****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.