

TPBA2 Observation Guidelines: Communication Development

Child's name: _____ Age: _____ Birth date: _____
 Parent(s): _____ Assessment date: _____
 Person(s) completing the form: _____

Directions: Record the child information (name, caregiver[s], birth date, age), assessment date, and person(s) completing this form. The Observation Guidelines provide common strengths, examples of behaviors of concern, and "ready for" next steps. As you observe the child, circle, highlight, or place a check mark next to the items listed under these three categories that correspond to the behavior(s) you observe. List any additional observations in the "Notes" column. Experienced TPBA users may opt to use only the TPBA2 Observation Notes as a method for collecting information during the assessment instead of the Observation Guidelines.

Questions	Strengths	Examples of behaviors of concern	"Ready for"	Notes
<p>I. Language comprehension</p> <p>I. A. What early comprehension abilities does the child exhibit?</p>	<p>Responds to or recognizes sounds</p> <p>Recognizes and responds to nonverbal cues (e.g., facial expressions, gestures)</p> <p>Associates sounds with meanings</p> <p>Responds to or anticipates the steps in common routines or sequences</p> <p>With contextual cues</p> <p>Without verbal cues</p>	<p>Difficulty responding to or recognizing sounds</p> <p>Does not interpret or respond to nonverbal cues</p> <p>Does not respond to or anticipate familiar routines</p> <p>With contextual cues</p> <p>Without verbal cues</p>	<p>Increase association of sounds with objects</p> <p>Increase understanding of nonverbal cues</p> <p>Increase association of actions with consequences</p>	<p></p>
<p>I. B. What types of words and sentences are understood by the child?</p>	<p>Understands the meaning of Concrete words (e.g., nouns, verbs, basic concepts)</p> <p>Abstract words (e.g., feelings or ideas)</p> <p>Multiple-meaning words</p> <p>Phrases or expressions</p>	<p>Limited understanding of words</p> <p>Limited understanding of sentences</p> <p>Limited or inconsistent following of directions (relies heavily on gestural and situational prompts)</p>	<p>Increase understanding of Variety of vocabulary words</p> <p>Abstract words</p> <p>Multimeaning words</p> <p>Phrases or expressions</p> <p>Sentences/statements</p>	<p></p>

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<p>I. Language comprehension (continued)</p> <p>I. B. (continued)</p>	<p>Sentence types (e.g., simple, compound, containing phrases) Follows directions Rote direction One-step direction Two-step direction (related and unrelated) Multistep, complex directions All of the above Understands the following types of questions: Yes/no Simple "wh": what, where, who, what/doing Complex "wh": which, when, why, how, whose</p>	<p>Responds inappropriately to questions</p>	<p>Improve ability to follow directions of increasing length and complexity Increase understanding of different types of questions</p>	
<p>II. Language production</p> <p>II. A. What modes of communication does the child use?</p>	<p>Uses the following modes to communicate: Eye gaze Facial expressions Body movement Physical manipulation Gestures Vocalizations: vowels, consonants, babbling Verbalizations: words, including word approximations, phrases, sentences</p>	<p>Primary mode of communication is not at expected level Mode of communication is limited to Eye gaze Facial expressions Body movement Physical manipulation Gestures Vocalizations: vowels, consonants, babbling</p>	<p>Increase use of Eye gaze Facial expressions Body movement Physical manipulation Gestures Vocalizations: vowels, consonants, babbling Verbalizations: words, including word approximations, phrases, sentences</p>	

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<p>II. Language production (<i>continued</i>)</p>				
<p>II. A. (<i>continued</i>)</p>	<p>Vocalizations or verbalizations paired with gestures Sign language Idiosyncratic Formal Augmentative and alternative communication (AAC) Low-tech High-tech</p>	<p>Verbalizations: words, including word approximations, phrases, sentences Sign language Idiosyncratic Formal AAC Low-tech High-tech</p>	<p>Sign language Idiosyncratic Formal AAC Low-tech High-tech</p>	
<p>II. B. What is the child's frequency of communication?</p>	<p>Communicates as frequently as other children of same developmental age in all settings and with a variety of communication partners</p>	<p>Reduced frequency and variety of communication with Familiar people Unfamiliar people Peers Adults</p>	<p>Increase frequency and variety of communication with Familiar people Unfamiliar people Peers Adults</p>	
<p>II. C. What are the child's semantic abilities?</p>	<p>Semantic knowledge levels reflected in words: Referential knowledge (9–15 months) Extended knowledge (15–18 months) Categorical knowledge (24+ months) Metalinguistic knowledge (48–60 months) Expresses the following semantic relations: Agent (e.g., baby) Action (e.g., drink) Object (e.g., cup) Recurrence (e.g., more)</p>	<p>Limited expression of semantic knowledge and semantic relations</p>	<p>Improve use and complexity of the following semantic relations: Agent (e.g., baby) Action (e.g., drink) Object (e.g., cup) Recurrence (e.g., more) Existence (e.g., this ball) Nonexistence (e.g., all gone) Cessation (e.g., stop) Rejection (e.g., no) Location (e.g., up) Possession (e.g., mine) Agent–action (e.g., baby drink)</p>	

