



Language Perception Assessment Survey

Your name (first and last): _____

In which state do you teach? _____

Please enter the FULL name (first and last) of your DAATA Project student: *

First Name: _____ Last Name: _____

*Please complete one form for EACH student participating in the DAATA Project

Student Name: _____

(1) Expressive vocabulary: How many words does the student communicate expressively (via any of the following expressive methods: speaking, writing, signing, gesturing, pictures, symbols, or objects)?

- ☐ None (0 words)
- ☐ 1 – 3 words—*please list words below*
- ☐ At least 4 and no more than 8—*please list words below*
- ☐ At least 9 and no more than 15—*please provide an example*
- ☐ At least 16 and no more than 25—*please provide an example*
- ☐ At least 26 and no more than 50—*please provide an example*
- ☐ Between 50 and 200 words—*please provide an example*
- ☐ More than 200 words—*please provide an example*

(2) If eight (8) or fewer words, please list them here:

Receptive and Expressive Related Skills Inventoryⁱ

This component of the survey provides a listing of communication skills commonly used during daily living and attendance at school. There are four skill levels:

Traditional – On a continuum within the same category, a traditional/ conventional skill is the traditional *language based* form of a skill used in practice (e.g., signs/verbalizes “hello”).

Beginning – In a beginning/developing skill the student is starting to use a traditional *language based* form, but is not fully functioning within the specific skill (e.g., waves or gestures to greet).

Emerging – In emerging, the student uses a non-traditional or *non-language based* mode of expression, a very initial form of communication (e.g., eye contact for communication). It may be expressed inconsistently.

Pre-Emergent – Acts that are very undeveloped or primitiveⁱⁱ forms of communication. They may not be considered skills yet but overtime the student may learn to enact them "on-purpose" or with some intention.

Mode: Do not base rating on the mode of communication used but rather on the mastery or function of the act, event, or concept. Rate students as they use their own common form of communication. Students may use verbalizations, sign language, picture systems, or they may use augmentative and alternative communication (AAC) systems to demonstrate each skill.

Student Name: _____

Expressive Communication: On the Expressive Communication listing a particular communication skill is identified and four levels (from lowest to highest) are given with a brief explanation: Pre-Emergent, Emerging, Beginning and Traditional levels. Rate each skill. **Circle the level that best describes the student's level for each skill category.**

***Note:** When "verbal" appears in a statement, you may substitute alternate forms in its place, e.g. sign language, gesture, communication board, picture system, or other alternative mode of communication.*

(3) Meeting Basic Needs	Pre-Emergent Has or may appear to have preferences.	Emerging Chooses preferred object (physical expression or action). Example: points to or reaches for juice.	Beginning Indicates needs in simple terms. Example: "Hungry."	Traditional Requests attention to needs or explains. Example: "I am hungry. I need to eat lunch."
(4) Greeting	Pre-Emergent Reacts or may appear to react to presence of other.	Emerging Eye Contact, head turn.	Beginning Waves/Gestures/Coos.	Traditional Signs or verbalizes "Hello."
(5) Seeking Attention	Pre-Emergent Appears or may appear to stir when someone approaches.	Emerging Uses proximity Example: Moves closer to person.	Beginning Uses simple vocalization, or non-verbal cues, to gain attention Example: Reaches for other.	Traditional Verbally initiates interactions or conversations.
(6) Expressing Preferences (both negative and positive)	Pre-Emergent Appears or may appear to refuse. Example: close eyes or lips in avoidance.	Emerging Accepts/pushes away/refuses.	Beginning Gestures, signs or verbalizes "Yes/No"	Traditional Explains preference, Example: "No carrots, please."

Student Name: _____

(7) Expressing Emotions	Pre-Emergent Appears or may appear calm or agitated in response to object or event.	Emerging Cries, screams, smiles or laughs.	Beginning Labels various emotions, Examples: "Sad, happy, angry, excited."	Traditional Describes feelings or explains. Example: "I am scared of big dogs."
(8) Labeling Objects	Pre-Emergent Appears or may appear to distinguish between objects.	Emerging Gestures or signs for object.	Beginning Says or signs partial word – naming object.	Traditional Says or signs object name.
(9) Acknowledging People	Pre-Emergent Appears or may appear to recognize primary caregiver.	Emerging Gestures to- or partly verbally acknowledges other person.	Beginning Identifies or names other familiar person.	Traditional Identifies or names multiple community members/roles.
(10) Introductions	Pre-Emergent Appears or may appear to distinguish between self and others.	Emerging Gives approximation of name.	Beginning Gives complete name Example: "Joe Smith."	Traditional Introduces self-- Example: "My name is Robert."
(11) Relaying Information	Pre-Emergent Repeats or may repeat movement or action (e.g. eye blink, hand movement, or sound).	Emerging Gestures or points to person/object/situation	Beginning Relays notes/gives simple verbal message. Example: "John went to the office."	Traditional Relays information or gives details.

