

# 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	<ul style="list-style-type: none"> <li>• Wait Time</li> <li>• Touch Cues</li> <li>• Object Cues for Receptive Communication</li> <li>• Modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Symbolization</li> <li>• Create opportunities to:               <ul style="list-style-type: none"> <li>» Repeat an Action</li> <li>» Request More</li> <li>» Gain Attention</li> <li>» Making Choices</li> </ul> </li> <li>• Anticipation Calendar</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary</li> <li>• My Cue Dictionary</li> <li>• Communication Opportunities Data Sheet</li> <li>• Embedding Goals Into Routines</li> <li>• Calendar Planning Tool</li> </ul>

### 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.