

## 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"> <li><input type="checkbox"/> Don't interrupt or try to guess</li> <li><input type="checkbox"/> Provide wait time</li> <li><input type="checkbox"/> Ask questions to expand on my messages</li> <li><input type="checkbox"/> Co-construct a message with me</li> <li><input type="checkbox"/> Provide opportunities for active participation</li> <li><input type="checkbox"/> Providing a cue</li> <li><input type="checkbox"/> Help me find the right communication tool</li> <li><input type="checkbox"/> Other (specify) _____</li> </ul>
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