

## Helping learners move towards intentional communication

Respond to a 'behaviour' as though it were intentional in order to help promote communication skills.

Where do I start?

### 1. Choose behaviours that are:

- easily developed into conventional communication, such as vocalisations
- easy to observe and therefore more likely to attract a high rate of response
- fairly regular so there are plenty of opportunities for responding to them

### 2. Choose a reasonably frequent behaviour

- Always respond in a consistent manner
- Provide a motivational response
- Select a manner of responding that is natural and enjoyable to you

What do I do?

**Communication is learnt through communicating, therefore:**

- Wait for an opportunity to communicate
- Adopt a non-threatening posture
- Talk about anything (relevant if possible) and pause frequently and give the individual a chance to respond
- Make choice rather than passivity the norm
- Allow the learner to take control
- Identify the factors that have helped or hindered the attempt to communicate. If there is a barrier create a repair strategy e.g. offer alternative methods of communication that could include visual or sensory cues
- Create a termination strategy e.g. realise when 'that's enough' for the learner
- Augmentative communication is addressed in all sessions
- Ensure learners have their *own* communication targets & objectives
- Create an expectation of learner communication
- Create a need to communicate ( instead of doing everything for someone)
- Ensure Assistive Technology is built into the routine
- Find ways to be consistent
- Ensure the environment is labelled
- Ensure learners have their own communication systems (so they don't have to share)
- Ensure learners are challenged to move beyond their existing communicative level.

For more information see: [www.pri-liberator.com/](http://www.pri-liberator.com/)

Multi-sensory environments

Labelling the environment

Sensory Cueing

Intensive interaction