Vocabulary Selection Questionnaire for Preschoolers Who Use Augmentative and Alternative Communication (AAC)

Child’s Name: ________________________________

Name of person(s) completing the form   Relationship   Date

1. ________________________________________   ______________________   _______________

2. ________________________________________   ______________________   _______________

3. ________________________________________   ______________________   _______________

4. ________________________________________   ______________________   _______________

What is the purpose of the Vocabulary Selection Questionnaire?
- The questionnaire is designed to help parents, speech-language pathologists, and teachers select the most important and meaningful vocabulary for children who are just beginning to use an AAC system such as a computer-based speech output system, communication board, picture board, communication notebook, or sign language.
- The words you choose can be included in your child’s AAC system to provide more communication power and help build language skills.
- You can either use the same form for all informants, or use individual forms.

Suggestions for completing the questionnaire
- Think about what your child would want to say throughout the day.
- Try to answer each question and fill out all sections to the best of your knowledge.
- Feel free to leave a question blank if it is not relevant to your experience.
- You may cross out words in the checklists and write in any of your child’s unique terms. For example, you may want to cross out the word “train” and write in “choo-choo.”

1. People:
- Check the words your child would use to communicate about **people** generally:
  - ( ) mom or mommy   ( ) grandpa   ( ) boy
  - ( ) dad or daddy   ( ) grandma   ( ) girl
  - ( ) baby   ( ) friend

- What specific **family members** would your child communicate about? (For example, David (brother), Susie (sister), Bobby (cousin), Aunt Betty)

- What specific **teachers** or **other professionals at school/day care** would your child communicate about? (For example, names of child’s speech-language pathologist, occupational therapist, teacher, teacher’s aide, nurse, Ms. Binger, Mr. Kennedy, etc.)

- What specific **friends at school** would your child communicate about?
What specific **neighborhood friends** would your child communicate about?

2. **Places**:
- Place a check next to the general words your child would use to communicate about **places**:

  ( ) outside    ( ) Sunday school    ( ) swimming pool
  ( ) yard      ( ) church          ( ) park
  ( ) school    ( ) restaurant      ( ) playground
  ( ) day care  ( ) barn            ( ) store
  ( ) kindergarten ( ) farm

- Which specific **stores** does your child visit in the community that he/she would want to communicate about? (For example, Walmart, KayBee, the mall, etc.)

- Which specific **restaurants** does your child visit in the community that he/she would want to communicate about? (For example, Wendy’s, McDonald’s, Burger King, etc.)

- Which specific **vacation sites** would your child want to communicate about? (For example, camp, beach, North Carolina, etc.)

3. **Activities**:
- Place a check next to the words your child would use to communicate about **home activities**:

  ( ) bath time  ( ) snack time  ( ) play time
  ( ) bed time  ( ) breakfast  ( ) story time
  ( ) nap time  ( ) lunch time  ( ) watching TV
  ( ) dinner time

- Are there any specific **home activities** that your child would want to communicate about? (For example, baking cookies, playing on the computer etc.)

- Place a check next to the words your child would use to communicate about **community activities**

  ( ) ballet  ( ) horseback riding  ( ) Sunday School or church
  ( ) gymnastics  ( ) soccer  ( ) music
  ( ) swimming  ( ) play group  ( ) library

- Are there any special **community activities and/or social events** that your child would want to communicate about? (For example, birthday party, special holidays, fireworks, parade etc.)

- Place a check next to the words your child would use to communicate about **school activities**

  ( ) dress-up  ( ) water play  ( ) circle time
  ( ) housekeeping  ( ) free play  ( ) physical therapy (PT)
  ( ) sand table  ( ) snack time  ( ) occupational therapy
  ( ) computer  ( ) lunch  ( ) speech therapy
  ( ) videos  ( ) playground  ( ) field trip
  ( ) coloring  ( ) nap time  ( ) bus/van
  ( ) painting  ( ) story time
• Are there any specific **school activities** that your child would want to communicate about? (For example, learning centers, walk to the park, music day, cooking, etc.)

• Are there any specific **circle time activities** that your child would want to communicate about? (For example, calendar, weather, show-and-tell, etc.)

• Place a check next to the names of **songs** your child would want to communicate about:

  (  ) The Wheels on the Bus   (  ) Itsy Bitsy Spider   (  ) Happy Birthday
  (  ) Old McDonald Had a Farm (  ) Hokey Pokey        (  ) If You’re Happy and You Know It

• What are the names of other **songs** your child might want to communicate about? (For example, Down by the Bay, Five Green and Speckled Frogs, etc.)

