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**Acknowledgements**

The original Pragmatics Profile of Everyday Communication Skills in Children was written by Hazel Dewart and Susie Summers. This revised version has been created with the permission of NFER-Nelson.

We would like to thank the families and therapists who took the time to give feedback on this resource.

Any enquiries regarding the use and re-use of this resource should be sent to [enquir](mailto:enquiries@acecentre.org.uk)[ies@acecentre.org.uk](mailto:ies@acecentre.org.uk).

**Foreword**

*The Pragmatics Profile of Everyday Communication Skills in Children*, originally developed in 1988 by Hazel Dewart and Susie Summers, has been used extensively by Speech and Language Therapists for many years.

At Ace Centre, we support children and adults who use Augmentative and Alternative Communication (AAC). We used *The Pragmatics Profile of Everyday Communication Skills in Children* with people who use AAC for many years, adapting it in an ad hoc way.

Delivering any interview relies on considerable expertise in juggling the dynamics of questioning, recording and responding to answers. At times, we found it challenging to not only deliver the interview but also to change the wording of questions and examples ‘in the moment’!

We developed *The Pragmatics Profile for People who use AAC* to enable us to move beyond ‘in the moment’ changes. We have systematically adapted the resource to make it more AAC friendly and relevant.

The Profile is free to download.

We offer regular training opportunities to enable you to learn more about the resource and how to administer it. Visit the Ace Centre Learning area of our website to see upcoming courses (or be taken there directly by clicking here: <https://acecentre.org.uk/learning/search?category=communication>). Alternatively, scan this QR code:

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New training courses and dates are added all the time. If you join our newsletter mailing list, we’ll send you a monthly update which highlights new courses as they are added, alongside a wealth of other interesting information. You can sign up on our website or click here to join directly: <https://acecentre.org.uk/resources/pragmatics-profile-people-use-aac?newsletter=pragprofiles>. Alternatively, scan this QR code:

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About the Profile

*The Pragmatics Profile for People who use AAC* is based upon *The Pragmatics Profile of Everyday Communication Skills in Children* by Hazel Dewart and Susie Summers.

**An Overview of The Pragmatics Profile of Everyday Communication Skills in Children**

The Pragmatics Profile of Everyday Communication Skills in Children was originally developed in 1988 by Hazel Dewart and Susie Summers. It was initially intended for use with pre-school aged children. However, it was extended for use with children up to the age of 10 years when a revised edition was published in 1995. The Pragmatics Profile of Everyday Communication Skills in Adults was published in 1996 to provide a way of exploring communication at stages in the lifespan from adolescent to elderly person.

Dewart and Summers (1995) identified the need for an approach that explored everyday communication skills in children. The traditional approaches, such as standardised assessment and testing children within clinical settings, were felt to be limiting the understanding of how children communicate in a range of environments with a variety of communication partners. The development of the Profile was intended to provide practitioners with a means of collecting information about a child’s communication skills outside the clinical setting and focused more on their communication abilities within everyday life.

The Profile was based on the pragmatic approach to understanding language which emphasises how communication is achieved, how language is used to communicate a variety of intentions, the related needs of the listener, and how children participate in conversation and discourse (Bates 1976, cited in Dewart and Summers 1995).

Dewart and Summers (1995) based the format of The Pragmatics Profile of Everyday Communication Skills in Children on a parental interview schedule originally developed by Kay Mogford (1973, cited in Dewart and Summers 1995). The style of the schedule is structured but is intended to be delivered informally through discussion with parents / carers. It uses open ended questions which allows more opportunities for interviewees to contribute their knowledge about the child’s communication.

Dewart and Summers (1995) are clear in their manual about the reliability and validity of their Profile. They assert that the Profile adopts a descriptive, qualitative approach and is not a measure. The validity of the Profile rests in the research base relating to pragmatics rather than in any correlations with scores on other assessments or developmental scales.

**The development of The Pragmatics Profile for People who use AAC**

Dewart and Summers (1995) suggested that The Pragmatics Profile of Everyday Communication Skills in Children could be used with a wide range of children, including those with physical difficulties and non-verbal children. Dewart and Summers (1995:19) offer suggestions on how to use the Profile with particular client groups and advise that, “when interviewing parents or carers of children who are predominantly non-verbal, questions that mention ‘talking’ or ‘conversation’ can be reworded to refer to ‘interaction”’.

At Ace Centre, we used The Pragmatics Profile of Everyday Communication Skills in Children with people who use AAC for many years, making such adaptations in an ad hoc way. We realised that there was a need to both formalise these adaptations and approach the whole adaptation process in a more systematic way. The Pragmatics Profile for People who use AAC was the result.

Each question was systematically appraised for its relevance and appropriateness to people who use AAC and modifications were made where necessary. Significant changes were made to the prompt examples provided to ensure relevance. The order of the questions was modified and four additional sections were created: Establishing context and motivation, Reasons to communicate and reactions to communication, Contextual variation, and Participation in conversation.

The aim was to make a resource that was easy to administer and would allow clinicians to collect information about a person who uses AAC’s reasons to communicate and their ability to participate in interactions. We sought to enable clinicians to describe a person who uses AAC’s functional communication skills rather than relying solely on a linguistic model of description such as ‘client is at a 3-word level’. We hope this will enable clinicians to clearly define which skills need developing and in turn contribute to better quality targets for people who use AAC.

The Profile can be used with people who have used AAC in the past, people who are currently using AAC whether informal or formal, and / or with people who are ready to move from informal modes of AAC to more formal methods.

The Pragmatics Profile for People who use AAC is not designed to be a general communication or pragmatic assessment. Other resources, such as The Pragmatics Profile of Everyday Communication Skills in Children (Dewart and Summers 1995), The Early Communication Assessment (Coupe-O’Kane and Goldbart 1998), Affective Communication Assessment (Coupe-O’Kane and Goldbart 1998) and The Manchester Pragmatics Profile (Coupe-O’Kane and Goldbart 1998), can be used to gather information not specifically relating to AAC.

**Administering the Profile**

Dewart and Summers (1995) provide detailed guidance on how to administer the original Profile. For those who are new to carrying out the Profiles, we recommend reading their full guidance beforehand.

