

COMMUNICATION TEMPTATIONS

Communication Function	Opportunity	Strategy
1. Recurrence - "More"	Movement activities, such as being pushed in the wheelchair, pushed on swing, etc.	Engage in the activity, then pause the activity, and wait for the student to request "more"
2. Recurrence - "More"	Preferred object/activity Examples: Music, Balls, Books, Wind-up toys	Engage the student with an object/activity, then pause by stopping or withholding and waiting for student to signal that they want "more".
3. Requesting	Eating/drinking	Eat or drink items in front of the student without offering any.
4. Requesting	Preferred foods/drinks/objects	Place desired item in clear container that student can't open. Put the container in front of the student and wait.
5. Requesting	Snack/lunch time	Engage the student in drinking a preferred beverage from their usual cup. Remove the cup and then the communication partner drinks from a similar cup, not offering any to the student.
6. Requesting	Eating/drinking	Hold beverage container, or spoon toward student so they can see it, but out of reach. Have a look of expectation (eye contact, raised eyebrows, smile), and wait for the student to signal that they want the drink/food
7. Requesting	Music	Involve student in song - switch activation of tape recorder. Initially place the switch within reach so student can access it several times, then place the switch just out of reach.

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8. Requesting	Materials needed for an activity	Give the student some of the materials, but not all of them needed to complete the activity (e.g., paper, but no felt marker, bowl of soup, but no spoon. Wait for a request.
9. Requesting	Situations that involve smallish noise making components	Put the item in an opaque bag and shake the bag to make a noise. Hold the bag up and wait.
10. Negation/Protesting	Offering a non-preferred item Examples: Disliked food/drink items, toys	Engage the student with a preferred object/activity. Remove the item and bring it back a few times. Then offer a non-preferred item and wait for a negative response.
11. Protesting	Interrupt a familiar routine	Engage the student in a familiar routine, such as using the computer. Interrupt the activity (e.g., turn the computer off), and wait for the student to protest.
11. Commenting or requesting	Leisure/gym	Engage the student in pushing a ball to & fro. Interrupt the activity frequently to allow opportunity to comment or request another turn.
12. Commenting	Substance that can be easily spilled, dropped, torn, broken, etc.	Engage the student with the activity, then suddenly spill some of the substance on the table and floor in front of the student and wait.
13. Choice Making	Pairs of preferred and non-preferred items	Engage the student with both preferred and non-preferred items, one at a time. Then, hold both of them in front of the student

Modified from Wetherby, A. and Prizant, B., (1989). The expression of communicative intent: and assessment guidelines. *Seminars in Speech and Language*, 10, 77-91, and Iacono,, T., Carter, M., and Hook, J. (1998). Identification of intentional communication in students with severe and multiple disabilities. *Augmentative and Alternative Communication*, 14, 102-113.