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II. Language production (<i>continued</i>) II. C. (<i>continued</i>)	Existence (e.g., this ball) Nonexistence (e.g., all gone) Cessation (e.g., stop) Rejection (e.g., no) Location (e.g., up) Possession (e.g., mine) Agent-action (e.g., baby drink) Action-object (e.g., drink juice) Agent-action-object (e.g., baby drink juice) Action-object-location (throw ball up) All of the above		Action-object (e.g., drink juice) Agent-action-object (e.g., baby drink juice) Action-object-location (e.g., throw ball up) All of the above	
II. D. What grammatical morphemes does the child produce?	Uses the following: Present progressive (<i>-ing</i>) Prepositions (in, on) Regular and irregular past tense (<i>-ed</i> , came) Possessives (s) Contractible and uncontractible copula ("dog's little"; "He is" in response to question, "Who is happy?") Regular and irregular third person (jumps, does)	Misuses or omits Present progressive (<i>-ing</i>) Prepositions (in, on) Regular and irregular past tense (<i>-ed</i> , came) Possessives (s) Contractible and uncontractible copula ("dog's little"; "He is" in response to question, "Who is happy?") Regular and irregular third person (jumps, does)	Increase use of the following: Present progressive (<i>-ing</i>) Prepositions (in, on) Regular and irregular past tense (<i>-ed</i> , came) Possessives (s) Contractible and uncontractible copula ("dog's little"; "He is" in response to question, "Who is happy?") Regular and irregular third person (jumps, does)	

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<p>II. Language production (<i>continued</i>)</p> <p>II. D. (<i>continued</i>)</p>	<p>Regular and irregular third person (jumps, does)</p> <p>Contractible and uncontractible auxiliary ("Mommy's drinking"; "He is" in response to question, "Who is combing his hair?")</p> <p>Mean length of utterance (MLU) is at predicted age level</p> <p>All of the above</p>	<p>Regular and irregular third person (jumps, does)</p> <p>Contractible and uncontractible auxiliary ("Mommy's drinking"; "He is" in response to question, "Who is combing his hair?")</p> <p>MLU is below predicted age level</p> <p>All of the above</p>	<p>Regular and irregular third person (jumps, does)</p> <p>Contractible and uncontractible auxiliary ("Mommy's drinking"; "He is" in response to question, "Who is combing his hair?")</p> <p>Increase MLU</p> <p>All of the above</p>	
<p>II. E. What are the child's syntactic abilities?</p>	<p>Produces sentence structures</p> <ul style="list-style-type: none"> Simple Compound Complex Compound-complex <p>Produces different sentence types</p> <ul style="list-style-type: none"> Declarative (i.e., statement) Interrogative (i.e., questions: yes/no) Simple "wh": what, where Complex "wh": which, why, how, when, whose Imperative (i.e., request) Exclamatory (i.e., strong emotion) Negatives (e.g., no, not, don't) 	<p>Makes syntactical errors</p>	<p>Increase appropriate production and complexity of syntax</p>	

