



# Developmental Therapy Center

## Speech and Language Intake Form

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

### Client Information

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Client Name: \_\_\_\_\_

Sex: ☐ Male ☐ Female ☐ Intersex

Birth Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Month Day Year

Age: \_\_\_\_\_

### General

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Please describe the concerns regarding your child that brought you here today:

Tell us about your understanding of your child's condition or development as it relates to speech therapy:

With the above information in mind, what do you see as client's biggest barriers at this time?

### Expressive Communication

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Did your child babble playfully during infancy? (e.g., "badabeebado")

**At what age were his/her first word(s)?**

**What were they?**

Approximately how many real words does your child use consistently?

- ☐ none   ☐ less than 10   ☐ 10 -49   ☐ 50+

What types of words does your child use spontaneously?

- ☐ nouns (e.g., mama, ball, spoon, car, dog, cookie)  
☐ action words (e.g., go, eat, swing, jump)  
☐ animal/environmental sounds (e.g., moo, beep beep)  
☐ location words (e.g., in, out, up, on)  
☐ exclamations (e.g., uh-oh!, wee!, owie!)  
☐ descriptor words (e.g., big, empty, wet)  
☐ function words (e.g., more, all done, help, no)  
☐ pronouns (e.g., me, my, you, I, your)

**Does your child use 2-3 word combinations (e.g. “me go”; “daddy shoe”; “more juice”)?**

**Does your child use short phrases or sentences?**

**If your child does not yet use real words, does he/she combine vocalizations with gestures (e.g., pointing + “eh eh eh”)?**

## Social Use of Communication

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My child uses communication either verbally (using words) or non-verbally (through gestures, sign language, pointing, tapping, hand-leading, crying etc.) to:

- |   |  |
|---|--|
| <input type="checkbox"/> gain attention                     | <input type="checkbox"/> ask questions                 |
| <input type="checkbox"/> request desired objects or actions | <input type="checkbox"/> express frustration/protest   |
| <input type="checkbox"/> label familiar objects and people  | <input type="checkbox"/> maintain a social interaction |
| <input type="checkbox"/> ask for help                       | <input type="checkbox"/> greet/express farewell        |

## Comprehension

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What types of words does your child understand?:

- ☐ familiar objects (e.g. cup, ball, spoon, bottle)  
☐ routine directions (e.g. come here, give me, sit down)  
☐ inhibitory commands (e.g. wait, no, stop)  
☐ action words (e.g. swim, eat, run, jump)  
☐ location words (e.g. in, on, under, up)  
☐ descriptors (e.g. big, bumpy, round, blue)

Does your child respond to any of the following types of questions?

- ☐ what   ☐ where   ☐ who   ☐ why   ☐ when   ☐ how

## Intelligibility

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How well can your child be understood by:

**Familiar people**

☐ less than 50% ☐ 50-75% ☐ 75% or more

**Unfamiliar people**

☐ less than 50% ☐ 50-75% ☐ 75% or more

**What do you do if/when you are having difficulty understanding your child?**

**How does your child respond when not understood (e.g. becomes frustrated, gives up, moves on to something else)?**

**How does your child compensate when not understood? (e.g., pull you to object, point to/show object, gesture, rephrase statements)**

**Does your child make errors on specific speech sounds?**

**If so, please describe.**

**Does your child imitate speech sounds?**