**The Interview**

It is a good idea to familiarise yourself with full Profile before beginning the interview. An awareness of the questions will help you to listen out for the key points, and foreknowledge of what sections are coming up later will help you to structure the session to get a broad picture of the person’s abilities.

The Profile can either be printed out for the interviewer to write down the answers or filled in electronically. If done electronically, the spaces after each question expand automatically if required.

The Profile is to be conducted as an interview and should not be handed out to parents / carers to be completed independently. Aim to keep the interview light and informal.

The section headings are there for guidance only and should not be read aloud by the interviewer. Instead, simply ask each of the questions (which are in blue font). The interviewer should use the person’s name where you see [name] in the question.

The examples given within questions can be changed and adapted as required. Clients vary so much in terms of physical abilities, age, experiences, etc., that this is likely to be necessary. You could use the information about an individual’s likes, dislikes, key people and places from Part A of the Profile to help you make the questions more personal and relevant.

Interviewees should be encouraged to describe the person’s typical behaviours in their own words, giving as much descriptive detail as possible. For example, describing what a certain gesture looks like rather than just answering ‘gesture’, and going on to explain whether the gesture is universally understood or understood by certain people only. Try to be curious in your approach to information gathering.

Interviewers should only make use of the list of prompts if the interviewee has difficulty thinking of a response to the question. Any prompts given should be personalised. The list of prompts should **not** be read out as a script or checklist.

We have found that the prompts can be of use when you wish to explore an interviewee’s response in more detail, and / or where you wish to expand on information you have been given. Clinicians should use their clinical judgement on when it is appropriate to probe a response in more detail. For example, where an interviewee’s responses describe an individual as mostly using vocalisations for many things, a clinician could seek more detail about these vocalisations – in terms of pitch, tone, context, how do the vocalisations differ from each other, who understands them, etc.

The Profile does not have to be completed in one session and not all questions will be relevant to every client. Interviewers should use their discretion and either omit or change the order of questions as required. It is likely that, when answering one question, interviewees will give information that also answers one or more other questions – this is fine. Where possible keep the flow of the interview informal and, if necessary, slot the answers into the correct sections after the interview has finished.

When piloting the Profile, we found that the length of delivery varied from one to three hours depending upon the amount of detail provided by respondents. It may be useful to repeat the Profile with more than one person as this can reveal differences that occur between communication partners and / or environments; for example, a child might use one method at home with a parent / carer and a different method at school with a teacher.

The Profile can be re-administered at intervals to evaluate progress.

**Summarising and analysing the answers given**

Two tools are provided to assist with summarising and analysing the information provided in the interview:

1. The Contents page at the start of the Profile acts as a Summary sheet that should be completed following the interview.
2. The Methods of Communication Chart at the end of the Profile.

It is recommended that you reflect on the information provided during the interview and complete the Contents page / Summary sheet, identifying whether the individual ‘Does this’, ‘May do this’, or ‘Does not do this’. Like the original Pragmatics Profile, The Pragmatics Profile for People who use AAC adopts a descriptive, qualitative approach so the decision about this rating is based on your clinical judgment of the information provided in the interview.

A ‘Not applicable’ column is included to identify that the pragmatic function is not expected to have developed given the child’s chronological age. Information about the typical development of pragmatic functions can be found in Chapter 2 of The Pragmatics Profile of Everyday Communication Skills in Children (Dewart and Summers, 1995).

The ‘May do this’ column can be used in a variety of situations. For example, it can be used where an individual’s use of the pragmatic function is not consistent across all environments and communication partners, or where an individual relies on a prompt or scaffold to use the pragmatic function. ‘May do this’ can also be selected if the client has a way of communicating a pragmatic function but their communication could be improved by using an alternative method. An example of this could be where an individual self-injures to reject an action or event. In this instance, we would mark the ‘May do this’ column, but also mark the ‘Potential target’ column.

The ‘Potential target’ column is a way of summarising all the areas that you may want to develop further. Marking this column will generate a list of potential targets that can then be discussed with the person who uses AAC and / or their team to identify which targets are a priority for them to achieve their goals.

The Methods of Communication Chart at the end of the Profile can be completed to help you further analyse the modes used by an individual to assist in the identification of appropriate targets. Information collated using the Methods of Communication Chart can also be used to inform carers or unfamiliar listeners about an individual’s preferred way of communicating. This information could be used to develop training for new carers, or to convey important information in a Communication Passport.

The Pragmatics Profile for People who use AAC provides an opportunity to explore the requirements placed on a person’s communication system in different environments with different communication partners. This will help assist teams in deciding which of the potential targets is most appropriate to a situation; for example, an informal mode when communicating with a familiar listener whilst in the bath, versus the use of an electronic communication aid with an unfamiliar listener to reject an unwanted event or action.

The information about potential targets could also be used to identify what future skills a person using AAC may require. Through administering the Profile, you may have identified that an individual’s communication requirements are being met in their current environment, but you know they are about to transition to a new environment where their current modes may be less effective, or where they will have the opportunity to communicate with a wider range of communication partners. Identifying potential targets through the Profile, alongside the analysis of responses through the Methods of Communication Chart, will help you to identify which skills may need to be developed in preparation for such changes.

**You are ready to go!**

**Information Record Sheet**

|  |  |
| --- | --- |
| **About the client** |  |
| Name: |  |
|  |  |
| Date of birth: |  |
|  |  |
| **Person interviewed (1)** |  |
| Name: |  |
|  |  |
| Relationship to client: |  |
|  |  |
| Date of 1st interview: |  |
|  |  |
| Name of interviewer: |  |
|  |  |
| Date of 2nd interview: |  |
|  |  |
| Name of interviewer: |  |
|  |  |
| **Person interviewed (2)** |  |
| Name: |  |
|  |  |
| Relationship to client: |  |
|  |  |
| Date of 1st interview: |  |
|  |  |
| Name of interviewer: |  |
|  |  |
| Date of 2nd interview: |  |
|  |  |
| Name of interviewer: |  |

