

# Instructions

## Data Sources

Use any combination of observations, interviews with parents or teachers, and direct attempts to elicit communication to determine which behaviors the child is capable of producing to express which states (at Level I), functions (at Level II) or intents (at Levels III-VII).

## Scoring

On each matrix ask yourself or an informant each question under the "Ask These Questions" columns. If the answer is YES, then circle the letter next to any behaviors the child uses to express that state, function or intent in the appropriate column under "Answer Here". Be sure to use the answer column with the same number as the question you are answering. The letters in the "Answer Here" columns correspond to the behaviors listed under the "Communicative Behaviors" column. Only check off behaviors that the child produces **independently** (that is, without assistance) and **consistently** (occurring most times that an appropriate opportunity is provided). Most of the Questions refer to intents that may be expressed at a number of different levels. Since most children straddle two or more levels of communicative competence at any given time, you will probably find yourself checking off behaviors at two or more levels to answer each question. For instance, a child might use a variety of behaviors to Request a New Object, including the spoken word "cookie" (Level VI), handing you a picture of a cookie (Level V), and pointing to a cookie and gazing at you (Level IV).

## Where to Start

Start with REFUSE and work your way through the other three major reasons for communicating (OBTAIN, SOCIAL, INFORMATION). On each page, you should work from the first question to the last. If the child has very little or no behavior that appears to be intentionally communicative, then start with the first question on each page and work your way through succeeding questions until you're sure you're beyond the child's capabilities. If the child uses any sort of symbols (speech, signs, picture symbols, etc.) or if the child has a fairly extensive repertoire of intentional communicative gestures, then questions that can be answered at Levels I, II or even III may be too low for the child: that is, the child may have already moved beyond those levels of communication. In this case, you may just mark through the answer columns for these questions to indicate that they have been subsumed (or replaced) by higher skill levels.

# Ways to REFUSE things that you don't want ...

| Ask these questions  | Answer here   | Communicative Behaviors  | Level   |  |   |
|--|---|--|---|--|---|
| <b>1. Expresses Discomfort</b><br>Can you tell when your child is uncomfortable (in pain, wet, hungry, startled)?<br><input type="checkbox"/> No <input type="checkbox"/> Yes<br>If yes, what does your child do to make you think he's uncomfortable?   | 1   | a) Changes in posture (stiffen body, twist, turn away)<br>b) Limb movements (kick legs, bat arms)<br>c) Head movements (turn head away)<br>d) Facial expressions (grimace)<br>e) Vocalizations (cry, grunt, scream)<br>f) Other behavior _____   | <b>I. Pre-Intentional Behavior</b><br>Pre-intentional or reflexive behavior that expresses <b>state</b> of subject. State (e.g., hungry, wet) is interpreted by caregiver.            |  |   |
|  | a   |  |   |  |   |
|  | b   |  |   |  |   |
|  | c   |  |   |  |   |
|  | d   |  |   |  |   |
|  | e   |  |   |  |   |
| f  |   |  |   |  |   |
| <b>2. Protests</b><br>Can you tell when your child doesn't want something specific such as a certain food or a toy or a game you're playing like tickling?<br><input type="checkbox"/> No <input type="checkbox"/> Yes<br>If yes, what does your child do to make you think that she doesn't want something? | 2   | a) Head movements (turn away, pull back head)<br>b) Arm movements (bat arms, push, throw away)<br>c) Leg movements (stamp, kick)<br>d) Facial expressions (frown, grimace)<br>e) Vocalizations (whine, fuss, scream)<br>f) Moves away from person or object<br>g) Other behavior _____                   | <b>II. Intentional Behavior</b><br>Behavior is intentional, but is not intentionally communicative. Behavior functions to affect caregiver's behavior, since caregiver infers intent. |  |   |
|  | a   |  |   |  |   |
|  | b   |  |   |  |   |
|  | c   |  |   |  |   |
|  | d   |  |   |  |   |
|  | e   |  |   |  |   |
|  | f   |  |   |  |   |
|  | g   |  |   |  |   |
| <b>3. Refuses or Rejects</b><br>Does your child <b>intentionally</b> show you that he or she doesn't want a certain thing or a certain activity?<br><input type="checkbox"/> No <input type="checkbox"/> Yes<br>If yes, what does your child do to refuse or reject something?                               | 3   | a) Whole body movements (twist, turn away)<br>b) Turns head away or to side<br>c) Arm or hand movements<br>d) Leg movements (kick, stamp feet)<br>e) Vocalizations (scream, whine)<br>f) Facial expressions (frown, grimace)<br>g) Pushes away object or person<br>h) Other unconventional gesture _____ | <b>III. Unconventional Communication</b><br>Unconventional gestures are used <b>with intent</b> of affecting caregiver's behavior.  |  |   |
|  | a   |  |   |  |   |
|  | b   |  |   |  |   |
|  | c   |  |   |  |   |
|  | d   |  |   |  |   |
|  | e   |  |   |  |   |
|  | f   |  |   |  |   |
|  | g   |  |   |  |   |
|  | h   |  |   |  |   |
|  | a   |  |   | a) Gives unwanted item to you<br>b) Shakes head "no"<br>c) Specific intonated vocalizations ("uh-uh")<br>d) Other conventional gesture _____     | <b>IV. Conventional Communication</b><br>Conventional gestures are used <b>with intent</b> of affecting caregiver's behavior. Child shows "dual orientation." |
|  | b   |  |   |  |   |
|  | c   |  |   |  |   |
|  | d   |  |   |  |   |
|  | a   |  |   | a) Rejects photo or drawing of unwanted item<br>b) Rejects object symbol representing unwanted item<br>c) Rejects other concrete symbol<br>_____ | <b>V. Concrete Symbols</b><br>Limited use of concrete symbols to represent specific entities. 1:1 correspondence between symbol and referent.                 |
| b  |   |  |   |  |   |
| c  |   |  |   |  |   |
| a  | a) Spoken word ("no", "finished")<br>b) Manual sign ("no", "stop")<br>c) Written word ("no", "finished")<br>d) Brailled word ("no", "stop")<br>e) Abstract 3-dimensional symbol (for "no", "stop")<br>f) Abstract 2-dimensional symbol (for "no", "stop")<br>g) Other abstract symbol _____ | <b>VI. Abstract Symbols</b><br>Limited use of abstract symbols to represent entities. Symbols used one at a time.  |   |  |   |
| b  |   |  |   |  |   |
| c  |   |  |   |  |   |
| d  |   |  |   |  |   |
| e  |   |  |   |  |   |
| f  |   |  |   |  |   |
| g  |   |  |   |  |   |
| a  | a) Two symbols ("stop it", "no want")<br>b) Three symbols ("no go out")<br>_____<br>Type of symbols _____   | <b>VII. Language</b><br>Rule-bound use of symbol system. Ordered combinations of 2 or 3 symbols according to syntactic conventions.  |   |  |   |
| b  |   |  |   |  |   |