Student Name: _____

(12) Obtaining Permission	Pre-Emergent Appears or may appear to be aware of teacher/caregiver.	Emerging Gestures for permission.	Beginning Request permission with one word request. Example: "Bathroom"	Traditional Requests permission with complete sentence. Example: "May I go to the bathroom?"
(13) Describing Action	Pre-Emergent Repeats or may repeats movement or action, e.g. eye blink, hand movement, or sound.	Emerging Demonstrates action through gestures Example: Uses running gesture.	Beginning Uses approximation of verb to describe action, Example: "Play" for person swinging.	Traditional Verbalizes/signs Correct verb, Example: "He is swinging."
(14) Describing Events (past, present or future)	Pre-Emergent Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.	Emerging Shows picture/gestures to describe.	Beginning Uses one word approximation to describe Example: "Eating"	Traditional Uses sentence to describe Example: "I ate lunch today."

Receptive Communication: On the Receptive Communication listing a particular communication skill is identified and the four levels (*from lowest to highest*) are given with a brief explanation: Pre-Emergent, Emerging, Beginning, and Traditional levels. Rate each skill. **Circle the level that best describes the student's level for each skill category.**

(15) Attends to Others	Pre-Emergent Appears or may appear to have preferences.	Emerging Attends to speaker/activity.	Beginning Maintains orientation and attends to speaker/activity.	Traditional Maintains orientation and attends to speaker/activity in a variety of settings. Example: shifts attention between various speakers.
-------------------------------	---	---	--	---

Student Name: _____

(16) Follows One Step Command	Pre-Emergent Appears or may appear to react to presence of other.	Emerging Acknowledges command through gesture.	Beginning Initiates action to follow simple directive. Example: Attempts to stand when told to "Stand."	Traditional Initiates and follows through when given simple directive.
(17) Recognizes Who/People	Pre-Emergent Stirs or may appear to stir in response to person or persons.	Emerging Physically reacts to familiar person. Example: Physically reacts when shown father's picture.	Beginning Distinguishes between familiar and unfamiliar people--Example "I don't know him."	Traditional Distinguishes variety of community members-- Example: policeman, teacher, gas attendant.
(18) Recognizes Objects	Pre-Emergent Appears or may appear to close eyes or lips in avoidance.	Emerging Distinguishes a few basic objects. Example: ball, juice, banana	Beginning Discriminate multiple objects, both familiar and unfamiliar.	Traditional Distinguishes purpose for objects--Example: A ball is something people play with.
(19) Recognizes Action	Pre-Emergent Appears or may appear calm or agitated in response to action.	Emerging Gestures understanding of simple actions. Example: physically acknowledges when told to drink.	Beginning Distinguishes between a number of actions. Example: running/jumping/playing.	Traditional Identifies actions and appropriate response.

Student Name: _____

(20) Recognizes When Action is Needed	Pre-Emergent Appears or may appear to distinguish objects or events.	Emerging Responds to natural cue to begin action.	Beginning Distinguishes when action is needed.	Traditional Distinguishes when action is needed and appropriate response in an unfamiliar situation.
(21) Recognizes location	Pre-Emergent Appears or may appear to recognize a location or locations.	Emerging Physically reacts to different locations.	Beginning Recognizes different locations that are unfamiliar.	Traditional Recognizes relationships of different unfamiliar locations.
(22) Recognizes Attributes	Pre-Emergent Appears or may appear to react to differences in objects.	Emerging Reacts to differences in objects.	Beginning Identifies multiple sizes/shape/colors in combination.	Traditional Identifies comparative relationship: Example: bigger/heavier/shorter.
(23) Recognizes How	Pre-Emergent Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.	Emerging Identifies simple objects used in action.	Beginning Understands that objects relate to one another.	Traditional Understands how objects work together.
(24) Recognizes Why	Pre-Emergent Appears or may appear to be aware of consequence.	Emerging Recognizes that a cause exists.	Beginning Simple cause and effect understanding. Example: I won't touch it because it's hot.	Traditional Understands the reasons that explain the cause and effect relationship.

Student Name: _____

(25) Follows Complex Directions	Pre-Emergent Repeats or may repeat movement or action, e.g. eye blink, hand movement, or sound.	Emerging Follows one (1) step directions.	Beginning Follows multi-step directions. Example: "Get broom and sweep floor."	Traditional Executes if/then directions. Example: responds to direction like "If the salt shaker is half empty then fill it."
--	---	---	--	---

ⁱ The Receptive and Expressive Skills used in this student survey were developed by Joel Arick, Ph.D. and Tera Hoffman at Portland State University for the Oregon Department of Education. They are used here with the permission of the authors. For more information contact Tera Hoffman at Portland State University in Oregon, hoffmat@pdx.edu.

ⁱⁱ The term primitive is used by Diane Browder and Kim Ware to describe very early forms of communication. Browder, D.M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. Guildford Press, New York, NY.