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| **Contents Page and Summary Sheet** | | | | | | | |
| **Part A: Establishing context and motivation** | | | | | | | |
| **1** | **Context and motivation** |  | | | | | |
| 1.1 | Likes |  | | | | | |
| 1.2 | Dislikes |
| 1.3 | Key people |
| 1.4 | Key places |
|  |  |  | | | | | |
| **Part B: Reasons to communicate and reactions to communication** | | | | | |  |  |
|  | | | Does this | May do this | Does not do this | Not applicable | **Potential target** |
| **2** | **Gaining attention for communication** | |  |  |  |  |  |
| 2.1 | Interest in interaction | |  |  |  |  |  |
| 2.2 | Gaining an individual’s attention | |  |  |  |  |  |
| 2.3 | Understanding of gesture | |  |  |  |  |  |
| 2.4 | Gaining attention to prepare for an interaction | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
| **3** | **Attention directing** | |  |  |  |  |  |
| 3.1 | Drawing attention to self | |  |  |  |  |  |
| 3.2 | Drawing attention to an event or action | |  |  |  |  |  |
| 3.3 | Drawing attention to an object | |  |  |  |  |  |
| 3.4 | Drawing attention to other people | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
| **4** | **Requesting** | |  |  |  |  |  |
| 4.1 | Requesting a person | |  |  |  |  |  |
| 4.2 | Requesting recurrence | |  |  |  |  |  |
| 4.3 | Requesting cessation | |  |  |  |  |  |
| 4.4 | Requesting assistance | |  |  |  |  |  |
| 4.5 | Requesting an object | |  |  |  |  |  |
| 4.6 | Responding to a direct request for action | |  |  |  |  |  |
| 4.7 | Requesting an event or action | |  |  |  |  |  |
| 4.8 | Requesting information | |  |  |  |  |  |
| 4.9 | Responding to a request for information | |  |  |  |  |  |
| 4.10 | Requesting confirmation of information | |  |  |  |  |  |
| 4.11 | Understanding indirect requests | |  |  |  |  |  |
|  |  | |  |  |  |  |  |
| **5** | **Rejecting** | |  |  |  |  |  |
| 5.1 | Rejecting a person | |  |  |  |  |  |
| 5.2 | Rejecting an object | |  |  |  |  |  |
| 5.3 | Rejecting an event, action or task | |  |  |  |  |  |
| 5.4 | Rejecting assistance | |  |  |  |  |  |
| 5.5 | Protesting | |  |  |  |  |  |
| 5.6 | Responding to ‘no’ | |  |  |  |  |  |
| 5.7 | Negotiating | |  |  |  |  |  |
| 5.8 | Responding to negotiation | |  |  |  |  |  |

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|  | | Does this | May do this | Does not do this | Not applicable | **Potential target** |
| **6** | **Naming** |  |  |  |  |  |
| 6.1 | Naming an object |  |  |  |  |  |
| 6.2 | Naming an action or event |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **7** | **Commenting** |  |  |  |  |  |
| 7.1 | Commenting on the non-existence of objects, people or events |  |  |  |  |  |
| 7.2 | Commenting on the existence of objects, people or events |  |  |  |  |  |
| 7.3 | Commenting on an attribute in the immediate context |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **8** | **Giving information** |  |  |  |  |  |
| 8.1 | Giving information about self |  |  |  |  |  |
| 8.2 | Giving information about other people or events |  |  |  |  |  |
| 8.3 | Giving information to direct other people or actions |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **9** | **Asking questions** |  |  |  |  |  |
| 9.1 | Asking questions using ‘who?’ |  |  |  |  |  |
| 9.2 | Asking questions using ‘what?’ |  |  |  |  |  |
| 9.3 | Asking questions using ‘where?’ |  |  |  |  |  |
| 9.4 | Asking questions using ‘when?’ |  |  |  |  |  |
| 9.5 | Asking questions using ‘why?’ |  |  |  |  |  |
| 9.6 | Asking questions using ‘how?’ |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Part C: Contextual variation** | |  |  |  |  |  |
| **10** | **Contextual variation** |  |  |  |  |  |
| 10.1 | People |  |  |  |  |  |
| 10.2 | Places |  |  |  |  |  |
| 10.3 | Time |  |  |  |  |  |
| 10.4 | Topic |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Part D: Participation in conversation** | |  |  |  |  |  |
| **11** | **Strategies used** |  |  |  |  |  |
| 11.1 | Conversational breakdown |  |  |  |  |  |
| 11.2 | Signalling communication breakdown |  |  |  |  |  |
| 11.3 | Repairing communication breakdown |  |  |  |  |  |
| 11.4 | Requesting clarification |  |  |  |  |  |
| 11.5 | Maintaining an interaction over more than two turns |  |  |  |  |  |
| 11.6 | Giving feedback to a communication partner when listening |  |  |  |  |  |
| 11.7 | Giving feedback to a comm. partner when formulating a message |  |  |  |  |  |
| 11.8 | Changing the topic |  |  |  |  |  |
| 11.9 | Joining a conversation |  |  |  |  |  |
| 11.10 | Terminating an interaction |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **12** | **Using social etiquette** |  |  |  |  |  |
| 12.1 | Using social greetings and partings |  |  |  |  |  |
| 12.2 | Complying with social conventions |  |  |  |  |  |
| 12.3 | Telling jokes |  |  |  |  |  |
| 12.4 | Understanding jokes |  |  |  |  |  |

**Part A: Establishing context and motivation**

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| 1. **Context and motivation** |
| * 1. **Likes**   **a. What does [*name*] like / like to do?** |
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| **b. How does [*name*] show that they like or are enjoying something?**  Encourage detailed responses. Prompts could include:   * Use body movement, gesture or facial expression associated with pleasure, e.g. smiles, laughs, etc. * Use body movement, gesture or facial expression interpreted to mean ‘more’, ‘again’, etc. * Vocalise (sound, word approximation or word) to request things, e.g., ‘more’, ‘again’, etc. * Use signing or aided AAC to request things, e.g., ‘more’, ‘again’, etc. * Vocalise to comment, e.g., ‘fun’, ‘like’, etc., or approximations of these * Use signing or aided AAC to comment, e.g., ‘fun’, ‘like’, etc. * Other? Describe |
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| * 1. **Dislikes**   **a. What does [*name*] dislike / not like to do?** |
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| **b. How does [*name*] show that they dislike or are not enjoying something?**  Encourage detailed responses. Prompts could include:   * Use facial expression, body movement or gesture associated with displeasure or upset, e.g., frowning, crying, etc. * Use facial expression, body movement or gesture interpreted to mean ‘stop’, etc. * Vocalise (sound, word approximation or word) to initiate an interaction, e.g., ‘help’, etc. * Use signing or aided AAC to initiate an interaction, e.g., ‘help’, etc. * Vocalise (sound, word approximation or word) to tell you what is wrong, e.g., ‘headache’, etc. * Use signing or aided AAC to tell you what is wrong, e.g. ‘headache’ * Other? Describe |
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| * 1. **Key people**   **Who are the important people in [*name*]’s life?** |
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| * 1. **Key places**   **In a typical week / month, where do they spend their time? List all that apply.** |
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**Part B: Reasons to communicate and reactions to communication**

