

Preverbal Communication Schedule (PVCS)

Task 1

Sadly, the PVCS is now out of print, although it may be possible to buy copies from booksellers who advertise on the internet. At St. Luke's Primary School, because they valued the PVCS, the staff produced their own checklist-cum-rating scale. This did not duplicate in entirety the PVCS because they also use other assessment tools (e.g. Derbyshire Language Scheme, Routes for Learning assessment materials). However, the references in bold letters to sections and items on the PVCS and the labels for the section headings make plain how much has been borrowed from the PVCS; for example, *Can turn head to look at person talking* **PVCS 6/4** is item 4 from section 6 Hearing and listening in the PVCS. The columns allow a record to be made year on year over a pupil's years at primary school. In the relevant box against a statement for each year would be written a symbol to show how characteristic of the pupil is the described behaviour. They use the rating scale from the PVCS, i.e. U = usually, R = Rarely and N = Never.

You may wish to try out this record form and develop your own based upon the experience.

Pre-communicative behaviour - 1. Use of visual cues

	Y	Y	Y	Y	Y	Y	Y	Y
1. Shows interest in pictures and photos PVCS 3/1								
2. Shows ability to recognise visual cues, e.g. recognises favourite sweets from wrapper PVCS 3/2								
3. Can play matching and sorting games – object to object PVCS 3/3								
4. Can play matching and sorting games – object to picture PVCS 3/3								
5. Can play matching and sorting games – picture to picture PVCS 3/3								
6. Recognises people from photos. PVCS 3/4								

Pre-communicative behaviour - 2. Hearing and Listening

	Y	Y	Y	Y	Y	Y	Y	Y
1. Can attend by looking at person who is talking to him/her when in visual field PVCS 6/1								
2. Can turn head and look in direction of sound PVCS 6/2								
3. Can change body movement in response to another person's voice (e.g. stills) PVCS 6/3								
4. Can turn head to look at person talking PVCS 6/4								
5. Can hit things with intent to make sounds. PVCS 6/5								

Pre-communicative behaviour - 3. Development of vocalisations

	Y	Y	Y	Y	Y	Y	Y	Y
1. Can make throaty noises, grunts or moans PVCS 7/1								
2. Can make open vowel sounds (e.g. aa, ee) PVCS 7/2								
3. Can make continuing sounds (e.g. mmm, sss) PVCS 7/3								
4. Can produce one or a few consonant sounds PVCS 7/4								
5. Can produce many different consonant sounds								
6. Can repeat the same syllable two or three times (e.g. ma, ma, ma) PVCS 7/5								
7. Can combine two syllables in vocal play (e.g. da-ba, ee-aa) PVCS 7/6								
8. Can babble, sounds seem like normal speech, occasional word PVCS 7/7								
8. Intonation of babbling, follows the form of normal speech PVCS 7/8								

Pre-communicative behaviour - 4. Control of speech musculature

	Y	Y	Y	Y	Y	Y	Y	Y
1. Has normal breathing PVCS 8/1								
2. Swallows normally, with apparent control of tongue PVCS 8/2								
3. Chews normally with apparent control of tongue/lips PVCS 8/3								
4. Is able to blow tissue or similar material PVCS 8/4								
5. Is able to suck through a straw PVCS 8/5								

Pre-Communicative Behaviour - 5. Consistent use of noises

	Y	Y	Y	Y	Y	Y	Y	Y
1. Makes noises consistently in play situations, e.g. makes car-like noises) PVCS 9/2								
2. Laughs or chuckles when relaxed or happy PVCS 10/1								
3. Cries when in pain or distressed PVCS 10/3								
4. Squeals or shouts when angry or frustrated PVCS 10/4								

Imitative Skills - 1. Motor imitation

	Y	Y	Y	Y	Y	Y	Y	Y
1. On request, copies range of simple body actions in imitation of adult model, e.g. clap hands, wave, stamps feet								
2. On request, copies a range of complex body actions or sequences of actions in imitation of adult model, e.g. puts out tongue, claps hands same number of times, stands up, turns around and sits down								
3. On request, copies a range of basic actions with toys in imitation of adult model, e.g. rolls ball, operates toy with switch, shakes tambourine								
4. On request, does a range of basic Makaton signs in imitation of adult model, e.g. drink, eat, biscuit, apple, orange								
5. Spontaneously copies simple actions done by adult in play, e.g. hugs teddy								
6. Spontaneously copies sequence of actions done by adult in play, e.g. bathe and dress doll and put to bed.								

