

# 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



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



- 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!

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# 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

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

# Imitation



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.

[illegible]



# Talking Cont.



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.

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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



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