


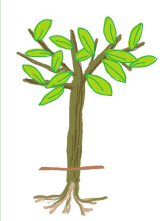




Communication/Behavior Levels

	Linguistic	Social	Strategic	Operational	Behavioral Barriers	Behavioral Supports
 Emerging	<ul style="list-style-type: none"> Primarily communicates through non-symbolic means (gestures, early sounds, facial expressions) Message reliability is low-moderate 1 symbol/action per message 	<ul style="list-style-type: none"> Attends to familiar communication partners through eye contact Interacts with communication partner physically or through exchange of objects 	<ul style="list-style-type: none"> Demonstrates cause/effect 	<ul style="list-style-type: none"> Does not have access to symbolic communication. -OR- Has access to AAC, and actively engages with it (may not be meaningful) 	<ul style="list-style-type: none"> Problem behavior at a high frequency Intensity of behavior severe to moderate Functions of behavior: attention, escape, tangible item 	<ul style="list-style-type: none"> Level of prompting: (Full physical-natural cue) Prompting should change throughout activity or session. If this is a brand new skill being introduced, a higher level of prompting may be required but should be faded quickly. During problem behavior model appropriate AAC message Given a language demand, more likely to ignore or respond with a behavior Start with actual reinforcement and pair with a token for most AAC use
 Exploring	<ul style="list-style-type: none"> Uses a mixture of symbolic and nonsymbolic communication Average of 1-2 symbols per message Linguistic Intent: requests, labels 	<ul style="list-style-type: none"> Joint attention Conversational intent: Greets 1 turn per topic Interacts best with familiar communication partners 	<ul style="list-style-type: none"> Gets communication partner's attention prior to communicating 	<ul style="list-style-type: none"> Turns device on/off (if applicable) Able to transport own device. Navigates to categories with prompting 	<ul style="list-style-type: none"> Problem behavior at a moderately high frequency Intensity of behavior mostly moderate with occasional severe outbursts Functions of behavior: attention, escape, tangible item 	<ul style="list-style-type: none"> Level of prompting: Initially give the student some wait time to see how they respond, then prompt the student so that they can successfully communicate (Full physical-natural cue) Prompting should change throughout activity or session. If this is a brand new skill being introduced, a higher level of prompting may be required but should be faded quickly. During problem behavior model and/or give a verbal prompt for appropriate AAC message Given a language demand, ignore or attempt a response-the student may need correction Use of a token reward for many occasions of AAC use

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 Developing	<ul style="list-style-type: none"> • Uses effective mode of communication for some situations • Average of 2-3 symbols per message • Linguistic Intent: comments, protests, responds 	<ul style="list-style-type: none"> • Conversational intent: Closes conversation, Responds, Asks reciprocal questions • 1-2 turns per topic • Interacts best with familiar communication partners or with unfamiliar communication partners when supported 	<ul style="list-style-type: none"> • Uses multiple modalities for communication 	<ul style="list-style-type: none"> • Adjusts volume independently • Navigates through folders independently. • Asks for help to find vocabulary 	<ul style="list-style-type: none"> • Problem behavior moderate to occasional frequency • Severe intensity behavior is still possible but moderate or mild behavior is much more common • Functions of behavior: attention, escape and occasional tangible 	<ul style="list-style-type: none"> • Level of prompting: Repeat natural cue, exaggerate natural cue, make an effort to only prompt in ways that are more easily faded, primarily use gestures visuals from large group instructor with occasional modeling for new skills • Use verbal prompts with caution, especially with students that are on the Autism Spectrum, because they can become prompt dependent • Given a language demand student attempts to respond-the student may need correction or expansion
 Expanding	<ul style="list-style-type: none"> • Uses effective modes of communication for most situations • Average of 2-4 symbols per message • Linguistic Intent: Shares • Developing grammar: present progressive -ing, plural -s, he/she pronouns 	<ul style="list-style-type: none"> • Conversational intent: Initiates questions, Provides conversational interjection/comment • 2 turns per topic • Interacts best with familiar communication partners and unfamiliar communication partners with limited support. • Directs conversation toward shared experiences. 	<ul style="list-style-type: none"> • Repeats message when unheard. • Attempts communication repair as needed. • Communicates intent of communicative contribution 	<ul style="list-style-type: none"> • Recognizes need for new vocabulary or phrases. 	<ul style="list-style-type: none"> • Manage problem behavior through communication before it is high intensity • Alleviate anxiety by giving choices (verbal or visual) • Make expectations measurable (Circle just the paragraph that needs to be read, highlight the problems or set a timer) • Negotiate expectations • Pair work completion with a break or reinforcement 	<p>Use Behavioral supports with caution (as needed) so that students do not become prompt dependent</p> <ul style="list-style-type: none"> • Level of prompting: Repeat natural cue, exaggerate natural cue, ask probing questions • Give plenty of wait time. • Offer a visual menu of choices

Communication/Behavior Levels

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 <p>Branching</p>	<ul style="list-style-type: none"> • Uses most effective mode of communication for familiar situations • Average of 2-5 symbols per message • Developing grammar: past tense, possessive -s, articles 	<ul style="list-style-type: none"> • Conversational intent: Maintains conversation through commenting & questions • Requests clarification • 2-3 turns per topic • Directs conversation toward communication partner's interest. 	<ul style="list-style-type: none"> • Repairs communication breakdowns with assistance • Compose and pre-store messages 	<ul style="list-style-type: none"> • Independently adds vocabulary to system 	<ul style="list-style-type: none"> • Manage problem behavior through communication before it is high intensity • Alleviate anxiety by giving choices (verbal or visual) • Make expectations measurable • Negotiate expectations • Pair work completion with a break or reinforcement 	<p>Use Behavioral supports with caution (as needed) so that students do not become prompt dependent</p> <ul style="list-style-type: none"> • Level of prompting: Repeat natural cue, exaggerate natural cue, ask probing questions or gesture with just a facial expression (shrug shoulders with a questioning expression) • Give plenty of wait time. • Offer a visual menu of choices
 <p>Rooted</p>	<ul style="list-style-type: none"> • Uses most effective mode of communication for familiar and unfamiliar situations • Average of 3-6 symbols per message • Developing grammar: third person irregular, generative interrogatives 	<ul style="list-style-type: none"> • Conversational intent: repairs communication breakdowns • 3 or more turns per topic • Recalls details about communication partner and initiates questions based on previous knowledge. 	<ul style="list-style-type: none"> • Independently repair communication breakdowns. • Transfers messages to all forms of communication : speaking, writing 	<ul style="list-style-type: none"> • Independently able to seek repairs for device. 	<ul style="list-style-type: none"> • Manage problem behavior through communication before it is high intensity • Alleviate anxiety by giving choices (verbal or visual) • Make expectations measurable • Negotiate expectations • Pair work completion with a break or reinforcement 	<p>Use Behavioral supports with caution (as needed) so that students do not become prompt dependent</p> <ul style="list-style-type: none"> • Level of prompting: Repeat natural cue, exaggerate natural cue, ask probing questions or gesture with just a facial expression • Give plenty of wait time. • Offer a visual menu of choices

Communication/Behavior Levels

	Linguistic	Social	Strategic	Operational	Behavioral Barriers	Behavioral Supports
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References:

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* This chart does not represent an exhaustive explanation of skills or supports at each level, but rather represents an overall glimpse of student levels.*