

# WHOLE-CHILD QUESTIONNAIRE

MOLLY  
TALK



MY CHILD'S NAME

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# Before you Begin



- The MollyTalk questionnaire will help you become a student of your child. When complete, you will have an inventory of your child's unique health history and skills as they pertain to speech and language development.
- Take a few days to complete the checklist. Plan time for 3 activities: Play in front of a mirror, play with a toy, and reading a book together. Observe your child across different opportunities to talk, listen, and ask for things.
- Check off items with a (+) ONLY if you observe your child doing it MOST of the time (i.e. at least 75% of the time). Otherwise use a (-). Use a (?) if you still aren't sure.



# My Child

What are my child's strengths?

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What makes my child smile?

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What time of day is my child most interactive?

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What are my child's biggest struggles?

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What do I wish my child could do?

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What situations are hardest for my child?

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# Medical

My Child:

- was premature
- has an established medical diagnosis
- has a history of ear infections
- has recurring colds/congestion
- has enlarged tonsils
- has history of acid reflux

# Feeding/Sleep

My Child:

- has/had difficulties with nursing or bottle feeding
- has trouble getting to/staying asleep
- snores regularly
- is a “picky” eater
- is sensitive to food textures/types



# Oral Motor

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My Child:

- drools a lot throughout the day
- uses a pacifier regularly (past 18 months)
- sucks his/her thumb (past 18 months)
- sticks their tongue out beyond their teeth when talking
- has tongue tie or has had a tongue tie revision
- has low muscle tone (muscles feel “sleepy” or soft to the touch)



# Sensory

My Child is Sensitive to:

- changes in routine
- certain types/feel of clothing
- being messy
- loud noises
- touch on/around the face
- hair washing/brushing
- busy environments

# Speech



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- Take 10 minutes to engage your child in a preferred activity.
- Write down words you hear your child say, including HOW they say it (e.g. “tat”/cat, “matamelon”/watermelon). It doesn’t have to be perfect!

# Speech Cont.



Circle the sounds you heard in words:

w, h, m, n, p, b

t, d, k, g

f, y, r, l, s

h, ch, z, j, v, th

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- I understand my child approximately \_\_\_% of the time
- Others understand my child approximately \_\_\_% of the time.



# Imitation

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Sit in front of a mirror with your child and see if they can imitate the following (mark + or -). Feel free to add your own!

## Face movements:

- puffing the cheeks
- sticking out the tongue
- making a “kissy” face

## Body movements:

- touch their nose with their finger
- clapping their hands
- patting their tummy

## Sounds:

- say “b”, say “mmmm” etc.
- say “mooo”, say “uh-oh”, say “wee!” etc.

## Words

- (1 syllable) say “ball” say “pop”, say “up” etc.
- (2 syllable) say “puppy”, say “bean bag” etc.
- (3 syllable) say “Idaho” say “Marigold” etc.

# Talking



Play with a favorite toy on the floor. Write down the gestures, words, and sentences your child uses.

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# Talking Cont.



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My child communicates using (mark + or -)

- eye contact
- gestures (pointing, head nodding, facial expression)
- signs
- one word at a time
- two words at a time
- a few words together
- sentences
- back and forth conversation
- “scripts” or chunks of familiar movies or shows

# Requesting



Watch when your child asks for something from you (for example requesting their cup or a snack). Write down what you observe.

My child **USUALLY** lets me know what they want by:

- grunting/whining
- looking at the object and back at me
- reaching toward the object
- pointing
- leading me to the place
- using my hand as a tool
- using sounds
- using words

# Understanding



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Read a book with your child while pointing to pictures and asking questions. See if they understand the following (mark + or -):

- identifies a few/many objects when asked (e.g. Can you point to the puppy?)
- identifies a few/many actions in a book when asked (e.g. Can you point to the child who is sleeping?)
- understands describing words (e.g. big/little, cold/hot etc.)
- understands position words (in/out, under/behind etc)
- a few/many colors
- counting objects (e.g. “How many puppies are there?”)



# Understanding Cont.

My child (mark + or -):

- looks at me when I call their name
- understands directions in daily routines  
(e.g. “Time for bath.”)
- understands one-step directions  
(e.g. “Go get the cup.”)
- understands two- step directions  
(e.g. “Get your ball and give it to me.”)
- learns new words every day
- learns new words every week



# Summary

- Compare your observations with an online developmental checklist.
- The Center for Disease Control (CDC.org) and American Speech Language Hearing Association (ASHA.org) are great places to start.

I have concerns in the following areas:

- medical
- feeding/sleep
- oral/motor
- sensory
- speech
- imitation
- talking
- listening

My next steps:

- talk to my doctor
- request a referral for speech therapy
- request a referral for a hearing screening
- start intervening now with MollyTalk activities at home