This checklist is useful to determine the ways in which a mostly nonverbal child communicates. Each Communicative Function or reason for communicating may be expressed using any number of Communicative Means or ways to communicate through actions and behaviour.

**Communicative Functions**

The Communicative Functions are divided into the following categories:

**Behaviour Regulation:** communicative actions used to regulate behaviour for obtaining or restricting environmental goals.

**Social Interaction:** communicative actions used to direct another’s attention to oneself for social purposes.

**Joint Attention:** actions used to direct another’s attention for purposes of sharing the focus on an activity or event.

**Communicative Means**

The Communicative Means are divided into two sections called Pre-verbal and Verbal. The following is a brief description of each mean or action listed in the checklist.

**Pre-verbal**

**Physical Manipulation** – touching, trying to operate a toy

**Giving** – giving an item to another person for a specific purpose (e.g., to request help with activating the item or to express an interest in it)

**Pointing** – pointing to an item for a specific purpose

**Showing** – showing the item but not releasing it

**Gaze Shift** – looking briefly in the direction of an item out of interest

**Proximity** – moving closer to the item out of interest or away from it in protest

**Head Nod/Head Shake** – indicating interest in an object through nodding or protesting by shaking head

**Facial Expression** – smiling, frowning, etc.

**Self-Injury** – hitting, biting, banging self

**Aggression** – hitting, biting, punching, kicking, scratching others

**Tantrum** – screaming, throwing self down on floor
Crying/Whining – to make needs known

Vocalizing – any speech-like sounds that are not full words

Other – word approximations such as “bu-bu” for “bubble”

Verbal

Immediate Echo – child repeats what is heard immediately after hearing it

Delayed Echo – child repeats what was heard earlier in the day or on a previous day

Creative One-word – spontaneously uses a single word, (e.g., saying the word “milk” can be to request it, to comment on seeing or having it, or to ask if that is what is in a cup)

Creative Multi-word – spontaneously uses two or more words

How to use the checklist

To use the checklist, simply go through each Communicative Function and check off the Communicative Means that apply. For example, if a child requests objects by pointing, looking, and moving closer to them, you would check off all three of these pre-verbal means in the “request object” row.

Once you have completed the checklist, you will see which means are most often used by the child and which functions need work. For example, if a child communicates most functions gesturally except for commenting, then you can examine ways of teaching her to use gestures to comment as well.
## Checklist of Communicative Functions and Means

**Child’s Name:**

**Date of Sample:**

**Context:**

### Communicative Means

<table>
<thead>
<tr>
<th>Physical Manipulation</th>
<th>Pre-verbal</th>
<th>Verbal</th>
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<td>Giving</td>
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### Communicative Functions

#### Behavioural Regulation
- Request Object
- Request Action
- Protest

#### Social Interaction
- Request Social Routine
- Request Comfort
- Greeting
- Calling
- Request Permission
- Showing off

#### Joint Attention
- Comment
- Request Information
- Provide Information

#### Other Functions

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