

## **Suggestions for activities – Communication Matrix**

### I-Pre-Intentional Behavior –

- Use various items that will encourage the student to visually track
- Use noise makers to work on tracking sounds – present in different locations.
- Offer cuddling with stuffed animals, pillows, blankets, touch, etc.
- Present photos & videos of familiar people
- Present sensory experiences – movements, tactile/vibration, smells, vision, sounds, and taste

### II- Intentional Behavior –

- Mimic the student's sounds and actions – do they continue?
- Look in a mirror – what are the student's reactions?
- Present items to encourage reaching &/or rejecting
- Use noise makers to work on tracking sounds – present in different locations.
- Use various items that will encourage the student to visually track
- Offer opportunities to explore textures and shapes both independently (Active Learning) and with adult participation.
- Create tasks that require pulling rings off pegs.
- Sing songs with rhymes and gestures.
- Entice student to continue an interaction by touching adults hand/arm or vocalizing.
- Hide an item under or behind a box to unveil to the student.
- Roll ball back and forth, push toy cars and trucks, etc.
- Construct tabs, page fluffers, etc. to have student assist with turning pages of a book
- Attach items to string to encourage student to pull it toward them.
- Create a sensory course – streamers hanging from above, fan blowing, bumps to go over, etc.

### III- Unconventional Communication

- Create opportunities to drop items in container.
- Hide an item under towel/blanket and facilitate student pulling it off.
- Stack items to promote knocking them down.
- Model and encourage student to use functional items (brushing hair, listening to phone, etc)
- Be silly to get student's reaction (as in wearing a bowl as a hat)
- Offer items to bang together to make noise.
- Hunt for items in container of rice, beans, etc
- Play in a tub of water by splashing, squirting, etc
- To promote poking, pushing, pointing – offer playdough, moon sand, bubble wrap, etc.
- Request student hand things to others
- Act out a story with actions / pantomime (Pete's a Pizza)

### IV- Conventional Communication

- Label gestures you see student use as what is being communicated (You want me to give it to you)
- Shine a flash light on items & people in the darkened room. Encourage the student to follow the light as it moves around.
- Name items & people in the room and ask the student to look at them.
- Allow student to drop items onto different surfaces to hear a variety of sounds.
- Provide obstacles for student to go around, over & under to get to something.
- Video &/or facetime student interacting socially with someone to encourage waving.
- Offer student an item &/or activity they don't want to encourage rejection with a gesture, vocalization &/or body movement.
- Construct exploration activities by putting items in containers (box, tub, plastic bins, etc) that make noise and have the student open (request help) to find.
- Make personal communication profiles with photo albums for student to share information about themselves to share with others.
- Begin pairing symbols (objects, photos, line drawings, etc) to routines throughout the day.