BSquared
connecting steps V4
Demo

Name:

Started:................. Completed:.................

Expressive		
☐ Begins words with a range of consonant sounds when communicating	☐ Greets familiar people with consistent responses when contact is initiated by a member of staff	☐ Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two
☐ Changes pitch indiscriminately whilst babbling to themselves or others	☐ Greets familiar people with consistent responses when contact is initiated by themselves	☐ Requests a new action or object in their chosen form of communication
☐ Changes volume indiscriminately whilst babbling to themselves or others	☐ Indicates a need for a change of clothes when they have soiled them	☐ Requests desired objects via symbolic/pictorial means when communicating with a member of staff
☐ Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away	☐ Indicates a need for a change of clothes when they have wet their clothes	☐ Says "Bye-bye" to familiar people with consistent responses when the situation is appropriate
☐ Creates their own words (jargon) when communicating with others	☐ Indicates what has caused them to be upset	☐ Uses intonation indiscriminately whilst babbling to self or other

Receptive		
☐ Associates words they hear with objects they see when given instructions	☐ Follows simple commands (including verbs) with appropriate responses, e.g. rolls the ball when requested to	☐ Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is
☐ Demonstrates an interest in words through facial expressions when members of staff talk to them	☐ Orientates their head or eyes towards an object when a member of staff points at it	☐ Responds to symbolic/pictorial requests with an appropriate action when shown by an adult, e.g. moves towards the toilet when shown a photo
☐ Explores pages in books visually when working with an adult	☐ Responds to choices with actions or gestures when given limited options (up to two)	☐ Seeks recognition by means of eye contact when their name is mentioned
☐ Explores pages in books haptically when working with an adult	☐ Responds to one-step commands appropriately when asked clearly by a member of staff, e.g. "Get your shoes"	

Level 6: The individual uses emerging conventional communication.

• They respond to options and choices with actions or gestures [for example, by nodding or shaking their head].
• They remember learned responses over increasing periods and may anticipate known events [for example, pre-empting sounds or actions in familiar stories].
• They greet known people and may initiate interactions and activities [for example, prompting another person to join in with an interactive sequence].
• They apply potential solutions systematically to problems [for example, bringing an object to a member of staff in order to request a new activity].
• They actively explore objects and events for more extended periods [for example, turning the pages in a book or magazine shared with a peer or member of staff].

Name:

Started:.................. Completed:.................

Strategies

☐ Strategies to support this level:

UNIVERSAL APPROACHES:
Lots of new experiences - make sure they are relevant to the individual's interests.
Using the individual's name helps to focus attention.
Support the motivation of the individual which is driven by basic needs and wants.
Create "irresistible invitations to learn" by making yourself noticeable and introducing objects or experiences which are intrinsically fun for the individual (Gina Davies. Available at: www.ginadavies.co.uk).
Encourage playfulness with turn-taking interactions. Follow the individual's lead, match their type of turn and try to balance the number of turns you each take.
Follow the individual's focus of attention and join in by (1) gently "intruding" on the game (2) "including" objects or actions which the individual likes, or (3) "imitating" what they like to do (The Hanen Centre, More Than Words).
Call the individual's name before giving any spoken information and wait for the individual to turn towards you or give some indication they have heard you before speaking, e.g. by stilling.
Follow the lead of the individual. Remember to watch, wait and then join in.
Approach with playfulness, acceptance, curiosity and empathy.
Consider a range of ways in which you can enable the individual to make choices.
Share photos with the individual, talking with them about what they did and how it felt, e.g. take photos of things as they happen so you can talk about them after the event.
Position yourself so that you can be seen and heard, allowing for sensory loss such as poor hearing/vision.
Create a visualised communication environment which includes signs, schedules, labels and behaviour prompts (better communication research programme).
Use of the "Picture Exchange Communication System" (PECS).

SKILL DEVELOPMENT APPROACHES:
Extend "joint attention" with "irresistible invitations to learn". Make yourself noticeable and introduce objects or experiences which are intrinsically fun for the individual (Gina Davies. Available at: www.ginadavies.co.uk).
Set up listening opportunities where people can enjoy stories, rhymes and sounds.
Create "communicative temptations" e.g. by having a reminder in sight but not in reach, by having objects which you can work but the other individual needs help with, by adding unexpected excitement to familiar routines (a piece of shiny paper in the favourite book), by use of "constructive stupidity" (woops, I forgot a vital piece of equipment!).
Use 'talk' to anticipate or initiate what the individual will be doing within a routine.
Where possible maintain continuity of individual relationships.
Always greet and say goodbye to the individual.
Leave pauses for the individual to formulate responses.
Use actions/signs to develop understanding of key words.
Decide on key vocabulary linked to activities and ensure that all carers regularly model its use in a range of contexts.
Use and repeat single functional words so the individual can gradually link the word to its meaning.
Label the experiences that you notice the individual attending to e.g. "wow...that's a CAR".
Use comments and descriptions rather than questions.
Give instructions one step at a time.
Keep voice at a moderate level of tone and volume.
Use visual prompts to encourage activities.
Use puppets and other props to encourage listening and responding.
Multi-sensory learning of target vocabulary using real objects, actions, signs, pictures, to develop/reinforce understanding.
Go down to the individual's level when interacting with them because eye contact may be incidental.
Consider alternative or augmentative ways for the individual to communicate (AAC) e.g. picture choices, sign language, communication book, AAC technology.
Add meaning through consistent labelling and association with words, gestures and objects.

TOP TIPS:
Help the individual as needed to do what they are trying to do, without taking over.
Use simple, direct language. Keep the language short and concrete. Focus on a small number of target words across time, context and people.
Opportunities to develop functional communication, e.g. objects of reference, PECS book, signing.