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<p>III. Pragmatics</p> <p>III. A. Does the child understand and use joint attention (gestures, vocalizations, or words) to communicate intent?</p>	<p>Communicates unintentionally</p> <p>Makes eye contact</p> <p>Reflexive sounds and movements</p> <p>Follows and regulates joint attention</p> <p>Uses gaze to regulate joint attention</p> <p>Follows others' joint attention in visual field</p> <p>Follows others' joint attention outside of visual field</p> <p>Uses intentional deictic gestures</p> <p>Shows or gives objects</p> <p>Open-handed reaching for objects</p> <p>Pushes to protest</p> <p>Pushes to request</p> <p>Points to comment</p> <p>Pairs vocalizations and gestures</p> <p>Uses representational gestures</p> <p>Uses social gestures (e.g., blow kiss, bye-bye)</p> <p>Initiates social games (e.g., Peekaboo)</p> <p>Uses rising intonation to request information</p> <p>Uses words and gestures to express intent</p> <p>Equivalent word/gesture pairs</p>	<p>Does not communicate intentionally</p> <p>Does not establish joint attention</p> <p>Does not follow joint attention</p> <p>Does not gesture with intent</p> <p>Does not use words and gestures intentionally</p>	<p>Increase ability to</p> <p>Make eye contact</p> <p>Respond with reactive sounds</p> <p>Establish joint attention</p> <p>Follow others' bids for joint attention</p> <p>Use deictic gestures</p> <p>Use representational gestures</p> <p>Pair vocalizations and gestures</p> <p>Pair words with gestures</p> <p>Initiate social games</p> <p>Express intent with words</p> <p>Use beat gestures</p> <p>All of the above</p>	

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<p>III. Pragmatics (<i>continued</i>)</p> <p>III. A. (<i>continued</i>)</p>	<p>Complementary word/gesture pairs</p> <p>Pairs word with point</p> <p>Uses beat gestures to emphasize words</p>			
<p>III. B. What functions does the child's communication fulfill?</p>	<p>Child communicates for a variety of purposes (note mode of communication: eye gaze, sound, body movement, vocalization, gesture, word):</p> <ul style="list-style-type: none"> Regulatory functions Requests objects Requests actions Protests Declarative-joint attention functions Comments on objects Comments on actions Requests information Provides information Requests clarification Clarifies meaning Social interaction Shows interest Smiles Responds to social games (e.g., Peekaboo) Initiates social games Nods head Social gestures: waves, blows kiss, shrugs Enjoys jokes 	<p>Limited range of functions</p> <ul style="list-style-type: none"> Only requests Only comments Does not clarify Does not use social functions <p>Rate of use is limited</p> <ul style="list-style-type: none"> Less than one communicative act per minute Form of function is limited for age 	<p>Increase range of communication functions</p> <ul style="list-style-type: none"> Regulatory (i.e., request, protests) Declarative (i.e., comments, requests for information, clarification) Social (i.e., interest, smile, social games, gestures, jokes) All of the above 	

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<p>III. Pragmatics (continued)</p> <p>III. C. What conversational or discourse skills does the child demonstrate?</p>	<p>Uses the following conversational strategies: Attends/responds (nonverbally/verbally) to speaker Makes and maintains eye contact Initiates (gestural and vocal/verbal) Takes balanced turns Maintains topic Changes topic appropriately Acknowledges others Responds to requests for clarification Shares information, thoughts, and ideas Questions Terminates conversation All of the above</p>	<p>Demonstrates difficulty initiating a conversation Limited skills in joining a conversation Frequent revisions (e.g., starts talking, stops, and starts at beginning) Over reliance on clarification or repetition Fixates on a fact or topic and cannot shift Makes off-topic comments or rapid topic changes Does not seek clarification Asks repetitive, rote questions Does not supply enough information</p>	<p>Increase ability to use the following conversational strategies: Attending to speaker Initiating conversation Taking appropriate turns Maintaining a topic Changing topic appropriately Acknowledging other's speech Responding to requests for clarification Sharing information, thoughts, and ideas Questioning Terminating conversation</p>	
<p>Bilingualism and Biculturalism</p> <p>Is the child bilingual (simultaneous, sequential)?</p>	<p>Speech and language developmental milestones are often different for bilingual or multilingual children, regardless of their form of bilingualism. Evaluators must consult with a cultural mediator or a competent bilingual speech-language pathologist to determine appropriate milestones for each of the child's developing language systems. Evaluators are also cautioned against attributing normal delays related to bilingualism to a language disorder.</p>			

