

COMMUNICATION LEARNING PROGRESSION	
<p><b>Level Six</b></p> <p>Learning to extend and adapt communication across social contexts</p>	<p>The student is learning to independently adapt, elaborate and adjust communication to suit different social contexts. S/he may use different strategies to communicate with familiar or unfamiliar people and in different situations. S/he may suggest alternatives to an unwanted object, activity or instruction, and may be developing the capacity to adjust responses to others' displays of emotion to suit their situation and relationship. The student may be beginning to elaborate on the re-telling of a message or story to assist the understanding of different audiences.</p>
<p><b>Level Five</b></p> <p>Learning to take audience into account</p>	<p>The student is learning to adjust the form and style of communication to suit different audiences. S/he may maintain and extend communication with others, accommodate interruptions and distractions, and elaborate on personal likes, dislikes and ideas. The student may control and change facial expressions and gestures to suit the meaning of communication, and adapt the form and style of communication to suit other people's expectations of politeness, timing and reasonableness. S/he is beginning to provide background information to explain the meaning of a message or story.</p>
<p><b>Level Four</b></p> <p>Learning to use social rules of communication</p>	<p>The student is learning to use social rules of communication and may modify the style (e.g., volume, rate or intensity) of communication to suit familiar locations and contexts. S/he may be extending use of vocabulary to include descriptive terms and developing the capacity to introduce a new topic of communication, make comments and observations about specific objects, persons or activities or give reasons for rejecting a particular object or activity. The student may maintain interest in a topic of communication.</p>
<p><b>Level Three</b></p> <p>Learning to recognize social rules of communication</p>	<p>The student is learning to recognize some basic social rules of communication and is exploring ways to convey information to others. S/he is developing the ability to acknowledge and answer a person, give information about self and significant others (e.g., family, friends or pets), and to take turns in communication. The student's use of names, words, signs and/or symbols is becoming increasingly differentiated. S/he may describe the emotion displayed by others (e.g., say that they are happy, sad or angry), and be beginning to use own words to repeat or re-tell short messages or stories.</p>
<p><b>Level Two</b></p> <p>Learning to express needs and feelings</p>	<p>The student is learning to use and combine names, words, signs, symbols, gestures, physical contact and facial expressions to gain or direct attention, make requests or convey feelings. The student may be beginning to show interest in a topic of communication or look at an object another person is looking at. S/he may be learning to reproduce part of a short message, perhaps by pointing or using pictures or objects to show meaning.</p>
<p><b>Level One</b></p> <p>Becoming receptive to communication and learning to respond and attend to communication from others</p>	<p>The student is developing the ability to receive communication from others, and may react to the sound of his/her own name or show acceptance or rejection of an object or activity by an emotional response (e.g., smiling, crying). S/he may make eye contact, look at an object introduced by another person, or be learning to use gesture or vocalization to make simple requests. As the student works through this level, s/he is learning to actively respond to communication from others by paying or withdrawing attention, and may attempt to draw or direct the attention of another (e.g., by pointing or vocalization). S/he may respond to others' facial expression or displays of emotion, or show refusal or rejection by ignoring, pushing away, attempting to change activity or turning or walking away. The student may communicate at a similar volume, rate or intensity regardless of location.</p>

Accessible from the Assessment Research Centre's Students with Additional Needs (SWANs) assessment and reporting program, and adapted from Woods, K., (2010). *The design and validation of measures of communication and literacy to support the instruction of students with learning disabilities*. (Doctoral Dissertation), University of Melbourne, Melbourne, Australia.