Early Communication for Children with Severe Disabilities
Differentiate self from others

Differentiate other people from objects

Attachment to other persons

Comprehend role of other people as social agents

Before this develops the child may initially try to solve themselves and if unsuccessful, either become frustrated or abandon the task.
Cognitive Foundations of Communication

...Memory (the capacity to store and build on remembered information)

...Contingency awareness (the awareness of one's ability to affect the behavior of another person)

...Internal representation of experience (recognition and recall of relationship between symbols and referents, how one stores and categorizes experience for retrieval)
There are no cognitive prerequisites to early communication instruction.
Elements of a Communicative Exchange
Progressive Distancing
(Werner and Kaplan, 1963)

As communication becomes more sophisticated the distance between the four elements of a communicative exchange grows greater:

- Physically

- Conceptually
Physical Distance Between Sender and Receiver
Conceptual Distance
Conceptual Distance
“Self” Topics

Sender

Topic

Internal

External

“Self” Topics
“Environmental” Topics
Sender  "Abstract" Topics  Topic

Birthday  Time

Tooth Fairy  Nonexistent

E=mc²  ???
Awareness

• Of self, people, and objects
• Of ability to control
• Of topics
Communicative Intent

• The understanding that specific behaviors directed toward another person may convey meaning and may result in a specific response.

• Realization of the need to engage another in order to communicate.
World Knowledge

• Experiences in the world

• Understanding relationship between you and things in the world

• Developing preferences and motivations
Memory

- Storing and retrieving information
- Remembering experiences
- Remembering what you need to do to communicate
Symbolic Representation

- A degree of relatedness between the symbol type and the referent or topic
  - Concrete
  - Abstract

- Necessary to move communication beyond the present
Elements Of Communication

**MEANS of communication**
that is detectable and doable for the learner

**TOPIC**
Something Motivating Enough to Communicate About

**RECEIVER**
Awareness of the Need to direct behavior to a communication partner

**SENDER**
Desire to engage others & a sense of control
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>I. Preintentional Behavior</strong></td>
<td>The child’s behavior is not under his own control. It is in reaction to things (such as feeling hungry or wet or sleepy). Parents interpret the child’s state from his general behaviors, such as body movements, facial expressions and sounds.</td>
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<tr>
<td><strong>II. Intentional Behavior</strong></td>
<td>The child’s behavior is now intentional (under the child’s control), but she does not understand that “if I do this, Mom or Dad will do that for me”—in other words she does not communicate intentionally yet. Parents continue to interpret the child’s needs and desires from her behavior, such as body movements, facial expressions, vocalizations and eye gaze.</td>
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<tr>
<td><strong>III. Unconventional Communication</strong></td>
<td>The child uses pre-symbolic behaviors intentionally to express his needs and desires to other people. They are called “unconventional” because they are not socially acceptable for us to use as we grow older: they include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people).</td>
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<tr>
<td><strong>IV. Conventional Communication</strong></td>
<td>The child uses pre-symbolic behaviors intentionally to express her needs and desire to other people. “Conventional” gestures include behaviors such as pointing and nodding the head “yes”. We continue to use conventional gestures as adults to accompany our language. Note that many of these gestures (and especially pointing) require good visual skills and may not be appropriate for children with severe vision impairment.</td>
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<tr>
<td><strong>V. Concrete Symbols</strong></td>
<td>Symbols physically resemble what they represent in a way that is obvious to the child—they look like, feel like, move like or sound like what they represent. Concrete symbols include picture symbols, objects used as symbols (such as a shoelace to represent “shoe”), certain “iconic” gestures (such as patting a chair to say “sit down”) and sounds (such as making a buzzing sound to refer to a bee). Children with severe physical impairments may access picture and object symbols through the use of a mechanical device or by pointing, touching or eye gaze.</td>
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<tr>
<td><strong>VI. Abstract Symbols</strong></td>
<td>The child uses abstract symbols such as speech, manual signs, or Brailled or printed words. These symbols do not look, feel, or sound like what they represent. They are used one at a time.</td>
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<tr>
<td><strong>VII. Language</strong></td>
<td>The child combines symbols (any sort of symbols) into ordered two- or three-symbol combinations (“want juice”, “me want juice”), according to grammatical rules. The child understands that the meaning of word combinations may differ depending upon how the symbols are arranged.</td>
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</tbody>
</table>
I. Pre-intentional Behavior

The child’s behavior is not under his own control. It is in reaction to things (such as feeling hungry or wet or sleepy). Parents interpret the child’s state from his general behaviors, such as body movements, facial expressions and sounds.

