

# Ways of Communicating

After reviewing the communication forms described below, respond to the questions about how your student communicates.

Name:

Date:

## Communication Forms

**Body language and facial expressions** are physical representations of an internal (emotional or mental) reaction. This can be a purposeful reaction to another person or simply a reflex.

**Vocalizations** are sounds made intentionally. They may or may not be directed toward someone else.

**Gestures** are motions of the limbs or body used as a means of expression. They are often recognized socially (e.g., “okay,” “come here,” “goodbye”).

**Touch cues** are physical contact directly onto a person’s body immediately before an action or activity. The purpose is to convey a message to the individual, not to get their attention.

**Object cues** are objects from a part of the person’s daily routine. They are presented to the individual as information about a specific activity.

**Two- or three-dimensional tangible symbols** are items (e.g., a photo, line drawing or object, part of an object, or texture) that bear a meaningful and realistic connection to what it is representing.

**Written word (print or Braille)** is a combination of abstract symbols that have a socially agreed upon meaning.

**Sign language** is a system of hand gestures that follow specific grammar rules and syntax.

**Spoken language** is meaningful vocal sound that follows specific grammar rules and syntax.

## How Does Your Student Communicate?

What forms of communication does your student use to receive messages from others?

How does your student communicate with others?

Adapted from:

Rowland, C., Schweigert, P. D., & Prickett, J. G. (2005). Communication systems, devices, and modes. In Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffee, E., (Eds.), *Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind* (pp. 219-259). New York, NY: AFB Press.