

The Children's Communication Checklist

Second Edition

CCC-2

By D.V.M. Bishop

INSTRUCTIONS

The CCC-2 was developed to help us understand more about communication strengths and difficulties in children. Although we can get an idea of how a child communicates by using language tests, it is helpful to also find out how the child behaves in an everyday setting. You can help us do this by completing the items on the next three pages.

This checklist contains a series of statements describing how children communicate. For each statement, you are asked to give information about the child whose name (or code number) appears below. You are asked to judge whether you have observed that behaviour:

0. less than once a week (or never)
1. at least once a week, but not every day
2. once or twice a day
3. several times (more than twice) a day (or always)

Please write the number in the box for each item, choosing the response that, in your judgement, best describes the child. If you find it hard to make up your mind, think over the last week, and try to remember how often you have observed the child behaving this way.

Please read each item carefully. Do not leave any items blank. If you are really unable to make a judgement, please put an X against that item, and add a comment if you wish.

Name or code number of child: _____ Gender: _____

Date of birth: _____ Today's date: _____ Age: _____

Your name (person completing the checklist): _____

Your relation to the child (i.e. parent, speech therapist, etc.): _____

(For respondents other than parents) How long have you known this child? _____

Has s/he ever had a permanent hearing loss diagnosed? YES NO
If YES, please give further details below.

Has s/he any permanent physical handicap or chronic illness? YES NO
If YES, please give further details below.

Is English the main language spoken at home? YES NO
If NO, please give further details below.

Is s/he able to string words together in sentences? YES NO
The CCC-2 is intended to be used with children who can talk in simple sentences,
so if you have ticked NO, please do not complete any further questions

Additional details:

Please enter a number in the box in the right hand column, as follows:
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1 Gets mixed up between he and she so might say "he" when talking about a girl, or "she" when talking about a boy	
2 Simplifies words by leaving out some sounds, e.g. "crocodile" pronounced as "cockodile", or "stranger" as "staynger"	
3 Appears anxious in the company of other children	
4 Makes false starts, and appears to grope for the right words; e.g., might say "can I - can I - can - can I have an - have an ice-cream"	
5 Talks repetitively about things that no-one is interested in	
6 Forgets words s/he knows - e.g. instead of "rhinoceros" may say "you know, the animal with the horn on its nose..."	
7 With familiar adults, seems inattentive, distant or preoccupied	
8 Looks blank in a situation where most children would show a clear facial expression - e.g. when angry, fearful or happy	
9 When given the opportunity to do what s/he likes, chooses the same favourite activity (e.g. playing a specific computer game)	
10 Uses terms like "he" or "it" without making it clear what s/he is talking about. For instance, when talking about a film, might say "he was really great" without explaining who "he" is	
11 Says things that s/he does not seem to fully understand (may appear to be repeating something s/he's heard an adult say). So, for instance, a 5-year-old may be heard to say of a teacher "she's got a very good reputation"	
12 Mixes up words of similar meaning. e.g., might say "dog" for "fox", or "screwdriver" for "hammer"	
13 Is babied, teased, or bullied by other children	
14 Does not look at the person s/he is talking to	
15 Misses the point of jokes and puns (though may be amused by nonverbal humour such as slapstick)	
16 Is left out of joint activities by other children	
17 Gets mixed up between he/him or she/her, so might say "him is working" rather than "he is working", or "her have a cake" rather than "she has a cake"	
18 Uses favourite phrases, sentences or longer sequences in rather inappropriate contexts. E.g., might say "all of a sudden" rather than "then", as in "we went to the park and all of a sudden we had a picnic". Or might habitually start utterances with "by the way"	
19 Gets confused when a word is used with a different meaning from usual: e.g. might fail to understand if an unfriendly person was described as "cold" (and would assume they were shivering!)	
20 Stands too close to other people when talking to them	
21 Talks to people too readily: e.g. without any encouragement, starts up a conversation with a stranger	
22 Talks about lists of things s/he has memorised e.g., the names of the capitals of the world, or the names of varieties of dinosaurs	
23 Pronounces words in an over-precise manner: accent may sound affected or "put-on", as if child is mimicking a TV personality rather than talking like those around him/her	
24 Pronounces words in a babyish way, such as "chimbley" for "chimney" or "bokkle" for "bottle"	
25 Can be hard to tell if s/he is talking about something real or make-believe	
26 Moves the conversation to a favourite topic, even if others don't seem interested in it	

