA	

\*T: Typical SA: Somewhat Atypical VA: Very Atypical