

## TPBA2 Observation Summary Form: Communication Development

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

**Directions:** For each of the subcategories below, shown in a 1–9-point Goal Attainment Scale, circle the number that indicates the child's developmental status, using findings from the TPBA2 Observation Guidelines or TPBA2 Observation Notes for this domain. Next, consider the child's performance in relation to same-age peers by comparing the child's performance with the TPBA2 Age Table. Use the Age Table to arrive at the child's age level for each subcategory (follow directions on the Age Table). Then, circle AA, T, W, or C by calculating percent delay:

If a child's age level < chronological age:  $1 - (\text{age level}/\text{CA}) = \text{ \_\_\_\_\_\_ } \% \text{ delay}$

If child's age level > chronological age:  $(\text{age level}/\text{CA}) - 1 = \text{ \_\_\_\_\_\_ } \% \text{ above}$

To calculate CA, subtract the child's birth date from the assessment date and round up or down as appropriate. When subtracting days, take into consideration the number of days in the month (i.e., 28, 30, 31).

*Note:* Hearing is included on this Observation Summary Form but not on the corresponding Observation Guidelines or Observations Notes forms, because hearing is not really being assessed by TPBA, but TPBA can result in a referral for hearing screening.

TPBA2 Subcategory	Level of the child's ability as observed in functional activities									Rating compared with other children of same age				
	1	2	3	4	5	6	7	8	9	Above average (AA)	Typical (T)	Watch (W)	Concern (C)	Age level (mode)
<b>Language comprehension</b> Focuses on speaker's face and reacts to sounds and voices.	1 Focuses on speaker's face and reacts to sounds and voices.	2 Attends to or responds to own name and familiar gestures, signs, or words.	3 Attends to or responds to own name and familiar gestures, signs, or words.	4 Understands gestures, signs and/or single words, simple one-step requests, and early question forms: <i>yes/no, what, where.</i>	5 Understands familiar and novel two-step directions, <i>who</i> and <i>when</i> questions, and comments that are signed or spoken.	6 Understands age-appropriate basic concepts and vocabulary, <i>why</i> and <i>how</i> questions, grammatical structures, and multi-step requests that are signed or spoken.	7 Understands age-appropriate basic concepts and vocabulary, <i>why</i> and <i>how</i> questions, grammatical structures, and multi-step requests that are signed or spoken.	8 Understands age-appropriate basic concepts and vocabulary, <i>why</i> and <i>how</i> questions, grammatical structures, and multi-step requests that are signed or spoken.	9 Understands age-appropriate basic concepts and vocabulary, <i>why</i> and <i>how</i> questions, grammatical structures, and multi-step requests that are signed or spoken.	AA	T	W	C	_____
Comments:														

		Level of the child's ability as observed in functional activities										Rating compared with other children of same age			
TPBA2 Subcategory		1	2	3	4	5	6	7	8	9	Above average (AA)	Typical (T)	Watch (W)	Concern (C)	Age level (mode)
Language production	Expresses needs reflexively (e.g., crying, grimacing, body movement).										AA	T	W	C	_____
	Does not understand or give "readable" physical, vocal, or verbal cues to communicate needs.										AA	T	W	C	_____
Pragmatics	Uses eye gaze, facial expressions, body movement, gestures, and vocalizations to communicate.														
	Uses eye gaze, facial expressions, body movement, gestures, and vocalizations to communicate.														
Articulation and phonology	Produces strings of vowel and consonant sounds that are nonmeaningful.														
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TPBA2 Subcategory	Level of the child's ability as observed in functional activities						Rating compared with other children of same age						
	1	2	3	4	5	6	7	8	9	Above average (AA)	Typical (T)	Watch (W)	Concern (C)
Voice and fluency	Breath support is adequate for crying, grunting, cooing, or laughing, but not for voice production (phonation).		Breath support and voice production are adequate for sound, but the child does not yet babble or make single-word approximations.	Breath support is adequate for voice production, but any of the following behaviors are chronic, noticeable, and interfere with the child's communication: <i>Pitch:</i> very high, very low, or monotone <i>Quality:</i> very breathy, harsh, hoarse, nasal, or stuffy <i>Loudness:</i> inadequate or very loud	Breath support is adequate for voice production. Any of the following behaviors are noticeable but do not markedly interfere with the child's communication: <i>Pitch:</i> slightly high, slightly low, or monotone <i>Quality:</i> slightly breathy, harsh, hoarse, nasal, or stuffy <i>Loudness:</i> slightly soft or slightly loud <i>Fluency:</i> slightly choppy rhythm, and/or occasional occurring disfluencies (sound or syllable repetitions, e.g., "c-c-c-cat"; prolonged sounds, e.g., "ssssssat"; or silent blocks) <i>Speech rate:</i> slightly slow or slightly fast	Breath support is adequate for voice production. Any of the following behaviors are noticeable but do not markedly interfere with the child's communication: <i>Pitch:</i> slightly high, slightly low, or monotone <i>Quality:</i> slightly breathy, harsh, hoarse, nasal, or stuffy <i>Loudness:</i> slightly soft or slightly loud <i>Fluency:</i> slightly choppy rhythm, and/or occasional occurring disfluencies (sound or syllable repetitions, e.g., "c-c-c-cat"; prolonged sounds, e.g., "ssssssat"; or silent blocks) <i>Speech rate:</i> slightly slow or slightly fast	Pitch, quality, and loudness of the voice and speech fluency and rate are appropriate for the child's age, size, gender, and culture.	9	AA	T	W	C	_____
	Comments:												

TPBA2 Subcategory	Level of the child's ability as observed in functional activities										Rating compared with other children of same age			
	1	2	3	4	5	6	7	8	9	AA	Typical (T)	Watch (W)	Concern (C)	Age level (mode)
<b>Oral mechanism</b>	The structure and/or symmetry of the palate, lips, jaw, tongue, or bite interfere with functional speech.		Structures are adequate, but speech is made primarily with gross jaw and lip movements. The range of movement may be excessive or limited.		Structures are adequate for speech. The child can round lips with good contact; move the tongue up, down, and front to back; and use finely graded jaw movements to produce sounds and simple words.		Structures are adequate for speech. The child moves the lips, tongue, jaw, and palate independently but has some difficulty integrating movements to say complex words (e.g., potato, but-tercup) or phrases.		Structure and function of the oral mechanism are adequate for age-appropriate speech.	AA	T	W	C	_____
<b>Hearing</b>	Not aware or only minimally aware of sounds in the environment.		Distinguishes that one sound is different from another with or without adaptive support.		Differentiates environmental and some speech sounds with or without adaptive support.		Inconsistently responds to sounds and spoken language with or without adaptive supports.		Attends to and localizes to sounds and speech and uses hearing functionally in conversation with or without adaptive support.	AA	T	W	C	_____