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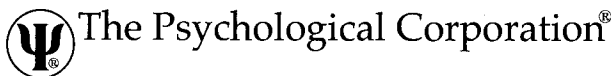
27 Produces utterances that sound babyish because they are just 2 or 3 words long, such as "me got ball" instead of "I've got a ball" or "give dolly" instead of "give me the dolly"	
28 Ability to communicate varies from situation to situation – e.g. may cope well when talking one-to-one with a familiar adult, but have difficulty expressing him/herself in a group of children	
29 Leaves off beginnings or ends of words, e.g. says "roe" instead of "road" or "nana" instead of "banana"	
30 Repeats back what others have just said. For instance, if you ask, "what did you eat?" might say, "what did I eat?"	
31 Ignores conversational overtures from others (e.g. if asked, "what are you making?" does not look up and just continues working)	
32 Mixes up words that sound similar. e.g. might say "telephone" for "television" or "magician" for "musician"	
33 Hurts or upsets other children without meaning to	
34 Takes in just 1-2 words in a sentence, and so misinterprets what has been said. E.g. if someone says "I want to go skating next week", s/he may think they've been skating, or want to go now	
35 It's difficult to stop him/her from talking	
36 Leaves off past tense – ed endings on words, so might say "John kick the ball" instead of "John kicked the ball", or "Sally play over there" instead of "Sally played over there"	
37 Tells people things they know already	
38 Makes mistakes in pronouncing long words; e.g. says "vegebable" rather than "vegetable" or "trellistope" rather than "telescope"	
39 Fails to recognise when other people are upset or angry	
40 Gets the sequence of events muddled up when trying to tell a story or describe a recent event. E.g. if describing a film, might talk about the end before the beginning	
41 Is over-literal, sometimes with (unintentionally) humorous results. E.g., a child who was asked "Do you find it hard to get up in the morning" replied "No. You just put one leg out of the bed and then the other and stand up." Another child who was told "watch your hands" when using scissors, proceeded to stare at his fingers.	
42 Includes over-precise information (e.g. exact date or time) in his/her talk, e.g. when asked "when did you go on holiday" may say "13th July 1995" rather than "in the summer"	
43 Leaves out "is", and so says "Daddy going to work" rather than "Daddy's going to work" or "Daddy is going to work". Or might say "The boy big" rather than "The boy is big"	
44 Mispronounces "th" for "s" or "w" for "r". E.g. says "thoap" instead of "soap" or "wabbit" instead of "rabbit"	
45 Asks a question, even though s/he has been given the answer	
46 Is vague in choice of words, making it unclear what s/he is talking about, e.g. saying "that thing" rather than "kettle"	
47 Shows interest in things or activities that most people would find unusual, such as traffic lights, washing machines, lamp-posts	
48 Doesn't explain what s/he is talking about to someone who doesn't share his/her experiences; for instance, might talk about "Johnny" without explaining who he is	
49 Surprises people by his/her knowledge of unusual words – uses terms you'd expect to hear from an adult rather than child	
50 It is hard to make sense of what s/he is saying (even though the words are clearly spoken)	

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The questions so far have asked about difficulties children may have that affect communication. The remaining questions ask about communicative strengths.

Please respond 0 to 3, as before, but remember that now a 0 response would mean that a child lacks this strength, and a 3 would indicate good communicative skill.

51 Speaks clearly so that the words can easily be understood by someone who doesn't know him/her very well	
52 Reacts positively when a new and unfamiliar activity is suggested	
53 Talks clearly about what s/he plans to do in the future (e.g. what s/he will do tomorrow, or plans for going on holiday)	
54 Appreciates the humour expressed by irony. Would be amused rather than confused if someone said "isn't it a lovely day!" when it is pouring with rain	
55 Produces long and complicated sentences such as: "When we went to the park I had a go on the swings"; "I saw this man standing on the corner"	
56 Makes good use of gestures to get his/her meaning across	
57 Shows concern when other people are upset	
58 Speaks fluently and clearly, producing all speech sounds accurately and without any hesitation	
59 Keeps quiet in situations where someone else is trying to talk or concentrate (e.g. when someone else is watching TV, or during formal occasions such as school assembly or a religious ceremony)	
60 Realises the need to be polite - would pretend to be pleased if given a present s/he did not really like, and would avoid making personal comments about strangers	
61 When answering a question, provides enough information without being over-precise	
62 You can have an enjoyable, interesting conversation with him/her	
63 Shows flexibility in adapting to unexpected situations: e.g. does not get upset if s/he planned to play on the computer, but has to do something else because it isn't working	
64 Uses abstract words that refer to general concepts rather than something you can see - e.g. "knowledge", "politics", "courage"	
65 Smiles appropriately when talking to people	
66 Uses words that refer to whole classes of objects, rather than a specific item. E.g. refers to a table, chair and drawers as "furniture", or to apples, bananas and pears as "fruit"	
67 Talks about his/her friends; shows interest in what they do and say	
68 Explains a past event (e.g. what s/he did at school, or what happened at a football game) clearly	
69 Produces sentences containing "because" such as "John had a cake because it was his birthday"	
70 Talks to others about their interests, rather than his/her own	



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