4. **Toys:**

• Check the words your child would use to communicate about **toys**:

  (  ) ball   (  ) truck     (  ) tricycle
  (  ) block  (  ) dump truck (  ) water toys
  (  ) doll   (  ) tractor    (  ) toys
  (  ) baby   (  ) bulldozer  (  ) ghost/monster
  (  ) playhouse (  ) train   (  ) dinosaur
  (  ) car    (  ) bicycle    (  ) game

• What are the names of specific **toys** your child would communicate about? (For example, Legos, Barbie, Fisher Price Barn, Mr. Potato Head, etc.)

• What **pretend/fantasy situations** does your child use during play? (For example, playing house, monsters, dress up, cooking, etc.)

• What specific **videotapes** and **television shows** would your child communicate about? (For example, Cinderella, Kidsongs, Sesame Street, Barney & Friends, etc.)

5. **School Materials:**

Check the words your child would use to communicate about **school materials**:

(  ) book   (  ) crayons   (  ) scissors
(  ) coloring book (  ) markers   (  ) colors
(  ) paper   (  ) sticker   (  ) glue
(  ) pencil   (  ) puzzles   (  ) play-doh

• Are there any other vocabulary items that should be included about **school materials**?

• What specific **books** would your child communicate about? (For example, Mother Goose, Green Eggs and Ham, Goodnight Moon, etc.)
6. Animals/Pets:
• Check the words your child would use to communicate about **animals**:

- ( ) animal
- ( ) rabbit or bunny
- ( ) duck
- ( ) pet
- ( ) bird or birdie
- ( ) pig or piggy
- ( ) dog or puppy
- ( ) horse or horsey
- ( ) cat or kitty
- ( ) cow

- What specific **family pets** would your child communicate about? (For example, Simba (cat), Rover (golden retriever), Spot, Muffy, etc.)

7. Nature:
• Place a check next to the words your child would use to communicate about **items in nature**:

- ( ) flower
- ( ) sky
- ( ) rain
- ( ) tree
- ( ) stars
- ( ) clouds
- ( ) grass
- ( ) sun
- ( ) lake
- ( ) rocks
- ( ) moon
- ( ) ocean
- ( ) bugs
- ( ) snow
- ( ) sea shell

- Are there any other vocabulary items that should be included about **nature**?

8. Household items:
• Place a check beside the words your child would use to communicate about **household items**:

- ( ) bathroom
- ( ) chair
- ( ) TV
- ( ) potty
- ( ) high chair
- ( ) VCR
- ( ) bedroom
- ( ) car seat
- ( ) computer
- ( ) bed
- ( ) floor
- ( ) room
- ( ) table
- ( ) carpet

- Are there any other vocabulary items that should be included about **household items**?

9. Positions and Equipment:
• In what **positions/equipment** would your child ask to be placed? (For example, sit on your lap, piggyback, horsey ride, lie on the floor, sit in his/her wheelchair, stander, etc.)

10. Body Parts:
• Place a check next to the items your child would use to communicate about **parts of the body**:

- ( ) face
- ( ) head
- ( ) knee/knees
- ( ) mouth
- ( ) hair
- ( ) foot/feet
- ( ) tooth/teeth
- ( ) arm/arms
- ( ) toe/toes
- ( ) nose
- ( ) hand/hands
- ( ) belly or stomach
- ( ) eye/eyes
- ( ) finger/fingers
- ( ) butt/bottom
- ( ) ear/ears
- ( ) leg/legs
- ( ) private parts

- Are there any other vocabulary items that should be included about **parts of the body**?
11. Clothing:
• Place a check next to the words your child would use to communicate about articles of clothing:
  ( ) shirt  ( ) diapers  ( ) sweatshirt/sweater
  ( ) pants  ( ) underwear/undies  ( ) coat/jacket
  ( ) shorts  ( ) socks  ( ) hat
  ( ) jeans  ( ) shoes  ( ) mittens
  ( ) shorts  ( ) socks  ( ) hat
• Are there any other vocabulary items that should be included about clothing?

12. Foods and Drinks:
• What favorite foods would your child communicate about or ask for?

• What foods does your child not like that he/she would communicate about?

• What drinks would your child communicate about or ask for?

13. Emotions/Feelings:
• Place a check next to the words your child would use to communicate about emotions or feelings:
  ( ) afraid or scared  ( ) happy  ( ) bored
  ( ) sick  ( ) sad  ( ) hungry
  ( ) sleepy or tired  ( ) love  ( ) thirsty
  ( ) hurt  ( ) mad or angry
• Are there any other vocabulary items that should be included to express feelings?

14. Interjections / “Silly Words”:
• What silly expressions would your child use? (For example, cool, whoa, oops, goober, boo-boo, uh oh!, ha ha ha, etc.)