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<p>IV. Articulation and phonology</p> <p>IV. A. What speech sounds does the child produce (i.e., vowel and consonant repertoire)?</p>	<p>Appropriate sound repertoire</p>	<p>Sound repertoire is not appropriate</p>	<p>Increase sound repertoire and production of target sounds</p>	
<p>IV. B. What are the articulation abilities of the child?</p>	<p>Child consistently demonstrates age-appropriate articulation skills in increasingly complex contexts:</p> <ul style="list-style-type: none"> Words Phrases Sentences Conversation 	<p>Inconsistently demonstrates age-appropriate articulation skills</p> <p>Demonstrates age-appropriate articulation skills in imitation</p> <p>Child's intelligibility is not age appropriate due to errors at the</p> <ul style="list-style-type: none"> Word level Phrase level Sentence level Conversation level <p>Child exhibits</p> <ul style="list-style-type: none"> Articulation errors Phonological processes Inconsistent productions 	<p>Decrease articulation errors</p> <p>Decrease phonological processes</p> <p>Increase intelligibility</p>	
<p>IV. C. How intelligible is the child's speech?</p>	<p>Child is intelligible</p> <ul style="list-style-type: none"> To family members To familiar people To unfamiliar people In known context In unknown context 	<p>Child is unintelligible</p> <ul style="list-style-type: none"> To family members To familiar people To unfamiliar people In known context In unknown context 	<p>Increase intelligibility</p>	

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<p>V. Voice and fluency</p> <p>V. A. How are the pitch, quality, and loudness of the child's voice?</p>	<p>Child has adequate breath support for speech production</p> <p>Appropriate for the child's age, size, and gender:</p> <ul style="list-style-type: none"> Pitch Quality Resonance Rate Volume 	<p>Child does not have adequate breath support for speech production</p> <p>Voice is not appropriate for the child's age, size, and gender:</p> <ul style="list-style-type: none"> Pitch Tremulous Too high or too low Pitch breaks Monotone Quality Breathy Raspy Hoarse Hypernasal Denasal Rate Too fast or too slow Volume Too soft or loud Rhythm Choppy 	<p>Improve quality:</p> <ul style="list-style-type: none"> Pitch Intonation Resonance Rate Volume <p>Refer for medical evaluation</p>	
<p>V. B. How fluent is the child's speech?</p>	<p>Child exhibits fluent speech</p> <p>Child exhibits typical disfluencies:</p> <ul style="list-style-type: none"> Whole-word repetitions Phrase repetitions 	<p>Child exhibits disfluent behaviors:</p> <ul style="list-style-type: none"> Primary: prolonged sounds, sound repetitions, part-word repetitions Secondary: facial grimaces, eye blinks 	<p>Increase fluency with different communication partners and in different settings.</p> <p>Refer to speech-language pathologist</p>	

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<p>VI. Oral mechanism</p> <p>VI. A. How are the structures and function of the articulators?</p>	<p>Child's posture and muscle tone are appropriate for breath support and speech production</p> <p>Appearance of the articulators is symmetrical</p> <p>Articulator movements are symmetrical</p> <p>Full range of tongue movements: elevation, retraction, protrusion</p> <p>Full range of lip movements: rounding, retraction, separation</p> <p>Jaw movement: good control and no excessive movement</p> <p>Articulators are functional for speech production</p> <p>Child is able to produce rapid and alternating movements</p> <p>Produces sound sequences accurately</p>	<p>Head is not held at midline, is extended or retracted</p> <p>Muscle tone affects speech production: too little tone (hypotonicity) or too much tone (hypertonicity)</p> <p>Posture is not adequate for breath support</p> <p>Appearance and movement of the articulators is asymmetrical</p> <p>Limited tongue movement</p> <p>Limited lip movement: rounding, retraction, separation</p> <p>Jaw movement: poor control or excessive movement</p> <p>Poor oral hygiene affecting teeth</p> <p>Evidence of cleft lip and/or palate repair</p> <p>Tongue protrudes at rest or tremors</p> <p>Underbite, overbite, open bite</p> <p>Chronic mouth breathing</p> <p>Difficulty with fluid movements:</p> <ul style="list-style-type: none"> Groping speech movements Slow rate of speech Inconsistent speech errors Error increase with greater length and complexity Limited sound repertoire <p>Drizzling inappropriate for age: Awareness?</p> <p>During which activities?</p>	<p>Refer for further evaluation</p> <p>Medical evaluation</p> <p>Dental evaluation</p> <p>Speech-language pathologist</p> <p>Increase control of the articulators for speech production</p>	