

Preverbal - Augmentative Communication

Name of Child: _____ Date _____ Teacher: _____

Speech Therapist: _____

PREVERBAL COMMUNICATION (see sheet)

- Eye Contact _____ Localizes to Sound _____
- Joint Attention _____ Attends for _____ sec _____ minutes
- Delayed response time _____ sec
- Object permanence- locate hidden or partially hidden item _____
- Understands cause & effect- attempts to get reaction from activated toy _____
- **Functional play with objects (see sheet)** Imitates actions _____ Reciprocal play _____

RECEPTIVE LANGUAGE

- Follows simple directions, e.g. give me _____ Responds to name _____
- Identifies # objects _____ Identifies # pictures _____ Points to pictures in books _____

EXPRESSIVE-SOCIAL LANGUAGE Smiles _____ Laughs _____ Frowns _____ Cries _____ Eye Gaze _____

Gestures _____ Points _____ Signs _____ Takes adult to item _____ Takes item from adult _____

Vocalizations _____ Consonants _____ Vowels _____ Jargon _____ Words _____

Imitates simple games, e.g. Peek a boo, Soo big _____ Intention _____

PREVERBAL:	SUPPORT: VERBAL-VISUAL-HOH MINIMAL-MODERATE-MAXIMUM ASST IMITATE-SPONTANEOUS
RECEPTIVE LANGUAGE:	
EXPRESSIVE-SOCIAL LANGUAGE	COMMUNICATION PARTNERS:
Communication Bd Word Approximations SIGN-Gesture-Eye Gaze Voice Output Device	Choices - # pics-Objs:
Greetings Hi Bye Get adult's attention: Name:	
Yes No	
Request Objects:	
Request Actions: Help Want Eat Drink	
Initiate request: My turn Me I do	
Request recurrence: More Again	
Stop action: Stop No Done	
Express Feeling: Happy Sad Like Boo Boo	
Protest : No	
SONGS:	

Functional Play

Children learn about their world by exploring. Before a child can develop receptive-expressive word knowledge, they must have a variety of meaningful-purposeful experiences. The best way for a child to learn about his world is through functional interactions with individuals and items in their environment.

The following activities will give a child experience exploring toys and familiar objects. The child can look at it, shake it, and eventually learn to use it purposefully.

PLAY WITH TOYS

- | | |
|---------------------------------------------|-----------------------------------------------|
| 1. Truck, car, bus, boat, motorcycle, train | push |
| 2. Plane | fly |
| 3. Xylophone, drum | hit |
| 4. Book | turn page |
| 5. Squeaky toy | squeeze |
| 6. Bell | ring |
| 7. Blocks | build tower, make tower fall, in, out, on |
| 8. Doll | sleep, eat, walk, fall, drink, hug, kiss |
| 9. Ball | throw, roll, kick, bounce |
| 10. Windup toy | wind up |
| 11. Friction toy | push |
| 12. Pull toy | pull |
| 13. Busy box, iPad cause-effect app | turn on and off, push buttons/ cause & effect |
| 14. Toy telephone | hi, bye |
| 15. Animals | walk, eat, sounds, in, out |
| 16. Small blanket | hide items – play peek a boo |

PLAY WITH FAMILIAR ITEMS

- | | |
|----------------|--------------------|
| 1. Comb, brush | comb or brush hair |
| 2. Soap | wash hands |
| 3. Toothbrush | brush teeth |
| 4. Cup | drink |
| 5. Spoon, fork | eat |
| 6. Scissors | cut |
| 7. Pan | stir with spoon |
| 8. Paper | crush, tear cut |
| 9. Keys | Lock or unlock |
| 10. Box | open, close |
| 11. Tissue | wipe nose |
| 12. Mittens | hands |
| 13. Hat | head |
| 14. Shoes | feet |

Preverbal Communication

Skills children learn before/as they use words meaningfully

1. Eye Contact & Sound Localization

Babies establish eye contact and learn to recognize faces and voices. They will gain information about language from looking at the face and hearing sounds in their environment.

2. Reciprocal Play

Parents interpret the baby's noises, smiles, body and facial expressions early on and provide reciprocal responses. The parent then pauses for the baby to make a response. Initially child and parent take turns with actions and sounds and later, words. By 3 months a baby shows anticipation and excitement at the sound associated with different situations, e.g. familiar voices, and is showing an awareness of gesture and facial expression

3. Cause & Effect

By 6 months a child learns that if they drop an item on the floor, someone may pick it up for them. They can bang items and press buttons on a toy and enjoy watching the reaction and repeat the action.

4. Functional Play

A child attaches meaning to common items in the environment and understands functions, e.g. throw ball, push a car

5. Imitation and Intention of Movements

By 9 months, a child is able to copy hand clapping and playful vocal sounds e.g. smacking lips, coughing. A child can anticipate actions to words, e.g. How big? Sooo big (baby lifts arms up.)

6. Joint attention and Understanding

A child can follow another person's focus of attention and can direct someone's attention to what they are interested in - a critical communication skill.

Object Permanence - they look for items they drop on the floor or which are hidden.

An inquisitive child points with index finger at objects or events of interest. This further encourages adults to engage with the child and to name objects/events for the child. All these non-verbal skills continue to develop as the child's verbal skills emerge. Non-verbal and verbal communication skills are interlinked during all language learning.

7. Expression

The child has communicative intent - child wants to communicate - non-verbally through looking, facial expressions, body language, vocalizations, pointing, pulling a parent to desired object and gesture and eventually words to express greetings, capture the adult's attention, request, protest, recurrence of an activity, labeling.