

## Generic Intervention Goals Based on Communication Matrix Levels

If the learner is operating competently at this level	Consider the following generic intervention goals to push the learner toward a higher level of competence
<p style="text-align: center;"><b>Level 1. Pre-intentional Behavior</b></p> <p>Behavior is not under the individual's own control, but it reflects his/her general state (comfortable, uncomfortable, hungry or sleepy). Caregivers interpret the learner's state from behaviors such as movements, facial expressions and sounds.</p>	<ul style="list-style-type: none"> <li>• Encourage intentional behavior by creating highly responsive environments to promote “contingency awareness”.</li> <li>• Note that data collection may be important at this level to demonstrate convincingly that a behavior is intentional.</li> </ul>
<p style="text-align: center;"><b>Level 2. Intentional Behavior</b></p> <p>Behavior is under the learner's control, but it is not yet used to communicate intentionally. Caregivers interpret the individual's needs and desires from behaviors such as body movements, facial expressions, vocalizations and eye gaze.</p>	<ul style="list-style-type: none"> <li>• Respond to potentially communicative behaviors so that the learner becomes aware of their communicative purpose.</li> <li>• The focus is on establishing “social contingency awareness” (the understanding of one’s own ability to cause other people to respond).</li> <li>• Some individuals may require extraordinary efforts to entice them into social interactions.</li> </ul>
<p style="text-align: center;"><b>Level 3. Unconventional Communication</b></p> <p>Unconventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors are pre-symbolic because they do not involve any sort of symbol; they are unconventional because they are generally not socially acceptable for us to use as we grow older, since they often involve physical contact.</p>	<ul style="list-style-type: none"> <li>• Shape nonconventional gestures into conventional gestures and/or target symbol use.</li> <li>• Some conventional gestures (Level 4) require good visual or motor skills and may not be reasonable targets.</li> <li>• Symbols may be concrete (Level 5) or abstract (Level 6), depending upon the needs of the learner.</li> </ul>
<p style="text-align: center;"><b>Level 4. Conventional Communication</b></p> <p>Conventional pre-symbolic behaviors are used intentionally to communicate. Communicative behaviors 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.</p>	<ul style="list-style-type: none"> <li>• Teach 1:1 correspondence between symbols and referents.</li> <li>• Symbols may be concrete (Level 5) or abstract (Level 6), depending upon the needs of the learner.</li> </ul>
<p style="text-align: center;"><b>Level 5. Concrete Symbols</b></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, objects (such as a shoelace to represent shoe), iconic gestures and specific sounds used to represent things.</p>	<ul style="list-style-type: none"> <li>• Teach the combination of concrete symbols into two- and three-symbol utterances.</li> <li>• Consider teaching 1:1 correspondence between abstract symbols and referents, if there is an abstract symbolic mode that the learner can understand and perceive adequately.</li> </ul>
<p style="text-align: center;"><b>Level 6. Abstract Symbols</b></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.</p>	<ul style="list-style-type: none"> <li>• Teach the combination of abstract symbols into two- and three-symbol utterances.</li> </ul>
<p style="text-align: center;"><b>Level 7. Language</b></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>	<ul style="list-style-type: none"> <li>• Expand semantic and syntactic abilities by introducing symbols for new vocabulary and increasing the length of symbol combinations (symbols may be concrete or abstract).</li> </ul>