



Home Communication Questionnaire

Child's name _____

Child's birth date _____ Child's age: years _____ months _____

Your Name _____ Today's date ____/____/____

Your relationship to child mother father other _____

Dear Parent/Caregiver:

This questionnaire will help us learn about your child's communication skills. The questionnaire includes communication behaviors for children age birth to 2½ years. There are two parts. The questions in Part 1 ask about who your child spends time with and how he or she spends the time. Questions in Part 2 ask about your child's communication and play behaviors.

Complete the questionnaire.

Check all behaviors that your child has previously exhibited or currently exhibits.

After you complete the questionnaire, please return it to: _____
Thank you.

Part 1

My child has:

___ older brothers ___ younger brothers ___ older sisters ___ younger sisters

The language(s) spoken to my child is/are: (circle the environment[s])

___ English home daycare/school community

___ Spanish home daycare/school community

___ other home daycare/school community

Please describe other: _____

My child spends most of the day at: (circle the day[s])

___ home M T W Th F Sat Sun

___ daycare/school M T W Th F Sat Sun

___ babysitter M T W Th F Sat Sun

___ other: _____ M T W Th F Sat Sun

When at home, my child spends time with:

___ mother _____ hours per day

___ father _____ hours per day

___ brothers and sisters _____ hours per day

___ another family member (e.g., grandparent, cousins) _____ hours per day

___ other: _____ hours per day

When watching television, my child likes to watch:

___ children's programs (e.g., Sesame Street, Baby Einstein)

___ cartoons (e.g., SpongeBob SquarePants)

___ movies (e.g., Little Mermaid, Toy Story)

___ other: _____

When at home, my child usually:

	Weekday	Weekend
___ watches television	_____ hours per day	_____ hours per day

___ plays with adults	_____ hours per day	_____ hours per day
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___ plays with other children	_____ hours per day	_____ hours per day
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___ plays independently	_____ hours per day	_____ hours per day
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___ other: _____	_____ hours per day	_____ hours per day
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When spending time with adults, my child often:

___ goes on errands (e.g., grocery shopping, taking brother or sister to sports practice)

___ plays physical games (e.g., peek-a-boo, tag, tossing and catching a ball)

___ plays learning games (e.g., names body parts, names colors, counts, names letters, puts together puzzles)

___ looks at books

___ other: _____

When playing with other children, my child sometimes: (circle weekday, weekend, or both)

___ plays beside other children without sharing his or her toys

Weekday	Weekend
---------	---------

___ plays with other children by following what they do or say

Weekday	Weekend
---------	---------

___ plays with other children by telling them what to do

Weekday	Weekend
---------	---------

___ plays with other children by sharing toys and talking

Weekday	Weekend
---------	---------

___ My child does not play with other children.

When playing, my child:

- ___ shakes and bangs objects (e.g., shakes a rattle, bangs a wooden spoon)
- ___ plays simple games with me (e.g., peek-a-boo, pat-a-cake)
- ___ plays with toys appropriately (e.g., rolls ball, stacks blocks, makes stuffed dog walk and bark)
- ___ uses toys in pretend play (e.g., uses a straw as a sword, pretends blocks are cookies)
- ___ plays with two or more toys together (e.g., stacks two or more blocks, rolls/pushes a car into stacked blocks)
- ___ acts out familiar situations (e.g., dresses a doll, makes a doll drive a car, pretends to eat and drink from toy plates and cups)
- ___ acts out unfamiliar situations (e.g., flies a doll to the moon, walks a stuffed animal through the jungle)

For
Office
Use
Only

AC8
AC16
AC17
AC18
AC19
AC22
AC26

My child pays attention to what's happening around him or her.

