

Key Questions Assessing Communication and Activities
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1. Is the activity useful to the learner at home with him or his family?
How? Why?

2. Will this activity be useful to the learner as an adult?
How? Why?

3. Does the communication partner clearly identify themselves to the learner?
How?

4. Does the learner trust the person's interaction with them?
How do you know?

5. Is the learner prepared for the activity with clear cues (e.g., objects, touch, pictures, sign) to develop anticipation?
What cues are used?

6. Does the learner anticipate?
How do you know?

7. Does the activity build concepts?
What concepts are developed? Which concepts are still developing?

8. Are turn taking opportunities incorporated into the activity?
How?

9. Does the learner understand the concept of taking turns with another person?
How do you know?

10. Does the learner initiate communication?
How?

11. Does the communication partner respond to the learner's initiations?
How?

12. Does the communication partner use the communication forms the learner uses?
Do they model higher forms of communication?
What forms does the learner use?
What forms does their communication partner use?

13. Is this a good conversation? In other words, does it include mutual attention, a shared topic, turn taking, a balance of turns appropriate pacing, comfortable positions, empathy?
How do you know?

14. Are there opportunities for choice making?
What are the choices?
How is the learner offered choices?

15. Are there opportunities for the learner to solve problems?
What problems?
How does the learner solve problems?

16. Is the learner involved in all parts of the activity (i.e. the entire process)?

17. Could process learning be improved?
How?

18. Is there a clear end to the activity and does the learner understand the activity is finished?
How do you know?

19. Do the learner and communication partner enjoy this activity?
How do you know?