II. Intentional Behavior

The child’s behavior is now intentional (under the child’s control), but she does not understand that “If I do this, Mom or Dad will do that for me”—in other words she does not communicate intentionally yet. Parents continue to interpret the child’s needs and desires from her behavior, such as body movements, facial expressions, vocalizations and eye gaze.
| III. Un-conventional Communication | The child uses pre-symbolic behaviors *intentionally* to express his needs and desires to other people. They are called “unconventional” because they are not socially acceptable for us to use as we grow older: they include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people). |
| IV. Conventional Communication | The child uses pre-symbolic behaviors intentionally to express her needs and desire to other people. “Conventional” gestures include behaviors such as pointing and nodding the head “yes”. We continue to use conventional gestures as adults to accompany our language. Note that many of these gestures (and especially pointing) require good visual skills and may not be appropriate for children with severe vision impairment. |
Gestures

- Effective
- They are Generic. A single gesture may be used to refer to many things
- Can be used to communicate about only that which is happening now and here
| V. Concrete Symbols | Symbols physically resemble what they represent in a way that is obvious to the child—they look like, feel like, move like or sound like what they represent. Concrete symbols include picture symbols, objects used as symbols (such as a shoelace to represent “shoe”), certain “iconic” gestures (such as patting a chair to say “sit down”) and sounds (such as making a buzzing sound to refer to a bee). Children with severe physical impairments may access picture and object symbols through the use of a mechanical device or by pointing, touching or eye gaze. |
| VI. Abstract Symbols | The child uses abstract symbols such as speech, manual signs, or Brailled or printed words. These symbols do not look, feel, or sound like what they represent. They are used one at a time. |
| VII. Language | The child combines symbols (any sort of symbols) into ordered two- or three-symbol combinations (“want juice”, “me want juice”), according to grammatical rules. The child understands that the meaning of word combinations may differ depending upon how the symbols are arranged. |
Symbols

• Effective
• Specific. Each can be used to refer to only one particular thing.
• Can be used to refer to things that are present or absent, now or in the past or future
My child doesn’t seem to have real control over his body yet. The only way I know that he wants something is because he fusses or whines when he’s unhappy or uncomfortable and he smiles or makes noises or calms down when he’s happy and comfortable.
My child clearly tries to communicate his needs to me. He knows how to get me to do something for him. He uses various gestures and sounds like taking my arm to lead me to what he wants to communicate to me. For example when he wants more milk, he may hand me his cup or look at the milk carton and then at me.
My child lets me know what he wants by using some pictures and maybe a few vocalizations that sound like words. When he uses the symbols its clear that he knows what it means.
My child can do things on purpose, but she doesn’t use these behaviors to try and communicate to me. She doesn’t come to me to let me know what she wants, but it’s easy for me to figure out, because she tries to do things for herself. For example, if she runs out of something to eat, she will just try to get more, rather than trying to get me to give her more.
Levels of communication: “I want a drink”

- **I** - Your child cries
- **II** - Your child throws his cup or bangs on refrigerator door
- **III** - Your child hands you her cup or pulls you to the refrigerator
- **IV** - Your child looks at you then at his cup or points to his cup and the refrigerator
- **V** - Your child hands you a picture of his juice cup
- **VI** - Your child sign juice or says “juice”
- **VII** - Your child says “want juice” or points to symbols for I + want + juice
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<tr>
<th>Level of Communication</th>
<th>Pragmatic Features</th>
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<tbody>
<tr>
<td>Level I Pre-intentional (Reactive) Behavior</td>
<td>STATES expressed by behaviors (as interpreted by caregivers)</td>
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<tr>
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<td>Discomfort</td>
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<td>Comfort</td>
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<td>Interest/Excitement</td>
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<tr>
<td>Level II Intentional (Pro-active) Behavior</td>
<td>FUNCTIONS that behaviors serve (as interpreted by caregivers)</td>
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<td>Protest/reject</td>
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<td>Continue pleasurable action</td>
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<td>Obtain more of something</td>
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<td>Attract attention</td>
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<tr>
<td>Level III Unconventional Pre-symbolic Communication</td>
<td>INTENTS for which behaviors are used by child</td>
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<tr>
<td></td>
<td>Refuse/reject</td>
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<td>Request more of an action</td>
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<td>Request a new action</td>
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<td>Request more of an object</td>
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<td>Request a new object</td>
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<td></td>
<td>Request attention</td>
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<tr>
<td></td>
<td>Show affection</td>
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</table>
## Development of Communicative Intent

