

Name _____

Date _/ _/ _ Therapist _____

Routine Task Inventory Score Sheet: Communication Scale

Check the level that best describes observed performance or caregiver's report of performance.

Listening/Comprehension

1	Locates direction from which sound is coming when sound accompanied by calling name or other additional cues. May not move head or eyes to respond, may be very slow to respond (1-2 mins.) may not show understanding of words but may respond to sounds like a bell or name.
2	Understands & follows simple directions using single words/short phrases related to immediate physical comfort. May not sustain attention unless accompanied by demonstrated action. May require: repetition, a slow rate between words, a long duration of spoken word.
3	Understands & follows simple directions & forms immediate memory for messages comprised of phrases or short sentences related to immediate personal interests in surroundings. May be distracted by irrelevant stimuli, misunderstand information, not maintain focus on topic, or may not understand a message given at a normal rate & duration
4	Understands & acts on info contained in simple conversation about highly familiar topic & maintains focus on topic that conforms with past experiences. May not understand new info, new info may need to be repeated slowly or accompanied by pointing to locations, showing how, or writing down a message. May not listen to the conversations of others.
5	Listens to & understands conversations & new info related to past & present experiences. May understand future events (such as warnings) when cause & effect is demonstrated may not understand explanations in new situations & ignore warnings, may not request clarification or anticipate the need for additional info, may present own view but not understand the points of view of others.
6	Understands conversations & new info related to planning & organizing future events. Considers hypothetical possibilities when verbally expressed & anticipates safety hazards.

Talking/Expression

1	Communicates pain or fear by verbal expression and/or gesture. May not: stop screaming, gesturing when problem has been acknowledged, communicate displeasure or discomfort, initiate a sound/gesture for long periods of time
2	Communicates physical comfort/discomfort/fear via single words and short phrases. Words may be produced at a very slow rate, spoken very softly or unnecessarily loudly, & may contain sounds that are unintelligible to the listener.
3	Communicates simple messages via phrases & short sentences related to immediate interest in surroundings. May not: maintain topic beyond current manual actions, present info in a logical sequence. May include irrelevant info, jargon, neologism, or may not adjust rate, tone, volume, speaking distance when requested.
4	Initiates communication re: immediate goal or need for assist to achieve a personal goal. Converses about highly familiar topics related to past experiences. May interrupt others, include too little or too much info, have word finding problems for common words, or use abstract words incorrectly. May adjust rate, tone, volume, speaking distance only upon request
5	Communicates interesting & irrelevant info from past & present experiences. May not: restate or revise info according to listener/social circumstance, respond to subtle cue to revise message, or may have word finding problems for seldom used words or have difficulty learning new words. May react to different points of view by interrupting/talking. May not shift between speaker/listener roles and contributes too much or too little to conversation.
6	Communications go beyond personal experiences to consider experiences/needs of others and to anticipate events that could have an impact on the lives of others

Reading/Comprehension

1	Locates & gives some indication of recognition of pictures, objects, letters, own name when visual stimuli is accompanied by verbal, tactile, &/or gestural cues. May not show consistent recognition, be very slow to respond (1-2 mins) or may not be able to speak
2	Reads single words & short phrases related to immediate physical comfort or familiar addresses, greetings, traffic signs. May not read for up to a minute or require large print with a single word per page or may be hard to hear/understand if reading aloud.
3	Reads & repeats back or answers questions on cue to 3 simple sentences related to immediate personal

	situation or from familiar headlines, ads, cartoons, or bills. May take 1-2 mins to read the sentences, may not comprehend the relationship between sentences, may not maintain focus on the context, or may misunderstand info according to immediate personal needs
4	Reads & gives a verbatim report or answer to questions about 1-3 paragraphs related to a topic of familiar interest and experience. Reading rate may be decreased. New info may be ignored or misinterpreted. May not establish a connection between info and personal actions. May ignore most written material.
5	Reads & can answer questions or restate content of lengthy material on familiar topics. May read newspaper, magazines. May not relate precautions in new situations, commercial product use/road hazard to own situation. May not be able to answer questions or restate content of new material. May require demo to comprehend reading of new info.
6	Reads & comprehends new info & applies it when organizing/planning future actions

Writing/Expression

1	May write own name or make random marks. May be very slow to respond in marking, name may be hard to read or an approximation, may stop before name is complete, may not grasp pencil
2	Writes single words/phrases related to physical comfort or familiar example. May not write when an immediate elimination of discomfort is needed, may be illegible to unfamiliar readers, may take 1-2 mins to write 1-3 words, may require repetitive demo of writing a word. May not grasp pencil.
3	Writes simple messages via phrases related to immediate personal interest in surroundings or familiar example. May be slow to start, fail to complete message once started if distracted, write lengthy illogical messages, or may not make a connection between writing and communicating.
4	Writes or types (if already knows how) 1-3 simple paragraphs about highly familiar topic or a letter containing a personal request. Intro and concluding sentences may not be present, supporting details may be sparse or over inclusive, may repeat the same ideas over & over, may be slow to write a dictated message. Messages may not be delivered. Letter may not be properly addressed or have necessary stamp.
5	Writes or types (if already knows how) multiple paragraphs that restate known info or have simplistic content. May not: consider the reader's response, revise material for different readers, adjust quantity/quality according to deadlines or external factors such as a birthday. May avoid new info or reproduce it inaccurately.
6	Writes or types multiple paragraphs and pages from an objective point of view, considers reader, follows an organized format, and delivers material in a timely manner.