Imitative Skills - 2. Vocal imitation

	Y	Y	Y	Y	Y	Y	Y	Y
1. Makes non-speech noises in response to speech by another (e.g. coughs, clicks, laughs) PVCS 13/1								
2. Makes speech noises when talked to PVCS 13/2								
3. Imitates speech sounds made by adult imitating own sounds								
4. On request, copies speech sounds made by adults (e.g. ma, boo, ah) PVCS 13/3								
5. Imitates own recorded sounds when these are played back PVCS 13/6								
6. Imitates words spoken by adult but not necessarily with meaning PVCS 13/9								
7. Deferred imitation - Imitates words after a delay of more than five minutes PVCS 13/12								

Informal Communicative Behaviours - 1. Needs Satisfaction

	Y	Y	Y	Y	Y	Y	Y	Y
1. Points to an object to indicate a preference (e.g. to cup of liquid or to a biscuit)								
2. Points to or gives a picture of an object to indicate a preference (e.g. to picture of cup) PVCS 15/2								
3. Gives person an object related to satisfaction of a need (e.g. a cup when wants a drink) PVCS 15/1								
4. Gives person an object related to a solution she wants solved (e.g. sellotape broken toy) PVCS 15/3								
5. Searches for and points to a picture to represent a need (e.g. drink when thirsty) PVCS 15/4								
6. Uses a simple gesture to indicate needs (e.g. clutches crotch for toilet) PVCS 17/6								
7. Pushes/pulls person to get them to go somewhere or get a desired object PVCS 18/3								
8. Touches desired object and looks at person and back to object alternately until given it PVCS 19/2								
9. Points to distant object and looks at person and back to object alternately until given it PVCS 19/6								
10. Smiles when wants something (equivalent to "Can I Have ?") PVCS 22/2								

Informal Communicative Behaviours - 2. Shared Attention

	Y	Y	Y	Y	Y	Y	Y	Y
1. Points to an object to draw attention to it (e.g.toy)								
2. Pushes or pulls person to show them something PVCS 18/5								
3. Searches for and points to a picture to represent a need (e.g. drink when thirsty) PVCS 15/3								
4. Points with hand or arm to distant objects to draw attention to them PVCS 19/5								
5. Vocalizes to draw attention to an object PVCS 21/7								

Informal Communicative Behaviours - 3. Attention Seeking

	Y	Y	Y	Y	Y	Y	Y	Y
1. Reaches out to be lifted or hugged PVCS 17/1								
2. Approaches and touches person to get attention PVCS 18/1								
3. Approaches person and makes sounds to get attention PVCS 21/1								

Informal Communicative Behaviours - 4. Simple Negation

	Y	Y	Y	Y	Y	Y	Y	Y
1. Will go limp or lie on the floor to resist PVCS 16/4								
2. Waves goodbye to indicate wants person to go away PVCS 17/9								
3. Pushes person's hand away when does not want help or interference PVCS 18/2								
4. Vocalises in order to express displeasure								
5. Says NO appropriately to indicate rejection								

Formal Communication Skills - 1. Understanding of non-vocal communication

	Y	Y	Y	Y	Y	Y	Y	Y
1. Takes object from adult's hand when offered PVCS 24/1								
2. Takes person's hand when held out PVCS 24/2								
3. Looks to where person's pointing finger is on object PVCS 24/3								
4. Looks to where person is pointing at object 2 metres away PVCS 24/3								
5. Looks to where person is pointing; object is more than a few metres away PVCS 24/6								
6. Cooperates when action is physically prompted; repeats action unaided PVCS 24/5								
7. Follows simple gestures when used without speech PVCS 24/7								
8. Shifts gaze to object looked at by other person PVCS 24/8								

Formal Communication Skills - 2. Understanding of vocalisation and speech

	Y	Y	Y	Y	Y	Y	Y	Y
1. Responds to own name when called PVCS 25/1								
2. Stops activity when told NO or STOP PVCS 25/2								
3. Hands over or points to named objects when asked PVCS 25/3								
4. Responds to simple instructions given without gestures PVCS 25/4								
5. Points to body parts on own body on request PVCS 25/6								
6. Indicates named familiar people on request PVCS 25/7								

Formal Communication Skills - 2. Understanding of vocalisation and speech (cont.)

	Y	Y	Y	Y	Y	Y	Y	Y
7. Points to pictures of named items in book on request PVCS 25/8								
8. Responds appropriately to simple questions (e.g. "Where's the ?") when object not visible PVCS 25/9								
9. Responds appropriately to simple requests (e.g. "Get your coat") when objects not visible PVCS 25/9								
10. Follows simple directions involving an action and two objects (e.g. put cup on tray) PVCS 25/10								
11. Points to or takes you to several places in the school when requested PVCS 25/11								

Formal Communication Skills - 3. Use of symbols, signs or speech

	Y	Y	Y	Y	Y	Y	Y	Y
1. Shakes head to indicate No in response to simple question PVCS 17/3								
2. Nods head to indicate Yes in response to simple question PVCS 17/4								
3. Regularly and spontaneously uses a few signs to express needs or preferences								
4. Regularly and spontaneously uses a few symbols or pictures to express needs or preferences								
5. Regularly and spontaneously uses a few spoken words to express needs or preferences								