

# Pragmatic Language Chart

## Checklist

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Reported by: \_\_\_\_\_

\*\*Indicate student's current pragmatic skills by placing an "X" in the appropriate box.  
 Explanations and/or quantifications are reported in the comment section.

<b>TOPIC</b>	<b>Yes</b>	<b>No</b>
Responds to initiation of adults		
Responds to initiation of peers		
Initiates interaction with adults		
Initiates interaction with peers		
Chooses appropriate topic for context		
Introduces topic clearly		
Responds with information on topic		
Maintains topic across turns		
Changes/Shifts topic appropriately		
<i>Comments:</i>		
<b>TURN TAKING</b>	<b>Yes</b>	<b>No</b>
Waits for turn to speak		
Uses pauses when speaking		
Uses an appropriate amount of verbiage		
Checks for listener understanding		
Indicates listening to speaker through nods or "uh-huh"		
Can restate what speaker said (if needed)		
Makes comments related to topic		
Asks questions related to topic		
<i>Comments:</i>		

<b>SPEECH FUNCTIONS</b>	<b>Yes</b>	<b>No</b>
Appropriately requests help (when needed) from adults		
Appropriately requests needed help from peers		
Appropriately expresses emotions/feelings of self		
Can identify/express feelings of others		
Exhibits language skills to convince and persuade		
Convinces and persuades without anger		
Accepts peers' opinions without anger		
Offers and supports own opinions logically		
Relays relevant/pertinent information		
Gathers and requests information		
Gets to the point		
<i>Comments:</i>		
<b>SPEECH PLEASANTRIES</b>	<b>Yes</b>	<b>No</b>
Responds to greetings/farewells of adults		
Responds to greetings/farewells of peers		
Initiates greetings/farewells with adults		
Initiates greetings/farewells with peers		
Uses please and thank you		
Asks permission (asks <i>not</i> tells)		
Asks for help		
Receives compliments and responds appropriately		
<i>Comments:</i>		
<b>PEER LANGUAGE SKILLS</b>	<b>Yes</b>	<b>No</b>
Asks to play, appropriately		
Appropriately joins play with peers		
Compromises/Negotiates (when appropriate)		

Uses cooperative/associative play		
Uses appropriate slang with peers (code switching)		
<i>Comments:</i>		
<b>SPEECH STYLE</b>	<b>Yes</b>	<b>No</b>
Uses speaking volume appropriate for situation		
Uses appropriate prosody		
Comprehends others' tone of voice		
Uses appropriate tone of voice		
Uses formal or informal context (code switching)		
Comprehends humor/sarcasm		
Uses appropriate response time		
<i>Comments:</i>		
<b>NON-VERBAL LANGUAGE</b>	<b>Yes</b>	<b>No</b>
Uses visual referencing to gain needed information		
Uses appropriate proximity		
Turns body towards speaker or intended partner		
Uses facial expressions		
Uses body language to enhance meaning		
Understands facial gestures and body language of others		
Minimizes distracting facial and body movements (Stimulation behaviors)		
<i>Comments:</i>		

Original "Pragmatic Language Chart" by Susan Diamond, M.A., CCC, 1998  
 Variations done by Karen L. Thomas, M.S., CCC-SLP, 2003