For example, my child:

- ___ reacts to sounds (e.g., startles when a door is slammed, looks up when the doorbell rings)
- ___ looks up from what he or she is doing when I call his or her name
- ___ looks at people who are talking
- ___ looks for food that's fallen from his or her high chair
- ___ looks toward where I'm pointing when I say, *Look at the* _____
- ___ other: _____

AC1
AC3
AC4
AC5
AC6
AC10
AC12
AC13

My child enjoys attention. For example, my child:

- ___ smiles when I talk to him or her
- ___ "talks" when I talk to him or her (e.g., coos, gurgles, says sounds like *ma, dada, ai-yee*)
- ___ takes turns talking with me using sounds or words
- ___ invites me to play with him or her (e.g., deliberately drops a toy from the high chair to be picked up, touches me and runs to play "catch me," brings me a toy or book)

EC4
EC6
EC9
EC12
EC13
EC19
EC22
EC24

My child follows my directions when I:

- ___ use gestures (e.g., hold out my hands to pick him or her up, wave bye-bye)
- ___ say words paired with gestures (e.g., say *no-no* while shaking head, say *look* while pointing)
- ___ say words and simple phrases (e.g., *stop, wait, come here, show me*)
- ___ say one-part directions (e.g., *get your blankie, give me a kiss, eat your cracker*)
- ___ say two-part directions (e.g., *find your shoes and bring them here, get your blankie and lay down, get your spoon and eat your ice cream*)

AC11
AC14
AC15
AC19
AC22
AC28

My child tells me how he or she feels and what he or she wants.

For example, my child:

- ___ uses different vocalizations to express himself or herself (e.g., has different cries, screams when angry, coos when happy, whimpers when tired)
- ___ points to things he or she wants (e.g., points to a toy, cracker, bottle)
- ___ gestures (e.g., lifts arms when he or she wants to be lifted up, shakes his or her head to mean *no*)
- ___ uses physical actions (e.g., takes me to the refrigerator, crawls into my lap, puts a toy in my hand)
- ___ says specific sounds for things (e.g., *ba* for *bottle, ma* for *mama, uh* for *pick me up*)
- ___ says specific words for things (e.g., *no, bye-bye, night-night, more*)
- ___ speaks in phrases (e.g., *no night-night, more cookie, want that*)
- ___ speaks in sentences (e.g., *I want it. What's that? I go potty.*)
- ___ other: _____

EC3
EC5
EC7
EC16
EC23
EC24
EC28
EC29
EC32
EC33

My child says words. For example, my child says:

- ___ family names (e.g., *mommy, dada, grandma, granddaddy, brother's or sister's name*)
- ___ animals (e.g., pet's name, *dog, kitty, bird, fish*)
- ___ food (e.g., *milk, juice, cookie, apple, snack*)
- ___ toys (e.g., *ball, dolly, balloon*)
- ___ daily routines (e.g., *go bye-bye, eat, bath, night-night*)
- ___ body parts (e.g., *eye, nose, mouth, hand*)
- ___ clothing (e.g., *shoe, sock, shirt*)
- ___ other: _____

EC26
EC30
EC32

My child's speech is understood by: circle usually (U) or sometimes (S)

- | | | |
|---|---|---|
| ___ household family members (e.g., mother, father, brother, sister) | U | S |
| ___ other family members (e.g., grandparents, aunts, uncles, cousins) | U | S |
| ___ care providers (e.g., babysitter, preschool teacher) | U | S |
| ___ familiar people (e.g., neighbors, friends) | U | S |
| ___ unfamiliar people | U | S |

AS

My child correctly says the sounds: (circle the sounds)

b d f h l m n p r t v w y z
br ch gr sh sl str th thr tr

- | | |
|------------------------------------|---|
| g (as in <i>girl, big</i>) | j (as in <i>jelly, giraffe</i>) |
| k (as in <i>kite, cat</i>) | s (as in <i>city, site</i>) |
| a (as in <i>cat</i>) | a (as in <i>cake</i>) |
| e (as in <i>pet</i>) | e (as in <i>tree</i>) |
| i (as in <i>hit</i>) | i (as in <i>like</i>) |
| o (as in <i>hot</i>) | o (as in <i>go</i>) |
| u (as in <i>cup</i>) | u (as in <i>blue</i>) |

AS