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| Team: Paula | Student: \_\_\_J\_\_ Grade: middle school |
| What level of the Matrix is this student/SENDER currently? | Emerging Level III |
| Level of communication competence to be targeted | Level III mastery |
| Functions/intents to be targeted from the student/SENDER: (e.g. attract attention, refuse or reject. | Requesting more actions/objects |
| Materials/vocabulary/TOPIC:  What toys/objects will be used? | tickling, bouncing, spinning vibration? other social interactions that may provide desired sensory input |
| Cues: What will the teacher/RECEIVER do to try and get the child to communicate? | Partner engages student initially then **pauses**, providing sufficient wait time for student to respond. Partner makes presence/availability obvious to child through verbal and physical contact or proximity |
| MEANS OF EXPRESSION: Response/behavior you are looking for: What is the child expected to do?  \*\*For symbol users- How will you check comprehension? | child will hand guide partner to or touch partner while indicating desired action or object (e.g. takes partner’s hand and begin bouncing or take partner’s hand back to self to reinstate tickle |
| Environment:  Where will the routine take place? | Classroom…APE setting…… |
| Environment:  How will child/teacher be positioned (so child will know that partner is there)? | Teacher will be positioned so that she is physically accessible/within reach of child (possibly in front of) if objects are used they should also be accessible and child made aware of their presence |
| Strategies (additional ways to enhance communication opportunities): Are there other motivating activities during the day where the child can practice the functions/intents? | Consider partner hand remaining in contact with child during pause (e.g. hand on lap after tickling; hand on shoulder during pause in spinning |

Taken from Communication In Action Website, [**https://www.communication-in-action.org/232689\_2**](https://www.communication-in-action.org/232689_2)