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

Module: Understanding Communication Principles

# Expressive and Receptive Communication

**Name:**

**Date:**

Using the student you used in the Gathering Information Assignment, go through the table below. Put a check mark by the communication modes that you think apply to the student. Don’t worry if you don’t know what all of these communication modes are at this point in time. You’ll be learning more about them in the next modules. \*

## Expressive Communication Modes

### Oral/Motor Output

Vocalizations (cry, coo, babble, gurgle grunt, laugh, whine, scream)

Vowel sounds, consonant-vowel pairs, word-like jargon

Spoken words

### Motor/Gestural Output

Body movements (head, limb, postural change, change in body tone)

Facial Expressions

Gestures

Eye gaze

Manual signs

### Augmentative/Alternative Output

(Requires motor/gestural selection behavior as well as comprehension of symbolic system.)

Tactile symbols

Picture symbols

Object symbols

Written words

“High-tech” communication devices using one of the above symbolic systems

## Receptive Communication Modes

### Visual Input

Facial Expression

Gestures

Manual Sign Language

Object Symbols

Picture Symbols

Printed Words

### Auditory Input

Environmental sounds

Intonation/register of speech

Spoken words

### Tactile Input

Handling/touch/movement

Specific touch cues

Objects symbols

Tactile (hand-in-hand) signs

Brailled words

\*Adapted from:

Rowland, C. (2009). *Assessing communication and learning in young children who are deafblind or who have multiple disabilities*. Portland, OR: Oregon Institute on Disability and Development.