

Child's Name: \_\_\_\_\_

Date Completed: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age \_\_\_\_\_

Person Completing Form: \_\_\_\_\_ Relationship to Child: \_\_\_\_\_

**Pragmatics Checklist**  
**Dianne Goberis (adapted from work done by C.S. Simon, 1984)**

*Check the ONE column that is most typical of the child's language skills.*

Pragmatic Objective	Not Present	Gestures Only (No Signs/ Words)	Uses 1 to 3 Words/Signs	More Complex Language
<b>States Needs (I want...)</b>				
Makes polite requests				
Makes choices				
Gives description of an object wanted				
Expresses a specific personal need				
Requests help				

<b>Gives Commands (Do as I tell you...)</b>				
Gives directions to play a game				
Gives directions to make something				
Changes the style of commands or requests depending on who the child is speaking to and what the child wants				

<b>Personal (Expresses feelings...)</b>				
Identifies feelings (I'm happy.)				
Explains feelings (I'm happy because it's my birthday.)				
Provides excuses or reasons				
Offers an opinion with support				
Complains				
Blames others				
Provides pertinent information on request (2 or more of the following: name, address, phone number, birthdate)				

<b>Interactional (Me and you...)</b>				
Interacts with others in a polite manner				
Uses appropriate social rules such as greetings, farewells, thank you, getting attention				
Attends to the speaker				
Revises/repairs an incomplete message				

<b>Pragmatic Objective</b>	<b>Not Present</b>	<b>Gestures Only (No Signs/ Words)</b>	<b>Uses 1 to 3 Words/Signs</b>	<b>More Complex Language</b>
Introduces new topics in conversations appropriately (does not just start talking in the middle of a topic)				
Maintains a conversation (able to keep it going)				
Ends a conversation (doesn't just walk away)				
Interjects appropriately into an already established conversation with others				
Makes apologies or gives explanations of behavior				
Requests clarification				
States a problem				
Criticizes others				
Disagrees with others				
Compliments others				
Makes promises				

<b>Wants Explanations (Tell me why...)</b>				
Asks questions to get more information				
Asks questions to systematically gather information (as in "Twenty Questions")				
Asks questions because of curiosity				
Asks questions to problem solve (What should I do...? How do I know...?)				
Asks questions to make predictions (What will happen if...)				

<b>Shares Knowledge and Imaginations (I've got something to tell you ...)</b>				
Role plays as/with different characters				
Role plays with props (e.g., banana as a phone)				
Provides a description of a situation which describes the main events				
Correctly re-tells a story which has been told to him/her				
Relates the content of a 4-6 frame picture story using correct events for each frame				
Creates an original story with a beginning, several logical events, and an end				
Explains the relationship between two objects, actions or situations				
Compares and contrasts qualities of two objects, actions or situations				
Tells a lie				
Expresses humor/sarcasm				

**Resources for Assessing and Developing  
Pragmatic Language  
Allison Sedey, Ph.D.**

**Benchmarks**

From: Goberis D, Beams D, Dalpes M, Abrisch A, Baca R, Yoshinaga-Itano C. (2012). The missing link in language development of deaf and hard of hearing children: Pragmatic language development. *Seminars in Hearing*, 33, 297-309

*Number of items mastered\* by age level*

\*(mastered was defined as present for at least 75% of the children in the age group using sentence-level language)

Average results for 109 children with typical hearing:

- 3 years = 20 of the 45 items
- 4 years = 43 of the 45 items
- 5 years = 44 of the 45 items
- 6 years = all of the items

Average results for 126 children who were deaf or hard of hearing:

- 7 years = 31 of the 45 items

*Early developing items*

- 1) makes polite requests
- 2) expresses a specific personal need
- 3) interacts with others in a polite manner
- 4) asks questions because of curiosity
- 5) role-plays with props (e.g., a banana for a phone)

*Later developing items*

- 1) asks questions to systematically gather information as in “Twenty Questions”
- 2) makes promises.
- 3) asks questions to make predictions (What will happen if...?)
- 4) revises/repairs an incomplete message
- 5) explains the relationship between two objects, actions or situations

**Resources**

Single page version of the Pragmatics Checklist – Formatted by Karen Anderson  
<https://successforkidswithhearingloss.com/wp-content/uploads/2012/01/PRAGMATICS-CHECKLIST.pdf>

Single page version of Pragmatics Checklist, age of mastery for each item, and strategies for developing pragmatic skills – Karen Anderson  
<https://successforkidswithhearingloss.com/wp-content/uploads/2013/06/PRAGMATICS-CHECKLIST.pdf>

Hands and Voices Parent Tip Sheets  
[www.handsandvoices.org/fl3/fl3-docs/parent-take-aways.html](http://www.handsandvoices.org/fl3/fl3-docs/parent-take-aways.html)

Success for Kids with Hearing Loss  
<https://successforkidswithhearingloss.com/for-parents/pragmatics/>

National Deaf Children's Society  
[www.ndcs.org.uk/information-and-support/language-and-communication/pragmatics-everyday-communication](http://www.ndcs.org.uk/information-and-support/language-and-communication/pragmatics-everyday-communication)

Goberis D, Beams D, Dalpes M, Abrisch A, Baca R, Yoshinaga-Itano C. (2012). The missing link in language development of deaf and hard of hearing children: Pragmatic language development. *Seminars in Hearing*, 33, 297-309. (see end of the article for strategies to develop pragmatic skills)