

Communication Tips

What is declarative communication? The intent of declarative communication is to share something you feel or want, or to stimulate thought, without *requiring* a verbal response. Using declaratives when talking with William will help him develop

ÿ **Social interaction skills:** Increases his desire to interact with others. Helps him share emotions and experiences.

Communication skills: Increases his spontaneous, natural communication. Encourages facial referencing. Models how typical peers talk.

ÿ **Regulation skills:** Reduces "performance pressure." Enables compliance and problem-solving.

Here are some examples of declaratives:

Invite William to do something with you:

Let's walk to the playground.

Here are bubbles.

Share experience, emotion with William:

I am so hot...hungry...etc.

I'm not having fun.

Oh no! Yikes! That was funny!

Look at this!/Check it out! A big spider!

Narrate the action:

We are walking together. We are going fast!

We are putting on our shoes.

Reflect on your emotion/experience:

That was fun! That was my favorite one.

Remember when we...

Encourage/Suggest:

We can do it.

Why don't we take a little break?

Celebrate with William:

Way to go! High five! Whoeee!

Team with William:

We did it! Yay! We are such a great team!

Regulate/Clarify:

That is too fast! too hard, etc.

I don't understand.

I wonder if its raining outside.

Also: compliment, joke, demonstrate, commiserate, flirt, repair, co-create, wonder, comment, bond, plan, rehearse, etc.

With **imperatives**, the intent is to get the listener to do something you want him to do, such as respond to a demand, make a choice, or give the correct answer. *How old are you? What color is this? Say "thank you." What do you want to play? Do you want to play bubbles? What did you do over the weekend? Put on your shoes.* Our goal is to have no more than 20% of our communication be imperatives.

More Communication Tips

ÿ "Zone of connection" eye-level, no further than arm's length, w/physical contact as much as possible.

ÿ Obtain William's attention, but try not to use his name as an attention-getter. Try a noise, cough or "ahem."

ÿ Play and work **within his competency**, very simple, short, every day activities.

ÿ Increase non-verbal communication: facial expressions, gestures, body language, hand squeezes. Try "losing your voice" and see what happens.

ÿ Reduce spoken language (try not talking for periods). Use fewer words, match to his number of utterances/phrases.

ÿ **Spotlight** important words with volume (soft/loud), pitch (low/high), expressiveness, pacing, pauses, funny accents and sounds, hesitations, pauses.