

# Communication Functions

There are various purposes for communication, which we term as communication functions. By recognizing these functions, we can employ vocabulary that enhances language and fosters profound communication. *In doing so, we broaden the horizons of an AAC user beyond mere decision-making.*



## **Requesting: (Items / Activities / Information / Wants & Needs)**

Asking for what one needs or wants.

Example: I want a drink of water.



## **Protesting / Denying/Rejecting: (Items / Activities)**

Expressing the desire not to have something or to stop an action.

Example: I don't want to color, or I don't want to clean my room.



## **Describing / Labeling:**

Describing involves the act of identifying and elucidating the things we observe or expressing our desires and requirements. This can manifest in various activities, such as cataloging the items on our grocery shopping list or detailing the ingredients necessary for baking cookies. Through the practice of labeling and elucidating, we enhance our capacity to communicate effectively.



## **Asking / Answering Questions (Getting & Giving Information):**

Responding to a question or statement.

Example: When a teacher asks a student who uses AAC, "Did you have lunch today?", the student taps on the "Yes" icon on their AAC device.

Making inquiries about the world around them (who, what, where why and how).

Example: Where is the train? How do we make cookies? When can we watch a movie.



## **Commenting / Social Interaction:**

Making an observation or giving an opinion about something. This entails furnishing information, occasionally simply for the purpose of social exchange, about a particular situation. Frequently, we employ this method to initiate social interaction or to impart an experience.

Example: I like that song or That was funny.



## **Expressing Feelings:**

Sharing how someone is feeling physically or emotionally.

Example: My tummy hurts or I'm angry.

# December Communication Functions

For the month of December, focus on the below communication functions to help enhance communication abilities.

**Step One:** Decide what communication function you are looking to teach.

**Step Two:** Identify multiple opportunities throughout the day where you can practice modeling the communication function.

**Step Three:** Review the communication functions in a variety of contexts and track the progress of using the communication function resource.

	Communication Function to Practice	Activities
<b>Week One</b>	<p><b>Commenting:</b> (Items / Activities / Events / People)</p> <p><b>Core Words to Model :</b> Is, Not, Think, Good, Bad, Feel</p>	<p><b>Picture Prompts:</b> Show a series of pictures or images and ask individuals to comment on what they see.</p> <p><b>Descriptive Walk:</b> Take a walk outside and encourage comments about the surroundings. Ask individuals to describe what they see, hear, or feel during the walk.</p> <p><b>Weather Observations:</b> Discuss the weather and ask for comments on how it affects their day or what they like about different weather conditions.</p>
<b>Week Two</b>	<p><b>Expressing Feelings:</b> (People / Items / Activities)</p> <p><b>Core Words to Model:</b> Happy, Sad, Worried, Excited, Scared, Calm, Lonely, Surprised</p>	<p><b>Music and Emotions:</b> Listen to different types of music and discuss how the music makes individuals feel. Encourage them to express their emotional reactions to the music.</p> <p><b>Emotion Bingo:</b> Play a bingo game with emotion faces instead of numbers. When someone gets a bingo, they share a time when they felt the emotion on their card.</p> <p><b>Emotion Charades:</b> Play a game of charades where individuals act out different emotions, and the group guesses the emotion being portrayed. Afterward, discuss how to recognize these emotions in real-life situations.</p>
<b>Week Three</b>	<p><b>Social Interactions:</b> (Greeting, Turn Taking, Initiating, Compliment, Negotiate)</p> <p><b>Core Words to Model:</b> Please, Thank you, Sorry, Talk, Together, Help, Exciting, Look, Feel, Boring</p>	<p><b>Social Games:</b> Play board games or card games that require turn-taking and conversation, such as “Uno,” “Pictionary,” or “Guess Who.”</p> <p><b>Role-Playing:</b> Engage in role-playing scenarios where individuals can practice various social interactions, such as greeting others, making small talk, or resolving conflicts.</p> <p><b>Phone Calls:</b> Practice making phone calls to family members or friends, focusing on appropriate greetings, asking questions, and maintaining a conversation.</p>
<b>Week Four</b>	<p><b>Asking and Answering Questions:</b> (Getting &amp; Giving Information)</p> <p><b>Core Words to Model:</b> What, Where, Why, Who, This, That, How, Think, See</p>	<p><b>Whodunit Mystery:</b> Create a mystery scenario and provide clues. The individual must ask questions to uncover details and solve the mystery.</p> <p><b>Information Gap Activities:</b> Provide individuals with different sets of information and have them ask questions to fill in the gaps in each other’s knowledge.</p> <p><b>Guess the Object:</b> Place an object in a bag or box without revealing it. The individual asks yes/no questions to guess what the object is.</p>