

Communication Forms and Functions Worksheet

Student: Adam

Form completed by: Janelle Ziobro, SLP

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Communication **forms** are the behaviors we use to communicate. (the "how")

Communication **functions** are the reasons we communicate. (the "why")

Communication **partners** are the people we communicate with. (the "who")

Communication **contexts** are the places where we communicate. (the "where")

Communication **opportunities** are the times when we have the chance to communicate. (the "when")

Communication **messages** are the meanings in what people communicate. (the "what")

Communication Function	Examples	What student says/does Please include information about partners, forms, contexts, messages, and opportunities.	What student says/does IN WALKER OR OTHER POSITIONING DEVICE, if different
Protest	Needs to participate in activity & doesn't want to, doesn't want offered item	<ul style="list-style-type: none"> - May put lips together and say "mmm", may shake head slightly, avert eyes, or put head down 	<ul style="list-style-type: none"> - Same
Refuse, Reject	Offer him something he doesn't like	<ul style="list-style-type: none"> - See above 	<ul style="list-style-type: none"> - Same
Request more of an action	When engaged in a favorite game/ action routine/ playing you each take several turns & then stop and wait expectantly	<ul style="list-style-type: none"> - Says "ah-more", may use modified "more" sign (hands together at midline) - If switch w/ message is available, may touch to say "can I have a turn" or similar message (SuperTalker). 	<ul style="list-style-type: none"> - Same, harder to access switch

Communication Function	Examples	What student says/does Please include information about partners, forms, contexts, messages, and opportunities.	What student says/does IN WALKER OR OTHER POSITIONING DEVICE, if different
Request a new action	Is bored or tired with something he is doing, he wants to do something else.	- Appears generally disinterested, may put head down. Waits for new choices. May look around for new partner or activity.	- Same.
Request more of an object	Likes what he is eating, wants another one. Likes the toys he is being offered, wants another one.	- Tries to reach for more. Says “ah-more”. If switch and message is available (SuperTalker), may touch to say “can I have a turn?” or similar message.	- Same, although targeting objects and switches is much harder in walker.
Communicates a choice between 2 or more options	When offered two or more options, he communicates his choice.	- If strong preference, will reach (between 2 choices) with left or right hand for the one he wants; sometimes orients with gaze to the one he wants. If presented consecutively, may say “mm-mm” for no and “ah” or smile for the one he wants. - If no strong preference, very hard to interpret	- Same. Responses even harder to interpret in walker.
Request new object	Wants object out of reach or out of sight.	- Not observed at school ?	-
Requests absent object	Wants object in other room, out of sight/hearing	- Not observed at school ?	-
Request attention	He wants to get someone’s attention	- Vocalizes loudly, if in proximity may try to reach or grab person. If person is nearby will look in their general direction.	- Same. If very motivated will take a few steps.
Show affection	Hugs, kisses, pat on back, just because.	- Give high-fives and knuckle-bumps to friends, kisses mom and dad goodbye.	- Same.

Adapted from the work of Amy Weatherby (1995) and Kathleen Quill (1995) by the Bridge School.

Communication Function	Examples	What student says/does Please include information about partners, forms, contexts, messages, and opportunities.	What student says/does IN WALKER OR OTHER POSITIONING DEVICE, if different
Greets People	A familiar person arrives or is leaving	- Waves or gives high-five.	- Same
Offers, Shares	Wants to point out something he likes to another person.	- With adult facilitation, will hold object and bring to another partner, uses switch with message to share information.	- Same
Directs your Attention	Sees an interesting person or object, action; or needs help with task	- Not observed at school ?	-
Polite social forms	Ask permission, child wants to go outside	- Not observed at school	
Answers yes/no questions	Ask him if he wants a favorite food.	- If very clear question and motivated, will smile and/or say “AAH” for yes, eyes down and “mm” for no.	- Same
Ask Questions	Child sees something or someone new	- Looks and listens intently at unfamiliar objects or people, becomes still, may furrow brow.	- Same
Names Things/ People	Says the name of people, things, places.	- May use y/n vocalizations in response to questions (“is it a ___?”)	Same
Makes Comments	Sees an interesting person or object, action	- With SuperTalker and limited messages, may use switch to say “I like that” or “cool”	- Same, but switches are more difficult to access in walker.

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