Outline for a non-verbal child 2-28-06

Amy Reiniger MA CCC-SLP
Katie Schroth MA

Communication

Core Foundations Skills

Acquisition

Joint attention acquisition and expansion/ establishment and maintenance of eye contact

Activate a blow toy with increasing duration

Suck through a straw with coordinated suck-swallow-breathe

Tolerate oral motor input/varied PO intake

Imitation of vowels to CV and CVC productions/words

Imitation of gestures/gross motor movement/verbal approximation

Establishment of a communication system
**not limited to these systems
- PECS
- Signing
- AAC

Sensory processing issues addressed
Sensory diet established via OT

Communicative Functions Expressive & Receptive

Acquisition and Expansion

Requesting:
- Affection
- Object
- Continuance
- Behavioral regulation

Commenting

Direction

Protesting
- Negation
- Inhibitory Words

Greeting/Closing

Negotiating/ Persuading

Yes/No:
- Accepting
- Rejecting
- Affirming
- Negating

Clarification/ Questions & Answers
*Contingent on proficiency with AAC device/System

Skills & Organization

Concept Development

Comprehension of cause and effect in toy play or switch activated devices

Completion of close ended activities with movement towards open ended activity participation (i.e. ball play). Development of play stages.

Matching:
- Object to object
- Object to picture
- Picture to picture
- Word to picture

Sorting

Categorization

Basic Concepts:
- Descriptive
- Locative
- Quantitative
- Qualitative

Recognition of body parts

Vocabulary development and recognition of early sight words

Behaviors

Core Skills

Ability to transition

Ability to tolerate presence of a partner in play

Ability to tolerate change in routine

Use of schedules/visual aids.

Tolerating Redirection

Understanding time limits via use of a timer, visual aid or auditory stimulus

Turn taking-Waiting

Safety concerns
- Running

Task Completion

Development of a behavioral plan/ consultation with a behavioral specialist

Communication replacement identified for problem behaviors

Interaction

Amy Reiniger MA CCC-SLP
Katie Schroth MA

Communication

Communicative Functions

Acquisition

Expressive & Receptive

1) Requesting:
   - Affection
   - Object
   - Continuance
   - Behavioral regulation

   Commenting

   Directing
   - Giving and following directions

2) Protesting/Negation
   Inhibitory Words

   Greeting/Closing

3) Negotiating/
   Persuading

4) Yes/No:
   - Accepting
   - Rejecting
   - Affirming
   - Negating

5) Clarifying:
   - Asking and answering Wh questions to obtain information

Sensory processing issues addressed-sensory diet established via OT

Concepts, Skills, & Organization

Expansion

Expressive & Receptive

Development of play stages in conjunction with:

Basic Concepts:
- Descriptive
- Locative
- Quantitative
- Qualitative
- Time

Sorting/Categorizing
Associations/comparison
Sequencing
Retelling and Explaining
Summarizing
Narration,
Inference
Predicting
Reasoning
(inductive/deductive)
Analogies
Compromise/Persuasion
Recognition of Feelings and Body Language
Syntax/Grammatical rules/verbal organization and written organization

Fantasy/Reality
Figurative Language
Humor
Fact/Opinion
Theory of Mind
Policing vs helping

Behaviors

Refinement

Pragmatics

Attention
- Auditory
- Visual

Imitation

Turn taking-waiting

Eye Contact

Volume

Rate

Prosody

Inflection

Physical Proximity

Topicalization
- Introducing
- Maintaining
- Closing
- Transitioning

Topic Appropriateness

Validation Skills

Manners/Mannerism

Using appropriate register for communicative partner

Conversation