

Match 'em Up

7 -Levels of Communicative Competence and Generic Intervention Goals

Indicate the level of communication described under salient behavior (e.g. Level III Unconventional Presymbolic) and draw a line to the intervention goal that corresponds to that level of communication

Salient Behavior	Intervention Goal
<p>_____:</p> <p>Rule-bound use of symbol system. Ordered combinations of two and three symbols according to syntactic conventions</p>	<ul style="list-style-type: none"> • Shape unconventional gestures into conventional gestures and/or target symbol use
<p>_____:</p> <p>Conventional gestures are used with intent of affecting caregiver's behavior. Child shows "dual orientation"</p>	<ul style="list-style-type: none"> • Respond to potentially communicative behaviors so that child becomes aware of their communicative purpose.
<p>_____:</p> <p>Limited use of concrete symbols to represent specific entities 1:1 correspondence between symbol and referent</p>	<ul style="list-style-type: none"> • Teach the combination of symbols into two and three symbol utterances.
<p>_____:</p> <p>Behavior is intentional, but is not intentionally communicative. Behavior functions to affect caregiver's behavior since caregiver infers intent.</p>	<ul style="list-style-type: none"> • Teach 1:1 correspondence between symbols (concrete or abstract) and referents
<p>_____:</p> <p>Pre-intentional or reflexive behavior that expresses state of subject. State (e.g. hungry or wet) is interpreted by caregiver</p>	<ul style="list-style-type: none"> • Teach 1:1 correspondence between abstract symbols and referents
<p>_____:</p> <p>Limited use of abstract symbols to represent entities. Symbols are used one at a time.</p>	<ul style="list-style-type: none"> • Establish purposeful behavior by creating highly responsive environments
<p>_____:</p> <p>Unconventional gestures are used with intent of affecting caregiver's behavior</p>	<ul style="list-style-type: none"> • Expand semantic and syntactic abilities

Intervention Record Glossary for Pre symbolic and Tangible Symbolic

Assessment

- **Assessment of Skills.** Indicate if you are conducting an assessment to determine the learner's communication behaviors and intents in the home and or school environment.
- **Assessment of Preferences.** Indicate if you are investigating what is motivating to the learner at this time. Often times this is an ongoing part of instruction.
- **Symbol Type Probe:** (If appropriate) Indicate if you are assessing for the most meaningful level of tangible symbol representation for the learner at this time.
- **Assessment of Environment.** Indicate if you are conducting an analysis of the child's environment to determine existing and new supports to learning..

Teaching Routine: (cues, responses and consequences)

- **Materials/Vocabulary.** List the specific referents or topics that are being represented using tangible symbols. List the type of symbol that is being targeted at this time.
- **Array size.** Describe the number of tangible symbols (or objects) presented to the learner at one time.
- **Distractors.** Describe whether the other symbols/objects in the array are equally preferred, non-preferred or "nothing" symbols/objects.
- **Instructional Format.** Describe the manner in which objects/ symbols are presented to the learner (e.g. to his left, randomly, with contrasting backgrounds etc.). Describe how the learning opportunity is to be provided (e.g. Direct Instruction or Environmental Engineering). Describe whether the learner will choose from an object array then symbols or symbols then objects to demonstrate comprehension. Describe any tracking of object/symbol position to monitor for possible position bias. Describe any strategies (such as a book) for increasing accessibility to the symbols
- **Scanning.** Describe any assistance provided to insure that the learner is aware of what is in the object and symbols array.
- **Instructional Cues.** Describe what the teacher does to elicit a response from the learner.
- **Targeted Behavior.** Describe how that learner will gain the attention of the partner and how the learner will indicate the symbol/object to the communication partner
- **Time/Latency.** Indicate the amount of time to be allowed the learner to respond.
- **Level of Assistance.** Describe any physical assistance, model/demonstration, or other assistance that is being provided to the learner to make his response.
- **Protest/Reject.** Describe how learner expresses no or loss of interest in activity or materials.
- **Consequence.** Describe the manner in which the partner responds when the learner makes a correct as well as an incorrect response.

Environment

- **Setting.** Describe the context in which the learning opportunity is being targeted.
- **Partner.** List the person(s) with whom the learner will be interacting in the target activity.
- **Position.** Describe any unique positioning considerations that will be made to enable the learner to respond. This may include partner's position in relation to the learner.

Communication Script

Name

Objective

Criteria;

Date

Context

Skill:

Materials;

Environment

Teaching Routine

Setting, Partner, Position

Cue;

Assistance;

Target Behavior

Consequence

Child: " Let's Do It Again" Interaction tracking

Partner Initiates Interaction w/ child.

- **Pause briefly** (10 sec/or/depending on child*)
- **Observe** for child's attempt to start or get you to start activity again

Child response (ex; partner bounces child on ball and pauses...child moves up and down like she is trying to bounce herself)

- note: if this is a new interaction, it may be necessary to repeat it several times before the child develops an idea of what its about and is able to respond * the time it takes for a child to respond may differ from child to child and may change as he/she becomes more familiar with the interaction)

What did you do to interact with the child (Date)	What did the child do to tell you, "Lets do it again"	What did you do to interact with the child (Date)	What did the child do to tell you, "Lets do it again"

