

Child's Name: _____

Completed By: _____ Date Completed: _____

Scored By: _____ Date Scored: _____ Score: _____

Functional Communication and Skills Assessment

Please answer each question as accurately as possible. Circle either "Y" for "yes," or "N" for "no." Unless otherwise stated, only circle "Y" if your child is able to complete the skill independently (i.e., without prompting). Please return the completed assessment to proceed with our STAP intake process.

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| 1. Responds to hearing another's voice by turning towards or looking at the person 80% of opportunities. | Y | N |
| 2. Responds to hearing name by turning towards or looking at the person 80% of opportunities. | Y | N |
| 3. With prompting, communicates at least 2 different words with vocalizations, signs, or icons. | Y | N |
| 4. Independently/spontaneously says at least 15 words or phrases with appropriate intonation and rhythm. | Y | N |
| 5. Independently/spontaneously attempts to repeat at least 5 different words (e.g., hears father say, "mama," then attempts to repeat, "mama"). | Y | N |

6. Requests at least 5 different preferred items that are within view.	Y	N
7. Requests at least 10 different preferred items or activities (e.g., “crayon,” “open,” or “let’s play”).	Y	N
8. Requests with at least 10 different adjectives, prepositions, or adverbs (e.g., “ <i>green</i> crayon,” “ <i>on</i> the plate,” or “go <i>faster</i> ”).	Y	N
9. Requests for others to perform at least 5 different actions (e.g., “push” when on a swing or “open” to go outside).	Y	N
10. Requests for others to deliver at least 5 different items needed to perform an action (e.g., “spoon” to eat a bowl of ice cream or “pencil” to write name).	Y	N
11. Request for others to stop an unpleasant activity or remove an unwanted item in at least 5 different situations.	Y	N
12. Requests a break when upset or frustrated 80% of opportunities.	Y	N

13. Requests for at least 5 different items are generalized across 2 people (e.g., asks Mom or Dad for bubbles), 2 settings (e.g., asks for bubbles at home or school), and 2 different materials (e.g., asks for bubbles from bottle or bubble machine).	Y	N
14. Requests for peers to participate in games or interactive play at least 2 times in 1 play session (e.g., “play tag” or “let’s dig a hole”).	Y	N
15. Labels at least 2 preferred items (e.g., popcorn or swing).	Y	N
16. Labels at least 10 items (e.g., common objects, body parts, people, or animals).	Y	N
17. Labels at least 25 items (e.g., book, shoe, car, dog, or hat) when asked, “What’s that?”	Y	N
18. Labels at least 10 actions (e.g., jumping, sleeping, or eating) when asked, “What am I doing?”	Y	N
19. Labels with at least 5 different adjectives, prepositions, or adverbs (e.g., “ <i>green</i> crayon,” “in the box,” or “going <i>faster</i> ”).	Y	N
20. Labels at least 2 emotions/internal events (e.g., hungry, thirsty, happy, sad, or headache)	Y	N

21. Provides first name when asked, “What is your name?”	Y	N
22. Completes at least 10 different fill-in-the-blank phrases of any type (e.g., song fill-ins, animal sounds, or object sounds).	Y	N
23. Answers at least 5 different “wh” questions (e.g., “What do you like to eat?”).	Y	N
24. Answers at least 5 questions about past and upcoming events (e.g., “What did you eat for lunch today” or “what movie are you going to watch tonight?”).	Y	N
25. Imitates at least 10 gross motor movements (e.g., clapping, raising arms, stomping feet) when instructed, “Do this.”	Y	N
26. Imitates at least 5 actions that require selecting a specific object from an array of 3 (e.g., when presented with drumstick, horn, and bell, and adult says, “Do this,” while drumming, the child selects drumstick and imitates drumming).	Y	N
27. Independently/spontaneously imitates peers’ behavior (e.g., follows peers to different area, claps when peers clap, or runs when peers run) at least 2 times in 1 play session.	Y	N

28. Completes at least 10 specific motor actions when instructed without given a model to imitate (e.g., “Show me clapping.”).	Y	N
29. Manipulates or explores objects (e.g., Legos, cars, light-up toys, or dolls) for at least 1 minute.	Y	N
30. Shows variation in play by independently interacting with at least 3 different items (e.g., plays with blocks, then a ball, and then beanbags, etc.) in 1 play session.	Y	N
31. Plays with at least 5 different toys or objects according to their function (e.g., places a train on track, pulls a wagon, or holds a telephone to ear).	Y	N
32. Plays with at least 3 different everyday items in novel or creative ways (e.g., uses a bowl as a drum or a box as an imaginary car).	Y	N
33. Independently engages in appropriate indoor leisure activities (e.g., looks at books, watches videos, or completes puzzles) for at least 3 minutes.	Y	N
34. Independently engages in appropriate outdoor leisure activities (e.g., shoots basketball, uses slide, swings, or plays in sandbox) for at least 3 minutes.	Y	N

35. Engages in movement play (e.g., swinging, dancing, jumping, or climbing) for at least 2 minutes.	Y	N
36. Watches and shows interest in other's movements at least 3 times in 1 play session.	Y	N
37. Engages in parallel play near other children (e.g., plays independently in sandbox near peers or completes puzzle at table sitting next to peers) for at least 2 minutes.	Y	N
38. Tolerates peers or adults touching, or interacting with, items they are using (e.g., tolerates peer pushing a train on same track, tolerates adult using same scissors, or tolerates peer playing same video game) 80% of opportunities.	Y	N
39. Initiates a physical interaction with a peer (e.g., pulls in a wagon, plays Ring around the Rosy, or high 5s) at least 2 times in 1 play session.	Y	N
40. Maintains interactive play with peers (e.g., cooperatively builds a play set, interactive water play, or board games) for 3 consecutive minutes without prompting or reinforcement from adults.	Y	N

41. Engages in pretend or imaginary play (e.g., dresses up, has a tea party with stuffed animals, or pretends to cook) for at least 5 minutes with at least 5 different scenarios.	Y	N
42. Plays at least 3 different board games with peers.	Y	N
43. Sits at a group snack or lunch table for 5 minutes without disruptive behavior.	Y	N
44. Sits in a small-group activity for 10 minutes without disruptive behavior or attempting to leave the group.	Y	N
45. Requires no more than 1 prompt to transition between classroom activities without disruptive behavior.	Y	N
46. Follows novel 3-step directions (e.g., “get a box of crayons, scissors, and glue”) 80% of opportunities.	Y	N
47. Independently completes arts-and-crafts activities (e.g., drawing, coloring, painting, cutting, or pasting) for 5 minutes.	Y	N
48. During a 5-minute period of group instruction, independently completes work, and remains on-task at least 50% of the period.	Y	N

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| 49. Uses the toilet and washes hands with only verbal prompts. | Y | N |
| 50. Follows daily routines (e.g., puts belongings in locker and sits down in chair, or lines up to transition from classroom) without disruptive behavior 80% of opportunities. | Y | N |