<table>
<thead>
<tr>
<th>Level of Communication</th>
<th>Pragmatic Features</th>
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</thead>
<tbody>
<tr>
<td><strong>Level IV</strong></td>
<td>All of the previous intents + Greetings</td>
</tr>
<tr>
<td>Conventional Pre-symbolic Communication</td>
<td>Offer/share</td>
</tr>
<tr>
<td></td>
<td>Direct another person’s attention to something</td>
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<td></td>
<td>Polite forms (please, thank you)</td>
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<tr>
<td></td>
<td>Confirm/negate (yes/no)</td>
</tr>
<tr>
<td></td>
<td>Ask questions</td>
</tr>
<tr>
<td><strong>Level V</strong></td>
<td>All of previous intents + Request absent object</td>
</tr>
<tr>
<td>Concrete Symbolic Communication</td>
<td>Label</td>
</tr>
<tr>
<td><strong>Level VI</strong></td>
<td>All of previous intents + Comment</td>
</tr>
<tr>
<td>Abstract Symbolic Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Level VII</strong></td>
<td>All of previous intents</td>
</tr>
</tbody>
</table>

Communication Intervention for Children with Severe and Multiple Disabilities  
Charity Rowland, PhD., & Philip Schweigert, M.Ed.  
Oregon Health & Science University  
Design to Learn Projects  
1600 SE Ankeny, Portland, Oregon
Communicative Intent

• Is shaped by caregivers responding to pre-intentional behavior as if it were intentionally communicative
Intentional Communication

• Implies
  – Intentional behavior
  – Purposefully directed toward another person with intended meaning

• Requires dual orientation to both the communication partner and the topic
Communicative Intent

• May rely on social negotiation of meaning between sender and receiver because the intended meaning may not be clear

• Creates a degree of interdependency between sender and receiver

• Not uncommon to misinterpret intent in AAC use (e.g. points to a picture is he making a request or commenting)
Characteristics of Intentional Communication

– Persistence
– Repetition
– Alternating Gaze (body orientation, leaning toward)
– Changing the signal used
– Awaiting a response
– Terminating the signal when responded to
– Indicating satisfaction or dissatisfaction to response (Wetherby & Prizant 1989)
Intentional Communicative Acts

• More Likely to occur;
  – In the context of highly preferred activities
  – When the child is in close proximity to a communication partner who is responsive

Communication Matrix

A communication skill assessment

for individuals at the earliest stages of communication development

for individuals who use any form of communication, including presymbolic or alternative and augmentative forms

Charity Rowland, Ph.D.
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Type of Symbol
For Levels V, VI or VII, specify types of symbols used (e.g., picture symbols, 3-dimensional symbols, manual signs, speech).

COMMUNICATION MATRIX PROFILE
Charity Rowland, Ph.D.
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Refuses

- Expresses Discomfort
- Protests
- Refuses or Rejects Something Undesirable
OBTAIN

- Express Comfort
- Continues a Desired Action
- Obtains More of Something
- Requests More of a Desired Action
- Requests a New Action
- Requests More of a Desired Object
- Requests a New Object
- Requests Objects that AreAbsent
SOCIAL

- Expresses Interest in Other People
- Attracts Attention
- Requests Attention
- Shows Affection
- Greets People
- Offers or Shares things with Other People
- Directs Another Person’s Attention to Something
- Uses Polite Social Forms
INFORMATION

- Answers “Yes” and “No” Questions
- Asks Questions
- Names Things or People
- Makes Comments
### Ways to OBTAIN things that you want ...

#### Ask these questions

**1. Express Comfort**  
Can you tell when your child is contented, comfortable or pleasantly excited?  
- [ ] No  
- [ ] Yes  
If yes, what does your child do that seems to express a state of comfort to you?

