## Holistic Communication Profile

Dr. Susan Bruce

*Boston College*

*Lynch School of Education and Human Development*

2021

© 2021 Susan Bruce

**Directions:**

*Complete all sections that are relevant to each learner. Delete irrelevant sections.*

**Learner’s Name**:

**Date of Birth and/or Age**:

**Family’s First Language:**

**Identified Disability(ies):**

**Etiology/ies/Syndromes**:

**Vision**:

*Type of vision loss: address acuity, visual field, cortical visual impairment, ophthalmological report results, functional vision, state if progressive*

**Hearing:**

*Type of hearing loss: address type(s) of hearing loss, functional hearing, audiological report results, functional hearing, state if progressive*

**Other Sensory/Perceptual issues:**

*This may include challenges with touch, offensive sensory inputs, or other perceptual characteristics of the learner*

**Motor Status**:

*Gross and fine skills that may impact communication, as well as positioning to support communication*

**Placement:**

*Please note if learner has 1:1 intervener or paraprofessional*

## Observation Data

**Level of Expressive Communication** *(by early intents/functions) as identified by Communication Matrix (The Communication Matrix Foundation, 2022)*

*Refuse:*

*Obtain*:

*Social:*

*Information:*

*Overall Level of Communication:*

**Expressive Forms/Modes:**

*Body language/facial expressions:*

*Vocalization:*

*Objects/partial objects:*

*Textures:*

*Photographs:*

*Line drawings:*

*Gestures*

*Contact:*

*Proximal (within 2 feet)*

*Distal: (beyond 2 feet)*

*Signs:*

*Verbalizations:*

*Speech Generating Device(s):*

*(List specific devices/technologies, such as switches, both low and high tech)*

**Receptive Forms/Modes:**

*Body language/facial expressions:*

*Vocalization:*

*Objects/partial objects:*

*Textures:*

*Photographs:*

*Line drawings:*

*Gestures*

*Contact:*

*Proximal:*

*Distal:*

*Signs: Verbalizations:*

*Speech Generating Devices:*

*(List specific devices/technologies, such as switches, both low and high tech)*

**Type of Representations (Both Receptive and Expressive**—u*se of icons, indices, and symbols. Icons look like the referent-what they represent. Indices are known by association. Symbols are abstract and do not look like the referent.*

**Examples of Form/Mode(s) used for Specific Intents/Functions:**

*Calls for attention:*

*Answers*:

*Protests/refuses*:

*Requests for action:*

*Requests for object:*

*Labels/names:*

*Comments on action:*

*Comments on object:*

*Greetings:*

*Other intents/functions:*

*Receptive Opportunities and Modeling:*

**Sharing Affective States with Others:**

**Gaze Shift (for children with vision) or Tactual Shift (for those who are blind):**

**Sharing Joint Attention:**

**Evidence of Memory:**

**How Preferences are Expressed:**

**Choice-Making:**

*How choices are offered and how options are selected by the learner*

**Contexts or Activities in Which Learners Shows the Most Initiative:**

**Words INITIATED and in what Form/Mode(s):**

*(such as verbalizations, signs, line drawings)*

**Words IMITATED and in what Form/Mode(s)**:

*(such as verbalizations, signs, line drawings)*

**Imitation (other than words**):

*(such as actions)*

**Object Permanence:**

**1:1 Correspondence:**

**Means-End/Cause-Effect/Problem Solving:**

**Discrimination:**

*Visual, auditory, tactual*

**Categorization:**

*Includes matching and sorting*

**Individuation**

*May include visual self-recognition, recognition of own name, use of self-gestures (me, mine, my turn), knowledge of self*

**Use of Repair Strategies (Persists, Repeats, or Repairs Communication):**

*Persist-continues expression in the same way without a pause. Repeat-express in the same way with pause. Repairs-expresses in a different way*

**Object Handling or Play:**

*Play Assessment Questionnaire* (Yoshinaga-Itano, Snyder, & Day, 1999).

*Also located at:* [*https://www.colorado.edu/center/oddace/sites/default/files/attached-files/play\_assessment\_with\_scoring.pdf*](https://www.colorado.edu/center/oddace/sites/default/files/attached-files/play_assessment_with_scoring.pdf)

**Communication Context Considerations:**

*Physical Environment (consider lighting, auditory characteristics, equipment…)*

*Individual’s Characteristics (disability and non-disability):*

*Communication Partners (skills required):*

*Activities and Routines: (opportunities for communication within activities; within and between activity routines, learner’s anticipation within routine)*

*Process of Communication (initiating, sustaining (turn-taking), and terminating interactions or conversation:*

**Literacy Lessons that Specifically Support Communication Development:**

*Daily Schedule and Calendar Systems, Story Boxes, Experience Stories, Journals (especially interactive journals), Authentic Choice-Making*

**Communication Programming Emphasis/Recommendations:**

## References

The Communication Matrix Foundation. (2022). *Communication Matrix.*<https://www.communicationmatrix.org/>

Yoshinaga-Itano, C., Snyder, L. & Day, D. (1999). The relationship of language and symbolic play in children with hearing loss. *The Volta Review, 100*(3), 135-164)