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| 1. **Gaining attention for communication** |
| * 1. **Interest in interaction**   **If you sit down close to [*name*] and look towards them, how do they generally respond?**  Encourage detailed responses. Prompts could include:   * Turn to look at you and / or make eye contact * Reach out to touch you or lean on you * Smile * Wait for you to say something * Vocalise (sound, word approximation or word) to show they are interested * Use signing to show they are interested * Use aided AAC to show they are interested * Other? Describe |
|  |
| * 1. **Gaining an individual’s attention**   **If you want to get [*name*]’s attention, how do you do it?** Encourage detailed responses. Prompts could include:   * Say their name * Touch them * Make eye contact * Wave * Share an understood gesture * Sign * Other? Describe |
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| * 1. **Understanding of gesture**   **If you point to something you want [*name*] to look at, what do they usually do?**  Encourage detailed responses. Prompts could include:   * Look at you rather than at where you are pointing * Look at it if it is close by * Look at it, even if it is quite far away * Other? Describe |
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| * 1. **Gaining attention to prepare for an interaction**   **How does [*name*] let you know they have something to say / something to communicate?**  Encourage detailed responses. Prompts could include:   * Move their body (reaching or other) * Look at you * Cry * Vocalise (sound, word approximation or word) * Use signing e.g. to say ‘more to say’, ‘I want to tell you something’, ‘get my communication book’, etc. * Use aided AAC, e.g. to say ‘more to say’, ‘I want to tell you something’, ‘get my communication book’, etc. * Other? Describe |
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| --- |
| 1. **Attention directing** |
| * 1. **Drawing attention to self**   **How does [*name*] usually get your attention?**  Encourage detailed responses. Prompts could include:   * Gesture or body movement e.g. reaching, etc. * Look at you * Cry * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘hi’ * Use aided AAC, e.g. to say ‘hi’ * Other? Describe |
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| * 1. **Drawing attention to an event or action**   **If you and [*name*] were out somewhere and they saw something interesting / unexpected (e.g. a helicopter hovering overhead or a fire alarm going off), what would they be likely to do?**  Encourage detailed responses. Prompts could include:   * Look at the thing of interest * Move a part of their body, e.g. move an arm or other body part as if to point at it * Look at the thing and then look back at you * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘look’ * Use aided AAC, e.g. to say ‘look’ * Other? Describe |
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| * 1. **Drawing attention to an object**   **If [*name*] saw an object they found interesting (e.g. a football shirt), what would they be likely to do?**  Encourage detailed responses. Prompts could include:   * Look at the thing of interest * Move a part of their body, e.g. move an arm or other body part as if to point at it * Look at the thing and then look back at you * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘look’ * Use aided AAC, e.g. to say ‘look’ * Other? Describe |
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| * 1. **Drawing attention to other people**   **If you and [*name*] were out somewhere and they saw someone they wanted to draw your attention to, what would they be likely to do?**  Encourage detailed responses. Prompts could include:   * Look at the thing of interest * Move a part of their body, e.g. move an arm or other body part as if to point at it * Look at the thing and then look back at you * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘look’ * Use aided AAC, e.g. to say ‘look’ * Other? Describe |
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| --- |
| 1. **Requesting** |
| * 1. **Requesting a person**   **If [*name*] wanted to call someone over to them, what would they do?**  Encourage detailed responses. Prompts could include:   * Look at the person * Move a part of their body, e.g. move arm or other body part as if to beckon them over * Vocalise (sound, word approximation or word) * Sign, e.g. to say ‘come here’ * Use aided AAC, e.g. to say ‘come here’ * Other? Describe |
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| * 1. **Requesting recurrence**   **If you were listening to music with [*name*] and they wanted you to play the song again, how would they let you know?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture to show pleasure * Smile * Vocalise (sound, word approximation or word), e.g. pleading sounds to request ‘more’, saying ‘more’, etc. * Use signing, e.g. to say ‘more’ * Use aided AAC, e.g. to say ‘again’ * Other? Describe |
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| * 1. **Requesting cessation**   **If [*name*] wanted you to stop doing something or wanted to finish an activity, what would they do?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture * Look at you with facial expression that is interpreted as ‘no’ * Cry * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘no’ * Use aided AAC, e.g. to say ‘stop’ * Other? Describe |
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| * 1. **Requesting assistance**   **If [*name*] needs help with something (e.g. to unfasten a lap belt or unwrap an item of food), what do they do?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture * Look at you with facial expression that is interpreted as ‘help’ * Cry * Vocalise (sound, word approximation or word), e.g. making pleading noises, saying ‘help’, etc. * Use signing, e.g. to say ‘help’ * Use aided AAC, e.g. to say ‘hep’ * Other? Describe |
|  |

