

## HIERARCHY OF EXPRESSIVE COMMUNICATION

COMMUNICATION SKILL LEVEL	TYPES OF BEHAVIOR/COMMUNICATION THE PERSON MAY USE
<p><b>PRE-INTENTIONAL BEHAVIOR</b> (Person reacts or has reflexive response)</p> <p><i><b>Example:</b> Someone starts talking to the person and he smiles</i></p>	<ul style="list-style-type: none"> <li>• Changes position</li> <li>• Head, leg and arm movement</li> <li>• Facial expressions</li> <li>• Vocalization</li> </ul>
<p><b>INTENTIONAL BEHAVIOR</b> (Person responds on purpose but may not realize he can control another's behavior)</p> <p><i><b>Example:</b> Someone familiar says, "good morning" and person turns toward the person speaking every time it happens</i></p>	<ul style="list-style-type: none"> <li>• Changes position</li> <li>• Head, leg and arm movement</li> <li>• Facial expressions</li> <li>• Vocalization</li> </ul>
<p><b>UNCONVENTIONAL COMMUNICATION</b> (Person communicates on purpose but may use a behavior that is not socially acceptable in the adult world)</p> <p><i><b>Example:</b> Food is put in front of the person; he looks at it or smells it and starts to vocalize loudly.</i></p>	<ul style="list-style-type: none"> <li>• Changes position</li> <li>• Head, leg and arm movement</li> <li>• Facial expressions</li> <li>• Vocalization</li> <li>• Looks at or interacts with another person</li> <li>• Uses person as a tool to get what he wants</li> <li>• Activates switch</li> <li>• Other unconventional gestures</li> </ul>
<p><b>CONVENTIONAL COMMUNICATION</b> (Person communicates on purpose and the behavior is socially acceptable; the person also orients self between an object [topic] and a person)</p> <p><i><b>Example:</b> Food is put in front of the person; he looks at it, looks at the person who put it there and frowns.</i></p>	<ul style="list-style-type: none"> <li>• Conventional gestures (i.e. pointing to or giving object to another person)</li> <li>• Facial expression (i.e. lifting eyebrows to indicate a question)</li> <li>• Intonated vocalization</li> <li>• Looks at or interacts with another person (i.e. waves goodbye)</li> <li>• Uses person as a tool to get what he wants</li> <li>• Other conventional gestures</li> </ul>
<p><b>CONCRETE SYMBOLS</b> (These objects, touches, gestures or pictures resemble the topic [want of person])</p> <p><i><b>Example:</b> A small ball represents physical therapy time.</i></p>	<ul style="list-style-type: none"> <li>• Touch cues</li> <li>• Object cues</li> <li>• Partial object cues</li> <li>• Symbolic gestures</li> <li>• Textures</li> <li>• Pictures</li> <li>• Line drawings: color, black/white</li> <li>• Vocal mimicking</li> </ul>
<p><b>ABSTRACT SYMBOLS</b> (Symbols that do not resemble the topic, but represent the topic, and are used one at a time)</p> <p><i><b>Example:</b> The sign "eat" means the person wants to eat.</i></p>	<ul style="list-style-type: none"> <li>• Spoken word</li> <li>• Written word</li> <li>• Manual or tactile sign</li> <li>• Braille word</li> <li>• Abstract, two or three-dimensional symbol (picture or object)</li> </ul>
<p><b>LANGUAGE</b> (Symbols are used in combination according to grammar rules)</p> <p><i><b>Example:</b> A picture of person pointing to self, a picture representing "want" and a picture of "juice" pointed to in sequence means "I want juice."</i></p>	<ul style="list-style-type: none"> <li>• Connected symbols</li> <li>• Braille</li> <li>• Spoken or written language</li> <li>• Visual or tactile sign language</li> </ul>

# Basic Reasons for Communicating

Initially, when a child is born, there are four major reasons for their communication:

1. Refusal or Rejection
2. Obtain or Get
3. Engage in social Interaction
4. Provide or seek Information



## 1. REFUSAL OR REJECTION

Can you tell when your child is uncomfortable (in pain, wet, hungry, startled?)

If yes, what does your child do to make you think he's uncomfortable?

## 2. OBTAIN OR GET

Does your child intentionally indicate that he wants you to perform a new action (one that you have just not been engaged in)?

If yes, how does your child request (or command) a new action?



## 3. SOCIAL INTERACTIONS

Does your child intentionally direct your attention to something that she is interested in (as if saying "look at that")?

If yes, how does your child direct your attention to something?



## 4. PROVIDE OR SEEK INFORMATION

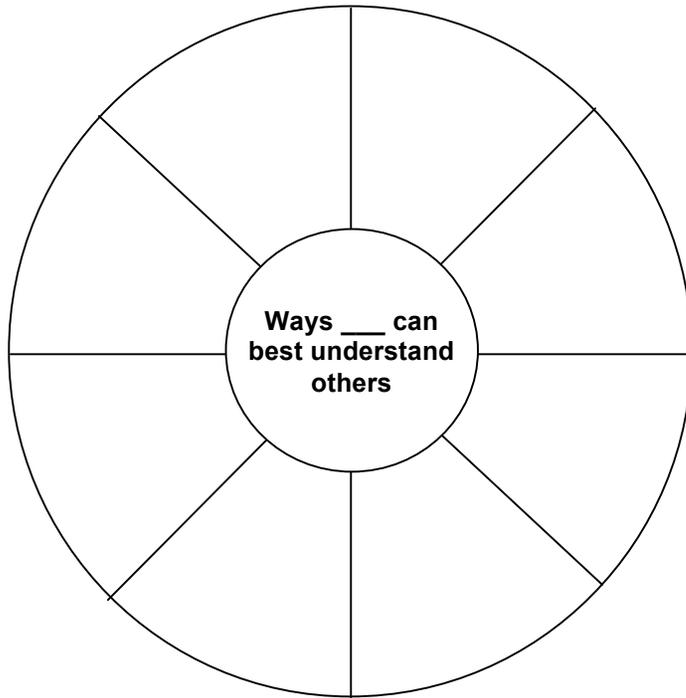
Does your child spontaneously (without being asked) provide information to you about things in the form of comments ("that's pretty", "hot", etc.?)

