

**EXCEPTIONAL STUDENT EDUCATION  
SPEECH-LANGUAGE**

## Pragmatic Profile for K-12 Students

Student Name:	Date of Birth:
CA:	Grade:
School:	SLP:
Date:	Setting Observed:

*A comprehensive observation of pragmatic skills may be derived during conversation and/or shared activities.*

PRAGMATIC SKILL	Typical	Atypical	Examples and Comments
Uses culturally appropriate eye gaze with speaker, establishing and maintaining joint attention	<input type="checkbox"/>	<input type="checkbox"/>	
Places body at an appropriate distance to interact. Shows an awareness of others	<input type="checkbox"/>	<input type="checkbox"/>	
Uses appropriate facial expressions, gestures, body posture for the situation (e.g., smiles, frowns, nods head while listening)	<input type="checkbox"/>	<input type="checkbox"/>	
Uses appropriate vocal quality (e.g. pitch, inflection, rate, loudness)	<input type="checkbox"/>	<input type="checkbox"/>	
Responds appropriately to nonverbal communication/body language (e.g., responds to angry voice or finger gesture to stop/wait, come)	<input type="checkbox"/>	<input type="checkbox"/>	
Shows and receives affection appropriately (e.g., hugging, offers help, consoles, apologizes, accepts apologies)	<input type="checkbox"/>	<input type="checkbox"/>	
Uses appropriate greetings/closings (e.g., waves, “bye,” “hi,” “gotta go”)	<input type="checkbox"/>	<input type="checkbox"/>	
Answers/acknowledges when name is called (e.g., turns head/answers when called)	<input type="checkbox"/>	<input type="checkbox"/>	
Requests objects, actions, or activities – to start, continue, and/or stop	<input type="checkbox"/>	<input type="checkbox"/>	
Responds appropriately to directions and polite requests such as “Could you hold the door open?”	<input type="checkbox"/>	<input type="checkbox"/>	
Asks for help, clarification, repetition, and/or permission when needed	<input type="checkbox"/>	<input type="checkbox"/>	
Responds to requests for clarification or repetition and/or recognizes the need for clarification	<input type="checkbox"/>	<input type="checkbox"/>	
Answers questions with an appropriate response and amount of information – not too little or too much	<input type="checkbox"/>	<input type="checkbox"/>	
Initiates interaction/conversation with peers and/or adults	<input type="checkbox"/>	<input type="checkbox"/>	
Keeps the conversation going by staying on topic (e.g., makes appropriate comments, asks questions, adds information to elaborate topic)	<input type="checkbox"/>	<input type="checkbox"/>	
Takes turns in conversation and changes topics smoothly	<input type="checkbox"/>	<input type="checkbox"/>	
Speaks on a variety of topics of interest to self and partner	<input type="checkbox"/>	<input type="checkbox"/>	
Expresses disagreement and makes protests appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Provides information clearly and sequentially (e.g., explains game, retells a story)	<input type="checkbox"/>	<input type="checkbox"/>	
Ends an interaction/conversation appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Attends to and participates in activities (e.g., learning and recreational)	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiates and/or responds to negotiation/compromise	<input type="checkbox"/>	<input type="checkbox"/>	
Responds to humor/jokes and/or attempts to be funny	<input type="checkbox"/>	<input type="checkbox"/>	
Attempts to “read a room” and adjusts communication accordingly	<input type="checkbox"/>	<input type="checkbox"/>	
Responds appropriately to disappointment, teasing, failure, anger	<input type="checkbox"/>	<input type="checkbox"/>	

Is the student’s academic achievement or functional performance affected in the classroom?    YES    NO