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| * 1. **Requesting an object**   **If [*name*] wants an object (e.g. a favourite toy or blanket), what do they do?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture, e.g. reach or use a body part to point at it * Cry * Vocalise (sound, word approximation or word), e.g. making pleading noises * Look at the object and at you to say ‘get that’ * Use signing, e.g. to say ‘help’, ‘want’, ‘get’, etc. * Use aided AAC, e.g. to say ‘help’, ‘want’, ‘get’, etc. * Other? Describe |
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| * 1. **Responding to a direct request for action**   **If you give [*name*] an instruction (e.g. ‘move your arm [or another body part]’ or ‘choose which book you want’), how do they respond?**  Encourage detailed responses. Prompts could include:   * Look at you, but don’t seem to know what to do * Do the action as part of a regular routine, but not if you’ve never asked them to do it before * Carry out your request * Other? Describe |
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| * 1. **Requesting an action or event**   **If [*name*] wants you to do something (e.g. pick them up, invite a friend, read to them), how do they make the request?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture * Look at you * Vocalise (sound, word approximation or word) * Sign or use aided AAC to make a direct request, e.g. to say ‘up’, ‘carry’, ‘help’, ‘read’ * Sign or use aided AAC to make an indirect request, e.g. ‘I’m uncomfortable’ as a means of requesting repositioning * Other? Describe |
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| * 1. **Requesting information**   **If [*name*] notices something new (e.g. in the home), or wants to know more about something, how do they ask about it?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture * Look at the object or event * Use a body movement or gesture as if to point at the object, and look at you * Vocalise with questioning intonation (sound, word approximation or word) * Use signing, e.g. to say ‘what?’ or ‘when?’ * Use aided AAC * Other? Describe |
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| * 1. **Responding to a request for information**   **If you ask [*name*] for information (e.g. ‘what have you been doing?’), how are they likely to respond?**  Encourage detailed responses. Prompts could include:   * Point or gesture * Show you something * Vocalise (sound, word approximation or word), e.g. ‘eat’ * Use signing or aided AAC to tell you with single words, e.g. ‘park’ * Use signing or aided AAC to give you more detailed information, e.g. ‘did painting’, ‘don’t know’ * Other? Describe |
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| * 1. **Requesting confirmation of information**   **If [*name*] wants to check information they’ve already been given, how do they do this? (e.g. when they’ve been told their Mum has gone to work, how would they check this?)**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture * Vocalise (sound, word approximation or word) with questioning intonation * Use signing, e.g. to say ‘Mum’ or ‘Mum work’ * Use aided AAC, e.g. to say ‘Mum’ or ‘Mum work’ * Other? Describe |
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| * 1. **Understanding indirect requests**   **If you say something that *implies* that you want [*name*] to do something (e.g. you say, ‘you’re not going to fit through there’ when they are approaching a door frame and their arms are out, meaning you would like them to bring their arms in), how do they react?**  Encourage detailed responses. Prompts could include:   * Take you literally and reply ‘yes’ or ‘no’ but don’t react as you were intending * Take you literally in a joking way * Understand what you have asked and respond appropriately * Other? Describe |
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| 1. **Rejecting** |
| * 1. **Rejecting a person**   **If [*name*] doesn’t want someone to interact with them, how do they show this?**  Encourage detailed responses. Prompts could include:   * Turn away from person * Use a body movement or gesture * Close their eyes * Cry * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘go away’ * Use aided AAC, e.g. to say ‘go away’ * Other? Describe |
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| * 1. **Rejecting an object**   **If [*name*] doesn’t want something that you are offering to them, how do they tell you they don’t want it?**  Encourage detailed responses. Prompts could include:   * Turn their face away * Use a body movement or gesture to communicate ‘no’ * Cry * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘no’, ‘stop’, ‘don’t like’ * Use aided AAC, e.g. to say ‘no’, ‘stop’, ‘don’t like’ * Other? Describe |
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| * 1. **Rejecting an event, action or task**   **If [*name*] doesn’t want to do something that you are offering to them (e.g. brush hair, go home etc.), how do they tell you that they don’t want to do it?**  Encourage detailed responses. Prompts could include:   * Turn their face away / unhappy facial expression * Use a body movement or gesture to communicate ‘no’ * Cry * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘no’, ‘stop’, ‘don’t like’ * Use aided AAC, e.g. to say ‘no’, ‘stop’, ‘don’t like’ * Other? Describe |
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| * 1. **Rejecting assistance**   **If you are trying to help [*name*] do something (e.g. to unwrap a present, turn the page of a book) and they don’t want your help, how do they let you know?**  Encourage detailed responses. Prompts could include:   * Turn their face away / unhappy facial expression * Use a body movement or gesture to communicate ‘no’ * Cry (as you try to help) * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘no’, ‘stop’, ‘don’t’, ‘I’ll do it’ * Use aided AAC, e.g. to say ‘no’, ‘stop’, ‘don’t’, ‘I’ll do it’ * Other? Describe |
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| * 1. **Protesting**   **If [*name*] doesn’t want something to happen that has to happen (e.g. taking medication, change of staff, etc.), how do they tell you?**  Encourage detailed responses. Prompts could include:   * Use a body movement or gesture to communicate ‘no’ * Turn their face away / unhappy facial expression * Cry as it happens * Vocalise (sound, word approximation or word) * Use signing, e.g. to say ‘no’, ‘stop’, ‘don’t want’ * Use aided AAC, e.g. to say ‘no’, ‘stop’, ‘don’t want’ * Other? Describe * There would be no response - they would let it happen |
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| * 1. **Responding to ‘no’**   **If you have to say ‘no’ to [*name*], how do they usually respond?**  Encourage detailed responses. Prompts could include:   * Accept it * Become upset / annoyed * Use signing or aided AAC to ask ‘again’ * Use signing or aided AAC resource to make an alternative proposal, e.g. ‘Just one!’, ‘Tomorrow then?’, etc. * Other? Describe |
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| * 1. **Negotiation**   **If a peer is not going along with what [*name*] wants them to do, how does [*name*] respond?**  Encourage detailed responses. Prompts could include:   * Give up * Use a body movement or gesture e.g. touch, push, hit * Cry * Vocalise (sound, word approximation or word) * Use signing or aided AAC to argue with their peer * Use signing or aided AAC to ask someone to help resolve it * Use signing or aided AAC to negotiate with their peer, e.g. if…… then…….. * Other? Describe |
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| * 1. **Responding to negotiation**   **If you have to say, ‘in a minute’ (or similar), how does [*name*] respond?**  Encourage detailed responses. Prompts could include:   * Don’t understand and keep asking * Become upset / annoyed about it * Wait then ask again after an interval * Other? Describe |
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| 1. **Naming** |
| * 1. **Naming an object**   **When [*name*] sees something they know the name of, [e.g. a train], how do they say its name?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture to represent the object * Vocalise a word, word approximation or sound associated with the object, e.g. ‘Choo Choo’ for ‘train’, an associated word like ‘Thomas’, etc. * Use signing or aided AAC to say name of the object * Use signing or aided AAC to say name of the object within a phrase, e.g. ‘it’s …’ or ‘There is …’ * Other? Describe |
