

The FOCUS[®]-34: Parent Form

Focus on the Outcomes of Communication Under Six



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Name of Child

Date Completed

Year

Month

Day

Date of Birth

Year

Month

Day

Chronological Age

Year

Month

Name of Person Completing Form

FOCUS Completion #

Name of Speech-Language Pathologist

FOCUS[®]
TOTAL
SCORE

Administration Instructions

The FOCUS[®] is an outcome measure that takes a 'snapshot' of your child's skills as they are today. Some items may not apply to your child right now. If so, please select "Not at all like my child". Your child may begin to learn some of these skills during therapy and choosing this option will help measure all of the changes that your child is making. Please be sure to answer every item. Thank-you.

Definitions:

"Talks", "tell", "speaks", "speech" and "words" refer to verbal speech. (e.g. "My child talks a lot"). "Communicating", "conversations", "participates" and "ask" can be any form of communication (pecs, AAC, sign). (e.g. "My child can communicate independently with other children"). NB: There is one exception: Part 1, #13: "My child waits for her/his turn to talk", where "talk" refers to all forms of communication.

	Part 1	Not at all like my child	A little bit like my child	Some-what like my child	A fair bit like my child	Quite a bit like my child	Very much like my child	Exactly like my child
1.	My child is comfortable when communicating.							
2.	My child talks while playing.							
3.	My child is willing to talk to others.							
4.	My child is confident communicating with adults who do not know my child well.							
5.	My child can communicate independently.							
6.	My child talks a lot.							
7.	My child can string words together.							
8.	My child can communicate independently with other children.							
9.	My child's speech is clear.							
10.	My child is understood the first time when s/he is talking with other children.							
11.	My child speaks in complete sentences.							
12.	My child uses communication to solve problems.							
13.	My child waits for her/his turn to talk.							
14.	My child conveys her/his ideas with words.							
15.	My child uses correct grammar when speaking.							
16.	My child uses new words.							
17.	My child uses words to ask for things.							
18.	My child is understood the first time when talking with adults who do not know my child well.							
19.	My child can tell adults who do not know my child well about past events.							
20.	My child uses language to communicate new ideas.							
21.	My child can communicate independently with adults who do not know my child well.							
22.	My child can talk to other children about what s/he is doing.							
23.	My child can concentrate on the task at hand.							
	Score							

	Part 2	Can not do at all	Can do with a great deal of help	Can do with a lot of help	Can do with a bit of help	Sometimes does without help	Often does without help	Can always do without help
1.	My child can communicate effectively with adults who know my child well.							
2.	My child is included in games by other children.							
3.	My child will try to carry on a conversation with adults who do not know my child well.							
4.	My child participates in group activities.							
5.	My child can tell stories that make sense.							
6.	My child can respond to questions.							
7.	My child will ask for things from other children.							
8.	My child can communicate effectively with other children.							
9.	My child can communicate effectively with adults who do not know my child well.							
10.	My child can be understood by other children.							
11.	My child joins in conversations with her/his peers.							
	Score							