**2. Continue Action**  
Can you sometimes tell that your child would like to continue an action or activity that you have just stopped doing with her (such as bouncing, patting, playing a musical toy)?  
- [ ] No  
- [ ] Yes  
If yes, what does your child do to make you think she would like to continue an activity?

**3. Obtain More of Something**  
Can you sometimes tell that your child wants more of something specific (such as food or a toy)?  
- [ ] No  
- [ ] Yes  
If yes, what does your child do to make you think he would like to have more of something?

**4. Request More Action**  
Does your child intentionally show you that she wants more of an activity (such as playing peek-a-boo or making a musical toy) that you have just stopped doing?  
- [ ] No  
- [ ] Yes  
If yes, how does your child request more action?

**5. Request New Object**  
Does your child intentionally indicate that he wants you to perform a new activity (one that he has not just been engaged in)?  
- [ ] No  
- [ ] Yes  
If yes, how does your child request a new object?

**6. Request More Object**  
Does your child intentionally show you that he wants something more of something (such as a toy or some food), after already having some of it?  
- [ ] No  
- [ ] Yes  
If yes, how does your child request more of an object?

**7. Request New Object**  
Does your child intentionally show you that he wants something new (such as a toy or food) that is within his sight or hearing or touch?  
- [ ] No  
- [ ] Yes  
If yes, how does your child request new objects?

**8. RequestAbsent Object**  
Does your child intentionally request things (toys, food, people) that are not present in the immediate environment (things that are out of sight, hearing, touch, in another room, etc.)?  
- [ ] No  
- [ ] Yes  
If yes, how does your child request absent objects?

#### Answer here

<table>
<thead>
<tr>
<th>Answer here</th>
<th>Communicative Behaviors</th>
<th>Level</th>
</tr>
</thead>
</table>
| 1           | a. Change in posture (cuddle, smile)  
  b. Arm movements (reach arm forward)  
  c. Head movements (nodding)  
  d. Facial expressions (smile)  
  e. Vocalization (coo, laugh)  
  f. Other behavior | I. Pre-Intentional Behavior  
  a. Approaches desired object  
  b. Head movement (nods forward, looks to object)  
  c. Arm movement (reach arm forward)  
  d. Leg movement (leaps)  
  e. Facial expressions (smile)  
  f. Vocalization (coo, cry, squint)  
  g. Looks at desired item  
  h. Reaches toward desired object or person without touching | I. Intentional Behavior  
  a. Whole body movement (lunge)  
  b. Move head towards desired item  
  c. Arm/hand movement (reach arm forward)  
  d. Leg movement (leaps)  
  e. Facial expressions (smile)  
  f. Vocalization (coo, laugh)  
  g. Looks at desired item  
  h. Guides your hand to or pulls you over to desired item  
  i. Touches desired object or person (without touching)  
  j. Reaches towards object or person without touching  
  k. Activates switch (the intentionally operated)  
  l. Other unconventional communication | II. Unconventional Communication  
  a. Goes back and forth between you and desired object  
  b. Gestures or shows you something  
  c. Bows, leans, looks at you to come  
  d. Holds object with open palm  
  e. Holds hands up or out to you (and "up" or "over")  
  f. Points at desired object  
  g. Holds need  
  h. Holds or waves hand (attention)  
  i. Imitated vocalizations  
  j. Other unconventional gesture | III. Conventional Communication  
  a. Indicates object or person/activity  
  b. Indicates object representing desired person/ activity  
  c. Points to object or object  
  d. Minic sound of desired object  
  e. Other concrete symbol | IV. Concrete Symbols  
  a. Spoken word ("more", "ball")  
  b. Manual sign ("more", "ball")  
  c. Printed word ("more", "ball")  
  d. Railed word ("more", "ball")  
  e. Abstract 3-dimensional symbol ("more", "ball")  
  f. Abstract 2-dimensional symbol ("more", "ball") | V. Abstract Symbols  
  a. Two abstract symbols ("more", "ball")  
  b. Three abstract symbols ("do it again", "give me ball")  
  c. Type of symbol | VI. Language  
  a. Rule-bound use of arbitrary symbol system. Ordered combinations of 2 or 3 symbols according to syntactic conventions. |
### 7. Request New Object

Does your child intentionally show you that he wants something new (such as a toy or food) that is within his sight or hearing or touch?

