



Level 6 Language 1 word level Comprehension and Expression	6.1 Refuse Reject	6.2 Req More action	6.3 Req new action	6.4 Req more item	6.5 Makes Choices	6.6 Req new item	6.7 Req help	6.8 Req absent items	6.9 Requests attn.	6.10 Share attn. focus with adult	6.11 Engages in interactive exchange	6.12 responds positively to adult	6.13 Show affectn	6.14 Greets People	6.15 Offer/ Shares	6.16 Direct your atten	6.17 Polite social forms	6.18 Answer Yes/no Questn	6.19 Asks questns	6.20 Names Things/ People	6.21 Makes comments
	5.1 Refuse Reject	5.2 Req More action	5.3 Req new action	5.4 Req more item	5.5 Makes Choices	5.6 Req new item	5.7 Req help	5.8 Req absent items	5.9 Requests attn.	5.10 Share attn. focus with adult	5.11 Engages in interactive exchange	5.12 responds positively to adult	5.13 Show affectn	5.14 Greets People	5.15 Offer/ Shares	5.16 Direct your atten	5.17 Polite social forms	5.18 Answer Yes/no Questn	5.19 Asks questions	5.20 Names Things/ People	5.21 Makes comments
Level 5 Abstract Symbols	4.1 Refuses /rejects		4.2 Req More action	4.3 Req new action	4.4 Req more item	4.5 Makes Choices	4.6 Req new item	4.7 Req help	4.8 Req absent items	4.9 Req Attn	4.10 Share attn. focus with adult	4.11 Engages in interactive exchange	4.12 Responds positively to adult	4.13 Greets People		4.14 Responds to Communication partner		4.15 Answers Simple Yes/no Questions	4.16 Names Things/ People	4.17 Makes comments	
	Level 4 Concrete Symbols	3.1b Refuses /rejects	3.2b Request more action	3.3b Request new action	3.4b Req more item	3.5b Makes Choices	3.6b Req new item	3.7b Req help	3.8b Req Attn	3.9b Share attn. focus with adult	3.10b Engages in interactive exchange	3.11b Responds positively to adult	3.12b Show affection	3.13b Greets People	3.13b Offer/ Share	3.15b Direct your atten	3.16b Polite social forms	3.17 Answers Yes/no Question		3.18 Asks Questions Non-verbal	
Level 3a&b b: Conventional Communication  a: Unconventional Communication <i>Support to become conventional</i>		3.1a Refuses /rejects	3.2a Request more action	3.3a Request new action	3.4a Req more item	3.5a Makes Choices	3.6a Req new item	3.7a Req help	3.8a Request Attn.		3.9a Share attn. focus with adult		3.10a Engages in interactive exchange		3.11a Responds positively to adult		3.12a Show affection				
	Level 3a Unconventional Communication <i>Support to become conventional</i>	2.1 Protests	2.2 Continues action			2.3 Obtains more of something			2.4 Attracts attention												
Level 2 Intentional behaviour		1.1 Expresses Discomfort	1.2 Expresses comfort					1.3 Expresses interest in other people													
	Level 1 Pre- intentional Behaviour	Refuse		Obtain					Social					Information							

<p>Level 6 Language 1 word level</p>	<p>Symbols (concrete or abstract) are combined into two- or three-symbol combinations ("want juice", "me go out"), according to grammatical rules. The individual understands that the meaning of symbol combinations may differ depending upon how the symbols are ordered.</p>
<p>Level 5 Abstract Symbols</p>	<p>Abstract symbols such as speech, manual signs, Brailled or printed words are used to communicate. These symbols are "abstract" because they are NOT physically similar to what they represent. They are used one at a time.</p>
<p>Level 4 Concrete Symbols</p>	<p>"Concrete" symbols that physically resemble what they represent, are used to communicate. Concrete symbols look like, feel like, move like or sound like what they represent. Concrete symbols include pictures, items (such as a shoelace to represent "shoe"), "iconic" gestures (such as patting a chair to say "sit down") and sounds (such as making a buzzing sound to mean "bee"). Most individuals skip this stage and go directly to Level VI. For some individuals concrete symbols may be the only type of symbol that makes sense to them; for others they may serve as a bridge to using abstract symbols.</p>
<p>Level 3b Conventional Communication</p>  <p>Support to become conventional Level 3a Unconventional Communication</p>	<p>Conventional pre-symbolic behaviours are used intentionally to communicate. Communicative behaviours are "pre-symbolic" because they do not involve any sort of symbol; they are "conventional" because they are socially acceptable and we continue to use them to accompany our language as we mature. The meanings of some gestures may be unique to the culture in which they are used. Communicative behaviours include pointing, nodding or shaking the head, waving, hugging, and looking from a person to a desired item. Note that many of these gestures (and especially pointing) require good visual skills and may not be useful for individuals with severe vision impairment. Some vocal intonations may also be used at this stage.</p> <p>Unconventional pre-symbolic behaviours are used intentionally to communicate. Communicative behaviours are "pre-symbolic" because they do not involve any sort of symbol; and they are "unconventional" because they are not socially acceptable for us to use as we grow older. Communicative behaviours include body movements, vocalizations, facial expressions and simple gestures (such as tugging on people).</p>
<p>Level 2 Intentional behaviour</p>	<p>Behaviour is under the individual's control, but it is not yet used to communicate intentionally. Individuals at this stage do not yet realize that they can use these behaviours to control another person's behaviour. Caregivers interpret the individual's needs and desires from behaviours such as body movements, facial expressions, vocalizations and eye gaze.</p>
<p>Level 1 Pre- intentional Behaviour</p>	<p>At this stage, the child's behaviour is not yet intentionally communicative. That is, the child does not understand that if she does something specific in the presence of another person that person may do something specific in return. Although the child may purposefully make a movement or whine or turn her head, she does not yet realize "If I fuss like this, someone will come over with a drink." In other words, the child does not yet produce behaviours <i>with the intent</i> of communicating something. Nevertheless, the child's behaviours are very expressive at this stage and carers are able to interpret the child's general state of comfort or discomfort. For instance, carers can figure out whether the child is hungry or sleepy, and whether she likes something or doesn't like something. Some children at this stage may not yet have voluntary control over most of their behaviours.</p>