If yes, how does your child make a comment?

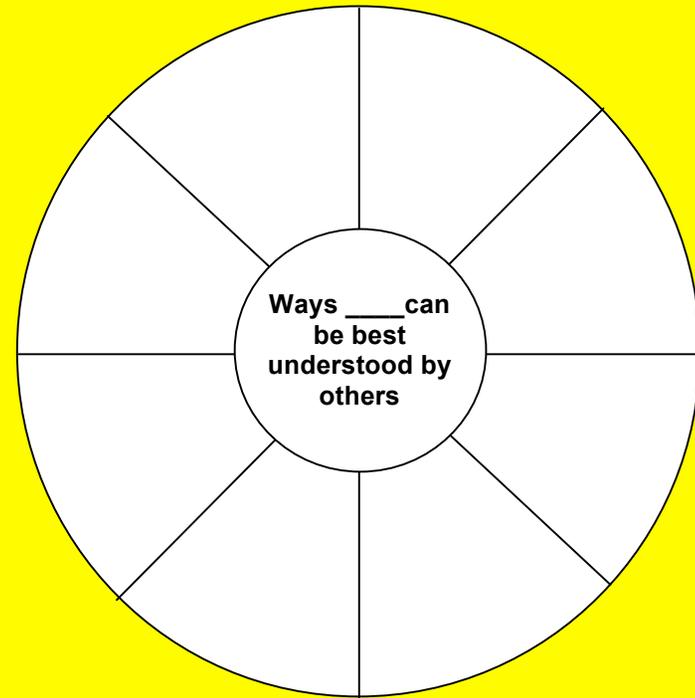


# Ways of Communicating

## Receptive



## Expressive

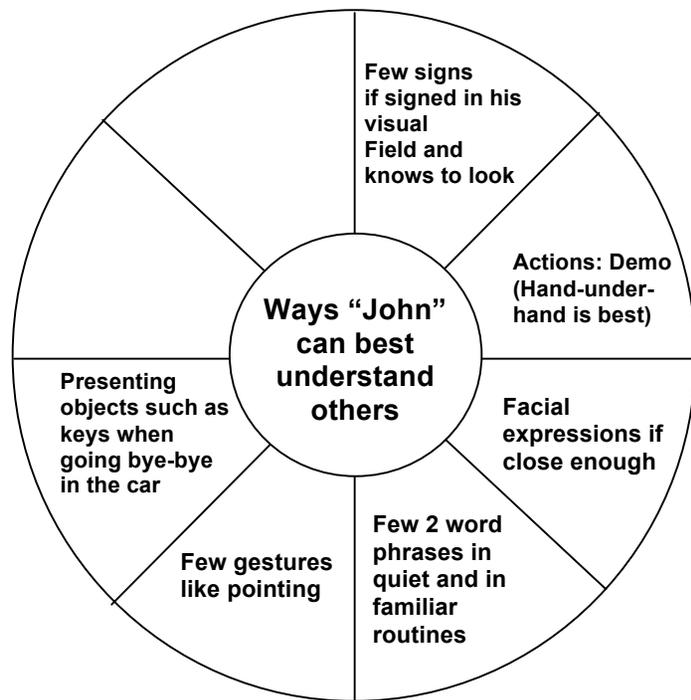


Adapted from:

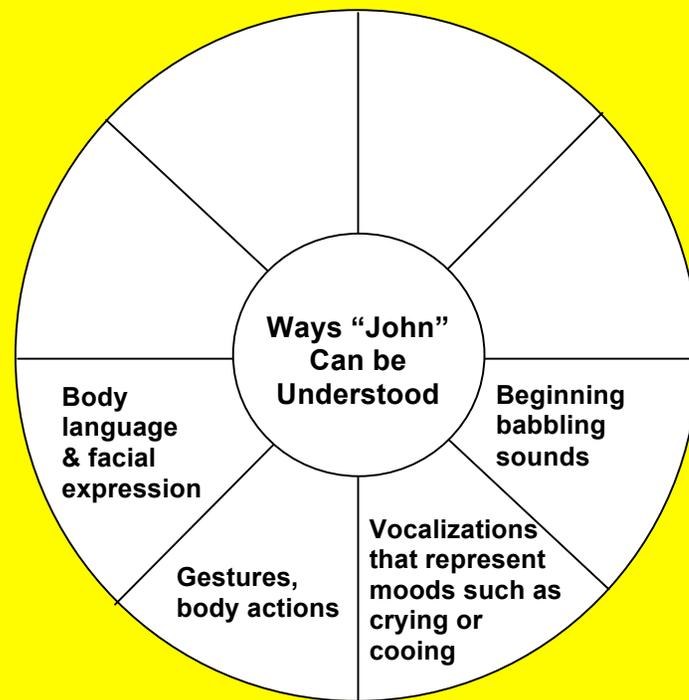
*Hand In Hand: Essentials of communication and Orientation and Mobility for your Students Who are deaf-Blind*, Volume I.; K. Huebner, J. Prickett, T. Welch, E. Joffe:1995.

# Ways of Communicating for "John"

## RECEPTIVE:



## EXPRESSIVE:



Adapted by Kathee Scoggin from

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