- **No**
- **Yes**

If yes, how does your child request new objects?

<table>
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<th>4</th>
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### III. Unconventional Communication

Unconventional gestures are used with intent of affecting caregiver’s behavior.

### IV. Conventional Communication

Conventional gestures are used with intent of affecting caregiver’s behavior. Child shows “dual orientation.”

### V. Concrete Symbols

Limited use of concrete (iconic) symbols to represent specific entities. 1:1 correspondence between symbol and referent.
Scoring Options for Communication Matrix

Mastered: individual produces behavior independently and consistently when an opportunity occurs

On Profile:
Shade in cells if at least one behavior is mastered for specific state/function/intent

May use stripes for cells if one or more behaviors is at emerging stage
Type of Symbol
For Levels V, VI or VII, specify types of symbols used (e.g., picture symbols, 3-dimensional symbols, manual signs, speech)

COMMUNICATION MATRIX PROFILE
Charity Rowland, Ph.D.
© 1990, 1996

Design Products
Oregon Health Sciences University
(503) 291 54 ext. 148
www.designproducts.com
Communication Matrix

Especially for Parents

Charity Rowland, Ph.D.
©2004
Getting Started ...

Please check ONE of the four statements below that best describes the communication skills of your child.

A. □ My child doesn’t seem to have real control over his body yet. The only way I know that he wants something is because he fusses or whines when he’s unhappy or uncomfortable (he will usually calm down after I figure out what’s wrong), and he smiles or makes noises when he’s happy. If you checked this statement, go to Section A (page 2).

B. □ My child has control over her own behaviors, but she doesn’t use them to try to communicate to me. She doesn’t come to me to let me know what she wants, but it’s easy for me to figure out, because she tries to do things for herself. She knows what she wants, and her behavior shows me what she wants. If she runs out of something to eat, she will just try to get more, rather than trying to get me to give her more. If you checked this statement, go to Section B (page 4).

C. □ My child clearly tries to communicate his needs to me. He knows how to get me to do something for him. He uses various behaviors (like pointing, shaking his head, tugging at my arm or looking back and forth between me and what he wants) to communicate to me. For instance, when he wants more milk, he might hand his cup to me or point to the refrigerator. If you checked this statement, go to Section C (page 6).

OR

□ My child lets me know what she wants by using some form of symbolic communication (such as speech, printed words, Braille, picture symbols, three-dimensional symbols, or sign language). When he uses his symbols it’s clear that he understands what they mean. If you checked this statement, go to Section C (page 6).
C.1 Refuses or Rejects Something Undesirable

Does your child intentionally show you that s/he doesn’t want something or a certain activity? If so, what does your child do to refuse or reject something?

**LEVEL III**

- **Body Movements**
  - whole body movement (twist, turn away)
  - head movement (turn head away or to side)
  - arm or hand movement
  - leg movement (kick, stamp feet)

- **Vocalizations**
  - scream, whine
  - intonated vocalization ("uh-uh")

- **Facial Expressions**
  - frown, grimace

**LEVEL IV**

- **Simple Gestures**
  - pushes away object or person

- **Conventional Gestures**
  - gives unwanted item to you
  - shakes head "no"

**LEVEL V**

- **Concrete Symbols**
  - rejects photo or drawing of unwanted item
  - rejects object representing unwanted object

**LEVEL VI**

- **Abstract Symbols**
  - spoken word ("no," "finished")
  - manual sign ("no," "stop")
  - printed word ("no," "finished")

- **Brailled Word**
  - "no," "stop"

- **Abstract 3-D Symbol**
  - for "no," "stop"

**LEVEL VII**

- **Language**
  - combines two or more abstract symbols ("stop it," "no want," "no go out")
  - Type of symbols

  __________________________
If you already know how to use this free service and want to go right to the Matrix, you may [Start Now](#).

If you want more information, see the links to the left.