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| * 1. **Naming an action or event**   **When [*name*] talks about something they like to do (e.g. trampolining), how do they give it a name?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture to represent the action or event, e.g. bouncing action to represent trampolining * Vocalise a word, word approximation or sound associated with the action or event, e.g. ‘jump’, ‘boing!’ * Use signing or aided AAC to say the name of the action or event, e.g. ‘jump’, ‘trampoline’ * Use signing or aided AAC to say to say name of the action or event within a phrase, e.g. ‘I go trampolining’ * Other? Describe |
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| 1. **Commenting** |
| * 1. **Commenting on the non-existence of objects, people, or events**   **If [name] notices that something or someone has gone from where they were expecting it to be, how would they comment on this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture to name the object or make a comment, e.g. gesture 'where?' * Look at place where it should be and use facial expression as if to ask 'where?' * Vocalise (sound, word approximation or word) to name the object or make a comment, e.g. 'gone' * Use signing or aided AAC to name the object or make a single word comment, e.g. ‘where?’ * Use signing or aided AAC to name the object or make a comment using a phrase, e.g. 'where my book?' * Other? Describe |
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| * 1. **Commenting on the existence of objects, people, or events**   **If you are putting things away and [*name*] sees something that they are interested in, what would they do?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture as if to point at it (but not as a request) or to say ‘mine’ or to comment on it, e.g. gesture to mean ‘broken’ or ‘dirty’ etc. * Look at it, showing an interested facial expression * Vocalise (sound, word approximation or word) to comment on the item, e.g. ‘mine’, ‘broken’ or ‘dirty’, etc. * Use signing or aided AAC to make a single word comment, e.g. ‘mine’ * Use signing or aided AAC to make a comment using a phrase, e.g. ‘my blue car’ * Other? Describe |
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| * 1. **Commenting on an attribute in the immediate context**   **If [*name*] enters a new place that looks or feels different, how do they describe what they think about it?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture to comment, e.g. gesturing ‘big’ * Look around / at it and uses facial expression * Vocalise (sound, word approximation or word) to comment, e.g. ‘wow’ * Use signing or aided AAC to make a single word comment, e.g. ‘dark’ * Use signing or aided AAC to make a comment using a phrase, e.g. ‘it very dark’ * Other? Describe |
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| 1. **Giving information** |
| * 1. **Giving information about self**   **If [*name*] wants to give you information about themselves (e.g. their name, that they have just been swimming, that they have a pain), how do they tell you?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture representing the information e.g. pointing to their wet hair * Vocalise, using sound associated with the information they are giving, word approximation or word, e.g. 'ow' for a pain, attempts name, etc. * Use signing to say a word e.g. signing initial letter of name, * Use aided AAC to say a word, e.g. ‘pain’ * Use signing or aided AAC to say a phrase, e.g. 'I went swimming' * Other? Describe |
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| * 1. **Giving information about other people or events**   **If something happened while you weren’t around, (e.g. something was broken, someone fell over, someone came to visit, etc.) how would [*name*] let you know about this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture representing the information, e.g. point to place where it happened * Vocalise, using sound associated with the information they are giving, word approximation or word, e.g. 'oops' to say it broke, attempt to name person, etc. * Use signing or aided AAC to say a word, e.g. name of a person * Use signing or aided AAC to say a phrase, e.g. 'He fell down' * Other? Describe |
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| * 1. **Giving information to direct other people or actions**   **If [*name*] is trying to instruct someone how to do something, (e.g. fasten their lap belt, get a peer to stand up, etc.), how do they go about it?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture to demonstrate * Vocalise (sound, word approximation or word) to direct you * Use signing or aided AAC to direct you using a single word, e.g. ‘push’ * Use signing or aided AAC to say a phrase, e.g. ‘push that up’ * Other? Describe |
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| 1. **Asking questions** |
| * 1. **Asking questions using ‘who’**   **If [*name*] wants to know who you are talking to on the phone or who is at the door, how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture e.g. reaching towards the person (if they are present) * Use questioning / confused facial expression and look at you (or at the person if they are present) * Vocalise (sound, word approximation or word) with questioning intonation, e.g. ‘oo?’ * Use signing or aided AAC to ask ‘who?’ * Use signing or aided AAC to ask using a phrase, e.g. ‘who is it?’ * Other? Describe |
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| * 1. **Asking questions using ‘what’**   **If [*name*] wants to know what something is, how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture e.g. pointing at the object * Use questioning / confused facial expression and looking at the object * Vocalise (sound, word approximation or word) with questioning intonation, e.g. ‘huh?’ * Use signing or aided AAC to ask ‘what?’ * Use signing or aided AAC to ask using a phrase, e.g. ‘what is it?’ * Other? Describe |
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| * 1. **Asking questions using ‘where’**   **If [*name*] wants to know where you are going, how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture, e.g. points * Use questioning / confused facial expression * Vocalise (sound, word approximation or word) with questioning intonation, e.g. ‘ere go?’ * Use signing or aided AAC to ask ‘where?’ * Use signing or aided AAC to ask using a phrase e.g. ‘where you go?’ * Other? Describe |
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| * 1. **Asking questions using ‘when’**   **If [*name*] wants to know when something is happening, how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture e.g. points to wrist / watch / clock * Use questioning / confused facial expression and looking at a clock * Vocalise (sound, word approximation or word) with questioning intonation, e.g. ‘now?’ * Use signing or aided AAC to ask ‘when?’ * Use signing or aided AAC to ask using a phrase, e.g. ‘when are we…?’ * Other? Describe |
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| * 1. **Asking questions using ‘why’**   **If [*name*] wants to know why something is happening (e.g. why you’re leaving), how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture * Use questioning / confused facial expression and looks at what is happening (such as you walking towards the door) * Vocalise (sound, word approximation or word) with questioning intonation, e.g. ‘ay?’ * Use signing or aided AAC to ask ‘why?’ * Use signing or aided AAC to ask using a phrase, e.g. ‘why are you…?’ * Other? Describe |
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| * 1. **Asking questions using ‘how’**   **If [*name*] wants to know how to do something or how something works, how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture * Use questioning / confused facial expression and looking at an object * Vocalise (sound, word approximation or word) with a questioning intonation, e.g. ‘ow?’ * Use signing or aided AAC to ask ‘how?’ * Use signing or aided AAC to ask using a phrase, e.g. ‘how do that?’ * Other? Describe |
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**Part C: Contextual variation**

