

# Overview of Level II



## Intentional Behavior

Individuals at Level II are in control of their behavior, but it is not yet used to communicate intentionally. Caregivers interpret the individual's needs and desires from behaviors such as body movements, facial expressions, vocalizations and eye gaze. The individual may engage directly with objects and people rather than using an object to attract a person's attention or obtain a desired object. There is no "mental plan" for getting what they want.

### Messages communicated at Level II include:

- Refuse: Protest
- Obtain: Continuation of an action, Obtain more of something
- Social: Attract attention

### Messages at Level II are communicated through:

- Body movements: moving arms, legs, head or body, reaching, moving toward or away, averting head, taking object, pushing away
- Early sounds: crying, laughing, grunting, vocalizing
- Facial expressions: smiling, frowning
- Using vision: gazing at object

## Partner

### Goals for the Communication Partners

- » Respond to potentially communicative behaviors so that learners become aware of their communicative purpose.
- » Provide opportunities in multiple activities that encourage the child to turn to a communication partner to get what they want, end what they don't like, or get attention.
- » Develop routines, response dictionaries to ensure consistency among communication partners.
- » Target absent and emerging communicative functions.

## Individual

### Goals for the Individual from Communication in Action

- » Initiate a communicative behavior in a familiar routine or activity with reduced number of prompts.
- » Increase the communicative intents (protests, continues action, obtains more of something, attracts attention) used in daily routines.
- » Increase the number of partners with who the individual uses an intentionally communicative behavior.
- » Increase the number of environments, activities and routines where the individual displays intentionally communicative behaviors.

## Intervention Principles at Level II

- Respond to potentially communicative behaviors so that the individual becomes aware of their communicative purpose.
- Consistency among communication partners in all environments is critical.
- The focus is on making the individual aware that they can cause other people to respond.
- Some individuals may require extraordinary efforts to entice them into social interactions (e.g., focus on activities/materials that are highly motivating to the individual, consistent cuing and response).
- Remember to use speech to model/confirm the message.

Communication Level	Continuing Strategies	Strategies to Introduce	Tools
Level 2 Intentional Behavior	<ul style="list-style-type: none"> <li>• Routines</li> <li>• Wait Time</li> <li>• Contingency Games</li> <li>• Touch Cues</li> <li>• Hand-Under-Hand</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Object Cues for Receptive Communication</li> <li>• Establishing Intentional Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-symbolic Signal Dictionary</li> <li>• My Cue Dictionary</li> <li>• Embedding Goals into Routines</li> </ul>

## Essential Takeaways Level II

- Intervention has two focuses: identifying the individual's potential communicative behavior and creating a responsive environment.
- Wait! Give the individual a chance to act before providing what you know he/she wants or doesn't want so the individual can learn the power of communicative behaviors.
- Consistently respond to each individual's potential communicative behavior in a predictable way.
- Partners' repeated interpretations of the individual's behaviors, over time, will shape intentionality and conventionality.
- Provide communication opportunities in typical routines throughout the day.
- The receptive communication mode may be different from the expressive. Provide the words or signs the learner may use later expressively.