



Talking Trouble Aotearoa NZ Ltd

Speech-Language Therapy

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TTANZ Communication Checklist

This information is being requested because I am carrying out a speech-language therapy assessment to help work out how this young person can best be supported to communicate. The information provided on this form may be included in the professional report I write for the person who referred the young person. It will not be shared outside this purpose and will be stored safely. This information supplements the observations and information gained from informal and formal assessment tools of speech, language and communication. It is important to get information about communication from a range of sources, including people who know the person being assessed well as communication can vary considerably in different contexts. Please contact me to discuss in further detail or to request information about the process used. Sally Kedge

Today's date	
Your name	Please note that this form is designed to be filled out by <i>someone who knows the person well</i> (not the person who needs the speech, language and communication assessment).
Profession/Agency	
Person's name	
How long have you know this person?	
What is your role with this person?	
What language(s) do you speak with this person?	
What languages can they speak, understand, read and write? Please give information about how these languages were learnt, level of proficiency and how frequently the person uses them and for what purpose.	



<p>Please note key information about hearing impairment/visual impairment/cognitive difficulties/ any head injury history.</p>	
<p>Does this person have hearing aids? Do they wear them?</p>	
<p>Does this person have glasses? What for? Do they wear them?</p>	
<p>Does this person take any medication that affects their communication? If so, how does it affect them?</p>	
<p>When do you think this person communicates most easily?</p>	
<p>What are the most difficult situations for this person to communicate in?</p>	
<p>Is this person's communication significantly affect by stress? Describe how communication is affected. What triggers this person to get stressed?</p>	



What sort of interactions have you had with this person?

Please **mark** the interactions you have had, **give a rating** to indicate how they seemed to find the listening, understanding and talking demands of the situation according to the scale below:

1 = very easy, no difficulties for them	2 = quite easy for them	3 = quite challenging for them	4 = very challenging for them
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	Add any comments about <i>communication strengths or difficulties</i> you noticed. What made it <i>difficult</i> ? What <i>helped</i> ?	Rating 1, 2, 3 or 4 (see above)
I have explained information to this person in a 1:1 situation		
I have observed this person interact with their family/whanau		
I have talked with this person about their views/feelings		
I have asked this person to tell me what happened during an event		
I have observed this person in an formal meeting or interview		
I have had a telephone conversation with this person		
I have observed this person in a group with peers		
I have observed this person in court or a Family Group Conference		
I have received emails or written information from this person		
Any other context? When have you noticed communication is easiest for them or most challenging?		



How easy is it for this person to ...

	Always easy	Mostly easy	Mostly difficult	Always difficult	Don't know
Listen carefully to what is being said					
Manage communication in a group situation with peers					
Manage communication in a 1:1 situation					
Manage communication in a noisy busy place					
Deal with the communication used in a casual, social chat					
Deal with the communication in a formal, professional meeting					
Follow what you are saying to them generally					
Understand long instructions					
Understand information you give them e.g. about appointments, rules and boundaries, what is going to be happening in the week					
Read information e.g. letters					
Write things e.g. fill in a form/write a letter					
Ask you for things					
Explain complicated information to you					
Go into detail when you are not sure what they mean					
Remember a series of information they have been told					
Understand when you are cracking a joke and 'get' the joke					
Understand when someone is being sarcastic					
Use language to reason and explain their point of view about something that has happened					
Negotiate effectively with you using language					
Understand someone else's perspective when something has happened					
Express their own perspective when something has happened					
Express their emotions using words					
Tell you when they don't know what you mean					
Understand time on a clock with hands					
Understand time concepts when a digital clock is used					

When this person is talking have you noticed that they...

	Always	Mostly	Some-times	Never	Don't know
Talk very slowly					
Talk very quickly					
Stammer/stutter					
Use lots of pauses or start the sentence several times or use lots of 'um, um, um, er'					
Have trouble finding the words they want to say					
Say the wrong word e.g. table instead of chair					
Mispronounce words					
Use very short 3 – 4 word sentences					
Use sentences that are long and complex					
Use easy, simple words only					
Use words in the wrong order in their sentences					
Tell their stories in an order that makes sense to you easily					
Use a wide range of vocabulary to express ideas					
Rely on words like ' thingy ' 'that one'					
Ask for repetition or clarification when they are not sure what you have said or meant					

Is there anything else you think we should know about this person's speaking, listening and understanding?

To discuss a referral to our service for a full assessment or intervention by a speech-language therapist, please contact us contact@talkingtroublenz.org

