

# Functional Communication Parent Questionnaire

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Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Filled out by: \_\_\_\_\_ Date filled out: \_\_\_\_\_

**This questionnaire captures your child's *current* communication needs to create immediate functional treatment goals.**

## **Purpose**

This questionnaire gathers information to directly assist clinicians and families as they select treatment targets and goals for children with speech sound disorders. The information provided by caregivers can help create a therapy program that is individualized and meaningful to children, and that incorporates caregiver's ideas in the construction of motivating speech goals.

## **Instructions**

Please read each question and provide answers to the ones that apply to your child. As you answer the questions, think of the words and phrases that your child communicates, *as they say it*. For example, if your child says "mommy" rather than "mom," please write down "mommy." This questionnaire is designed to explore your child's language use, so that meaningful words can be chosen for individualized therapy. For many of the questions, we have included example words and phrases in parenthesis. If your child uses a means of communication other than verbal words to convey a message (for example, pointing, signing, facial expressions) please include that information.

This questionnaire is comprehensive and intended to gather as much information as possible regarding your child's communication. It is long, and you may choose to skip sections that you feel are not important for your child at this time. Below are the section names and the corresponding page numbers for the questionnaire.

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- \_ Activities p. 3
- \_ Places p. 4
- \_ Requests and Needs p. 4-5
- \_ Emotions and Feelings p. 5-6
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**As you go, or when you finish, please mark with a star the 10 20 50 words that you believe are most meaningful to your child. These may be the words that are targeted first in treatment.**

## Names

Think about the names and the words that your child and your family uses when communicating about people, pets, toys, and characters. If it is not clear, please indicate the relationship of the name to your child (e.g., *Alex* (brother), *Michelle* (friend at school), *Erick* (physical therapist)).

### **Family Members**

What specific names and/or words does your child use when communicating about family members? (e.g., *mom*, *mama*, *daddy*, *Alex* (brother), *Uncle John*).

### **Teachers and Other Professionals**

What specific teachers or other adults does your child communicate about frequently, or like to communicate about, and what are their roles? (e.g., *Erick* (physical therapist), *karate teacher*).

### **Friends**

What specific friends does your child like to communicate about? Please write down the names your child would use (consider nicknames).

### **Pets and Animals**

What are the specific names of pets or other animals that are important to your child? Please indicate the types of animals (e.g., *Jordan* (dog, pet at home)).

Please list any names that your child would like to communicate about, or that you would like her to communicate about.

## Activities

What activities does your child enjoy doing at home? (e.g., *drawing, puzzles, dress up, watching movies*).

What activities does your child enjoy doing at school? (e.g., *art, music*).

What are some other activities that your child participates in? These could be community activities or social activities (e.g., *swim class, cooking with mom, going to a specific person's house*).

What are the games that your child enjoys playing?

Which of the following home/school activities does your child talk about? If your child uses different words for the example, please write down the word(s) that he would use (e.g., *supper* for *dinner*).

- Breakfast
- Lunch
- Dinner
- Snack time
- Nap time
- Bed time
- Story time
- Play time
- Art time
- TV
- Other: \_\_\_\_\_

Please list any activities that your child would like to communicate about, or that you would like him to communicate about.

## Places

Think about the specific places that are meaningful to your child, and the places that she likes to communicate about.

What are the places that are typically part of your child's routine or schedule? (e.g., *school, park, house*).

What are the other specific places that your child likes to communicate about? (e.g., *the beach, a specific restaurant, a specific person's house*).

Please list any places that your child would like to communicate about, or that you would like her to communicate about.

## Requests and Needs

When considering your child's communication in regards to requests and needs, please write down what he says (e.g., *I'm hungry*) and anything else that he does to communicate his message (e.g., *point to food*).

How does your child show that he needs help? What does he say?

How does your child show that he wants food or drink? What does he say?

How does your child request objects? What does he say?

How does your child tell you that he needs to use the bathroom, or needs a diaper change?

How does your child request that an action or an object stops?

How does your child tell you that he is done with something?

How does your child request to go somewhere? This could be a room, a specific place, outside, etc.

How does your child tell you or others that he wants to engage in a certain activity? (e.g., *watch television, play with dolls*).

Are there other unique and meaningful requests or needs that your child communicates about, or that you would like him to communicate about?

## Emotions and Feelings

How does your child express the following feelings and emotions? Please write down the words that she uses and/or other ways that she communicates her message (e.g., points, signs, cries, smiles).

