

Overview of Level III



Unconventional Communication

Individuals at Level III use pre-symbolic behaviors **intentionally** to communicate. Communicative behaviors are pre-symbolic because they do not involve any sort of symbol; they are unconventional because they are generally not socially acceptable for us to use as we grow older, since they often involve physical contact.

Messages communicated at Level III include:

- Refuse: Protest, Refuse or reject something
- Obtain: Request more of an action or object, Request a new object or action, Make choices, Request new object
- Social: Request attention, Show affection

Messages at Level III are communicated through:

- Body movements: reaching, moving toward or away, averting head, taking object, pushing away, kick, stamp feet
- Early sounds: scream, whine, laugh, squeal, grunt, vocalize
- Facial expressions: smiling, frowning, grimace
- Using vision: gazing at object, looking from a person to a desired object

Partner

Goals for the Communication Partners

- » Shape unconventional gestures into conventional gestures or symbols.
- » Teach 1:1 correspondence between symbols and referents.

Individual

Goals for the Individual from Communication in Action

- » Communicate a message currently communicated using non-conventional gestures only in a specific activity/routine with a new communication partner or in a new activity.
- » Begin to communicate a particular message currently communicated through non-conventional gesture, using a conventional gesture or symbol.
- » Communicate a targeted message in a specific activity or routine using a conventional gesture or symbol.

Level III Examples: from Communication in Action

Goal 1: Student will gain a partner's attention to reinstate, reject, make a choice, or request a new topic using a conventional gesture or symbol.

Goal 2: Student will communicate using more conventional gestures within motoric or sensory means.

Goal 3: Student will demonstrate 1:1 correspondence between symbol and referent (child will match object symbol to its corresponding real object).

Intervention Principles at Level III

- Intentionality first occurs at this level. Acknowledge the individual's communication attempts in order to solidify intentionality.
- Intentional communicative behaviors are more likely to occur:
 - » In the context of highly preferred activities.
 - » When the individual is in close proximity to a communication partner who is responsive.
- Some conventional gestures (Level IV) require good visual and motor skills and may not be reasonable targets.
- Keen observation skills to identify unconventional communicative behaviors are critical.
- Remember to use speech when modeling.

Communication Level	Continuing Strategies	Strategies to Introduce	Tools
Level 3 Unconventional Pre-symbolic Behavior	• Wait Time • Touch Cues • Object Cues for Receptive Communication • Modeling	• Development of Symbolization • Create opportunities to: » Repeat an Action » Request More » Gain Attention » Making Choices • Anticipation Calendar	• Dictionary • My Cue Dictionary • Communication Opportunities Data Sheet • Embedding Goals Into Routines • Calendar Planning Tool

Essential Takeaways Level III

- Shape unconventional communication behaviors into conventional behaviors and/or target symbol use.
- Partners' repeated interpretations of the individual's behaviors, over time, will shape intentionality and conventionality.
- Consistently respond to each individual's potential communicative behavior in a predictable way.
- Intervention is integrated into the typical routines and provides the opportunity to communicate at all times.
- Ensure all partners know the meaning of the individual's unconventional communicative behaviors and how to model the desired response.