15. Social / Greetings:
• Place a check beside the words your child would use to greet others and make polite requests:
  ( ) good-bye or bye-bye  ( ) thank you or thanks  ( ) good-night
  ( ) hello or hi  ( ) please  ( ) night-night
• Are there any other vocabulary items that should be included to express greetings or politeness?

16. Question Words:
• Place a check beside the question words your child would use to ask questions:
  ( ) Who?  ( ) What if?  ( ) How come?
  ( ) Who’s that?  ( ) Where?  ( ) Why?
  ( ) What?  ( ) When?  ( ) Why not?
  ( ) What’s that?  ( ) How?
17. Pronouns:
• Place a check next to the **pronouns** your child would use:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>she</th>
<th>mine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>me</td>
<td>it</td>
<td>your/yours</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>we</td>
<td>his</td>
</tr>
<tr>
<td></td>
<td>he</td>
<td>they</td>
<td>her/hers</td>
</tr>
</tbody>
</table>

18. Verbs/Action Words:
• Place a check next to the **verbs** your child would need to communicate about **actions**:

<table>
<thead>
<tr>
<th></th>
<th>ask</th>
<th>hit</th>
<th>pretend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bite</td>
<td>hug</td>
<td>read</td>
</tr>
<tr>
<td></td>
<td>close</td>
<td>jump</td>
<td>run</td>
</tr>
<tr>
<td></td>
<td>come</td>
<td>kiss</td>
<td>sit</td>
</tr>
<tr>
<td></td>
<td>drink</td>
<td>know</td>
<td>sleep</td>
</tr>
<tr>
<td></td>
<td>eat</td>
<td>lie</td>
<td>stand</td>
</tr>
<tr>
<td></td>
<td>fall</td>
<td>like</td>
<td>stop</td>
</tr>
<tr>
<td></td>
<td>give</td>
<td>look</td>
<td>take</td>
</tr>
<tr>
<td></td>
<td>go/goes</td>
<td>love</td>
<td>talk</td>
</tr>
<tr>
<td></td>
<td>hear</td>
<td>need</td>
<td>walk</td>
</tr>
<tr>
<td></td>
<td>help</td>
<td>open</td>
<td>want</td>
</tr>
<tr>
<td></td>
<td>play</td>
<td></td>
<td>will</td>
</tr>
</tbody>
</table>

• Are there any other **verbs** or **action words** your child would need to communicate?

19. Descriptors:
• Place a check beside words your child would use to **describe** items in his/her environment:

<table>
<thead>
<tr>
<th></th>
<th>big or large</th>
<th>short</th>
<th>ugly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>small or little</td>
<td>tall</td>
<td>new</td>
</tr>
<tr>
<td></td>
<td>medium</td>
<td>clean</td>
<td>old</td>
</tr>
<tr>
<td></td>
<td>lot/many/much</td>
<td>dirty</td>
<td>right</td>
</tr>
<tr>
<td></td>
<td>more</td>
<td>here</td>
<td>wrong</td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>there</td>
<td>funny</td>
</tr>
<tr>
<td></td>
<td>bad</td>
<td>away</td>
<td>sad</td>
</tr>
<tr>
<td></td>
<td>sick</td>
<td>nice</td>
<td>same</td>
</tr>
<tr>
<td></td>
<td>hot</td>
<td>bad</td>
<td>different</td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td>mean</td>
<td>done</td>
</tr>
<tr>
<td></td>
<td>stinky</td>
<td>pretty</td>
<td>all gone</td>
</tr>
</tbody>
</table>

• Are there any other vocabulary items that should be included to **describe** items?

20. Yes/No Responses:
• Place a check beside the words your child would use to communicate **yes/no** responses:

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>okay</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yeah</td>
<td>uh huh</td>
<td>nope</td>
</tr>
<tr>
<td></td>
<td>yup</td>
<td>maybe</td>
<td></td>
</tr>
</tbody>
</table>

• What else would your child want to communicate about? Please list any other words your child might want to use when communicating.
Choosing CORE Vocabulary: “Activity-First” Approach

- **How do you feel about it?** (words to comment; interjections)

  - [Example]

- **Associated Questions**

  - [Example]

  - **WHAT THAT?**

- **Words to Initiate or Request Recurrence**

  - [Example]

  - **MORE**

- **Motivating Item/Activity Or Lesson Topic**

- **Action Words** (What does it do? What do you do with it?)

  - [Example]

- **Is there a more general way to say the action?**

  - [Example]

- **Who/What does the action?**

  - [Example]

- **Describing Words** (adjectives, adverbs, prepositions)

  - [Example]

- **Associated Nouns**

  - [Example]

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Write the number to sequence the actions.

1. Boy is playing with a dog.
2. Boy is washing the dog in a bowl.
3. Boy is holding the dog in the yard.
4. Boy is looking at the dirty water.

1. ____________
2. ____________
3. ____________
4. ____________