

## EXCEPTIONAL STUDENT EDUCATION SPEECH-LANGUAGE

### Preschool Pragmatic Profile

<b>Student Name:</b>	<b>Date of Birth:</b>
<b>Age:</b>	<b>Grade:</b>
<b>School:</b>	<b>SLP:</b>
<b>Date:</b>	<b>Setting Observed:</b>

*Profile should be completed by SLP with evidence from observations and/or teacher/parent interview.*

<b>PRAGMATIC SKILLS</b>	<b>YES</b>	<b>SOME TIMES</b>	<b>NO</b>
Uses appropriate eye contact (e.g., during interactions/conversation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to nonverbal communication/body language (e.g., responds to: arms out for hug, gesture to come, voice tone, facial expressions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate facial expressions for the situation (e.g., smiles, frowns, shows surprise)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends to speaker during instruction or verbal exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows functional and appropriate use of objects and toys in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers/acknowledges (e.g., turns head or answers when called)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate greetings/closings (e.g., waves, “bye,” “hi,” “gotta go”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows affection appropriately (e.g., offers help, hugs, consoles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests objects/actions (e.g., pointing/gesturing, “cookie”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to verbal request or question (although response may not be correct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives appropriate response to direction or question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests help or attention (e.g., tugs, leads adult by hand, “hey,” “help”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes choices between objects/activities (e.g., pointing, grabbing, naming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows joint attention (e.g., looks at book with adult, comments on picture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates interaction, establishing joint attention with peer or adult (e.g., pointing with communicative intent, “guess what?”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends to and participates in tasks (e.g., dances, sings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes turns (e.g., in activities, play, or conversation, “my turn”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes protests/disagrees (e.g., shakes head, “no”)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides personal information on request (e.g., holds up 3 fingers, states name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u><b>Additional behaviors/comments/observations:</b></u>			