The Communication Matrix is a service of [Design to Learn Projects](http://www.design2learn.org) at Oregon Health & Science University
Child's Communication Skills: Communication Matrix

**At Home**

**At School**

**Level I** Pre-intentional behavior
- (body movements, vocalizations, facial expressions)
- (head/limb movements, facial, vocal, gaze, go toward)

**Level II** Intentional behavior
- (tug, touch person, object, specific facial, vocal)
- (point, nod/shake head, shrug, wave, beckon)

**Level III** Non-conventional gestures
- (object, picture symbols)
- (speech, signs, prints, braille, abstract graphics)
- (combinations of symbols)
Questions about Your Child’s Preferences
Include the family
Include other team members
Questions about Your Student’s Preferences

• What does your student show the greatest reaction to?
• Is there a clear difference in the student’s behavior when you pause the interaction?
• Does this difference in behavior suggest that they like or dislike the toy or game?
• What objects and interactions appear to cause the most positive reactions?
Consider the possibility of different types of responses
Questions about your student’s motor responses

• **(Readability)** Is the behavior clear enough to ensure consistent interpretation by others?

• **(Do-ability)** Can the child easily and repeatedly demonstrate this behavior, or is it very difficult motorically for him to do so?

• **(Applicability)** How compatible is this behavior with meaningful and acceptable communication interaction?
Basic Sequence of Receptive Communication Development
Awareness

• Description: Reacts to People and may begin to orient towards them

  – Example: Quiets fusses stiffens when engaged by another person. May begin to turn or lean toward them when engaged by them
Anticipation

• Orients toward people and may begin to attend to their communicative behavior

  – Example Quiets and orient to, touching or tactually exploring the person when engaged. Shows general anticipation such as smiling, reaching toward, when engaged by another person
Recognition

• Attends to another's communication and responds to their specific behaviors and intents

  – Shows specific response associated with a specific cue from other person such as leans forward when presented with a bib, or bounces when assisted to touch the therapy ball
## Generic Intervention Goals

<table>
<thead>
<tr>
<th>Level of Communication</th>
<th>Intervention Goals</th>
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</thead>
<tbody>
<tr>
<td>I. Pre-intentional (Reactive) Behavior</td>
<td>Establish purposeful behavior by creating highly responsive environments.</td>
</tr>
<tr>
<td>II. Intentional (Pro-active) Behavior</td>
<td>Respond to potentially communicative behaviors so that the child becomes aware of their communicative purpose.</td>
</tr>
<tr>
<td>III. Nonconventional Presymbolic Communication</td>
<td>Shape nonconventional gestures into conventional gestures and/or target symbol use.</td>
</tr>
<tr>
<td>IV. Conventional Presymbolic Communication</td>
<td>Teach 1:1 correspondence between symbols (concrete or abstract) and referents.</td>
</tr>
<tr>
<td>V. Concrete Symbolic Communication</td>
<td>Teach 1:1 correspondence between abstract symbols and referents.</td>
</tr>
<tr>
<td>VI. Abstract Symbolic Communication</td>
<td>Teach the combination of symbols into two- and three-symbol utterances.</td>
</tr>
<tr>
<td>VII. Formal Symbolic Communication (Language)</td>
<td>Expand semantic and syntactic abilities.</td>
</tr>
</tbody>
</table>
Planning Intervention
Goal setting

• What level of communicative competence to target (I-VII)

• What communicative behaviors and intents/functions to target
Considerations:

• Is the learner ready to move on to the next level or do we need to focus on increasing his/her competence at this current level?
– Does the learner readily exhibit her current communication skills whenever the opportunity arises or does it only occur when she is given very specific prompts

– Is the learner able to use his present skills across a variety of topics settings and with different partners
What about the Communication Behaviors

- Is the learner able to communicate in a variety of ways
  - Are these behaviors that are easy for him to do
  - Do others recognize these behaviors as communicative
  - Are these the most natural behaviors he could use to communicate
  - Are the behaviors being considered within his sensory abilities
    - cognitive abilities
What messages will the learner communicate

- Do you continue to target only the existing functions/intents or do you add new functions?
  - What other functions does she have the need for?

- What opportunities does the environment provide her to use other communicative functions/intents?
Where to target communication opportunities

• Ideally any- and every- where
• If necessary pick those situations where the child’s interests are the greatest
• AND where you can insure the most consistency from the social environment
Assignment

• Complete the Communication Matrix on one of your students
  – Describe both the form/behaviors used and the functions/intents conveyed by the learner
  – Write a present level of communicative functioning statement and list several skills to target next for this learner