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____________

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<th>PREVERBAL:</th>
<th>SUPPORT: VERBAL-VISUAL-HOH MINIMAL-MODERATE-MAXIMUM ASST IMITATE-SPONTANEOUS</th>
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<td>SIGN-Gesture-Eye Gaze</td>
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<td>Greetings Hi Bye Get adult’s attention: Name:</td>
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<td>Request Objects:</td>
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<td>Request Actions: Help Want Eat Drink</td>
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<td>Stop action: Stop No Done</td>
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<td>Express Feeling: Happy Sad Like Boo Boo</td>
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**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. Squeeky 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.