

COMMUNICATION MAP
DIRECTIONS
Kathleen Stremel

What is it?

The Communication Map is a Performance Assessment that serves as a visual profile. The Map is used to show three major stages:

1. Communication Behaviors the child/student is currently demonstrating.
2. Communication Behaviors that the service provider or team can determine are appropriate to target as new objectives.
3. Potential Communication Behaviors that may be appropriate in the future.

What are the components?

The Communication Map contains:

Receptive Forms, which are sequenced from simple, concrete forms to complex, abstract forms that are symbolic. The Receptive forms are ways in which others get their messages across to the child/student.

Expressive Communication Intents are also contained on the map. These Communication intents or "functions" of expressive communication are sequenced developmentally from early to later developing.

Expressive Forms are outlined on the bottom of the map. Again, these are sequenced from simple, concrete pre-symbolic forms to symbolic forms and AAC.

How do I use it?

The Map may be filled out by acquiring the information in the following procedures, by:

- (a) Directly observing the child/student in typical routine or activity, (b) by asking the parents or service providers how the child/student communicates when he wants "more" or to make a choice or how he protests, and (c) by

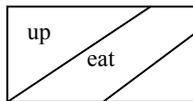
working directly with the child/student in routines that he/she reportedly enjoys.

How do I fill it out?

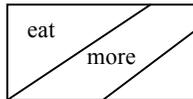
If possible use colored pens and different symbols (characters) to assist in displaying the child's outcomes. If the child has only a few examples of a communication form, content items (up, eat) forms may be written in.

- 9 For Communication Behaviors that the child responds to/understands or uses, use "diagonal" lines in red:

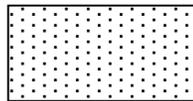
Example - Receptive



Example - Expressive



- 9 For Communication Behaviors that are being targeted for the next six months to one year, use a series of dots in green:



- 9 For Future Communication, use a blue colored border around the rectangle.



- 9 For skills a child will possibly never use because of blindness, deafness, lack of motor control, etc. mark through the skill in black.

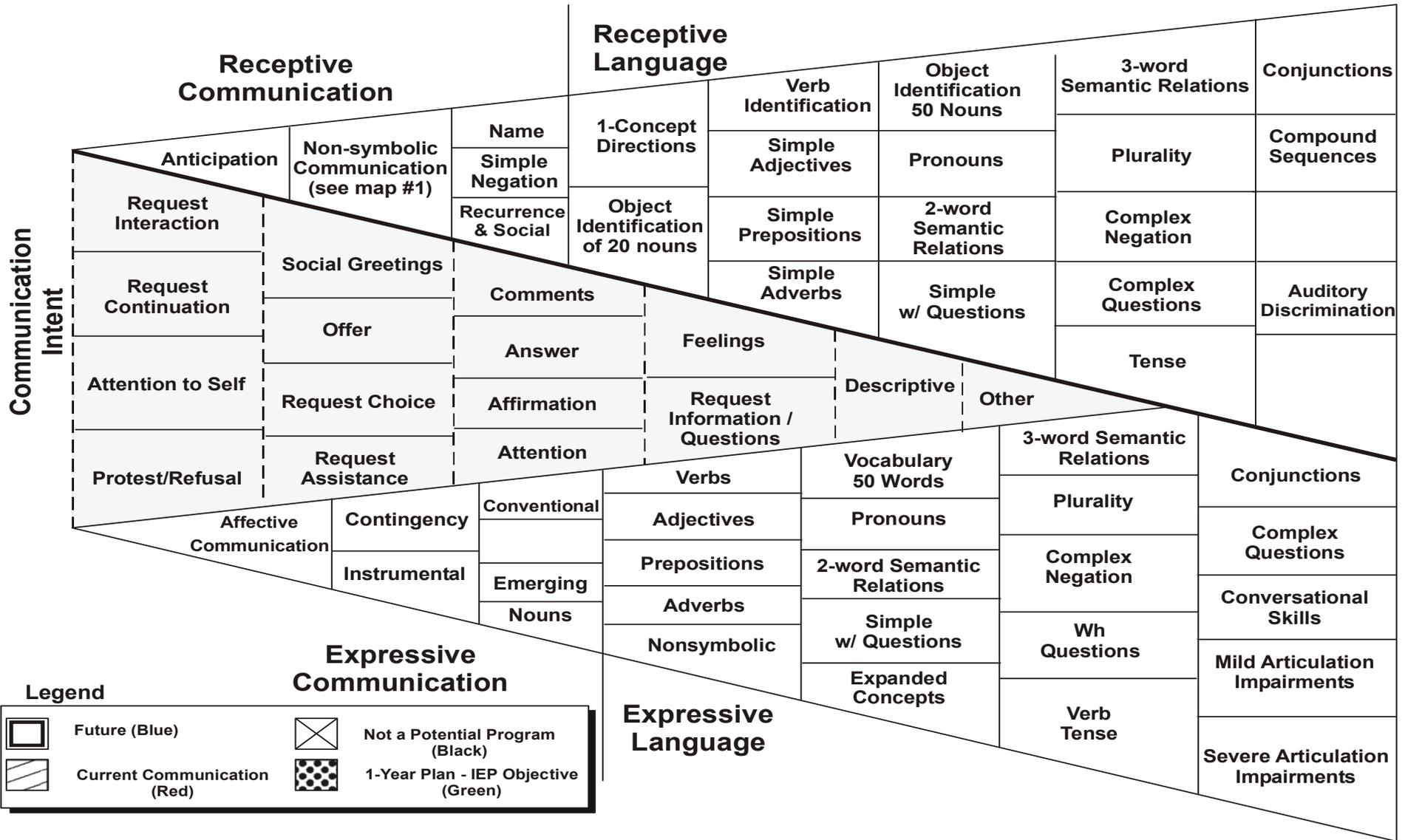


Communication Map ₁ goes from Early Communication to Symbolic forms. Communication Map ₂ is used for children who are beginning to use (or use) symbolic communication. The Maps may be used pre-post intervention or TA to document student outcomes.

Name: _____

Overall Communication & Language Map ₂

Date: Pre _____ Post _____



Completed by: _____

Development:
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