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| 1. **Contextual variation** |
| * 1. **People**   **Are there people [*name*] likes to communicate with more than others?**  Encourage detailed responses. Prompts could include:   * Family * Peers * Carers / education staff * Other? Describe |
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| * 1. **Places**   **Are there places in which [*name*] is more communicative? If so, please give details.** |
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| * 1. **Time**   **Are there times during the day at which [*name*] is more communicative? If so, please give details.** |
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| * 1. **Topic**   **What things does [*name*] typically talk about?**  Encourage detailed responses. Prompts could include:   * About the here and now * Tend to stick to one topic * Beyond the here and now * Communicate abstract ideas * Other? Describe |
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**Part D: Participation in conversation**

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| 1. **Strategies used** |
| * 1. **Conversational breakdown**   **When a conversation / interaction between you and [*name*] gets into difficulties, what is the usual reason for this?**  Encourage detailed responses. Prompts could include:   * You have difficulty understanding them e.g. difficulty understanding a vocalisation, difficulty deciphering a sign, difficulty identifying what symbol they are pointing to, etc. * They have difficulty understanding you * Issue with their concentration * They cannot find the vocabulary they want in their aided AAC system * They appear not to have the vocabulary they require in their aided AAC system or don’t seem to know the signs * They use signs or words in their aided AAC system that do not appear to be relevant * They do not provide enough information for you to know who or what they are referring to * Other? Describe |
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| * 1. **Signalling communication breakdown**   **How does [*name*] signal that communication has broken down, e.g. when they do not understand what you are saying or you have misunderstood them?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression or eye contact, e.g. look distressed, wide eyes, look at you, etc. * Vocalise (sound, word or word approximation), e.g. saying ‘no, no’ * Use signing or aided AAC to indicate communication breakdown using a single word e.g. ‘oops’, ‘oh no’, etc. * Use signing or aided AAC to indicate communication breakdown using a phrase, e.g. ‘start again’, ‘I don’t understand’, etc. * Other? Describe |
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| * 1. **Repairing communication breakdown**   **What does [*name*] do if you have misunderstood what they are trying to communicate?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression or eye contact e.g. shake their head, look frustrated, etc. * Repeat what they have communicated in the same way, e.g. if they used a gesture they repeat the gesture * Change their mode of communication, e.g. if they used a gesture they now use a vocalisation or aided AAC * Rephrase their message or elaborate on it * Use repair strategy vocabulary, e.g. ‘it’s not in my book/device’, ‘I’ll give you a clue…’, I’ll try to spell it…’ * Ask for assistance to find the message in their aided AAC system * Other? Describe |
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| * 1. **Requesting clarification**   **What does [*name*] do if they don’t understand something you have said?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression or eye contact e.g. look confused, shake their head, etc. * Vocalise (sound, word or word approximation) e.g. use questioning intonation, says ‘huh?’, etc. * Use signing or aided AAC to indicate lack of understanding using a single word, e.g. ‘what?’ * Use signing or aided AAC to indicate lack of understanding using a phrase, e.g. ‘I don’t understand’, ‘say it again’, etc. * Other? Describe |
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| * 1. **Maintaining an interaction or conversation over more than two turns**   **When an interaction is started, how does [*name*] keep it going?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression or eye contact to signal that they want to continue an interaction with you e.g. nod in agreement * Vocalise (sound, word or word approximation) e.g. ‘uh huh’, ‘mmm’, ‘right’ * Use signing or aided AAC to maintain a conversation by making small talk, e.g. ‘uh huh’, ‘I understand’ * Use signing or aided AAC to maintain a conversation by contributing meaningful information using single words * Use signing or aided AAC to maintain a conversation by contributing meaningful information using phrases * Other? Describe |
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| * 1. **Giving feedback to a communication partner when listening**   **How does [*name*] signal that they are listening to you while you are talking?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression or eye contact e.g. turn to face you, nod, etc. * Vocalise (sound, word or word approximation) e.g. ‘uh huh’, ‘yeah’, etc. * Use signing or aided AAC to show they are listening using a single word, e.g. ‘okay’ * Use signing or aided AAC to show they are listening using a phrase, e.g. ‘that’s interesting’, ‘I agree’, etc. * Other? Describe |
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| * 1. **Giving feedback to a communication partner when formulating a message**   **How does [*name*] signal that they are preparing a message / that they would like you to wait?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression, eye contact or eye pointing e.g. look frustrated as someone else takes their turn in the interaction, raise hand to communicate ‘wait’ * Vocalise (sound, word or word approximation) e.g. ‘eh!’, ‘oy!’, ‘me’, etc. * Use signing or aided AAC to ask you to wait using a single word, e.g. ‘wait’ * Use signing or aided AAC to ask you to wait using a phrase, e.g. ‘please give me time to make my message’ * Other? Describe |
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| * 1. **Changing the topic**   **How does [*name*] change the topic in a conversation? Here, consider how they link the preceding and the new topic and how they introduce a new topic when the preceding one appears complete.**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression, eye pointing or eye contact to signal a change in topic * Vocalise (sound, word or word approximation) * Use signing or aided AAC to change the topic using a single word * Use signing or aided AAC to change the topic using a phrase * Other? Describe |
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| * 1. **Joining a conversation**   **If [*name*] tries to join a conversation that other people are having, how do they go about it?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression, eye pointing or eye contact to communicate that they want to join the conversation * Vocalise (sound, word or word approximation) * Use signing or aided AAC to join the conversation using a single word * Use signing or aided AAC to join the conversation using a phrase, e.g. ‘excuse me’, ‘I’ve heard about that’, etc. * Other? Describe |
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| * 1. **Terminating an interaction**   **If [*name*] wants to end an interaction with you, how do they do it?**  Encourage detailed responses. Prompts could include:   * Use gesture, body movement, facial expression, eye pointing or eye contact to communicate that they want to end the interaction e.g. look away * Vocalise (sound, word or word approximation), e.g. ‘bye’ * Use signing or aided AAC to end the interaction using a single word * Use signing or aided AAC to end the interaction using a phrase, e.g. ‘nice to talk with you’, ‘see you later’, etc. * Other? Describe |
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| 1. **Using social etiquette** |
| * 1. **Using social greetings and partings**   **Does [*name*] use social greetings and partings (e.g. hello, goodbye)? If so, please describe how they do this.**  Encourage detailed responses. Prompts could include:   * Use gesture or body movement e.g. wave ‘hi’ * Use facial expression, eye pointing or eye contact e.g. make eye contact and smile for hello * Vocalise (sound, word approximation or word) e.g. ‘hi’ * Use signing or aided AAC - single word * Use signing or aided AAC - phrase e.g. ‘see you soon’ * Other? Describe |
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| * 1. **Complying with social conventions**   **To what extent does [*name*] show an awareness of fitting in with social conventions (e.g. use of please / thank you, only swearing if appropriate, not making personal comments in front of people, appropriate use of informal vs formal language, etc.)?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture * Use facial expression, eye pointing or eye contact, e.g. only pull ‘rude’ facial expressions at an appropriate time like joking around with peers, smile when want to say please, etc. * Vocalise (sound, word approximation or word), e.g. ‘ta’ * Use signing or aided AAC - single word, e.g. ‘please’ * Use signing or aided AAC - phrase * Other? Describe |
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| * 1. **Telling jokes**   **If [*name*] wants to make a joke, how do they do this?**  Encourage detailed responses. Prompts could include:   * Use body movement or gesture * Use facial expression, eye pointing or eye contact, e.g. pull a funny face * Vocalise (sound, word approximation or word), e.g. make a funny sound * Use aided AAC to tell a pre-stored joke * Use signing or aided AAC to tell a joke * Use signing or aided AAC to fool or direct others to do something funny e.g. a practical joke * Other? Describe |
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| * 1. **Understanding jokes**   **Does [*name*] understand jokes you tell them?**  If so, describe the type of humour they understand e.g. slapstick, practical jokes, sarcasm, anecdotes etc. |
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**Methods of communication chart**