Happy:

Excited:

Angry:

Sad:

Tired:

Other emotions: \_\_\_\_\_

Sick:

Hurt:

Ready:

Hungry:

Thirsty:

When people do not understand your child's message, does your child get frustrated? If so, what does your child do? What does your child say?

Please list any emotions and/or feelings that your child would like to communicate about, or that you would like her to communicate about.

## Toys and Materials

What are the specific toys that your child uses and requests often? Include names of toys (e.g. *Judy* (doll)).

What toys or objects are comforting or special to your child? (e.g., a specific blanket or stuffed animal).

What are the materials that your child enjoys using? (e.g., *markers, paper*).

What specific books does your child enjoy reading?

Please list any toys and materials that your child would like to communicate about, or that you would like him to communicate about.

## Food and Drink

What are the specific foods that your child communicates about and/or requests often? (e.g., *apples, cereal*).

What are the specific drinks that your child communicates about and/or requests often? (e.g., *water, milk, apple juice*).

Please list any foods and drinks that your child would like to communicate about, or that you would like her to communicate about.

## Household Items and Places

Which of the following rooms/areas does your child communicate about? If your child uses different words for the examples, please write down the word(s) that he would use (e.g., “back yard/front yard” for “yard”).

- |                                       |                                      |                                 |
|---------------------------------------|--------------------------------------|---------------------------------|
| <input type="checkbox"/> Bedroom      | <input type="checkbox"/> Kitchen     | <input type="checkbox"/> Garage |
| <input type="checkbox"/> Bathroom     | <input type="checkbox"/> Dining Room | <input type="checkbox"/> Yard   |
| <input type="checkbox"/> Other: _____ |                                      |                                 |

What specific household items does your child communicate about? (e.g., *toilet, car seat, television, bathtub*).

Please list any items and places that your child would like to communicate about, or that you would like him to communicate about.

## Clothing

What are the clothing items that your child likes to communicate about? (e.g., *shoes, pants*). If your child uses different words for the example, please write down the word(s) that she would use (e.g., *coat* for *jacket*).

- |                                       |                                  |                                    |
|---------------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> Hat          | <input type="checkbox"/> Sweater | <input type="checkbox"/> Underwear |
| <input type="checkbox"/> Shirt        | <input type="checkbox"/> Pants   | <input type="checkbox"/> Socks     |
| <input type="checkbox"/> Jacket       | <input type="checkbox"/> Shorts  | <input type="checkbox"/> Shoes     |
| <input type="checkbox"/> Other: _____ |                                  |                                    |

Please list any clothing items that your child would like to communicate about, or that you would like her to communicate about.

## Question Words

Please check the question words that your child uses.

- |                               |                                |                                |                              |
|-------------------------------|--------------------------------|--------------------------------|------------------------------|
| <input type="checkbox"/> Who  | <input type="checkbox"/> Where | <input type="checkbox"/> Why   | <input type="checkbox"/> How |
| <input type="checkbox"/> What | <input type="checkbox"/> When  | <input type="checkbox"/> Which |                              |

Are there any specific questions that your child asks often? (e.g., *How come?* or *What's that?*).

Are there questions that your child would like to ask, or that you would like him to ask?

## Yes and No Reponses

How does your child say "yes" to something? (e.g., *yes, yeah, uh huh*, nods head).

How does your child say "no" to something? (e.g., *no, nope*, shakes head).

## Social

Think of the words that your child uses when talking to and greeting other people. Check the words that your child uses. If your child uses different words for the examples, please write down the word(s) that she would use (e.g., *hi* or *hey* for *hello*). If your child communicates these words in ways other than speech, please include that information (e.g., waving for *hello*).

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Hello     | <input type="checkbox"/> Good morning |
| <input type="checkbox"/> Goodbye   | <input type="checkbox"/> Good night   |
| <input type="checkbox"/> Thank you | <input type="checkbox"/> I love you   |
| <input type="checkbox"/> Please    | <input type="checkbox"/> How are you? |

What are other social words, phrases, or questions that your child uses? (e.g., *What's up?* or *What's your name?* or *See you later.*).

Please list any social words/phrases that your child would like to communicate, or that you would like her to communicate.

## Other Words

Please write down any words that are unique and meaningful to your child that you did not write down previously. You may also write down phrases that your child likes to say. This list may include made up words or “silly” words that have a special meaning to your child. You may also write down words and/or phrases that you would like your child to say. If you do this, please indicate which words/phrases these are.