The Home Assessment Interview

Child: ________________________________ Date: _____________

Parent(s): ________________________________________________

1. Purposes or functions of communication

   **Home Information**

   - **General:** When ____________ communicates at home, what kinds of reasons does he or she seem to have for communicating with you?

   - **Requesting:** Does the child ask for objects he or she wants? Ask for help when needed? If yes, describe examples of how he or she does this.

   - **Getting Attention:** Does ____________ have a way to get your attention when he or she wants to communicate something to you? Examples?

   - **Commenting:** Does the child point out or comment on things to you just because they are interesting? Examples?

   - **Rejecting/Refusing:** Does ____________ have a way to communicate that he or she doesn’t want an object or doesn’t want to do something? Examples?

   - **Giving Information:** Does the child ever tell people things that they didn’t already know or communicate about something that is not present or happening right then? Examples?
Seeking Information: Does __________ have a way to get others to tell him or her things that he or she doesn’t know? That is, have a way to ask questions? Examples?

Expressing Feelings: Does __________ have a way of telling you how he or she feels, either physically or emotionally? Examples?

Social Routines: Does __________ greet people, tell them good-bye, excuse himself or herself, apologize? Examples?

2. Semantic categories and words used

Home Information

General: What sorts of words (signs, gestures, objects pictures, etc.) does __________ use when communicating with you?

Objects: Does __________ have words for objects? How would __________ use these words?

Person: Does __________ have words to refer to people that he or she knows? How would __________ use these words? What about words to refer to people that __________ doesn’t know (e.g., man, woman, baby, he)?

Action: Does __________ have words for actions?

Locations: Does __________ have words for locations (e.g., bathroom, outside, there, under)?

Quality: Does __________ have any descriptive words (e.g., red, broken, dirty, big)?
Internal States: Does ____________ have any feeling words (e.g., happy, sick, angry, love)?

Other: Does ____________ use any other types of words (e.g., time words such as more, again, negatives, yes, uh-huh, or social words)?

3. Contexts for Communication

Home Information

General:

With whom is ____________ most likely to try to communicate? In what situations is he or she most likely to communicate?

Does ____________ communicate readily with you (the parents)?

Does ____________ communicate readily with brothers or sisters? What about other children or young people?

Does ____________ communicate with other familiar adults?

Does ____________ communicate frequently during mealtimes or snack times?

Does ____________ communicate about any household jobs he or she may do?

Does ____________ communicate about activities such as dressing, bathing, brushing teeth, toileting?
When ____________ is left to play on his or her own, does he or she initiate communication with you?

When you take ____________ out with you, are there activities you do or places you go about which he or she is particularly likely to communicate?

Are there any other situations in which you have noticed ____________ is especially communicative?

Are there situations in which you have noticed ____________ is especially non-communicative or in which his or her communication is especially inappropriate?

4. Form of communication

*Home Information*

- **General:** Tell me about the different ways ____________ communicates with you.

- **Motoric/Object:** Does ____________ pull you, put your hand on objects, or bring you objects?

- **Gesture:** Does ____________ point, shake his/her head, or use any word at a time?

- **Pictures:** Does ____________ ever point to pictures or bring you a picture to communicate with you?

- **Signs:** Does ____________ use any signs at home? Does he or she sign more than one word at a time?
- **Written Words:** Does __________ ever point to written words, read words aloud, or write words?

- **Verbal:** Does __________ ever talk to you? Is what he or she says meaningful? Does he or she put words together?

- **Other:** Are there any other ways that __________ communicates with you?

- **Intelligibility:** How easy is it to understand what __________ communicates? Are there times you know he or she is trying to tell you something, but you can’t understand? How often does this happen?