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| \*F = Understood by familiar only  All = Understood by all | | **Informal gesture, body movement** | | **Facial expression** | | **Eye pointing, eye contact** | | **Vocal-isation, sound** | | **Word approximation or spoken word / phrase** | | **Sign: single words** | | **Sign: phrases** | | **Aided AAC: single words** | | **Aided AAC: phrases** | | **Other: specify** | |
|  |  | F\* | All\* | F | All | F | All | F | All | F | All | F | All | F | All | F | All | F | All | F | All |
| **1** | **Context and motivation** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 1.1 | Shows likes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.2 | Shows dislikes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | **Gaining attention** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 2.1 | Interest in interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.4 | … to prepare for an interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | **Attention directing** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 3.1 | Drawing attention to self |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2 | Drawing attention to an event or action |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.3 | Drawing attention to an object |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.4 | Drawing attention to other people |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | **Requesting** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 4.1 | … a person |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.2 | … recurrence |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.3 | … cessation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.4 | … assistance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.5 | … an object |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.6 | Responding to a direct request for action |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.7 | … an action or event |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.8 | … information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.9 | Responding to a request for information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.10 | … confirmation of information |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| \*F = Understood by familiar only  All = Understood by all | | **Informal gesture, body movement** | | **Facial expression** | | **Eye pointing, eye contact** | | **Vocal-isation, sound** | | **Word approximation or spoken word / phrase** | | **Sign: single words** | | **Sign: phrases** | | **Aided AAC: single words** | | **Aided AAC: phrases** | | **Other: specify** | |
|  | | F\* | All\* | F | All | F | All | F | All | F | All | F | All | F | All | F | All | F | All | F | All |
| **5** | **Rejecting** |  | | | | | | | | | | | | | | | | | | | |
| 5.1 | … a person |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.2 | … an object |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.3 | … an event, action or task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.4 | … assistance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.5 | Protesting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.6 | Responding to ‘no’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.7 | Negotiating |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | **Naming** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 6.1 | … an object |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.2 | … an action or event |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | **Commenting** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 7.1 | … on the non-existence of objects, people or events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | … on the existence of objects, people or events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3 | … on an attribute in the immediate context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | **Giving information** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 8.1 | … about self |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.2 | … about other people or events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.3 | … to direct other people or actions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | **Asking questions** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 9.1 | … using ‘who?’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.2 | … using ‘what?’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.3 | … using ‘where?’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.4 | … using ‘when?’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.5 | … using ‘why?’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.6 | … using ‘how?’ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*F = Understood by familiar only  All = Understood by all | | **Informal gesture, body movement** | | **Facial expression** | | **Eye pointing, eye contact** | | **Vocal-isation, sound** | | **Word approximation or spoken word / phrase** | | **Sign: single words** | | **Sign: phrases** | | **Aided AAC: single words** | | **Aided AAC: phrases** | | **Other: specify** | |
|  | | F\* | All\* | F | All | F | All | F | All | F | All | F | All | F | All | F | All | F | All | F | All |
| **11** | **Strategies used** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 11.2 | Signalling comm. breakdown |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.3 | Repairing comm. breakdown |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.4 | Requesting clarification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.5 | Maintaining an interaction or conversation over more than two turns |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.6 | Giving feedback to a comm. partner when listening |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.7 | Giving feedback to a comm. partner when formulating a message |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.8 | Changing the topic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.9 | Joining a conversation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.10 | Terminating an interaction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12** | **Using social etiquette** |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 12.1 | Using social greetings and partings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.2 | Complying with social conventions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.3 | Telling jokes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Nb. comm. = communication

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