****Open Hands, Open Access Deaf-Blind Intervener Learning Modules

Module: Understanding Communication Principles

# Communication Exchange Analysis – Toddlers: Examples

The forms on the next two pages go with Slide 22 of the presentation “Understanding Communication” in Learning Activity 1. They relate to examples in [this video](https://www.youtube.com/watch?v=sL3vqlHabck) (https://www.youtube.com/watch?v=sL3vqlHabck).

## Communication Exchange Analysis Form – Toddlers (Examples 1 and 2)

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| **Communication Characteristic** | **Example 1** | **Example 2** |
| **Person who is Communicating and Description of the Communication Segment**  (Description refers to the actual words that were spoken or a description of movements.) | Girl: “I wonder if me and dad can pick you up to go to the park” | Boy: “What does that mean?” |
| **Communication Form** | Spoken words | Spoken words |
| **Sensory Mode** | Auditory | Auditory |
| **Communication Function** | Request to go to the park together | Need for clarification |
| **Meaning** | I’d like to go to the park with you | Can you tell me what you mean? |
| **Response/Turn Exchange**  (How does the second person respond?) | Boy: “What does that mean?” | Girl: “To the park!” |
| **Receptive Understanding**  (Did the second person seem to understand the meaning of the message as the first person intended? That is, was the meaning shared between them?) | No, they did not understand each other | Yes, they understood each other |

## Communication Exchange Analysis Form – Toddlers (Examples 3 and 4)

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| **Communication Characteristic** | **Example 3** | **Example 4** |
| **Person who is Communicating and Description of the Communication Segment**  (Description refers to the actual words that were spoken or a description of movements.) | Boy: "It is right there" + pointing finger. | Girl: Silent, plus thoughtful facial expression. |
| **Communication Form** | Spoken words  Gesture | Facial expression |
| **Sensory Mode** | Auditory & Visual | Auditory & Visual |
| **Communication Function** | Statement: sharing a thought. | Need to process what the boy meant. |
| **Meaning** | I can tell you where the park is. | I am confused about what you mean. |
| **Response/Turn Exchange**  (How does the second person respond?) | Girl: silent | Boy: "We have to walk. We have to cross the road." |
| **Receptive Understanding**  (Did the 2nd person seem to understand the meaning of the message as the 1st person intended? That is, was the meaning shared between them?) | No, they did not understand each other. (Because they were on the phone, she could not see him pointing). | Yes, they understood each other. |