**Communication Forms and Functions: Interview & Observational Worksheet**

**Child’s Name: Informant Date**

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| **Communicative Function** | **Sample Context** | **What child says/does** | **How communication partners respond** |
| Request attention | Adult gives attention to another person |  |  |
| Request affection | Adult approaches child when hurt |  |  |
| Request assistance | Child needs help with task |  |  |
| Request information | Child sees something or someone new |  |  |
| Request permission | Child wants to go outside |  |  |
| Request peer interaction | Child sees another child using a favorite toy |  |  |
| Request adult interaction | Tickle child and then pause |  |  |
| Request food or object | Wants object out of reach |  |  |
| Refusal | Offer him something he doesn’t like |  |  |
| Protest | Needs to participate in task & doesn’t want to |  |  |
| Cessation | Wants to be finished with meal or task |  |  |
| Greetings | a familiar person arrives or is leaving |  |  |
| Affirmation | Ask him if he wants a favorite food. |  |  |
| Comment: object | Sees an interesting person or object |  |  |
| Comment: action | Sees an interesting action  |  |  |
| Comment: mistake | Child accidentally spills or drops something |  |  |
| Express humor | Adult laughs at something funny |  |  |
| Express confusion | Child is given an unfamiliar task |  |  |
| Express fear | Child hears something frightening |  |  |
| Express frustration | Child is having difficulty with a task. |  |  |
| Express anger | Child has to stop doing favorite activity. |  |  |
| Express happiness | Child is doing a favorite activity |  |  |
| Express sadness | Child experiences something sad. |  |  |
| Non-interactive comments | Utterances to direct own actions; echoed or routinized/habitual utterances to self |  |  |